



## TABLE OF CONTENTS

### PRINCIPAL'S LETTER

.....	2
CONTACT INFORMATION AND SCHOOL BACKGROUND .....	3
GLENBARD SCHOOL BOARD MEMBERS, PHILOSOPHIES, STRATEGIC PLAN and PRIORITIES .....	5
<a href="#">GRADUATION REQUIREMENTS</a> .....	9
PROVISION FOR INDIVIDUAL DIFFERENCES.....	11
ACADEMIC SUPPORTS .....	15
SPECIALIZED SUPPORTS FOR AP ENROLLMENT.....	17
<a href="#">SUMMER SCHOOL</a> .....	18

ENROLLMENT.....	19
COLLEGE PLANNING .....	21
CAREER PLANNING .....	24
ATHLETIC ELIGIBILITY.....	25

### **COURSE DESCRIPTIONS**

Art .....	26
Business .....	32
English .....	36
English Language Learners (ELL).....	42
Family and Consumer Science .....	46
Mathematics .....	50
Music .....	54
Physical Education / Health / Driver's Education .....	64
Science .....	68
Social Studies .....	72
Special Education .....	78
Speech Arts .....	82
Technology and Engineering .....	86
World Languages .....	91
Technology Center of DuPage .....	99



Dear Glenbard East High School Students,

This Curriculum Guide describes the nearly two hundred course offerings, which comprise the academic “race course” of Glenbard East High School. Because you will be able to sign up for only thirty to forty courses during your four years at East, you have important choices to make.

The curriculum is here to help you discover and realize your potential as a thinker and a learner. In a real sense, the course selections you make will determine the terrain of the academic course you choose to run and will help set the direction your life will take after you leave high school.

Having a career or educational goal in mind as you select courses will help guide your journey as well as getting advice from your family, counselor, teachers and friends. Do not be afraid to try something new; taking an academic risk can pay off with new insights into yourself and new prospects for your future. Course corrections are always possible as you make new discoveries about yourself and your goals.

As you stand at the starting line of a new school year, make your choices carefully. Remember that you must meet the graduation requirements as stipulated by both the state and the district. Whether you are a freshman, sophomore, junior or senior, your designation will now be determined by the number of credits that you earn. Failure to earn sufficient credits or taking the wrong classes may require you to detour and attend summer school. Good choices now, combined with hard work, diligence, and commitment will result in a successful finish to the course you choose to run. Make the race memorable. Cross the finish line prepared for the future.

Best wishes from East to you!

*Shahe Bagdasarian*  
Principal  
Glenbard East High School





**GLENBARD EAST HIGH SCHOOL**  
1014 SOUTH MAIN STREET  
LOMBARD, IL 60148  
[www.glenbardeasths.org](http://www.glenbardeasths.org)

Main Office	(630) 627-9250
Fax Line	(630) 627-9264
Attendance Office	(630) 627-2595
Deans' Office	(630) 424-6668
Nurses' Office	(630) 424-7133
School Counseling Office	(630) 424-7150
Athletics Office	(630) 424-6700

**FOR EMERGENCY SCHOOL CLOSING AND GENERAL ANNOUNCEMENTS  
CHECK THE SCHOOL WEBSITE FOR DETAILS**

#### **HISTORY**

*Glenbard East High School opened its doors in September 1959 with a student body of 525 students and 28 faculty members. This school year we have an enrollment of approximately 2,350 students and 180 faculty members. Glenbard East has established itself as an excellent high school respected for its broad academic offerings and varied extracurricular program.*

*With school colors of red and black, its mascot is the Ram. The nickname RAMS is an acronym for "Right Attitude Means Success." Prior to the opening of Glenbard East in 1959, Lombard students in High School District No. 87 attended Glenbard West in Glen Ellyn (known at the time simply as Glenbard High School).*

#### **Glenbard District 87 Non-Discrimination Policy**

*Glenbard Township High School District 87 does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, marital status, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. Glenbard offers classes in several college preparedness courses, as well as career classes at TCD, admission to which is non-discriminatory. Lack of English-language proficiency will not be a barrier to admission and participation in those programs.*



**GLENBARD EAST**  
RIGHT ATTITUDE MEANS SUCCESS

#### ADMINISTRATIVE STAFF

<b>Shahe Bagdasarian</b> , Principal	(630) 424-6600
<b>Joan Witkus</b> , Assistant Principal for Instruction	(630) 424-6606
<b>Kurt Johansen</b> , Assistant Principal for Operations	(630) 424-6484
<b>Antoine Anderson</b> , Assistant Principal for Student Services	(630) 424-6603
<b>D'Wayne Bates</b> , Assistant Principal for Athletics	(630) 424-6675
<b>Kendall Griffin</b> , Dean of Students	(630) 424-6735
<b>Avelira Gonzalez</b> , Dean of Students	(630) 424-7145
<b>Famous Hulbert</b> , Dean of Students	(630) 424-6604
<b>Michael Jacobs</b> , Dean of Students	(630) 424-7162

#### ACADEMIC DEPARTMENT CHAIRS

<u>Department</u>	<u>Chair</u>	<u>Phone</u>
Art, Music and Speech Arts	Brandon Catt	(630) 424-6750
Business and Family & Consumer Sciences	Peter Hostrawser	(630) 424-6620
English	Sara Schumacher	(630) 424-6718
Mathematics	David Elliott	(630) 424-6733
Physical Education, Health and Driver's Education	Scott Miller	(630) 424-6446
Science and Technology and Engineering	Nicholas Scipione	(630) 424-6611
Special Education	Deirdre Churchill	(630) 424-6634
Social Studies	Jason Jaffe	(630) 424-6680
World Languages	Linnette Dorman	(630) 424-6619

SCHOOL COUNSELORS		
Student Last Name	Counselor	Phone
A-Car	Jim Greener	(630) 424-7146
Cas-Fra	Damara Ortiz	(630) 424-7149
Frb-H	Karen Zima	(630) 424-6461
I-Mars	Evelyn Schneider	(630) 424-6711
Mart-Min	Selina Lepsi, Department Chair	(630) 424-6745
(Off-Campus)		
Mio-Mz	Norma Vega-Rodriguez	(630) 424-7144
(ELL)		
N-Pin	Scott Lilly	(630) 424-7141
Pio-Sm	Michelle Mandley	(630) 424-7151
Sn-Z	Bryan Witte	(630) 424-6743



**GLENBARD TOWNSHIP DISTRICT 87**

596 Crescent Blvd.  
Glen Ellyn, IL 60137  
(630) 469-9100

Dr. David Larson, Superintendent of Schools

**BOARD OF EDUCATION ELECTED MEMBERS**

Richard Heim, President

Mary Ozog, Vice President

Robert Friend

Margaret DeLaRosa

Jennifer Jendras

Martha Mueller

Judith Weinstock

**GLENBARD STRATEGIC PLAN**

**Glenbard Township High School District 87 Strategic Plan**

**Mission**

*We are a community committed to inspiring and empowering all learners to succeed.*

**Vision**

*Our district is a safe, caring, diverse community of schools whose students are:*

*Knowledgeable People*

*Critical Thinkers*

*Effective Communicators*

*Collaborative Workers*

*Responsible Individuals committed to a greater good in our world.*

***Inspire ... Empower ... Succeed***



## Core Values

**Learner Focus:** We make decisions in the best interests of our students. We believe students should be responsible for their own learning.

**Learning Community:**

We recognize that everyone shares in the responsibility of creating a safe, nurturing environment in which students are supported and encouraged to learn. We recognize that a partnership with parents and community is critical to our success.

**Quality employees:**

We recognize that our ability to recruit and retain quality employees enhances the attainment of our mission and vision.

**Continuous improvement:**

We will strive for continuous improvement, recognizing that being open to change is a risk worth taking.

**Professional Development:**

We believe continued learning for faculty and staff keeps the district aligned to best practice and better equipped to achieve our mission and vision. Learning is an empowering, lifelong process.

**Data analysis:**

We recognize the use of data to enhance instruction and evaluate programs and processes ultimately increases student achievement.

**Accountability:**

We acknowledge individuals must be accountable for their performance, decisions, and actions that follow.

**Communication and collaboration:**

We recognize effective communication and collaborative decision-making is vital to building understanding, relationships and trust.

**Resources:**

We will align our resources of people, time, technology, and money to make progress.

## STRATEGIC PRIORITIES

### **Priority 1: Create pathways to success for every student aligning standards, assessment, and instruction.**

Engage all students in problem-solving, critical thinking, and the capacity to construct knowledge while connecting curriculum to real-world contexts.

Prepare students for successful transition into post-secondary education and careers through consistent course/subject learning targets, assessments of common course standards and outcomes, consistent use of best practice instructional strategies, and aligned staff development. Develop strategies to provide students with opportunities to take responsibility for their own learning.

### **Priority 2: Foster a supportive, safe environment that inspires learning and encourages engagement with the school**

Provide intervention strategies to address significant achievement gaps for whom they exist.

Create personalized learning environments that address each student's academic, social and emotional needs. Promote professional learning teams that make efficient use of collaboration time to improve student achievement. Improve student attendance at all schools.

### **Priority 3: Strengthen productive home, school, and community partnerships for education**

Improve two-way parent and community communication systems to ensure needs and requirements are clearly understood, addressed, and responded to in a timely way.

Seek parent and community input into decisions that affect them.

Engage all facets of the Glenbard community to facilitate progress toward achieving the district's shared vision. Collect, report, analyze, and act on student, staff, parent, and community feedback on a regular basis.

### **Priority 4: Create a positive, collaborative, work environment dedicated to continuous improvement**

Improve two-way communication systems between the district office and all schools to ensure all needs and requirements are clearly understood and responded to in a timely way. Seek staff input into decisions that affect them. Recruit and retain a highly qualified staff that reflects the diversity of our students. Set clear expectations for all employees and provide meaningful evaluation to celebrate strengths and provide opportunity for growth. Collaborate within and among schools and district office to define district parameters while allowing for individual school autonomy.

### **Priority 5: Make efficient, effective, and equitable use of resources that are essential to the educational success of students.**

Develop a clear process to allocate financial resources aligned to strategic mission, vision, and priorities.

Increase staff, parents, and community awareness of the district's five-year financial forecast and how district financial data compares with high school districts in the area. Support appropriate use of technology to enhance teaching and learning.

***For more information on the Glenbard Board of Education members, philosophies, policies and***



## **COMPREHENSIVE ACADEMIC PROGRAMMING**

The educational program provided by Glenbard East is comprehensive in nature. It provides for educational experiences through classroom instruction and through extra-curricular activities. The courses described in this handbook address individual as well as common needs and goals of Glenbard East students. Course content promotes knowledge, understanding appreciations, attitudes, habits, and skills that are vital to a full life as a lifelong learner, a family member, a productive worker and citizen in a democratic society.

### **ACADEMIC HONESTY**

The atmosphere in each classroom should actively foster academic honesty. Academic dishonesty degrades the student's character and reputation and impedes the teaching-learning process. Any action intended to obtain credit for work that is not one's own is considered academic dishonesty. This action may include, but not be limited to the following:

1. Submitting another student's work as one's own.
2. Obtaining or accepting a copy of tests or scoring devices.
3. Giving or obtaining test questions or answers from a member of another class.
4. Copying from another student's test or computer file, or allowing another student to copy during a test or computer program.
5. Using materials/technologies that are not permitted during a test.
6. Plagiarizing (presenting as one's own material copied without adequate documentation from a published source).
7. Copying, or having someone other than the student prepare the student's homework, paper, project, laboratory report, computer program, or take-home test for which credit is given.
8. Permitting another students to copy, or writing another student's homework project, report, paper, computer program, or take-home test.
9. Accessing restricted computer files without teacher authorization.
10. Copying materials, including computer software, in violation of the copyright law.



## Graduation Requirements

A student receives one-half credit for successful completion of a semester's work with a passing grade in a subject meeting daily for one period. Beginning with the class of 2013, a student must earn at least twenty-three credits to earn a Glenbard diploma. Within the twenty-three credits required to receive a Glenbard diploma, a student shall successfully complete the following coursework requirements:

Area of Coursework	Total Credits Required
English	3.5
Mathematics - Must include 1.0 credits in Algebra and a course containing Geometry	3.0
Science - Course sequence should include 1.0 credits in Biology, Chemistry, and Physics	3.0
Social Studies - Must include 1.0 credits in US History and .5 credits in US Government*	3.0
Physical Education - Must include .5 credits in Health and .5 credits in Drivers Education	4.0
Speech	.5
Consumer Education	.5
Cultural Art	.5
Applied Art	.5
Additional Electives (from any of the above areas)	4.5
<b>Total Credits</b>	<b>23.0</b>

\*Students are also required to pass an examination on the United States Constitution, State of Illinois Constitution, the Flag Code, and the Declaration of Independence administered through the U.S. Government class.

### **English** – 3.5 credits (7 semesters)

Students will follow the traditional course sequence of English through the first three years of high school and may pick from an array of electives for their senior year. Students planning to attend college will need to take an eighth semester of English.

### **Mathematics** – 3.0 credits (6 semesters)

Two semesters of Algebra and a course containing Geometry are specifically required. Students that successfully complete Algebra and/or Geometry in middle school are exempt from enrolling in these courses in high school, but they must still complete six additional semesters of math coursework during their high school years.

**Science – 3.0 credits (6 semesters)**

The Glenbard District #87 recommended science sequence include, two semesters of each of the following: Biology, Chemistry and Physics. For their final year of science, students may elect to take an AP science course in lieu of Physics.

**Social Studies – 3.0 credits (6 semesters)**

These studies must include two semesters of United States History and one semester of United States Government. Students are also required to pass an examination on the United States Constitution, State of Illinois Constitution, the Flag Code, and the Declaration of Independence. This exam will be administered as a part of the U.S. Government class.



**Physical Education, Health, & Driver's Education – 4.0 credits (8 semesters)**

Students are required to successfully complete a physical education course within the Glenbard school district during each semester they are enrolled in a Glenbard high school, with the exception of the semesters in which they are enrolled in Health or Driver's Education at a Glenbard high school. State Law requires that a student must have passed eight semester courses during the two semesters immediately preceding enrollment in Driver Education. Students that elect to enroll in a Driver's Education program through a private organization will still be required to enroll in a Physical Education course during their school day and submit proof of successful completion of the Drivers Education course upon the conclusion of that course.

**Consumer Education – One (1) semester.**

Courses taken to meet the Consumer Education requirement cannot also be used to fulfill the Applied Arts or Social Studies requirements. Courses that meet the Consumer Education requirement include Business and the Consumer, Consumer Management, Economics, or AP Macro Economics.

**Speech – One (1) semester.**

Students may choose either Speech, Theatre and Acting to fulfill the Speech requirement. (Instructor approval needed)

**Cultural Education – One (1) semester.**

These studies include courses in Art, Music, Speech Arts or World Language. The course used to satisfy the Cultural Education requirement may not also be used to satisfy the Speech requirement.

**Applied Arts – One (1) semester.**

These studies include courses in the Family and Consumer Sciences, Technology and Engineering, or Business departments. Coursework at Technology Center of DuPage or through the Cooperative Education program may also be used. Courses taken to meet the Consumer Education requirement do not also fulfill the Applied Arts requirement.



## **ACADEMIC STANDING AND PROMOTION**

Students at any of the Glenbard high schools are classified as freshmen, sophomores, juniors and seniors. Glenbard students will be promoted through credits earned toward graduation and shall not be promoted from high school based on age or any other social reason. Glenbard students will be classified as freshmen (Grade 9) if they have earned 0-5.5 credits, sophomores (Grade 10) if they have earned 6.0-11.0 credits, juniors if they have earned 11.5-17.0 credits and seniors (Grade 12) if they have earned 17.5 credits or more. Graduation distinction will be determined after verification of successful completion of the designated requirements as established by the policies of the Glenbard Board of Education.

## **PROVISION FOR INDIVIDUAL DIFFERENCES**

The majority of students are enrolled in classes that offer excellent preparation either for college entrance or for entering a career field after high school. Students are encouraged to review the course descriptions in the Program of Studies Guide prior to course selection for detailed information about each class. School Counselors and teachers will also share important information related to each course during the enrollment process.

In addition to the efforts made by every teacher, Glenbard attempts to meet the individual needs of students by providing a variety of academic programs and interventions for learners at all levels.

### **HONORS PROGRAM**

Honors courses are offered at Glenbard East as full four-year sequences in English, Mathematics, Science and Social Studies. Selected honors courses are also offered in the Art, Business and World Languages Departments. Honors courses are designed to challenge the student with superior ability and motivation by enriching and/or accelerating the course content. Students earning a "3", "4", or "5" in these courses will receive an additional grade point to be used in calculating GPA.

When thinking about enrolling in an honors course, the student should be informed that:

- 1) The content of the course is rigorous, in-depth and rapidly paced. Students are given considerable opportunity to assume responsibility for development through research, independent study and discussion.
- 2) The instructional methods of achieving the curricular goals of the course emphasize higher levels of cognition: analysis, synthesis and evaluation. Honors work is not the work of the regular sections with added readings and papers. However, the student should recognize that the work in an honors section may require more time than would be required in a regular section.

## **ADVANCED PLACEMENT**

Several honors courses are designated as Advanced Placement (AP) courses. At least 75% of the content of these courses is established by the College Board and is intended to match the rigor of college level coursework. Students enrolled in these courses will be prepared for and are encouraged to take the AP examination offered each May. Students earning passing grades (3 or better) on the AP exam are eligible to receive college credit from thousands of universities, and more than 1400 American Universities grant sophomore standing to students who have passed four (sometimes three) Advanced Placement exams.

**The following Advanced Placement courses are available at Glenbard East:**

AP Biology	AP Music Theory
AP Calculus AB	AP Physics C: Mechanics
AP Calculus BC	AP Psychology
AP Chemistry	AP Seminar (Capstone Year 1)
AP Computer Science	AP Research (Capstone Year 2)
AP Computer Science Principles	AP Spanish Language & Culture
AP English Language & Composition	AP Spanish Literature & Culture
AP English Literature & Composition	AP Statistics
AP Environmental Science	AP Studio Art: 2D Design
AP European History	AP Studio Art: 3D Design
AP French Language & Culture	AP Studio Art: Drawing
AP German Language & Culture	AP US Government & Politics
AP Human Geography	AP U.S. History
AP Macroeconomics	
AP Microeconomics	

## **SPECIAL EDUCATION**

The function of the Special Education Department is to provide specialized educational services in order to meet the individual learning needs of the students in a least restrictive environment. Students may be identified as needing related services through a standardized evaluation protocol. Recommendations for services are outlined in each special education student's Individual Education Program (IEP) and may include supports such as resource assistance, instructional programming, specialized instructional techniques, and additional structures. Such services are offered through a psychologist, a social worker, a speech therapist, and some vocational programs. Rules and regulations set forth by the Illinois State Board of Education govern the administration and operation of special education programs in Glenbard District #87 and at Glenbard East High School. Parents interested in information about special education programming and eligibility are encouraged to contact the Special Education Department Chair or the Assistant Principal of Student Services for assistance.

## **DIRECTIONS**

A limited number of junior and senior students that have made successful progress toward their diploma but remain at risk for not graduating may participate in the Directions program. Directions is a collaborative program between Glenbard District #87 and the Technology Center of DuPage (TCD). Directions students engage in one of the many TCD vocational programs available for half of their school day, and they remain on the TCD campus for enrollment in their other core courses. Core coursework taught through the Directions program is delivered through smaller classes or computer-based programs. The Directions program aims to positively impact attendance, behavior and academic achievement of the students enrolled. The program's mission is to work with students as they learn to make positive educational decisions



and personal choices while completing the final requirements for their diplomas. Daily transportation to the TCD campus for Directions is available through busing from Glenbard East, and students enrolled in the Directions program are afforded the full rights of any Glenbard East student, including full participation in social and extra-curricular activities.

### **ENGLISH LANGUAGE LEARNERS (ELL)**

The English Language Learner program is available to students that demonstrate limited English Language proficiency. Student placement will be determined and re-evaluated annually by results of the ACCESS exam as well as teacher, counselor and ELL coordinator recommendations. Beginning, intermediate and advanced levels of English instruction as well as language support in other academic areas are offered for students who are still developing their English fluency.

### **COURSES OFFERED IN OTHER BUILDINGS**

Courses offered in the other three district high schools are available to Glenbard East students upon request. The school counselors can provide information about these courses and arrangements for scheduling.

### **INDEPENDENT STUDY**

Options for Independent Study are provided for motivated and mature students who have completed all preliminary/prerequisite course work and wish to pursue advanced course work not available through established course offerings. Students who experience unusual and extraordinary difficulty in scheduling a course required for graduation may also pursue independent study. Independent study projects can be initiated through any faculty member subject to the approval of the particular department chair, student's counselor and the Assistant Principal for Instruction.

### **ALTERNATIVE CREDIT OPTIONS**

According to the Board of Education policy 6:310, students may transfer four semesters of (2.0 Credits) from any combination of correspondence or Internet courses, high school courses offered at other institutions, foreign language courses or college courses. All programs must be part of an accredited institution and must meet the standards of the Illinois State Board of Education. All courses must have the pre-approval of the Principal or Designee prior to enrollment. For additional information on this policy, please reference School Board Policy 6:320 at [www.glenbard87.org](http://www.glenbard87.org).

### **AP SEMINAR – 1 year-1 credit Soph., Jr., Sr.**

AP Seminar is a course that allows students to become successful in accurately analyzing and evaluating information so that they can create and communicate evidence based arguments and personal perspectives in an interdisciplinary format. Students will investigate issues within a general theme at local, regional and global levels. An evaluation of the issues will be done by reading literature from multiple perspectives and lenses. Research will be examined and synthesized in order to form perspectives. Students will accomplish these goals individually and in groups. This course improves students' ability to critically read and think. Students will develop their abilities in research and synthesis argumentative writing and in oral presentations of their findings.

Prerequisite: Success in an Honors Course and Teacher/Counselor or Department Chair recommendation. Application process includes determination of synthesis writing ability.

**AP RESEARCH – 1 year, 1 credit, Sr**

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000-5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

# ACADEMIC SUPPORTS

## STUDENT SERVICES

All Glenbard East students receive the services of a school counselor and a dean. Counselors work with students throughout their four years to transition from high school, plan an educational program, assist in personal problems, and answer questions regarding the college selection and application processes. Deans monitor student attendance and discipline. They ensure the safety of Glenbard East by working with students to develop appropriate relationships and behaviors that result in a positive school culture focused on learning and success for all students. School psychologists and social workers are also on staff to provide students additional social-emotional support as needed.

## EXTENDED ENGLISH – Two period course – 1 English credit & 1 elective credit

This double period English course is designed to support the most at-risk reader. Students will be immersed in a Standard English program emphasizing vocabulary acquisition, fluency, grammar, writing, and communication skills. Importance is placed on intensive reading strategies in order to accelerate reading growth toward grade level proficiency. Students who are eligible for this course will be initially identified by review of standardized reading test scores in which they demonstrate that they are reading significantly below grade level and needing supplemental reading instruction. Final selection of students for this course is determined through an articulation process held between the students' eighth grade team of teachers and counselor and the Glenbard East English Department Chair, Reading Specialist, Director of School Counseling, and Assistant Principal of Instruction.

## ACADEMIC STRATEGIES 1 - 1 year, 1 elective credit, Fr.

This course will develop and strengthen academic reading strategies and skills necessary for success in all content areas. Students will improve in the areas of comprehension, Project C.R.I.S.S. strategies for learning, writing development, content area support strategies (i.e. note taking, highlighting, and student strategies), academic vocabulary and fluency. Students who are eligible for this course will be initially identified by review of standardized reading test scores in which they demonstrate that they are reading significantly below grade level and needing supplemental reading instruction. Final selection of students for this course is determined through an articulation process held between the students' eighth grade team of teachers and counselor and the Glenbard East English Department Chair, Reading Specialist, Director of School Counseling, and Assistant Principal of Instruction.

## ACADEMIC STRATEGIES 2 - 1 year, 1 elective credit, Soph.

Students enrolled in Academic Strategies 1 or Extended English during their freshman year and continuing to demonstrate a need for additional reading support may be recommended to continue on to Academic Strategies 2 for their sophomore year. Students will continue to develop and strengthen academic reading strategies and skills necessary for success in all content areas.

## ALGEBRA ENRICHMENT

Students enrolled in Algebra Enrichment are placed with a Mathematics teacher during one period of the school day. If the student performs at a high level then they move to a study hall during that same period. At the end of first semester, a student who is performing at a high level in their Algebra class will be able to move out of the Algebra Enrichment/Study Hall support.

**ALTERNATIVE LEARNING OPPORTUNITIES PROGRAM (ALOP)**

A limited number of students who demonstrate academic challenges across the core areas will be selected to participate in the freshman and sophomore ALOP cohorts. Students in this program will work collaboratively to support one another through common coursework while benefiting from smaller class sizes and hand-selected faculty. Students in this program will also be enrolled in a Study Skills course for elective credit where students will learn to organize themselves in completing assignments for all of their classes. Additional support in reading development is included in the course. Topics covered include learning styles, goal setting, organization, reading, note taking strategies and memory and test-taking strategies.

**LUNCH INTERVENTION**

Lunch Intervention is an academic support program that takes place during the first half of each lunch period in Room 250. Freshmen and Sophomore students failing at least one class are eligible to be assigned to the program five days a week for a five-week period. Teachers, as well as students enrolled in Elmhurst College's education program, provide a structured environment where students can complete assignments and/or receive academic support as needed.

**S.T.R.I.V.E – SUCCESS THROUGH REACHING INDIVIDUAL EXPECTATIONS**

Tutoring assistance continues after school hours through the STRIVE program. The mission of STRIVE is to improve academic achievement for students who have failed or are in danger of failing courses and to promote individual responsibility. The teachers and instructional staff available through STRIVE provide a structured environment where students can complete homework assignments, write papers, study for tests, and receive academic support and/or tutoring as needed. STRIVE meets on Tuesday, Wednesday and Thursday in room 251, from 2:45pm - 3:45pm.

**ELL HOMEWORK CLUB**

Students enrolled in the ELL program are also eligible for further support after school through the ELL Homework Club. Students interested in participating in the ELL homework club should contact the teacher of any one of their ELL courses for meeting times, locations, and expectations for involvement.

**TEST MAKE-UP CENTER**

The Test Make-Up Center is located in room 320 from 7:00am-3:45pm. Students that need to make-up a test due to an absence or retake a test in which they under-performed are encouraged to make-up that test in the Test Make-Up Center. Students should contact their teachers to confirm access to a test will be available in the center as well as any conditions that need to be satisfied prior to attempting a retake. Final exams are not eligible for retakes.

**PLC STUDY HALL**

This is a free, after school study hall held every Monday while teachers meet in their Professional Learning Communities. Administrators and Instructional Aides staff the study hall. During study hall, students have access to the library, computer labs and guidance services.

**ACADEMIC (STUDY HALL) RESOURCE**

During all periods of the school day, teachers from all subject areas are available to provide academic assistance for students. Students failing at least one class and enrolled in a study hall are eligible to be assigned to meet with a teacher in the Student Resource Center (Room 251) at least twice per week for academic assistance.

## **SPECIALIZED SUPPORTS FOR AP ENROLLMENT**

Glenbard District #87 is committed to providing all students with access to opportunities to maximize their educational growth while enrolled at one of our high schools. For many students, these opportunities are made available through our Advanced Placement (AP) program. Students are encouraged to consider enrolling in AP courses to pursue their passion in particular subject areas, stretch their learning potential and maximize their level of college readiness. Students should enroll in these courses with a full understanding that they will be engaging in college-level coursework with a high level of rigor. However, Glenbard's commitment to providing access to these courses includes providing students with a number of academic supports specifically designed to assist students in reaching success in these courses.

### **AP REACH SECTIONS**

Students interested in taking an AP course are encouraged to consider taking AP Human Geography, AP English Language and Composition, or AP Environmental Science as their first AP course. Many first-time AP students will be invited to enroll in specialized "Reach" sections of each of these courses. These sections are strategically scheduled next to the lunch periods. Students in these sections will have their lunch periods reduced by half a period in favor of extending their AP course to a period and a half in length. Students and parents interested in enrolling in one of these sections are encouraged to contact their school counselor, the department chair who oversees the course they are interested in, or the Assistant Principal of Instruction for eligibility evaluation.

### **AP SUMMER BRIDGE COURSES**

Students can proactively prepare for select AP courses they plan to take in the upcoming school year by enrolling in an AP Bridge course over the summer. AP Bridge courses are often taught by the same instructor that is scheduled to teach the course during the upcoming school year. These summer courses are designed to expose the students to the curriculum of the course and teach some of the basic skills needed to be successful in that course. Students can also select a general AP Mindset Course that teaches general skills and the mental fortitude to preserve through academic challenges set forth by any rigorous course. Students interested in any summer school offerings are encouraged to contact the summer school principal, Mr. Mike Jezioro (Dean's Office) for more information.

### **AP LUNCH**

AP Lunch is open during all lunch periods. Students can obtain a sticker for their ID card from the AP Lunch coordinator in order to gain access to this area. AP students are encouraged to sit with peers enrolled in the same AP course and use this space and time during their lunch period to engage in further discussion and review of the content in their AP courses.

### **AP STRIVE**

AP Strive is a place where students can complete homework, write papers, study for tests and form study groups with their peers. AP Strive is available Tuesdays, Wednesdays and Thursdays after school.

# SUMMER SCHOOL

Summer school is an extension of the district’s regular academic program designed to provide students with opportunities to gain academic credits, pursue enrichment or remediation of skills, bridge their skills into high school or to the next advanced level of coursework in and explore new interests. Incoming freshmen are encouraged to attend summer school to facilitate the adjustment and transition to high school. Any students that failed previous high school coursework are also expected to make up that credit deficiency during summer school. Students who have a multitude of academic interests that reach beyond the limit of the standard school day can benefit by extending their school year into the summer months in order to excel their progress in a specific academic area. The following courses are offered for credit each summer through the Glenbard summer school program:

<u>English</u>	<u>Math</u>	<u>Science</u>	<u>Social Studies</u>	<u>Electives</u>
English 1	Algebra	Biology	World History	Speech
English 2	Integrated Al/Geo	Chemistry	US History	Tech Essentials
English 3	Algebra 2 Geometry/Trig	Physics	US Government & Politics	Consumer Management

Glenbard East also offers a series of “Bridge” courses to provide students with a preview of curriculum and the opportunity to acquire critical skills for success in courses they anticipate enrolling in the upcoming school year.

<u>English</u>	<u>Math</u>	<u>Science</u>
English 1 Bridge	Algebra Bridge	Biology Bridge
English 1 Honors Bridge	Int Alg Geo Bridge	Biology Honors Bridge
AP Language & Comp Bridge	Geometry Honors Bridge	AP Biology Bridge
	Algebra 2/Trig Bridge	AP Environmental Sci Bridge
	Algebra 2/Trig Honors Bridge	
<u>World Languages</u>	PreCalculus Bridge	<u>Social Studies</u>
Spanish 2 Bridge		World History Bridge
French 2 Bridge	<u>General</u>	US History Bridge
AP Spanish Bridge	AP Launch	US Gov. & Politics Bridge

Please note that although the courses listed above are offered each summer, the availability of each of these courses is contingent on enrollment. Courses are subject to cancellation due to limited interest. In cases of a canceled course, students will be directed to consider an alternate course selection or attending an alternate Glenbard campus. Please contact the summer school principal, Ms. Avelira Gonzalez (Dean’s Office), for more information on summer school enrollment and conditions.

# ENROLLMENT

## Minimum Course Load

Students must take at least 6 classes during the school day and must be enrolled for a minimum of 300 minutes of instructional time.

## Selection of Courses

Incoming freshman students will receive a letter over winter break that includes a listing of core course recommendations and a scheduled appointment time to be held during an evening in early January. Recommendations for core classes are completed through an articulation process between the eighth-grade teachers/administrators and the Glenbard East department chairs and Assistant Principal for Instruction regarding the student's demonstrated ability as indicated by their previous academic performance and one or more standardized measures. Parents are encouraged to attend the meeting with their students to meet their high school counselor and finalize their core and elective course options for the following school year.

Freshman through Junior students will select their courses for the following school year online through their Power School accounts. The use of an online enrollment process is intended to provide parents an opportunity to be more involved in the course selection process and better prepare students for engaging in a similar process during their college years. Students will receive instructions on how to complete the online enrollment process and course recommendations from all of their teachers prior to winter break each year. For any questions regarding particular course options in a particular department, parents should contact their student's teacher or the department chair that oversees that course for additional information. For questions regarding your student's progress toward graduation, parents should contact their student's assigned counselor. For any questions regarding the enrollment process, please contact the Director of School Counseling.

Online course selection for the following school year should be completed by the end of first semester. Afterward, students will continue to be able to view their choices in their Power School accounts, but any changes will need to be requested through their school counselor. Counselors will meet with all students individually between late January and early February to ensure that student selections address remaining graduation requirements.

It is essential that students plan their schedule carefully. Complex schedule designs and budget constraints make it extremely difficult to change courses once they have been selected. A course confirmation will be available through Power School in March/ April. Changes will be made at that time to correct errors. **All changes need to be completed by April 30th.**

**Course Changes after Enrollment Has Been Completed (Glenbard District Policy 6:310-R7)**

Course placement is a result of student choices, parental input, and the recommendations of the teacher, department chair and guidance counselor. **Course selections are considered “final” as of April 30th of the prior year.**

- A) Effective April 30, 2009, a student may drop a course up through April 30th of the school year preceding their enrollment in a specific course. After that date, the master schedule will be set and only Guidance Department initiated schedule changes can be made until the start of the new school year.
- B) **After April 30th of each school year, no class changes will be made except for the following:**
  - a. Failed a class/Lack of prerequisite skills
  - b. Level change recommended by the subject area Department Chair
  - c. Error in Registration/Placement. Students with less than 300 minutes of daily instruction will be added to a course on a space available basis or a study hall.
- C) During the term of a student’s enrollment in a course, that student may be administratively dropped for disciplinary or truancy reasons and will receive a failing grade on the permanent record unless an exception is approved by the building Principal.

**Transfer Students**

Transfer Students should contact the Guidance Office for an appointment with a counselor. The guidance office will evaluate the credits transferred from another school and specify what is needed for the student to meet the Glenbard graduation requirements. Academic and health records should be transferred as quickly as possible so that students will be properly placed in classes. Transfer students must establish residency prior to scheduling an appointment with a guidance counselor.



## COLLEGE PLANNING

The mission of the School Counseling Department at Glenbard East is to assist all students in preparing for and pursuing post-secondary plans that match their interests and abilities. The staff at Glenbard East recognizes, supports and encourages students' aspirations to attend college upon completion of high school. Colleges vary greatly in their admission requirements, and the school counselors are continually pursuing opportunities to maintain pace with the ever-changing landscape of the college admissions process. While the Glenbard District 87 curriculum is designed to provide all students with the skills to prepare them for college or work upon graduation, there are often additional requirements for college admission that go beyond the Glenbard graduation requirements.

**The following table is intended to serve as a guideline showing a comparison between current Glenbard graduation requirements and the admission requirements at *most* of the public universities in Illinois.**

Subject Area	Glenbard Requirement	Recommended Minimums For College Admissions	Additional Conditions Often Associated with College Admissions Requirements
English	3.5 years	4.0 years	Emphasis on Literature & Writing
Math	3.0 years	3.0 years	Including Algebra, Geometry Course, & Algebra 2 with Trigonometry or Algebra 2
Science	3.0 years	3.0 years	Including 2.0 years of lab sciences, Specifically, Biology, Chemistry, & Physics
Social Studies	3.0 years	3.0 years	
World Languages	0	2.0 years	Must be 2 years of the same language. Completing the first year of language in Middle School DOES count toward this requirement. This requirement can often be replaced with 2 years of participation in a Fine Art.

Students who want to increase their potential for being admitted to the schools of their choice and/or are planning to apply to **highly selective** colleges and universities should follow the above guidelines and consider maximizing their enrollment in Honors level coursework in the core areas of English, Mathematics, Science, Social Studies and World Languages.

## **COLLEGE ENTRANCE EXAMS**

As part of the college admission process, many colleges require students to submit scores from either the Scholastic Assessment Test (SAT) and/or the American College Test (ACT). Students may take these exams at any time, but it is recommended that they take them during the second semester of their junior year. Highly selective colleges may also require students to take up to three College Board Student Assessment Tests (SAT II) during the junior or senior year. Students should determine which (if any) specific SAT II exams the school(s) they are interested in require prior to registering for those exams.

Beginning with the 2016-17, the State of Illinois will be sponsoring the administration of the SAT to all junior students enrolled in an Illinois public high school during the month of April. Most colleges that require an SAT or ACT score will evaluate the student based on his/her highest performance on either of those assessments, so students are encouraged to retest should they earn a score that they believe does not reflect their true abilities. Registration information for the exams is available in the school counseling office or online at [collegereadiness.collegeboard.org/sat](http://collegereadiness.collegeboard.org/sat) or [www.actstudent.org](http://www.actstudent.org). To help prepare for these exams, it is recommended that students take the PSAT in fall of their junior and/or sophomore year. The PSAT is offered once a year in October and also serves as the National Merit Qualifying Test, one of the nation's largest scholarship programs.

For students that experience difficulty with standardized testing, a growing number of colleges and universities have transitioned to a "test-optional" admission policy where students can choose or choose not to submit test scores as a part of their admissions review process. For information on this program and for a list of participating schools, visit [www.fairtest.org](http://www.fairtest.org).

Advanced Placement Examinations (AP) provide students with the opportunity to earn college credit upon completion of some of their individual high school courses. These exams are offered each May. Students are not required to take the associated AP course prior to taking an AP exam, but such course preparation is highly recommended. AP exam scores are typically not used as a part of the college admissions process and are only evaluated by colleges and universities once a student has been admitted as part of their placement process.

## **COLLEGE WORKSHOPS**

The Glenbard East Guidance Department presents an evening workshop each fall to assist students and parents in college planning. Sessions range from admission procedures for a highly selective college to identifying a career path. Additional information sessions are held with students during the year. A College Fair is sponsored each year by the College of DuPage with more than 250 college representatives available to talk with students and parents. An evening Financial Aid workshop for parents is held at Glenbard East in December. College representatives also visit the high school throughout the year to talk with students and staff during scheduled appointments. Students should contact their school counselor for information on and registration for any college-related programs and events.

## **Naviance Family Connection**

Naviance Family Connection is the premiere tool used by school counselors to assist students in gaining understanding of their own strengths and interests and using that information to identify college and career options that fit their individual needs. Within Naviance, the school counseling office has the ability to track and analyze data about college and career plans, so it provides up-to-date information that's specific to our school and our students. Naviance also allows the guidance office to transmit student records to colleges electronically, allowing for

more efficient and more accurate delivery.

Students are first introduced to Naviance during their freshmen orientation meetings with their counselors. Over the four years of your high school experience, we hope you will use Naviance to:

- 1) Get involved in the planning and advising process – Build a resume, complete online surveys, and manage timelines and deadlines for making decisions about colleges and careers.
- 2) Research colleges – Complete a college search, research a specific college, create a target list of schools in terms of size, location, major, etc. from a pool of over 3600 schools.
- 3) Research careers – Research hundreds of careers and career clusters, and take career assessments.
- 4) Create plans for the future – Build course plans, create goals and to-dos, and complete tasks as assigned to you by the school to better prepare yourself for your future college and career goals.

Naviance also lets us share information with you about upcoming meetings and events, local scholarship opportunities, and other resources for college and career information. You can also use the site to stay in communication with the counseling office.

**How to log-in...**

- 1) Go to [www.glenbardeasths.org](http://www.glenbardeasths.org)
- 2) Click on the Guidance tab to see drop down menu
- 3) Click on Naviance
- 4) Your Naviance Family Connection username is your FirstClass email address
- 5) Your school ID number is your password

**If you have any difficulty accessing your Naviance account, please contact the school counseling office.**

## **CAREER PLANNING**

The Glenbard High Schools provide students many opportunities to prepare themselves for entrance into specific careers. The entire curriculum can be considered as vocational preparation. Students are encouraged to discuss with their counselors the sequence of courses that will provide them with training for further work in a career area.

### **COOPERATIVE EDUCATION PROGRAM**

The Cooperative Education program is a yearlong course combining on-the-job training, classroom instruction, and participation in a student organization. This work/study program is a joint effort by the school and companies in the surrounding communities to provide relevant job and life skills to students. A local business agrees to hire the student on a part-time basis (approximately 15 hours per week) and to provide work experience in which employable skills are learned and applied. Two grades are earned for the program: one grade for the class portion; the other, for the job portion. Students earn 1 1/2 credits per semester (3 credits per year) for the successful completion of both the class and job portions. This program may be repeated, allowing students to expand their job skills. Requirements of the Program:

- At least 16 years of age
- A desire to work part time
- Parent or guardian permission
- No significant discipline issues
- Transportation to and from the job
- Employment documents including social security card
- Aptitude and interest in the type of work in which training is desired
- Parent and student authorization to release information on school records to prospective employers

### **INCubatoredu**

This course is designed to get students excited about becoming true entrepreneurs by giving them 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 ideation, market research, and business model development. Over the course of the year, student teams will learn about marketing, finance, as well as the legal aspects of starting a business. They will have access to a network of professionals to further develop their skills (teamwork, problem solving, presentation, communication) for college and career readiness. The program will culminate with Pitch Week. Pitch Week helps to further fire the entrepreneurial spirit by putting student teams in front of actual investors so they can pitch their innovative idea to win funding and turn their wishful thinking into a reality.

# ATHLETICS and ELIGIBILITY

## MISSION

To utilize sports to develop “**WELL-ROUNDED**” student-athletes and establish great pride in our school community.

**FALL SPORTS:** Cheer Co-Ed Sideline, Cross Country (Boys and Girls), Dance Poms, Football, Golf (Boys and Girls), Soccer Boys, Swimming Girls, Tennis Girls, Volleyball Girls

**WINTER SPORTS:** Basketball (Boys and Girls), Bowling (Boys and Girls), Cheer Co-Ed Competitive, Dance Competitive, Gymnastics Girls, Swimming Boys, Wrestling

**SPRING SPORTS:** Badminton, Baseball, Gymnastics Boys, Soccer Girls, Softball, Tennis Boys, Track & Field (Boys and Girls), Volleyball Boys



## HIGH SCHOOL ELIGIBILITY

Glenbard East High School is a member of the Upstate Eight Athletic Conference as part of the Illinois High School Athletic (IHSA) Association. In order to be eligible for participation in athletics, students must be enrolled in and passing a minimum of 25 hours of coursework (5 courses for credit) AND have passed a minimum of 5 courses for credit in the previous semester. Any questions regarding athletic eligibility should be directed to the Assistant Principal of Athletics, Mr. D'Wayne Bates.

## NCAA DIVISION I AND DIVISION II ELIGIBILITY

All prospective student-athletes who aspire to participate in NCAA Division I or II athletics as college freshmen should visit the NCAA eligibility center at [www.eligibilitycenter.org](http://www.eligibilitycenter.org) for eligibility information and to register as a prospective recruit.

# ART

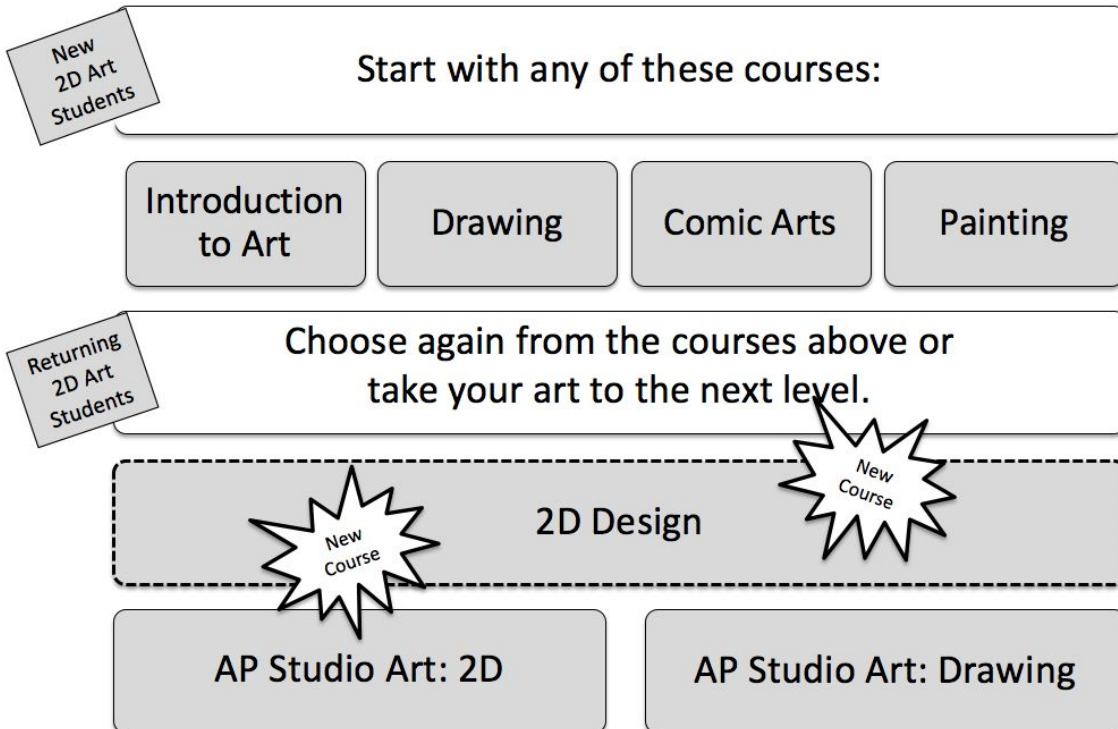


## PHILOSOPHY

*The Art Department is dedicated to fostering the development of creative thinking through the visual arts. Knowledge gained through an exploration of the creative process not only prepares students for art careers, but also establishes a basis for problem-solving skills that will be needed in the twenty-first century.*

All of the following courses can be used as free electives or to meet the cultural education requirement for graduation.

## 2-DIMENSIONAL ART COURSES



**INTRODUCTION TO ART - 1/2 year, 1/2 credit, Fr., Soph., Jr., Sr.**

Essential for all students, this class offers the opportunity to expand your creative potential, and improve your problem-solving abilities, while deepening your appreciation of art. This hands-on class explores concepts, materials, and processes related to all other art classes offered at East. This survey course will also help focus your visual art interests for future art course selection.

**COMIC ARTS - 1/2 year, 1/2 credit, Fr., Soph., Jr., Sr.**

Let your imagination run wild while examining the basics of cartoon drawing. This class provides a general overview of materials and techniques used in creating cartoon styles. The history of cartooning as well as concepts in cartooning anatomy, composition, perspective, and theme are touched upon. Topics covered are hero comics, comic strip characters, advertising, and political cartoons.

**DRAWING - 1/2 year, 1/2 credit, Fr., Soph., Jr., Sr.**

Refine your drawing skills while studying form and space using a variety of drawing techniques. Elements and principles of design and creative thinking are emphasized. This course is designed not only to introduce students to a variety of processes, approaches, and media, but also to investigate perception and what is involved in “seeing”. Drawing the human face and still life drawing are among the subjects explored. Drawing mediums covered are, but not limited to, pencils, ink, markers, and charcoal.

**PAINTING - 1/2 year, 1/2 credit, Fr., Soph., Jr., Sr.**

Mature, self-motivated individuals who enjoy a break in their day are attracted to this class. Composition and color theory are emphasized through critical analysis of paintings, past and present. Watercolors, tempera, and acrylics techniques are covered.

**2D DESIGN - 1/2 year, 1/2 credit, Fr., Soph., Jr., Sr.**

Expand your creativity through drawing, painting, and mixed media design. Students start forming their own ideas on what defines two-dimensional artwork with analysis, experimentation, and innovation. This hands-on class explores concepts, materials, and processes that emphasize flat surfaces such as paper, canvas, and matboard. For example, the course explores projects in drawing, painting, comic arts, graffiti, sketching, and printmaking. Design elements and principles are the foundations for student expression. Repeatable for credit. **Prerequisite: Portfolio approval from instructor or a minimum of 1 art class taken at Glenbard East. (Intro to Art, Photography 1, Painting, Graphic Design, Comic Arts, Drawing, and/or 2D Design are recommended)**

**AP STUDIO ART: DRAWING - 1 year, 1 credit, Soph., Jr., Sr.**

Serious art students enroll in this class to prepare themselves for a future that involves visual problem solving. A large body of work is created with a variety of materials. All works of art are created as drawings. This intense experience gives students the environment for tremendous artistic growth and for the formation of lasting friendships with other serious art students. Students may also earn college credit. Repeatable for credit. **Prerequisite: Minimum of 1 Art class taken at Glenbard East. (Intro to Art and/or Drawing are recommended)**





**AP STUDIO ART: 2D - 1 year, 1 credit, Soph., Jr., Sr.**

Serious art students enroll in this class to prepare themselves for a future that involves visual problem solving. A large body of work is created with a variety of materials. All works of art are in a two dimensional format that goes beyond drawing including, but not limited to, graphic design, digital imaging, photography, collage, illustration, painting, etc. This intense experience gives students the environment for tremendous artistic growth and for the formation of lasting friendships with other serious art students. Students may also earn college credit. Repeatable for credit. **Prerequisite: Minimum of 1 Art class taken at Glenbard East. (Intro to Art, Photography 1, Painting, Graphic Design, Comic Arts, Drawing, and/or 2D Design are recommended)**





## 3-DIMENSIONAL ART COURSES

New  
3D Art  
Students

Start with one of these courses:

Introduction to Art

Ceramics

Returning  
3D Art  
Students

Choose again from the courses above or  
take your art to the next level.

New  
Course

3D Design

New  
Course

AP Studio Art: 3D

### **INTRODUCTION TO ART - 1/2 year, 1/2 credit, Fr., Soph., Jr., Sr.**

Find description above, under “2-Dimensional Art Courses.”

### **CERAMICS - 1/2 year, 1/2 credit, Fr., Soph., Jr., Sr.**

Relax and express yourself in clay while making functional and sculptural artwork using ceramic construction process: pinch, coil, slab, and wheel throwing. The course introduces a variety of decorative techniques, clay and glaze materials, firing processes, and history of ceramics. The students are exposed to historic and contemporary ceramics and are encouraged to create artwork that utilizes these elements.

### **3D DESIGN – 1/2 year, 1/2 credit, Fr., Soph., Jr., Sr.**

Expand your knowledge of the three-dimensional art process. Students start forming their own ideas on what defines a three-dimensional artwork with analysis, experimentation, and innovation. They will choose from an array of three-dimensional art processes to convey their concept including: additive, subtractive, substitution, and combination techniques. Repeatable for credit.

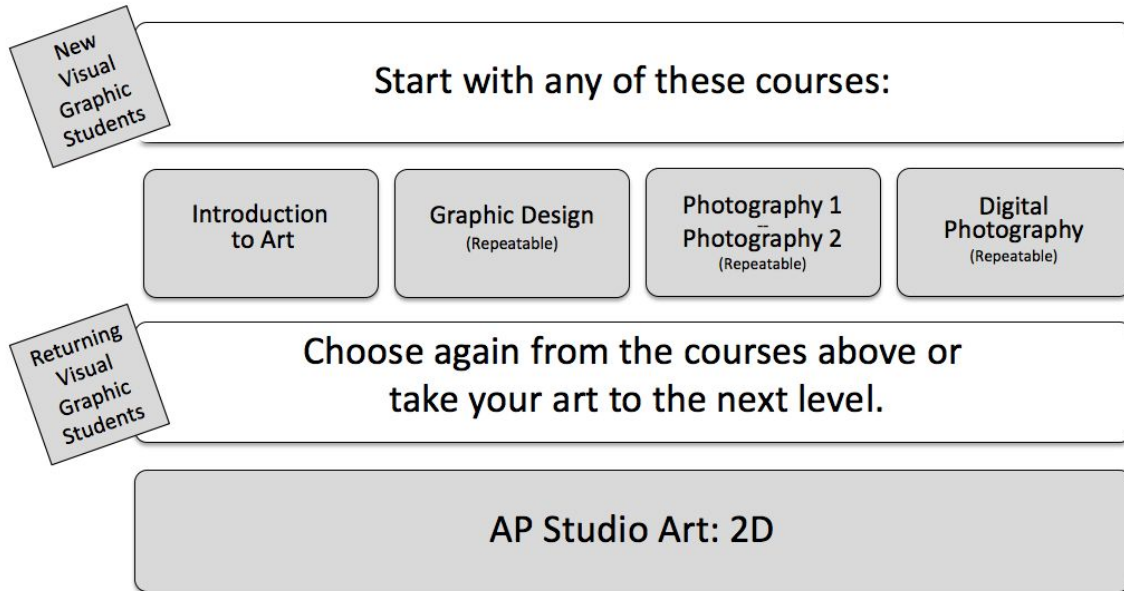
**Prerequisite: Portfolio approval from instructor or a minimum of 1 art class taken at Glenbard East. (Intro to Art and/or Ceramics are recommended)**



**AP STUDIO ART: 3D – 1 year, 1 credit, Soph., Jr., Sr.**

Serious art students enroll in this class to prepare themselves for a future that involves visual problem solving. A large body of work is created with a variety of materials. All works of art are in a three dimensional ceramics including functional and sculptural pieces. This intense experience gives students the environment for tremendous artistic growth and for the formation of lasting friendships with other serious art students. Students may also earn college credit. Repeatable for credit. **Prerequisite: Minimum of 1 Art class taken at Glenbard East.** (Intro to Art, Ceramics, and/or 3D Design are recommended)

## VISUAL GRAPHIC COURSES

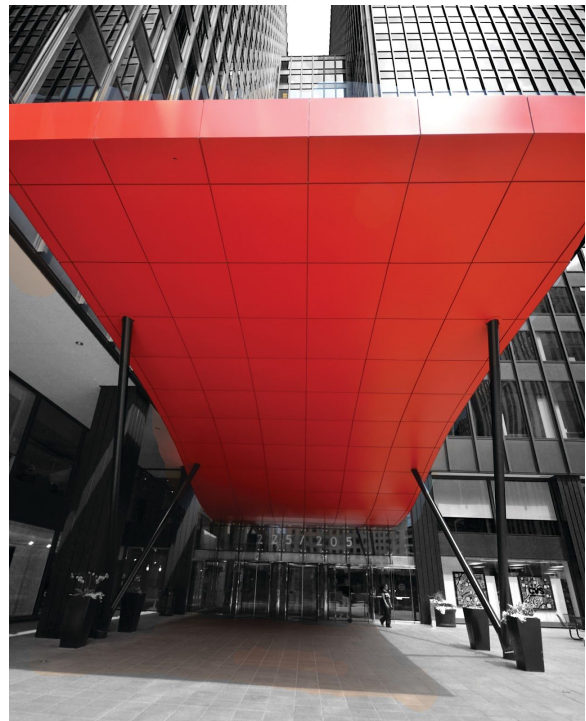


**INTRODUCTION TO ART - 1/2 year, 1/2 credit, Fr., Soph., Jr., Sr.**

Find description above, under “2-Dimensional Art Courses.”

**GRAPHIC DESIGN - 1/2 year, 1/2 credit, Fr., Soph., Jr., Sr.**

If you’re interested in a potential career in art or just want to know how to create a professional image, this class is the right fit. Problem solving through concept development is the focus of this class. Topics covered are design, layout, illustration and presentation. Mechanical skills are taught traditionally and using Adobe CS Creative Suites on iMacs. Repeatable for credit.



**DIGITAL PHOTOGRAPHY - 1/2 year, 1/2 credit, Fr., Soph., Jr., Sr.**

Enhance creative thinking skills by taking this computer-intensive photography class. The fundamentals of digital cameras and imagery are presented and practiced. Strong concept development is used to help students acquire fresh and creative approaches to photography. Photographic manipulations take place in Adobe Photos. Students are encouraged to use their own cameras, but cameras are also available on loan. It is recommended that the student have a Flash Drive and SD card for file storage. Repeatable for credit.

**PHOTOGRAPHY 1 - 1/2 year, 1/2 credit, Fr., Soph., Jr., Sr.**

If you love to take pictures but want to go beyond pointing and shooting or are headed for a career in photography, take this introductory course. This technical class focuses on the basics of 35mm SLR camera functions and the processing of black and white images. A variety of professional photographers are discussed to enrich the experience and to explain the historical significance of the invention of photography, as it has shaped society and the art world. Cameras will be supplied. Students may use their own cameras if they can be manually controlled.

**PHOTOGRAPHY 2 - 1/2 year, 1/2 credit, Fr., Soph., Jr., Sr.**

This class is for students who want to build on their knowledge of materials and techniques acquired in Photo 1. Students learn both traditional and non-traditional photographic processes using 35mm SLR and medium format cameras. Creativity, individual style and personal expression are highly encouraged. Career opportunities are explored to aid those considering photography as a vocation. Repeatable for credit. **Prerequisite: Photography 1.**

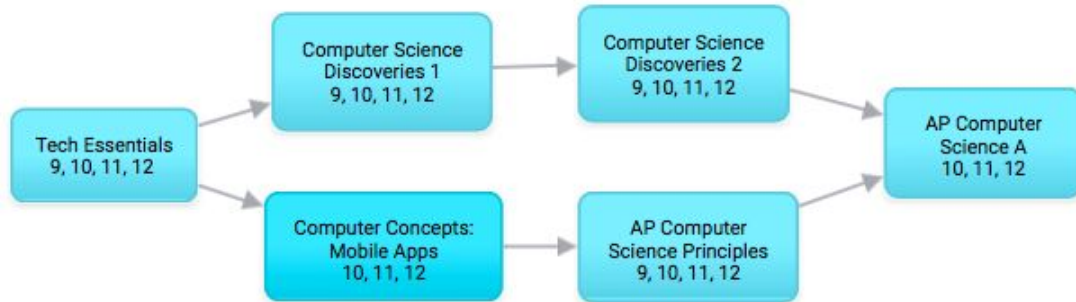
**AP STUDIO ART: 2D - 1 year, 1 credit, Soph., Jr., Sr.**

Find description above, under "2-Dimensional Art Courses."

# BUSINESS PHILOSOPHY

*The Glenbard East Business Department provides students with essential skills and competencies necessary for high school, college, the workplace, and for use as adults in today's changing society.*

## PROGRAMMING & SOFTWARE DEVELOPMENT CAREER PATHWAY



### TECHNOLOGY ESSENTIALS - 1/2 year, 1/2 credit, ALL GRADE LEVELS

In this course, students will develop and enhance vital skills for use in high school, college, the workplace, and at home. Students will use the computer for learning, researching, solving problems, communicating, producing documents and more. Microsoft Office software including Word, Excel, and PowerPoint will be used in addition to a variety of other computer and iPad apps and programs.

### COMPUTER CONCEPTS: Mobile Apps - 1/2 year, 1/2 credit, Soph., Jr., Sr.

Coding is something nearly everyone can do. It's fun and engaging, and it's a critical area of knowledge for students to get exposure to so they can be competitive as students, as entrepreneurs, and eventually in the job market. Programming is one of the highest paying jobs in a constantly expanding industry. We want students to understand that they can build apps just like the ones they use every day on their mobile devices, and to recognize their own potential to use technology in any path they choose.

### COMPUTER SCIENCE DISCOVERIES 1- 1/2 year, 1/2 credit, Fr., Soph., Jr., Sr.

Would you like hands-on computer programming? This course introduces students to the computer, processing data on a computer, design logic, and many computer concepts that will help in computer courses in college and in the business world. Students will begin learning the JAVA programming language. No previous computer experience is necessary.

### COMPUTER SCIENCE DISCOVERIES 2 – ½ year, ½ credit, Fr., Soph., Jr., Sr.

The course is a continuation of Computer Programming 1. This is for students that would like to continue to study the JAVA language but is not ready or interested in taking the AP Computer Science Test. The development of thinking and logical skills is stressed as the student develop, test and execute programs using JAVA. This class provides students with the knowledge to continue on the AP Computer Science class. **Prerequisite: Computer Science Discoveries 1.**

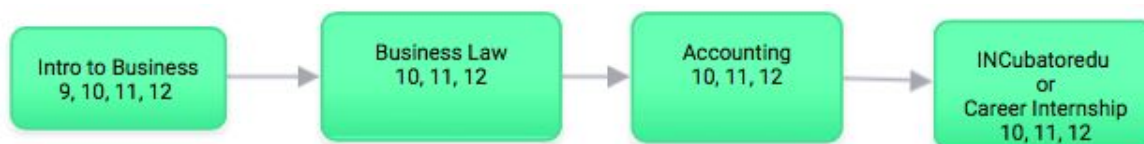


**AP COMPUTER SCIENCE PRINCIPLES – 1 year, 1 credit, Fr., Soph., Jr., Sr.**

AP Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact their everyday lives. The goal of this course is to create leaders in computer science fields and attract and engage students with essential computing tools and multidisciplinary opportunities.

**AP COMPUTER SCIENCE A– 1 year, 1 credit, Soph., Jr., Sr.**

AP Computer Science is both a college-prep course for potential computer science/business majors and a foundation course for students planning to study other technical fields. The course emphasizes programming methodology, algorithms and arrays. Instruction includes preparation for the Advanced Placement Computer Science exam in May. Students who enroll in this course are expected to take this test. Students leave the class with a clear understanding of the Java programming language and the ability to adapt to any new programming language taught in college. **Prerequisite or concurrent enrollment: A2T and GeoTrig.**

**ACCOUNTING AND FINANCE CAREER PATHWAY****INTRODUCTION TO BUSINESS - 1/2 year, 1/2 credit, ALL GRADE LEVELS**

Introduction to Business explores the role and purpose of business in our economic system with emphasis on what everyone should know to function effectively as a consumer and a worker in a free-enterprise economy. Units will include marketing, accounting, business law, entrepreneurship, and international business. Some topics that would be discussed: the 4 P's of the marketing mix, understanding financial statements and how they impact a business, a general overview of the US Legal system, an understanding on the types of business ownerships, and an emphasis on how businesses must understand the differences when operating outside of the U.S. The overall goal of this course is to give students a general overview of business, and provide students the opportunity to explore topics related to the business world.

**BUSINESS LAW - 1/2 year, 1/2 credit, Soph., Jr., Sr.**

Business Law is designed to provide the student with a basic understanding of the US legal system, with a specific focus on areas of law relating to business. Students participate in a mock trial and take field trips to both the Lombard Police Department and to the DuPage County Courthouse to witness real-life court cases. Topics covered include sources of law, the structure of our legal system, criminal law, tort law, contract law, the rights afforded to minors and legal forms of business. Students will learn to analyze situations to determine how the law applies in real life.

**ACCOUNTING - 1 year, 1 credit, Soph., Jr., Sr.**

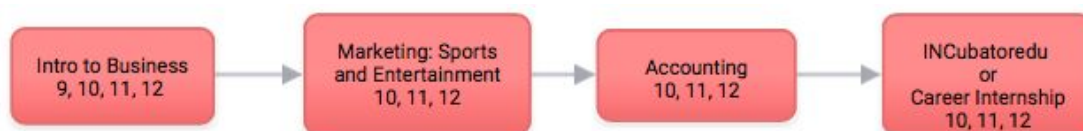
If you are planning to pursue a business degree in college, own/manage your own business, or would like to work in the accounting department of any business, then Accounting is an essential course for you. The study of accounting highlights the principles and concepts necessary to process financial data. Students will be granted a glimpse into the life of an accountant by preparing financial statements, analyzing business scenarios and determining possible courses of action. QuickBooks and Peachtree software is used to reinforce accounting principles learned in class. Get ready for your future in the business world by registering for this

exciting class and learning the language of business- Accounting.

**INCubatoredu - 1 year, 1 credit, Soph., Jr., Sr.** Prerequisite: None

This course is designed to get students excited about becoming true entrepreneurs by giving them 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 ideation, market research, and business model development. Over the course of the year, student teams will learn about marketing, finance, as well as the legal aspects of starting a business. They will have access to a network of professionals to further develop their skills (teamwork, problem solving, presentation, communication) for college and career readiness. The program will culminate with Pitch Week. Pitch Week helps to further fire the entrepreneurial spirit by putting student teams in front of actual investors so they can pitch their innovative idea to win funding and turn their wishful thinking into a reality.

## **BUSINESS ADMINISTRATIVE CAREER PATHWAY**



**INTRO TO BUSINESS - 1/2 year, 1/2 credit, ALL GRADE LEVELS**

Introduction to Business explores the role and purpose of business in our economic system with emphasis on what everyone should know to function effectively as a consumer and a worker in a free-enterprise economy. Units will include marketing, accounting, business law, entrepreneurship, and international business. Some topics that would be discussed: the 4 P's of the marketing mix, understanding financial statements and how they impact a business, a general overview of the US Legal system, an understanding on the types of business ownerships, and an emphasis on how businesses must understand the differences when operating outside of the U.S. The overall goal of this course is to give students a general overview of business, and provide students the opportunity to explore topics related to the business world.

**MARKETING: SPORTS AND ENTERTAINMENT - 1/2 year, 1/2 credit, Soph., Jr., Sr.**

Have you ever wondered how and why billions of dollars are spent every year marketing products to you and your friends through your favorite sports stars, actors, musical artists, movies & TV shows? Using a hands-on, project-based approach, Sports & Entertainment Marketing takes you through the steps of developing, researching, advertising, and selling goods & services using today's evolving and unique media outlets.

**ACCOUNTING - 1 year, 1 credit, Soph., Jr., Sr.**

If you are planning to pursue a business degree in college, own/manage your own business, or would like to work in the accounting department of any business, then Accounting is an essential course for you. The study of accounting highlights the principles and concepts necessary to process financial data. Students will be granted a glimpse into the life of an accountant by preparing financial statements, analyzing business scenarios and determining possible courses of action. QuickBooks and Peachtree software are used to reinforce accounting principles learned in class. Get ready for your future in the business world by registering for this exciting class and learning the language of business- Accounting.

**INCubatoredu - 1 year, 1 credit, Soph., Jr., Sr.** Prerequisite: None

This course is designed to get students excited about becoming true entrepreneurs by giving them 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 ideation, market research, and business model development. Over the course of the year, student teams will learn about marketing, finance, as well as the legal aspects of starting a business. They will have access to a network of professionals to further develop their skills (teamwork, problem solving, presentation, communication) for college and career readiness. The program will culminate with Pitch Week. Pitch Week helps to further fire the entrepreneurial spirit by putting student teams in front of actual investors so they can pitch their innovative idea to win funding and turn their wishful thinking into a reality.

## **CONSUMER EDUCATION REQUIREMENT**

*All of the courses below fulfill the Consumer Education requirement for graduation.*

**BUSINESS AND THE CONSUMER - 1/2 year, 1/2 credit, Fr., Soph.**

Get the most for your money by learning how to live well while living within your means. Learn how to “win the consumer game” while avoiding common consumer pitfalls, frauds and scams. Topics include the proper use of checks and checking accounts, credit cards, loans, income tax preparation, investments, auto insurance and general buying skills. In addition, students will investigate careers and learn to apply for a job. **This course satisfies the consumer education requirement for graduation and is designed for the freshman/sophomore level. Juniors and seniors must enroll in Consumer Management.**

**CONSUMER MANAGEMENT - 1/2 year, 1/2 credit, Jr., Sr.**

This one-semester course is designed to help prepare juniors and seniors for life after high school. They will be prepared to assume adult roles and responsibilities. The areas studied will prepare students to make effective choices regarding lifestyle & resource management, money management and the role of the consumer in the marketplace. **This course satisfies the consumer education requirement for graduation and is designed for the junior/senior level. Freshmen and Sophomores must enroll in Business and the Consumer.**

# ENGLISH

## PHILOSOPHY

*The English curriculum is based on the premise that literacy skills are critical to developing independent learners. To that end, the English curriculum provides developmental and enrichment opportunities for all students in the areas of language, composition, and literature.*

All students will be expected to read a text of their choosing from our summer reading list while Honors and Advanced Placement students will be assigned an additional text required for that course. All students enrolled in Advanced Placement courses are encouraged to take the Advanced Placement exams. The chart below highlights traditional pathways of English coursework at each grade level followed by detailed descriptions of each course at each level.

9 <sup>th</sup> Grade	Extended English	English 1	English 1 & Academic Strategies	English 1 Honors
10 <sup>th</sup> Grade	English 2			English 2 Honors
11 <sup>th</sup> Grade	English 3	American Studies		AP Language
12 <sup>th</sup> Grade	Senior Electives			AP Literature
	<div><div>Senior Composition</div><div>Independent Literature</div><div>Prime Time Novel</div><div>Modern Literature</div><div>Reading/Writing Seminar</div></div> <div><div>Senior English</div><div>Creative Writing</div><div>World Literature</div><div>Humanities Honors*</div><div>Journalistic Writing</div></div>			AP Research

### 9TH GRADE ENGLISH COURSE OPTIONS:

#### **EXTENDED ENGLISH 1 – 1 year, 1 English credit + 1 elective credit, Fr.**

This double period English course is designed to support the most at-risk reader. Students will be immersed in a standard English program emphasizing vocabulary acquisition, fluency, grammar, writing, and communication skills. Importance is placed on intensive reading strategies in order to accelerate reading growth toward grade level proficiency. Part of each class will include individualized instruction using the Read 180 program to develop fluency, word recognition and comprehension in a guided format. Students will also read many English I selections with additional support for understanding. Comprehension, skilled reading practice, strategies for learning, vocabulary and writing development are core goals. **Prerequisite: For students reading significantly below grade level as determined by standardized reading test scores and recommendation.**



**ACADEMIC STRATEGIES 1 - 1 year, 1 elective credit, Fr.**

Academic Strategies focuses on explicit reading skills necessary to achieve success in high school content area reading and writing. These strategies will help establish a strong base for each student's career or college plans beyond high school. Core goals include comprehension skills, strategies for learning, vocabulary, and writing development, along with time allotted for independent reading. **Admission to this course is through department chair and school counselor recommendation.**

**ENGLISH 1 - 1 year, 1 credit, Fr.**

English 1 introduces students to the major genres, themes and approaches they will encounter throughout their high school career in the English classroom. Through a balance of contemporary and classic works from a multitude of genres, students will improve their writing, reading, speaking, listening, and critical thinking skills. Activities, assignments, and thematic units are designed to engage, challenge and prepare students to read, reflect, and connect at a more sophisticated level.

**ENGLISH 1 H - 1 year, 1 credit, Fr.**

English 1 Honors is offered to students with strong reading and writing ability. This course thematically integrates the study of language, composition and literature in order to develop and enhance critical thinking, speaking and writing skills. Course content is enriched, rigorous and rapidly paced, designed to prepare students to take Advanced Placement courses in English as juniors and seniors. There is an expectation for students to independently take ownership of their learning to further develop and strengthen their understanding of the rich content.

**Placement in English Honors depends upon test scores and teacher and department chair recommendations.**

**10TH GRADE ENGLISH COURSE OPTIONS:****ENGLISH 2 - 1 year, 1 credit, Soph.**

Course work includes the study of language, grammar within the context of writing, composition, and strategies for the reading of literature. The principles of expository and analytical writing receive special emphasis with comparison/contrast. Students will explore essential questions around the concept of power by examining multimodal texts such as podcasts, poetry, nonfiction articles, film, visual texts, and short stories from various authors. In addition, students will trace the topic of power in their study of the novel *To Kill A Mockingbird* by Harper Lee and the play *Macbeth* by William Shakespeare.

**ENGLISH 2 H, - 1 year, 1 credit, Soph.**

This course is offered for those students with exceptional ability and interest in English. Course work includes the study of language, composition and literature. Course content is enriched, rigorous and rapidly paced, designed to prepare students to take Advanced Placement tests as juniors and seniors.

**ACADEMIC STRATEGIES 2 - 1 year, 1 elective credit, Fr., Soph.**

Academic Strategies develops and strengthens academic reading strategies and skills necessary for success in all content areas. Students will improve in the areas of comprehension, writing development, content area support, academic vocabulary and fluency. **Admission to this course is through department chair and school counselor recommendation.**

***In the SOPHOMORE YEAR students may choose  
from the following courses to supplement their English coursework:***

**JOURNALISTIC WRITING – 1 semester, 1/2 credit, Soph., Jr., Sr.**

Do you want to know the difference between “fake news” and legitimate journalism? Are you feeling overwhelmed by the many messages you receive on social media? In this class, students will learn skills to become confident consumers of media and current events as they study modern journalism and the role of the “4th estate” in American society. In addition, students will also learn to be responsible creators of media as they work together to help create relevant journalism for our school newspaper, *Echo*. Working on the production of the *Echo* also provides opportunity for students to utilize and develop a variety of talents such as art, photography, graphic design, leadership and organizational skills. Students who have unique interest in pop culture and current events will enjoy this class. It also provides dedicated time for students to develop the sophisticated and concise writing style that will directly help them on standardized tests, in AP courses, in college and beyond. Furthermore, this class offers a rare opportunity for students to have an authentic and wide audience for their contributions (written and visual) to the school newspaper.

**11TH GRADE ENGLISH COURSE OPTIONS:**

**AMERICAN STUDIES - 1 year, 2 consecutive periods, 2 credits, Jr.**

Are you one who enjoys seeking the truth and examining how your values and beliefs compare to those of the United States of America? If so, you would be a great fit for American Studies. American Studies is a two-period block class for juniors. It counts for one full U.S. History and one full English credit. The course is project oriented and encourages students to make thematic connections between American History and American Literature. This class is for students who are capable of working productively in a variety of classrooms contexts including small and large groups. Furthermore, students are asked to take charge of their own learning by working independently in the classroom, library, and computer labs. Team teachers from Social Studies and English will present and coach students through activities and lessons that may be new to many students. Students who enroll in this course will be required to think deeply, actively engage in the material, and manage their own learning.

**AP ENGLISH LANGUAGE & COMPOSITION– 1 year, 1 credit, Jr.**

What’s the difference between “film” and “movie?” What subliminal messages are you subjected to as you watch commercials on TV? Is periphrasis something you should see your doctor about? Your answers to all these questions and more await you in AP English Language and Composition. AP English Language and Composition, a class for juniors, simulates the rigors of a college level rhetoric course. It is the third course in the honors sequence that culminates with AP English Literature and Composition. In this class, students analyze non-fiction readings such as speeches and essays in order to learn the ways writers manipulate language to achieve their purpose. This is an intellectually demanding class for students committed to broadening their reading experience and using precision in their own writing. Students who enroll in this course will continually prepare for and be expected to take the AP English Language and Composition Exam.

**ENGLISH 3 - 1 year, 1 credit, Jr.**

In this thematically organized course, students examine American culture (or complex/thought provoking ideologies) through (American) literature, art, and music. Student engagement drives many of the activities and projects in English 3. Students are continuously challenged by open-ended essential questions that trigger ongoing inquiry and discussion. In this course

teachers invite student participation and a constant exchange of ideas through various learning structures including collaboration and self-guided seminar.

***In the JUNIOR YEAR students may choose  
from the following courses to supplement their English coursework:***

**CREATIVE WRITING - 1/2 year, 1/2 credit, Jr., Sr.**

Take your writing abilities to new heights or in a different direction with Creative Writing class. At the heart of this course is poetry and short fiction. Students learn the tools of creative writing, respond to dozens of writing prompts, read informative models, and have ample class time to develop their best ideas.

**INDEPENDENT LITERATURE - 1/2 year, 1/2 credit, Jr., Sr.**

Looking for a quiet spot in a hectic school day? Students who love to read will love Independent Lit! Over the course of a semester, students will read five novels (fiction or non-fiction) of their own choice; 4 will be independent reads and 1 will be a book club novel. Class assignments include teacher conferences, journaling/blogging, graded discussions, and various projects some of which incorporate technology. Students who take this course need to be able to work independently as there are no “whole class” novels and activities.

**JOURNALISTIC WRITING – 1 semester, 1/2 credit, Soph., Jr., Sr.**

Do you want to know the difference between “fake news” and legitimate journalism? Are you feeling overwhelmed by the many messages you receive on social media? In this class, students will learn skills to become confident consumers of media and current events as they study modern journalism and the role of the “4th estate” in American society. In addition, students will also learn to be responsible creators of media as they work together to help create relevant journalism for our school newspaper, *Echo*. Working on the production of the *Echo* also provides opportunity for students to utilize and develop a variety of talents such as art, photography, graphic design, leadership and organizational skills. Students who have unique interest in pop culture and current events will enjoy this class. It also provides dedicated time for students to develop the sophisticated and concise writing style that will directly help them on standardized tests, in AP courses, in college and beyond. Furthermore, this class offers a rare opportunity for students to have an authentic and wide audience for their contributions (written and visual) to the school newspaper.

**PRIME TIME NOVEL - 1/2 year, 1/2 credit, Jr., Sr.**

Tension...drama...suspense... good stories are exciting, whether they are in print or broadcast on TV. Students in Prime Time Novel will examine the similarities between a novel and two TV shows, one of which will be the student’s choice. Students will learn all facets of literary analysis through the use of reading reaction activities, class discussions, research, and creative projects.

**12TH GRADE ENGLISH COURSE OPTIONS:**

**AP ENGLISH LITERATURE -1 year, 1 credit, Sr.**

Advanced Placement English Literature and Composition is a college-level course that takes innovative approaches to difficult texts and even allows for student text choice. Students will analyze, discuss, and write about various genres of literature including poetry, short stories, novels, and plays. Through working with literature, these already proficient readers and writers will become artfully skilled in reading, thinking and writing. Because this is a college-level course, students will be expected to read texts closely and analyze literary techniques and major themes. Upon completion of this course, students will take the Advanced Placement Examination in English Literature and Composition.

**AP RESEARCH – 1 year, 1 credit, Sr**

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000-5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

**CREATIVE WRITING - 1/2 year, 1/2 credit, Jr., Sr.**

Take your writing abilities to new heights or in a different direction with Creative Writing. At the heart of this course is poetry and short fiction. Students learn the tools of creative writing, respond to dozens of writing prompts, read informative models, and have ample class time to develop their best ideas.

**HUMANITIES HONORS - 1 year, 1 credit (in English or Social Studies), Sr.**

This is an interdisciplinary honors course, which offers an integrated study of philosophy (Plato, Locke) literature (Homer, Shakespeare), political history (Machiavelli, Madison), art and music. The focus is on the reader's response to the writing, especially as it pertains to living life well. This course's seminar approach requires a willingness to examine one's assumptions and to play the roles of student and facilitator simultaneously.

**INDEPENDENT LITERATURE - 1/2 year, 1/2 credit, Sr.**

Looking for a quiet spot in a hectic school day? Students who love to read will love Independent Lit! Over the course of a semester, students will read six novels (fiction or non-fiction) of their own choice. Class activities include teacher conferences, journaling, book reports and literary analysis essays.

**JOURNALISTIC WRITING – 1 semester, 1/2 credit, Soph., Jr., Sr.**

Do you want to know the difference between “fake news” and legitimate journalism? Are you feeling overwhelmed by the many messages you receive on social media? In this class, students will learn skills to become confident consumers of media and current events as they study modern journalism and the role of the “4th estate” in American society. In addition, students will also learn to be responsible creators of media as they work together to help create relevant journalism for our school newspaper, *Echo*. Working on the production of the *Echo* also provides opportunity for students to utilize and develop a variety of talents such as art, photography, graphic design, leadership and organizational skills. Students who have unique interest in pop culture and current events will enjoy this class. It also provides dedicated time for students to develop the sophisticated and concise writing style that will directly help them on standardized tests, in AP courses, in college and beyond. Furthermore, this class offers a rare opportunity for students to have an authentic and wide audience for their contributions (written and visual) to the school newspaper.

**MODERN LITERATURE – ½ year, ½ credit, Sr.**

Modern Literature aims to expose students to voices and perspectives that, traditionally, have been underrepresented in the high school literature canon. More specifically, the course explores the themes and questions that emerge from studying literature through the lens of Critical Literacy. The course encourages students to challenge assumptions about culture,

history, and traditions-both their own and others'. Modern Literature requires students to listen openly to voices from other traditions and perspectives while looking objectively at their own.

**PRIME TIME NOVEL - 1/2 year, 1/2 credit, Jr., Sr.**

Tension....drama....suspense.....good stories are exciting, whether they are in print or broadcast on TV. Students in Prime Time Novel will examine the similarities between a novel and two TV shows, one of which will be the student's choice. Students will learn all facets of literary analysis through the use of reading reaction worksheets, essays, and a research project.

**SENIOR COMPOSITION - 1/2 year, 1/2 credit, Sr.**

Any senior planning on attending college should be enrolled in this college-prep writing course. Students will learn to write various types of essays, including five-paragraph, personal narrative, expository, rhetorical and argumentative. Learn all of the writing skills teachers and professors expect of incoming freshmen to possess next year without the tuition cost. The basics of grammar, mechanics and research will be covered, to ensure success in next year's Composition 101 class.

**SENIOR ENGLISH - 2 semesters, 1/2 credit each, Sr.**

This course is the next in the sequence of core English courses and can be taken one or both semesters. The first semester's theme focuses on finding one's identity and the various, resulting paths this discovery to which this can lead. The second semester focuses on improving oneself within society. Students will be expected to read each novel and work independently and collaboratively to establish personal connections with each piece of literature. In addition to the four core readings, students will have the opportunity to view, discuss and write about documentary and fictional films, along with nonfiction related to the central themes of the course. Writing assignments will include literary analysis essays along with research and shorter journal prompts.

**WORLD LITERATURE - 1/2 year, 1/2 credit, Sr.**

World Literatures provides you the opportunity to explore other cultures and get to know your own culture more extensively. This course provides students a chance to talk about social issues, as well as, connect oneself to other struggles. Students in this course will utilize literature and discussion to illuminate similarities and differences in cultures to determining how to use one's voice to speak for rights, justice and individuality.

# ENGLISH LANGUAGE LEARNERS (ELL)

## ***PHILOSOPHY***

*The ELL program is available to students identified as limited English proficient. Student placement is determined by ACCESS exam assessment scores. Beginning, intermediate, and advanced levels are offered for students developing proficiency in English. Program courses are designed to develop skills in speaking, writing, listening and reading.*

### **ENGLISH LANGUAGE LEARNER (ELL 1) - ENGLISH & LANGUAGE SKILLS (ELL 1)- 1 year, 2 credits, Fr., Soph., Jr., Sr.**

This double period course is designed for entering English Learners who are developing basic English language proficiency and fluency skills in listening, speaking, reading, and writing.

**ENGLISH LANGUAGE LEARNER (ELL2) LANGUAGE SKILLS & ENGLISH - 1 year, 2 credits, Fr., Soph., Jr., Sr.** This double period course is designed for beginning English Learners who demonstrate basic English language comprehension and fluency, and who are continuing to develop skills in listening, speaking, reading and writing.

### **ENGLISH LANGUAGE LEARNER (ELL 3) - 1 year, 1 credit, Fr., Soph., Jr., Sr.**

This double period course is designed for intermediate English Learners who have developed comprehension and conversational English. The course expands on students' existing language skills, emphasizing writing and formal speaking. Students have opportunities for continued practice and refinement of academic language skills.

### **ENGLISH LANGUAGE LEARNER (ELL 3) LANGUAGE SKILLS - 1 year, 1 credit, Fr., Soph., Jr., Sr.**

This double period course expands on English Learners' existing language skills, emphasizing literacy through independent reading and guided reading instruction. Students learn about and are exposed to various literature genres.

### **ENGLISH LANGUAGE LEARNER (ELL Bridge) - 1 year, 1 credit, Fr., Soph., Jr., Sr.**

This course is for advanced English Learners the goal of which is to mainstream students into regular English classes the following year. Students develop skills that are aligned with the English I curriculum in literature, writing, grammar, speaking, and listening skills.

### **COMPUTER APPLICATIONS ELL - 1/2 year, 1/2 credit, Fr., Soph., Jr., Sr.**

This course is for English Learners who are interested in building their technology skills. Keyboarding is a necessity for everyone in today's computerized society! In this course, students learn basic keyboarding techniques (including the proper touch system) for using computer equipment at Glenbard East and in the business world. Students will begin learning word processing skills using the Windows operating system and Microsoft Word software. Students will develop efficiency (speed and accuracy) at the computer as they learn to key reports, personal letters, outlines, title pages, works cited pages, etc. In addition, students will learn to use the internet to search for information quickly and effectively. The development of language skills is incorporated throughout the course. A variety of skill-building software is also used to assist students in attaining higher keyboarding speeds and increased accuracy.

**CONSUMER ECONOMICS ELL - 1/2 year, 1/2 credit, Soph., Jr., Sr.**

This semester-long course is for English Learners who are interested in learning to manage money. Topics include budgeting, investing, renting or buying a home, writing checks and reconciling a checkbook, using credit cards wisely, completing income tax forms and more! Additional life skills taught include researching and preparing for a career, writing a letter of application, completing an application form, and preparing for an interview. The class is designed to assist students to transition into an adult world and to make sound decisions. Further development of language skills (reading, writing, speaking and listening) is also stressed.

**\*\*\*This course fulfills the Consumer Education graduation requirement\*\*\***

**PRE-ALGEBRA ELL - 1 year, 1 credit, Fr., Soph., Jr., Sr.**

This course is designed to increase English Learners' computational skills and mathematical problem-solving, preparing students for Algebra 1. This course will stress basic mathematical reasoning while expanding students' mathematical language. Students who successfully complete this course may enroll in Algebra with department recommendation.

**ALGEBRA ELL - 1 year, 1 credit, Fr., Soph., Jr., Sr.**

The purpose of this course is to prepare English Learners for the transition into general education mathematics courses. Students may be moved out any time during the year, and their placement will be determined by both their English language proficiency and their mathematics proficiency.

**Geometry ELL - 1 year, 1 credit, Soph., Jr., Sr.**

This is a course that integrates plane, solid and coordinate geometry. This course emphasizes problem-solving skills as opportunities for review of algebra.

**BIOLOGY ELL - 1 year, 1 credit, Soph., Jr., Sr.**

This course is designed to address the needs of English Learners and strengthen vocabulary acquisition. This course includes a survey of the major processes common among all living things. Relationships between structure and function are emphasized, and the three domains of life are compared and contrasted in terms of common processes. Lab work is an integral part of this course.

**PHYSICAL SCIENCE ELL - 1 year, 1 credit, Fr., Soph., Jr., Sr.**

This is an introductory course in laboratory skills designed to give students a broad science background. Emphasis is given to practical applications of scientific knowledge. The pace is moderated to compensate for language limitations and to strengthen vocabulary acquisition. Selected topics from chemistry and physics are explored through lab activities and discussions, while astronomy and earth science topics are studied through a weekly silent reading project. A major goal of the course is to have students gather the information and skills needed to make intelligent and informed decisions on science-related issues. The development of problem-solving and organizational skills is also an important outcome of this course, as is written and verbal demonstration of science-related knowledge in the English language.

**GLOBAL STUDIES ELL – 1 year, 1 credit, Fr., Soph., Jr., Sr.**

This introductory ELL Social Studies is designed for students in the ELL program; there is a strong focus on language acquisition and communication skills. The daily practice of reading, writing, listening and speaking English is given high priority in order to prepare students for U.S. History ELL. The course also combines the study of world history and geography and prepares students to become knowledgeable members of a diverse global community. Students will learn basic geography skills while exploring different regions of the world and their unique geography, cultures, history, and current conditions.

**UNITED STATES GOVERNMENT AND POLITICS ELL – 1 year, 1 credit, Soph., Jr., Sr.**

This course is designed for students in the ELL program. Attention to language acquisition and communication skills development will complement the study of the political structure of the United States at the national, state, and local levels. Students will examine classical political philosophies, and explore the practical operations of government at the local, state, and national levels. Students will be encouraged to think critically about the role of individual citizens in the political process and are expected to engage in activities that involve active citizenship in and outside of the classroom. **State Requirement: Passing grade on the U.S./Illinois Constitution exam is required for graduation. Glenbard Requirement: Successful completion of this course fulfills the civics requirement for graduation.**

**U.S. HISTORY ELL - 1 year, 1 credit, Fr., Soph., Jr., Sr.**

The course is designed to improve students' English language proficiency and their understanding of United States history. Students will explore significant events from the Colonial Period through the 20th Century, and will think critically about the events and people that have defined United States history. Students will also practice reading, writing, speaking, and listening in English. Successful completion of U.S. History ELL will provide students with the skills and background knowledge needed for U.S. Government and Politics ELL.

**Successful completion of this course is required for graduation.**

**HEALTH ELL – 1/2 year, 1/2 credit, Fr., Soph., Jr., Sr.**

The course provides students with factual information in order for them to make healthy life decisions. This course includes the study of individual growth and development, protection and promotion of health and wellness, hazards of drugs, alcohol and tobacco, diseases, mental health, CPR and AED training. Content delivery is modified to facilitate both English language development, and an understanding of health and wellness. Successful completion of this course meets the health education requirement. There is a fee of \$10 per semester.

**DRIVER EDUCATION ELL - 1/2 year, Soph., Jr., Sr.**

This course includes both classroom and behind-the-wheel requirements of Driver Education. Successful completion of the course meets the State of Illinois requirements for obtaining a driver's license. The course will be delivered in a modified format appropriate for ELL students, and will prepare them for the physical, social, and cognitive demands of the driving. Additional information and requirements can be found in the main portion of the driver education course description.



**CULINARY 1 ELL - 1/2 year, 1/2 credit, Fr., Soph., Jr., Sr.**

This course is designed for students learning English. Although very similar to our regular Foods 1 course, this course is modified to meet the needs of English learners. Students acquire skills in food preparation for careers and at home. They prepare and sample various foods, discuss the nutritional value of foods, and examine personal nutritional needs. Topics covered include fruits, pasta, milk, eggs, cheese, salads, quick breads, pastries and cookies. Students are charged a fee of \$25.00 per semester.

**INTRODUCTION TO ART ELL - 1/2 year, 1/2 credit, Fr., Soph., Jr., Sr.**

This course is designed for students learning English. Although very similar to our regular Introduction to Art course, this course is modified to meet the needs of English learners. The course provides an introduction to the fundamentals of the visual arts through the study of the elements and principles of design. Students will explore a variety of media, applications of design, basic drawing, and both 2D and 3D design. Studio areas covered include clay, drawing, painting, graphic design, printmaking, photography and sculpture. Students are charged a fee of \$20.00 per semester.

**INTRODUCTION TO SPEECH ELL - 1/2 year, 1/2 credit, Fr., Soph., Jr., Sr.**

This course is designed for English learners. Students will develop and expand their communications skills and vocabulary. The class incorporates individual, partner and group work related to a variety of speech activities. Topics covered include job interviewing, radio/TV news reports, and speeches on the following topics: Personal Narratives, Cultural Celebrations, Demonstration and Persuasion. The class is interactive and is modified to meet the needs of English learners.

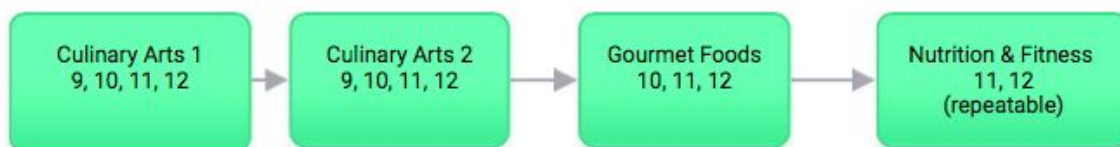
**STUDY METHODS ELL – 1 year, 1 credit, Fr., Soph., Jr., Sr.**

Basic study skills are taught and reinforced. Time management, outlining, note-taking and test taking are some examples of skills taught in this course. Daily study time is provided for practical application of study skills.

# FAMILY AND CONSUMER SCIENCE

*The Family and Consumer Sciences Department helps students learn to manage their personal life and their family life as well as build skills for possible career choices. The hands-on approach to learning we use provides students with the opportunity to apply much of the knowledge they have learned.*

## HOSPITALITY & TOURISM CAREER PATHWAY



### **CULINARY ARTS 1 - 1/2 year, 1/2 credit, Fr., Soph., Jr., Sr.**

This course is designed to teach basic food preparation skills and good nutrition. Units covered during the semester include sanitation and safety, microwave cooking, fruits and vegetables, quick breads, grains and pasta, eggs, milk, and cookies. Careers related to the food industry are identified. Students are charged a fee of \$35.00 per semester.

### **CULINARY ARTS 2 - 1/2 year, 1/2 credit, Fr., Soph., Jr., Sr.**

This course is designed to expand upon the food preparation techniques learned in Culinary Arts 1. Food preparation that requires greater skills is covered in this course. Students will learn how to prepare yeast breads, pies, cakes, poultry, fish, cheeses, salads, soups, and jellies. Careers related to the foodservice industry are covered. **Prerequisite: Culinary Arts 1.** Students are charged a fee of \$35 per semester.

### **GOURMET FOODS - 1/2 year, 1/2 credit Soph., Jr., Sr.**

This course will explore advanced techniques in food preparation. Students will prepare such things as soufflés, candy, ice cream, appetizers, fried foods, and meat. Students will explore international countries through research and cuisine. **Prerequisite: Culinary Arts 1.** (Culinary Arts 2 is recommended, but not required). Students are charged a fee of \$35 per semester.

### **NUTRITION & FITNESS - 1/2 year - 1/2 credit (.5 in PE), Jr., Sr.**

This one-semester course is an integrated program that incorporates the principles of foods and nutrition. The student will analyze his/her diet, prepare nutritious foods, and participate in a variety of fitness and stress management activities. Each student will participate in a health and fitness evaluation at the beginning of the semester and will then establish his/her own fitness and nutritional goals for the semester. Activities include: diet analysis, selection and preparation of low fat foods and menus, yoga, aerobics, other fitness related activities, and speakers related to health and fitness. **This class may be repeated once;** different topics are covered in the fall and spring semester. This course fulfills the Physical Education requirement. Each student will receive .5 credits per semester for successful completion of the program. If a student chooses to take this course and an additional PE course, they could elect to receive a .5 credit for applied arts rather than the .5 PE credit. Students are charged a \$25.00 fee per semester.

### **HUMAN RELATIONS - 1/2 year, 1/2 credit, Jr., Sr.**

This one-semester course is designed to assist the students in the development and maintenance of present and future relationships. Units are designed to help students understand themselves and develop skills which are essential for positive and effective relationships. Decision-making and communication skills are stressed throughout the course.

Other topics include: personality development, social and emotional problems, values, human sexuality, family relationships, family crisis and stress management.

## ARTS, AV TECHNOLOGY, & COMMUNICATION CAREER PATHWAY



### **FASHION WORKSHOP - 1/2 year, 1/2 credit, ALL GRADE LEVELS**

The main focus of the course is the world of fashion. Find out your figure type and learn to choose clothing that will make you look your best. Students learn to coordinate fashion style and accessories. Hands-on projects are used throughout the course such as pillows, pajama pants, maxi skirts, dresses, and hoodies. All projects involve sewing techniques. **This class may be repeated once;** different projects will be assigned for those that repeat. Students are charged a \$10 fee per semester.



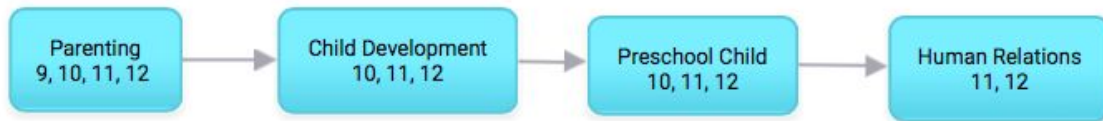
### **FASHION MERCHANDISING - 1/2 year, 1/2 credit, ALL GRADE LEVELS**

Adventure into the fashion world of fashion merchandising, apparel design, advertising, retail buying, visual display, modeling, fashion show production or textile design! Class projects allow students to learn skills used in fashion related businesses. This course includes hands-on projects such as an upcycle project, textile project, and design projects.

### **HOUSING AND INTERIOR DESIGN - 1/2 year, 1/2 credit, ALL GRADE LEVELS**

This course is designed to help students further their interests in and knowledge of designing living spaces. Career exploration is covered and projects are completed in the areas of housing styles, room arrangement, color usage, furniture styles and arrangement, and space planning. Students will work with samples as they create their projects.

## EDUCATION & TRAINING CAREER PATHWAY



### **CHILD DEVELOPMENT - 1/2 year, 1/2 credit, Soph., Jr., Sr.**

This course is designed to help students gain a better understanding of the physical, intellectual, emotional and social development of children from prenatal development through early childhood. A preschool program will be held for the purpose of observing and working with young children.

### **PARENTING - 1/2 year, 1/2 credit, ALL GRADE LEVELS**

This course is designed to help students think through the responsibilities, satisfactions and stresses of parenthood. Topics covered during the semester are pregnancy, birth options, infant care, child safety and health issues, child guidance, special needs children and child abuse. Students will participate in a 10-week preschool and an electronic infant simulation. This course will prepare students to assume the important role of being a parent later in their lives.

### **THE PRESCHOOL CHILD - 1/2 year, 1/2 credit, Soph., Jr., Sr.**

This course will emphasize student participation in early childhood education. The students will plan and teach an extensive preschool program for three-to-five-year old children. Activities to promote development will be stressed in the early part of the course as the students prepare for the preschool experience. This is a great class to take for prospective teachers! **Prerequisite:** Child Development.

### **HUMAN RELATIONS - 1/2 year, 1/2 credit, Jr., Sr.**

This one-semester course is designed to assist the students in the development and maintenance of present and future relationships. Units are designed to help students understand themselves and develop skills which are essential for positive and effective relationships. Decision-making and communication skills are stressed throughout the course. Other topics include: personality development, social and emotional problems, values, human sexuality, family relationships, family crisis and stress management.

## CONSUMER EDUCATION REQUIREMENT

*All of the courses below fulfill the Consumer Education requirement for graduation.*

### **BUSINESS AND THE CONSUMER - 1/2 year, 1/2 credit, Fr., Soph.**

Get the most for your money by learning how to live well while living within your means. Learn how to “win the consumer game” while avoiding common consumer pitfalls, frauds and scams. Topics include the proper use of checks and checking accounts, credit cards, loans, income tax preparation, investments, auto insurance and general buying skills. In addition, students will investigate careers and learn to apply for a job. **This course satisfies the consumer education requirement for graduation and is designed for the freshman/sophomore level. Juniors and seniors must enroll in Consumer Management.**

### **CONSUMER MANAGEMENT - 1/2 year, 1/2 credit, Jr., Sr.**

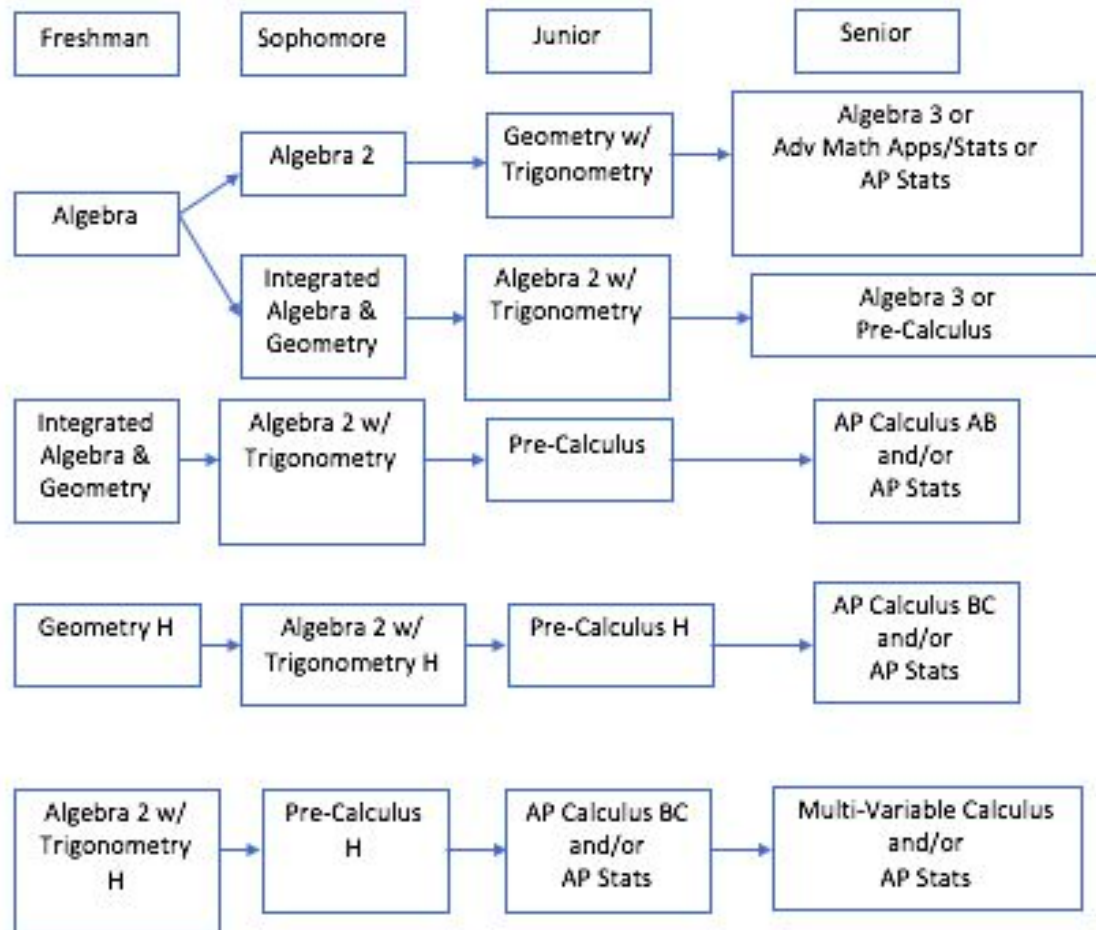
This one-semester course is designed to help prepare juniors and seniors for life after high school. They will be prepared to assume adult roles and responsibilities. The areas studied will prepare students to make effective choices regarding lifestyle & resource management, money management and the role of the consumer in the marketplace. **This course satisfies the consumer education requirement for graduation and is designed for the junior/senior level. Freshmen and Sophomores must enroll in Business and the Consumer.**

# MATHEMATICS

## PHILOSOPHY

*Our Mathematical mission is to collaboratively develop students' mathematical curiosities and understandings. The Mathematics Department encourages students to take as much Mathematics as they can at the highest level they can. The discipline and logic taught in Math are strong indicators of future success in college or other endeavors. We also look to provide students with opportunities of extra support before school, during the school day and after school depending on the student's academic situation.*

### Glenbard East Mathematics Pathway



**All students enrolled in Mathematics must have a  
Scientific calculator with the exception of those courses that  
require a graphing calculator (see course descriptions).**

All freshmen at Glenbard East High School enroll in a Mathematics course. Placement at the freshman level is determined by the 8th grade teacher recommendation, the student's fall MAP score and the student's score on the PSAT 8-9 Assessment. Additional Mathematics courses are required until the student has successfully completed the requirements for graduation.

Freshmen who have successfully completed middle school Algebra may be placed in Geometry Honors. Integrated Algebra and Geometry is for students who have completed Algebra or who have been recommended by their 8<sup>th</sup> grade teacher. Other freshmen will be placed in Algebra. We also offer an Algebra Enrichment support for algebra students who traditionally have struggled with math.

College-bound students are encouraged to complete four years of Mathematics. The Mathematics Department at Glenbard East provides honors and accelerated programs which allow students to complete up to three semesters of Calculus leading to the Advanced Placement examinations. Students who complete AP Calculus BC as a junior will be able to take Multivariable Calculus as a senior

**ALGEBRA - 1 year, 1 credit**

This course stresses precision of language and emphasizes algebraic law and structure. The course content consists of number concepts, linear expressions, functions and equations, polynomial expressions, quadratics equations, graphing, probability & statistics, and data analysis. Technology support will be included in instruction.

**INTEGRATED ALGEBRA AND GEOMETRY - 1 year, 1 credit**

This accelerated course reinforces conceptual understanding and procedural fluency of foundational Algebra 1 content, while integrating plane, solid and coordinate geometry. This course will combine the curriculums of algebra and geometry in order to complete both courses in one school year. Problem solving, multiple representations of mathematical relationships, and effective use of technology are emphasized. This course satisfies the requirement for algebra and geometry. Successful completion prepares a student for Algebra 2 with Trigonometry.

**GEOMETRY H - 1 year, 1 credit**

Geometry H is the first in a sequence of courses that culminates in the study of AP Calculus BC in high school. This course is an integrated study of plane, 3-space and coordinate geometry. Emphasis is placed upon deductive reasoning, formal proofs, and the interdependence of algebra and geometry. Along with extending the concepts and techniques of algebra, Geometry H assists in developing reading and reasoning skills needed in the subsequent courses. To broaden their outlook, students investigate additional geometry topics. **Prerequisite: Algebra and Department recommendation.**

***Students enrolled in the following mathematics classes are  
required to have a graphing calculator.***

**ALGEBRA 2 - 1 year, 1 credit**

Algebra 2 reinforces the concepts of Algebra and gives a more thorough understanding of the number system, of graphical representation, and of the function concept. The study of topics such as quadratic functions, complex numbers, matrices and determinants, and probability, gives the student increased computational skills, as well as ability to apply them to wider fields.

**Prerequisite: Algebra**

**Geometry with Trigonometry - 1 year, 1 credit**

Geometry with Trigonometry builds off of Algebra 2 by focusing on exponential and logarithmic functions and Trigonometry. Geometry will focus on plane, 3D-space, and coordinate geometry. Topics include triangles, circles, polygons, parallel lines and an introduction to coordinate and solid geometry. **Prerequisite: Algebra 2**

**ALGEBRA 2 WITH TRIGONOMETRY - 1 year, 1 credit**

Algebra 2 with Trigonometry reinforces the concepts of Algebra along with Integrated Algebra and Geometry. This course gives a more thorough understanding of the number system, of graphical representation, and of the function concept. The study of topics such as quadratic functions, complex numbers, logarithms, matrices and determinants, progressions, permutations, combinations, probability, trigonometry and binomial theorem gives the student increased computational skills, as well as ability to apply them to wider fields. **Prerequisite: Integrated Algebra and Geometry**

**ALGEBRA 2 WITH TRIGONOMETRY HONORS - 1 year, 1 credit**

Algebra 2 with Trigonometry H reinforces the concepts of Algebra and Geometry. The course gives a more thorough understanding of the number system, of graphical representation, and of the function concept. The study of topics such as quadratic systems, complex numbers, logarithms, matrices and determinants, progressions, mathematical induction, permutations, combinations, probability, trigonometry, and the binomial theorem is covered in greater depth than in Algebra 2 with Trigonometry. Algebraic theory is stressed as well as the acquisition of more advanced algebraic skills. **Prerequisite: Geometry H or department recommendation.**

**Algebra 3 - 1 year, 1 credit**

This course is to help prepare students for entry into the College of DuPage (COD) math program. Students completing this course with a C or better and successful performance on the COD placement test (ALEKS) will transition into a credit bearing math class at COD. This class is for the student who believes they are not going need Calculus for their college major.

**Prerequisite: Algebra 2 with Trigonometry or Combination of Algebra 2 and Geometry with Trigonometry**

**ADVANCED MATH APPLICATIONS - 1/2 year, 1/2 credit, Semester 1.**

The topics studied include population growth, maximizing profit while minimizing cost, efficiency in shipping and producing, and many other mathematical solutions to real life problems. Students will use the skills they learned in Algebra 2 with Trigonometry and learn new skills from the field of linear algebra and discrete and finite mathematics. Technology will be used in this course. **Prerequisite: Algebra 2 with Trigonometry or Combination of Algebra 2 and Geometry with Trigonometry**

**PROBABILITY AND STATISTICS - 1/2 year, 1/2 credit, Semester 2.**

The topics studied include Bayes Theorem, Normal Curves, the three measures of central tendency, and standard deviation. Students will learn to create and test hypotheses statistically and then predict future behavior using probability. Technology will be used in this course.

**Prerequisite: Prerequisite: Algebra 2 with Trigonometry or Combination of Algebra 2 and Geometry with Trigonometry**

**AP STATISTICS – 1 year, 1 credit**

Advanced Placement Statistics will provide a full-year Junior/Senior honors mathematics course. It will provide students who may enter either a non-math-science as well as math-science career field with excellent preparation for dealing with significant quantities of data. This course will



develop topics dealing with data analysis, data gathering, and statistical inference. Completion of this course prepares students for the Advanced Placement examination in May. Students who enroll in this course are expected to take this test. **Prerequisite: Algebra 2 with Trigonometry or Combination of Algebra 2 and Geometry with Trigonometry**

**PRECALCULUS - 1 year, 1 credit**

Students will study, analyze, and graph functions with and without the use of technology. Topics of study include polynomials, rational functions, exponential and logarithmic functions, analytic geometry, and systems of equations and inequalities. Skills from Algebra, Geometry, and Algebra 2 with Trigonometry will be used extensively in this course. **Prerequisite: Algebra 2 with Trigonometry or Combination of Algebra 2 and Geometry with Trigonometry**

**PRECALCULUS H - 1 year, 1 credit**

This course will be a rigorous study of real number valued functions. The content of the course will include the study of polynomials, rational functions, exponential functions, logarithmic functions, trigonometric functions, analytic geometry, systems, and an introduction to some of the concepts covered in Calculus. **Prerequisite: Algebra 2 with Trigonometry H or department recommendation.**

**AP CALCULUS AB - 1 year, 1 credit**

This course is intended for students who have a thorough knowledge of college preparatory mathematics, including Algebra, Geometry and Precalculus. This course is designed to facilitate the understanding of elementary functions as well as differential and integral calculus. Topics considered include: properties of functions, limits, derivatives, applications of the derivative, anti-derivatives, techniques of integration, the definite integral and applications of the integral. The range and difficulty of topics studied in Calculus AB (AP) meet or exceed a first-semester calculus course taught at a college. This course prepares the student for the Calculus AB Advanced Placement exam. **Prerequisite: Precalculus or department recommendation.**

**AP CALCULUS BC - 1 year, 1 credit**

This course is intended for students who have a thorough knowledge of analytic geometry and elementary functions in addition to college preparatory algebra, geometry, and trigonometry. Calculus BC is an intensive full-year course in the calculus of functions of single variable. In addition to extending the topics covered in Calculus AB, the Calculus BC course includes other topics such as infinite series and differential equations. The content of Calculus BC (AP) is designed to take the student one semester beyond the topics taught in Calculus AB (AP). The course prepares the student for the Calculus BC Advanced Placement exam. **Prerequisite: Pre-calculus H or department recommendation.**

**MULTIVARIABLE CALCULUS (MVC) - 1 Year - 1 Credit + 4 hours undergraduate credit from University of Illinois**

This course is the capstone of our calculus course sequence and is offered through a dual enrollment model with the University of Illinois @ Urbana-Champaign and taught at Glenbard East by a Glenbard East teacher. There is an enrollment fee per student (\$350 for 2018-19). This fee also avails the student to 4 hours of undergraduate credit at the University of Illinois upon completion of the course (along with earning a 4 or higher on the AP Calculus BC Exam). Students receive personal help from on-line mentors under the guidance of the Glenbard teacher trained to guide this computer-aided course. While students are expected to perform calculations by hand, abstracting away from the algebraic calculations can often make it easier to initially learn the connections between concepts. Technology allows students to quickly produce and easily change graphics and representations of their formulas. **Prerequisite: AP Calculus BC (U of I only offers MVC credit for a 4 or 5 on the BC exam)**

# MUSIC



glenbardeastmusic

## PHILOSOPHY

*We endeavor to nurture our students in the lifelong development of musicianship and character.*

All of the following courses can be used as free electives or to meet the cultural education requirement for graduation.

## GENERAL MUSIC COURSES

### GUITAR



#### **GUITAR 1 – 1/2 year, 1/2 credit, Fr., Soph., Jr., Sr.**

Whether you already play a little guitar or you have never played a note, Guitar 1 will give you the skills to enjoy making music. Students learn to play dozens of well-known rock, pop, reggae, R&B, and classical songs. One great feature of this class is the guitar coffeehouse project, in which students choose one of their favorite songs to learn for performance in a fun, relaxed setting. Students also have opportunities to perform or record their music outside of class as well. After completing this class, students are encouraged to continue into Guitar 2. Guitars are provided, so you do not need to own a guitar to take this class.

#### **GUITAR 2 (ROCK BAND CLASS) – 1/2 year, 1/2 credit, Fr., Soph., Jr., Sr.**

This is a class for students who have some prior experience on guitar--or bass, keyboard, drum set, or voice--and would like to play music in a collaborative setting. Students learn to perform some of the best-known rock, pop, soul, and folk songs of all time, while also learning about the history of popular music. A significant portion of this course is made up of students learning songs of their choice. Repeatable for credit. **Prerequisite: Successful completion of Guitar 1 or approval of the instructor.**

## HIP-HOP



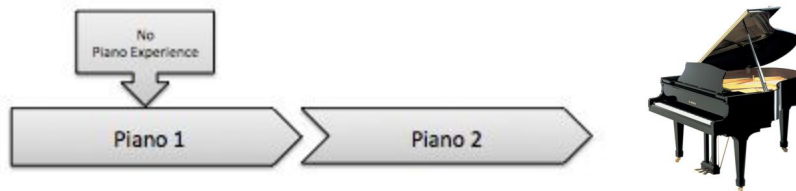
### **HIP HOP PRODUCTION 1 – 1/2 year, 1/2 credit, Fr., Soph., Jr., Sr.**

This class is for students with an interest in or curiosity about Hip-Hop music. The main purpose of the course is to create original Hip-Hop music (both lyrics and beats). Students use and learn about loop-based software on their iPad and/or a computer to create and sample beats. Students will have access to recording equipment to create studio-quality audio recordings of their rapping and/or singing. While the focus of the class is on creating new material, students will also explore Hip-Hop origins, current Hip-Hop music, Hip-Hop culture (graffiti art, beatboxing, and break dancing), as well as Hip-Hop's impact on society and social issues. Students do not need any experience or background in Hip-Hop music to take this course. By the end of this course, every student will have created at least one original song.

### **HIP HOP PRODUCTION 2 – 1/2 year, 1/2 credit, Fr., Soph., Jr., Sr.**

This class is for students with experience in creating, performing, and/or producing Hip-Hop music. Students will build upon their existing skill and knowledge base with digital audio workstations. Students will have access to recording equipment to create studio-quality audio recordings of their rapping and/or singing. Students will also discuss and defend the impact of their music on society within Glenbard East and beyond its walls. By the end of this course, every student will have produced enough original content to fill a playlist or album. Repeatable for credit. **Prerequisite: Successful completion of Hip Hop Production 1 or approval of the instructor.**

## PIANO



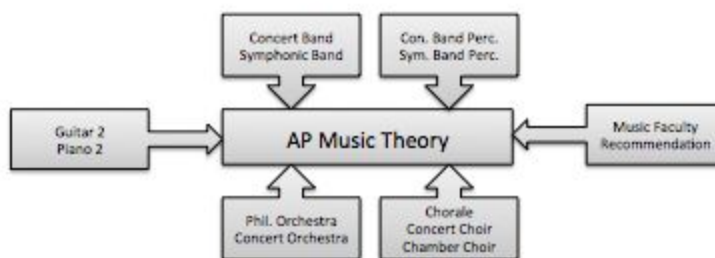
### **PIANO 1 – 1/2 year, 1/2 credit, Fr., Soph., Jr., Sr.**

This class is for students with little or no piano experience and will teach students the basics of piano keyboarding performance using the MIDI Keyboards in the Glenbard East Music Technology Lab. Using their keyboard skills, students will also explore elements of music theory, history, notation, and composition. Students taking this class will become familiar with the wide range of music technology that is available to musicians today. The student may be responsible for purchasing a method book. Successful completion of this class will also prepare students for Piano 2.

### **PIANO 2 – 1/2 year, 1/2 credit, Fr., Soph., Jr., Sr.**

This class is a continuation of Piano 1, stressing the development of advanced keyboard skills. This class will allow students to develop their skills both within a group as well as through independent projects that are coordinated on a “one-to-one” basis with the instructor. This class will be geared to students with piano background; either private piano lessons, or successful completion of Piano 1. Repeatable for credit. **Prerequisite: Successful completion of Piano 1 or approval of the instructor.**

## MUSIC THEORY



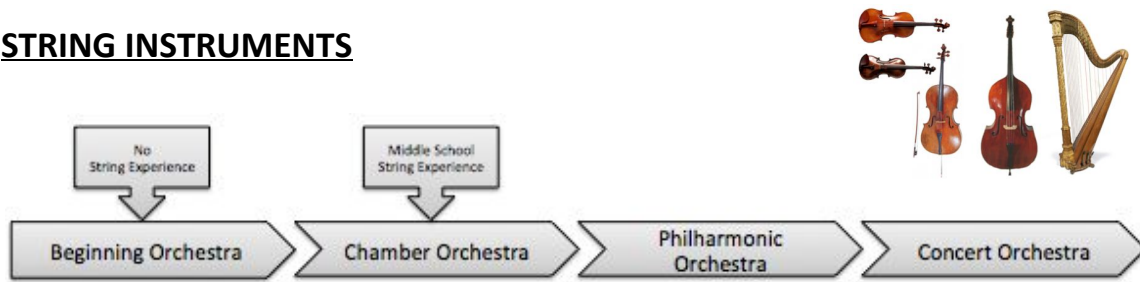
### **AP MUSIC THEORY – 1 year, 1 credit, Jr., Sr.**

This course provides the advanced music student with a thorough introduction to the fundamentals of music. Notation, terminology, rhythm, scales and tonality, basic harmony, and ear training are studied to develop a solid foundation for the continued serious study of music. Music composition, music history, and music technology are also integral components of the class. Students must have successfully completed Music Theory AP the first semester in order to take the second semester of this class. Students need to be able to read music notation.

**Prerequisite: Applied music study, approval of a music faculty member, or passing score on AP Music Theory entrance exam. Dual enrollment in Chamber Choir, Concert Choir, Chorale, Symphonic Band, Symphonic Band Percussion, Concert Orchestra, Hip-Hop Production, Guitar 2, or Piano 2 is preferred but not required. Sophomore enrollment is permitted with Fine Arts Department Chair approval.**

## MUSIC ENSEMBLE COURSES

### STRING INSTRUMENTS



#### **BEGINNING ORCHESTRA - 1 year, 1 credit, Fr., Soph., Jr., Sr.**

This is a class in which any student, regardless of background, can have a fun and successful experience. Students learn to play a string instrument (violin, viola, cello, string bass) at the beginning level. Classical pieces, popular songs, and folk music from many cultures are studied in a relaxed and supportive environment. Students learn to read music and the basics of music theory. Repeatable for credit.

#### **CHAMBER ORCHESTRA - 1 year, 1 credit, Fr., Soph., Jr., Sr.**

This class is the entry-level orchestra class for most students who were in orchestra in middle school. Students learn to play exciting contemporary pieces and well-known classical works. Emphasis is on developing a more advanced understanding of performance technique and music theory. Students have numerous opportunities to view live performances and to work with their peers in the other orchestra classes. A few evening concerts and rehearsals are an enjoyable component of the class that is required of all students. Repeatable for credit. **Prerequisite: previous instruction on a string instrument or completion of Beginning Orchestra.**

#### **PHILHARMONIC ORCHESTRA - 1 year, 1 credit, Fr., Soph., Jr., Sr.**

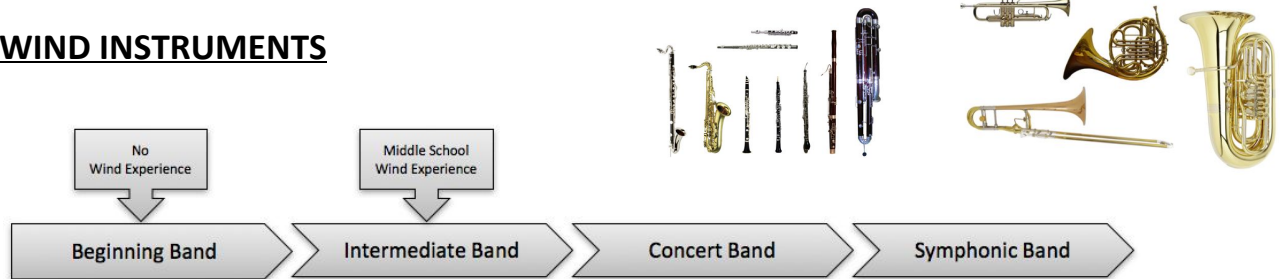
In this class, students begin to engage in deep study of more challenging music from the classical repertoire as well as film soundtracks and popular songs. Philharmonic Orchestra students are part of the big and exciting Symphony Orchestra that also includes the Concert Orchestra as well as selected band students. Several evening concerts and rehearsals, as well as one afterschool sectional per week, are a required component of the class. **Prerequisite: successful audition during the previous school year. Orchestra placements are made in the spring by the orchestra teachers.**



### **CONCERT ORCHESTRA - 1 year, 1 credit, Soph., Jr., Sr.**

Concert Orchestra students study college-level orchestra music and advanced solo and ensemble repertoire. They also take ownership of their learning by studying popular and classical songs of their choice. Concert Orchestra students are part of the big and exciting Symphony Orchestra that also includes the Philharmonic Orchestra as well as selected band students. Several evening concerts and rehearsals, as well as one afterschool sectional per week, are a required component of the class. Repeatable for credit. **Prerequisite: successful audition during the previous school year. Orchestra placements are made in the spring by the orchestra teachers.**

### **WIND INSTRUMENTS**



### **BEGINNING BAND – 1 year, 1 credit, Fr., Soph., Jr., Sr.**

This class provides students with an opportunity to learn to play a musical wind or percussion instrument. It is open to students with little or no previous musical training. Students with prior experience may choose this class to continue instruction on their instrument, switch to a different instrument, or learn a secondary instrument. Students may choose from: Flute, Clarinet, Saxophone, Trumpet, Trombone, Baritone, or Concert Percussion. Other instruments can be selected with teacher approval. School instruments are available for student use. There will be volunteer performance opportunities available, but no required rehearsals or performances outside of school. Repeatable for credit.

### **INTERMEDIATE BAND - 1 year, 1 credit, Fr., Soph., Jr. Sr.**

Intermediate Band is the entry-level performing ensemble for students who have been through a formal elementary & middle school band program. This class focuses on improving individual skills on an instrument, and gaining a deeper understanding of ensemble playing. Intermediate Band will also continue the basic study of music theory and history. Rehearsals and performances outside of the school day are a required component of this class. Members of this ensemble also combine to form the East Side Tunes Pep Band. All members are highly encouraged to pursue private lessons. Repeatable for credit. **Prerequisite: Previous instruction on a band instrument. Ensemble placements are made through evaluations in the spring.**





**CONCERT BAND - 1 year, 1 credit, Soph., Jr., Sr.**

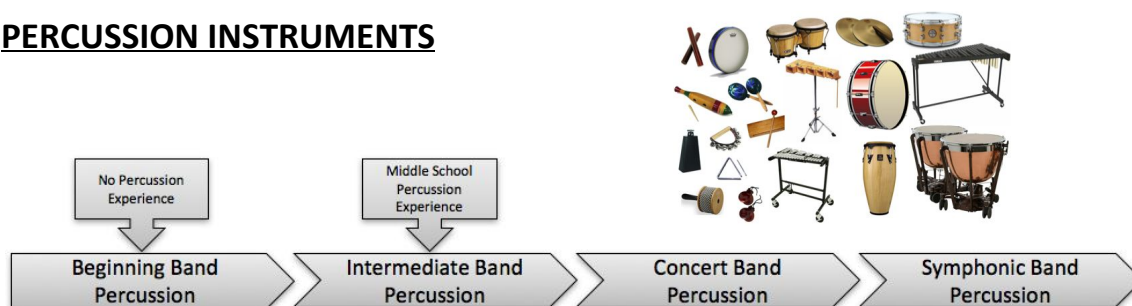
Concert Band is the next ensemble in the sequence of performing band classes. This class focuses on the continued development of individual skills and ensemble playing. Concert Band students also study more advanced music theory and history concepts. This class includes a required one-hour small group rehearsal after school each week, as well as other rehearsals and performances outside of the school day. Members of this ensemble also perform with the Marching Rams at football games, and with the Pep Band at basketball games. Concert Band students are also required to attend Marching Band Camp held at East in early August. All members are highly encouraged to pursue private lessons on their instruments. Repeatable for credit. **Prerequisite: Previous instruction on a band instrument. Ensemble placements are made through evaluations in the spring.**

**SYMPHONIC BAND - 1 year, 1 credit, Soph., Jr., Sr.**

Symphonic Band is the most advanced band class at Glenbard East. This class focuses on the mastery of individual skills and ensemble playing through the study and performance of advanced music. This class includes a required one-hour small group rehearsal after school each week, as well as other rehearsals, performances, and competitions outside of the school day. Members of this ensemble also perform with the Marching Rams at football games, and with the Pep Band at basketball games. Symphonic Band students are also required to attend Marching Band Camp in early August. All members are highly encouraged to pursue private lessons on their instruments. Repeatable for credit. **Prerequisite: Previous instruction on a band instrument. Ensemble placements are made through evaluations in the spring.**



## PERCUSSION INSTRUMENTS



### **BEGINNING BAND PERCUSSION – 1 year, 1 credit, Fr., Soph., Jr., Sr.**

This class provides students with instruction on percussion instruments and is open to all students. In this course, students will work on all areas of percussion performance, from drum technique, to mallet stroke, to tuning. This class includes a one-hour small group rehearsal after school each week, as well as other rehearsals and performances outside of the school day. Members of this ensemble also perform with the Marching Rams at football games, and with the Pep Band at basketball games. This class begins with a weekly rehearsal over the summer and includes a week-long summer band camp in early August. Repeatable for credit.

### **INTERMEDIATE BAND PERCUSSION – 1 year, 1 credit, Fr., Soph., Jr., Sr.**

This class is for the percussion students of Intermediate Band. In this course, students will work on all areas of percussion performance, from drum technique, to mallet stroke, to tuning. This class includes a one-hour small group rehearsal after school each week, as well as other rehearsals and performances outside of the school day. Members of this ensemble also perform with the Marching Rams at football games, and with the Pep Band at basketball games. This class begins with weekly rehearsals over the summer and includes a week-long summer band camp in early August. Repeatable for credit. **Prerequisite: Previous instruction in percussion. Ensemble placements are made through evaluations in the spring.**

### **CONCERT BAND PERCUSSION – 1 year, 1 credit, Soph., Jr., Sr.**

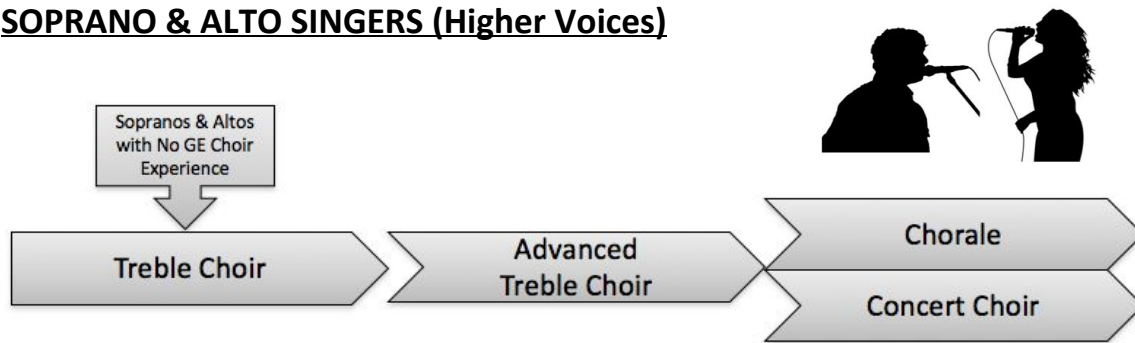
This class is for the percussion students of Concert Band. In this course, students will work on all areas of percussion performance, from drum technique, to mallet stroke, to tuning. This class includes a one-hour small group rehearsal after school each week, as well as other rehearsals, performances, and competitions outside of the school day. Members of this ensemble also perform with the Marching Rams at football games, and with the Pep Band at basketball games. This class begins with weekly rehearsals over the summer and includes a week-long summer band camp in early August. Repeatable for credit. **Prerequisite: Previous instruction in percussion. Ensemble placements are made through evaluations in the spring.**

### **SYMPHONIC BAND PERCUSSION – 1 year, 1 credit, Soph., Jr., Sr.**

This class is for the percussion students of Symphonic Band. In this course, students will work on all areas of percussion performance, from drum technique, to mallet stroke, to tuning. This class includes a one-hour small group rehearsal after school each week, as well as other rehearsals, performances, and competitions outside of the school day. Members of this ensemble also perform with the Marching Rams at football games, and with the Pep Band at basketball games. This class begins with weekly rehearsals over the summer and includes a week-long summer band camp in early August. Repeatable for credit. **Prerequisite: Previous instruction in percussion. Ensemble placements are made through evaluations in the spring.**



## SOPRANO & ALTO SINGERS (Higher Voices)



### **TREBLE CHOIR - 1 year, 1 credit, Fr., Soph., Jr., Sr.**

This class is a non-auditioned, entry-level class for all sopranos and altos wanting to participate in choir. The fundamentals of breath control, alignment, tone production, intonation, diction, reading notes, reading rhythm, ear training and general musicianship are stressed. Treble Choir may participate in exchanges/festivals at the discretion of the teacher. Members of Treble Choir are eligible for participation in ILMEA & ACDA festivals (if age permits), and have the opportunity to audition for Sorella Singers, WAVE, Vocal Jazz Workshop, and Ramparts. Students also have the opportunity to participate in the District 87 Vocal Solo and Ensemble Contest. As this is a performance class, students will have a few sectionals, rehearsals, and concerts after school throughout the year. Repeatable for credit.

### **ADVANCED TREBLE CHOIR - 1 yr, 1 credit, Soph., Jr., Sr.**

This class is a non-auditioned choir for sopranos and altos. Emphasis is placed on further developing and reinforcing the fundamentals taught in Treble Choir. Advanced Treble Choir may participate in exchanges/festivals at the discretion of the teacher. Members of Advanced Treble Choir are eligible for participation in ILMEA & ACDA festivals, and have the opportunity to audition for Sorella Singers, WAVE, Vocal Jazz Workshop, and Ramparts. Students also have the opportunity to participate in the District 87 Vocal Solo and Ensemble Contest. As this is a performance class, students will have a few sectionals, rehearsals and concerts following school hours throughout the year. Repeatable for credit. **Prerequisite: previous instruction in a choral class. Choir placements are made in the spring by the choir teachers.**

### **CHORALE – 1 year, 1 credit, Soph., Jr., Sr.**

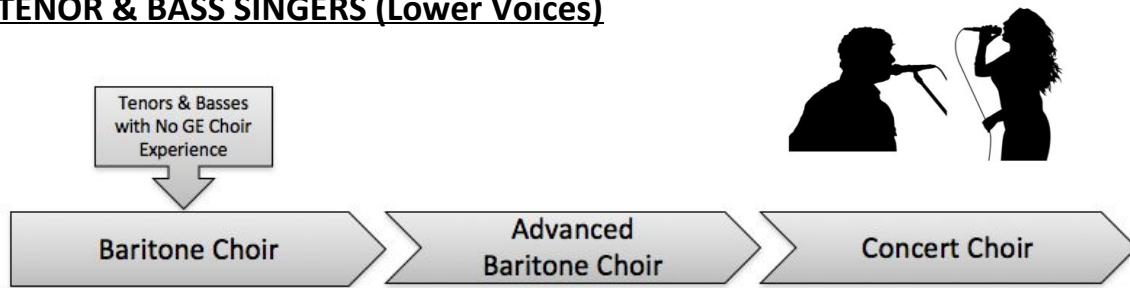
This class is an auditioned choir for sopranos and altos. Members must have exceptional vocal technique, music reading ability, ear training skills, and choral experience. This ensemble sings advanced treble choral literature. This ensemble regularly tours the Chicagoland area and attends a retreat each spring semester (except during choral tour years). Members of Chorale are highly encouraged to audition for ILMEA & ACDA festivals and have the opportunity to audition for the Madrigal Singers, Eastwind Vocal Ensemble, Sorella Singers, WAVE, Vocal Jazz Workshop, and Ramparts. Students also have the opportunity to participate in the District 87 Vocal Solo and Ensemble Contest. As this is a performance class, students will have various sectionals, rehearsals and concerts following school hours throughout the year. Auditions for Chorale take place in February or March through the submission of a digital audition. Students may also be asked to sing supplemental audition elements live with a teacher. The audition includes one prepared piece, tonal skills, and sight-reading. Repeatable for credit. **Prerequisite: choral audition and previous instruction in a choral class. Choir placements are made in the spring by the choir teachers.**

**CONCERT CHOIR - 1 year, 1 credit, Soph., Jr., Sr.**

This class is an auditioned choir for sopranos, altos, tenors, and basses. Members must have exceptional vocal technique, music reading ability, ear training skills, and choral experience. This ensemble sings advanced choral literature. Concert Choir regularly has performing obligations outside of the school concert schedule. This ensemble takes a middle school tour and also attends a retreat each spring semester (except during choral tour years). Members of Concert Choir are highly encouraged to audition for ILMEA & ACDA festivals, District 87 honor festivals, Madrigal Singers, Eastwind Vocal Ensemble, Sorella Singers, WAVE, Vocal Jazz Workshop and Ramparts. Students also have the opportunity to participate in the District 87 Vocal Solo and Ensemble Contest. As this is a performance class, students will have various sectionals, rehearsals and concerts following school hours throughout the year. Auditions for Concert Choir take place in February or March through the submission of a digital audition. Students may also be asked to sing supplemental audition elements live with a teacher. The audition includes one prepared piece, tonal skills, and sight-reading. Repeatable for credit. **Prerequisite: choral audition and previous instruction in a choral class. Choir placements are made in the spring by the choir teachers.**



## **TENOR & BASS SINGERS (Lower Voices)**



### **BARITONE CHOIR - 1 year, 1 credit, Fr., Soph., Jr., Sr.**

This class is a non-auditioned, entry-level class for all tenors and basses wanting to participate in choir. The fundamentals of breath control, alignment, tone production, intonation, diction, reading notes, reading rhythm, ear training and general musicianship are stressed. Baritone Choir attends the District 87 Baritone Festival each year and could have other exchange/festival opportunities at the discretion of the teacher. Members of Baritone Choir are eligible for participation in ILMEA & ACDA festivals (if age permits), and have the opportunity to audition for Vocal Jazz Workshop and Ramparts. Students also have the opportunity to participate in the District 87 Vocal Solo and Ensemble Contest. As this is a performance class, students will have a few sectionals, rehearsals and concerts following school hours throughout the year.

### **ADVANCED BARITONE CHOIR - 1 year, 1 credit, Soph., Jr., Sr.**

This class is a non-auditioned choir for tenors and basses. Emphasis is placed on further developing and reinforcing the fundamentals taught in Baritone Choir. Advanced Baritone Choir attends the District 87 Baritone Festival each year and could have other exchange/festival opportunities at the discretion of the teacher. Members of Advanced Baritone are eligible for participation in ILMEA & ACDA festivals, and have the opportunity to audition for Vocal Jazz Workshop and Ramparts. Students also have the opportunity to participate in the District 87 Vocal Solo and Ensemble Contest. As this is a performance class, students will have a few sectionals, rehearsals and concerts following school hours throughout the year. Repeatable for credit. **Prerequisite: previous instruction in a choral class. Choir placements are made in the spring by the choir teachers.**

### **CONCERT CHOIR - 1 year, 1 credit, Soph., Jr., Sr.**

Find description above, under "Soprano & Alto Singers."

# PHYSICAL EDUCATION/HEALTH

## PHILOSOPHY

*The Glenbard East Physical Education and Health Department strives to teach all students the benefits of wellness and the importance of developing good habits regarding fitness and nutrition. Problem solving, decision-making, communication and teamwork are lifelong skills that are incorporated into daily activities in both our Physical Education and Health classrooms.*

Daily Physical Education is mandated by the State of Illinois, except during the semesters that a student is enrolled in Health and Driver Education.

All classes except Frosh/Soph are coeducational. Grades are based on effort, activity, performance, fitness activities and written work. The standard physical education uniform, and a PE lock are required for all classes. Materials may be purchased at the Glenbard East bookstore.

	SEMESTER 1	SEMESTER 2
<b>Freshman</b>	Frosh/Soph P.E., Driver Education or Health	Frosh/Soph P.E., Driver Education or Health
<b>Sophomore</b>	Frosh/Soph P.E. or Driver Education	Frosh/Soph P.E. or Driver Education
<b>Junior</b>	P.E. Elective	P.E. Elective
<b>Senior</b>	P.E. Elective	P.E. Elective

### **FRESHMAN PHYSICAL EDUCATION – 1/2 year, 1/2 credit, Fr., Soph. girls**

This course emphasizes knowledge and development of fitness and wellness concepts through instruction and participation in physical activities. Units of study may include: basketball, volleyball, badminton, soccer, and fitness. Students will be introduced to the use of heart rate monitors. Freshmen & Sophomore girls will take this class one semester their freshman and sophomore years.

### **HEALTH – 1/2 year, 1/2 credit, Fr.**

Satisfactory completion of this course is required of all students. This course includes the study of individual growth and development, protection and promotion of health and wellness, hazards of drugs, alcohol and tobacco, diseases, mental health, CPR and AED training.

### **SOPHOMORE PHYSICAL EDUCATION – 1/2 year, 1/2 credit, Fr., Soph. boys**

This course emphasizes knowledge and development of fitness and wellness concepts through instruction and participation in physical activities. Units of study may include: basketball, volleyball, badminton, soccer, and fitness. Students will be introduced to the use of heart rate watches. Freshmen & Sophomore boys will take this class one semester their freshman and sophomore years.

### **DRIVER EDUCATION - Class and Behind the Wheel (BTW): - Soph.**

This course consists of two phases - classroom and behind the wheel (simulation is a part of behind the wheel). Satisfactory completion of these two phases qualifies the student to make application for a driver's license between the ages of 16 and 18 years. Students must obtain their social security number prior to the start of the semester of their enrollment. All students will take the vision and written tests required by the State of Illinois in order to get their permit to participate in the BTW part of the course. It is recommended that students have a vision examination prior to the time the course starts. ***Successful completion of the classroom phase is required for graduation.***

### **ADAPTED PHYSICAL EDUCATION**

Open to special needs students – This course will provide physical activities for enrollees based on the specific limitation of the individual student. Emphasis will be placed on developing a positive awareness of one's capabilities and limitations as well as developing a cooperative attitude as a member of a group. **Prerequisite: Approval of Department Chair and a physician waiver.**



### ***JUNIOR/SENIOR***

*The program at this level emphasizes lifetime activities and fitness development. Students will select one of the following courses each semester.*

#### **JUNIOR/SENIOR PHYSICAL EDUCATION – 1/2 year, 1/2 credit, Jr., Sr.**

Teaching time is devoted to a continuation of motor skill development and knowledge acquisition on fitness, health and wellness. Students will participate in a variety of activities both individual and team sports. Physical fitness activities are incorporated on a regular basis. This class may be repeated.

#### **AEROBICS – 1/2 year, 1/2 credit, Jr., Sr.**

The purpose of this course is to develop the components of health-related fitness (cardiovascular development, strength, flexibility, and muscle endurance) through aerobic activities. Students will participate in a variety of different fitness programs as well as running. This class may be repeated.



**ADVENTURE CHALLENGE I – 1/2 year, 1/2 credit, Jr., Sr.**

This course is intended for students who want to challenge themselves both physically and mentally. Students will develop skills in climbing, belaying, safety and rescue techniques, high ropes, knot tying, camping and orienteering, this course is also designed to incorporate activities and initiatives that develop teamwork, communication, cooperation, trust, leadership, conflict resolution and problem-solving skills. Physical fitness activities will be included on a daily basis. This course may be repeated. **Students interested in the Adventure Challenge Program must have carried a “C” or better in their Freshman and Sophomore PE and Health classes. Students must also receive a recommendation from their Health or Physical Education Instructor.**

**ADVENTURE CHALLENGE II – 1/2 year, 1/2 credit, Jr., Sr.**

This course is intended to help students further challenge themselves both physically and mentally. Students will continue to develop skills in climbing, belaying, safety and rescue techniques, high ropes, knot tying, camping and orienteering. A camping field trip may be part of this course. Participating students will help to defray the cost of the camping trip. This course will also incorporate other activities and initiatives designed to develop teamwork, communication, cooperation, trust, leadership, conflict resolution and problem solving. Physical fitness activities will be included on a daily basis. **Prerequisite: Successful completion of one semester of Adventure Challenge I and department recommendation.**

**NUTRITION & FITNESS– 1/2 year, 1/2 credit (PE), Jr., Sr.**

This one semester course is an integrated program which incorporates the principles of food and nutrition along with physical fitness principles. The student will analyze his/her diet, prepare nutritious foods, and participate in a variety of fitness and stress management activities. Each student will participate in a health and fitness evaluation at the beginning of the semester and will then establish goals for the semester. Activities include: computer diet analysis, selection and preparation of low fat foods and menus, running, walking, aerobics, other fitness related activities, field trips and guest speakers related to health and fitness. Students will pay for meals while on scheduled field trips. This class may be repeated; different topics are covered each semester. This course fulfills the Physical Education requirement. Each student will receive 1/2 credit per semester for successful completion of the course. If a student chooses to take this course **and an additional PE course** they could elect to receive 1/2 credit for practical arts instead of 1/2 credit in Physical Education.

**OUTDOOR SPORTS – 1/2 year, 1/2 credit, Jr., Sr.**

The purpose of this course is to allow students to learn techniques, rules, and strategies of a variety of team and individual sports. All of these activities will be conducted on outdoor playing fields in any type of weather. Physical fitness will be included on a daily basis. Activity units may include flag football, soccer, flicker ball, softball, cross-country skiing, broom hockey and conditioning. This class may be repeated.

**PEER TUTOR PROGRAM – 1/2 year, 1/2 credit, Juniors and Seniors only.** Junior and Senior students can be accepted into the Peer Tutor Program. The purpose of this program is to train students to assist with the Adapted Physical Education classes. Students enrolled in this class will learn techniques and strategies which will help them assist our severe and profoundly disabled students during their Physical Education class. Students are charged a fee of \$10 **Students interested in the Peer Tutor Program must have carried a “C” or better in their Freshman and Sophomore PE and Health classes. Students must also receive a recommendation from their Health or Physical Education Instructor and meet with the Adapted Physical Education teacher for an interview per semester.**

**STRENGTH TRAINING – 1/2 year, 1/2 credit, Jr., Sr.**

The purpose of this course is to develop strength, speed, agility, and coordination. Physical fitness activities are incorporated on a daily basis. Information about various types of strength development programs will be presented. Students will also learn to develop personalized-sport specific strength programs. This class may be repeated.

**ADVANCED STRENGTH TRAINING – 1/2 year, 1/2 credit, Jr., Sr.**

The emphasis of this course is the development of strength in the Olympic power lifting exercises such as the bench press, squat, power-clean and deadlift. Advanced techniques will be utilized during periodization or cycle formats along with plyometrics and other strength/speed development activities. Physical fitness activities are included on a daily basis. This class may be repeated. **Prerequisite: Successful completion of one semester of Strength Training and department recommendation. Also open to Varsity athletes who have not completed Strength Training with the recommendation of the coach.**

**STUDENT LEADERSHIP TRAINING PROGRAM – 1/2 year, 1/2 credit, Juniors only.**

Junior students can be accepted unto the Student Leader Training Program. The purpose of this program is to train students to become class leaders during their Senior school year. Emphasis is placed on leadership techniques, officiating, skill development, calisthenics and fitness testing procedures. **Students interested in the Leader Training Program must have carried a “C” or better in their Freshman and Sophomore PE and Health classes. Students must also receive a recommendation from their Health or Physical Education Instructor. Upon successful completion of this course students may be recommended to be placed as a Student Leader in a Freshman, Sophomore, or Adapted PE class during their Senior year. Completion of this course does not guarantee placement as a Student Leader.**

**TEAM SPORTS – 1/2 year, 1/2 credit, Jr., Sr.**

Team participation may be the focus for the course, but individual fitness is the priority. In this class students will be engaged daily in competition, fitness, and/or team building activities. Students will learn the importance of teamwork and compete in the different activities throughout the class. The main units will be football, eclipse ball, speed away, softball for the outdoor units and volleyball, basketball and handball for our indoor units. This class is for those students who like to compete at a higher level than just recreationally. Physical fitness activities are incorporated on a regular basis. This class may be repeated.

# SCIENCE

## PHILOSOPHY

The goal of the Glenbard East Science Department is to provide up-to-date instruction in the area of science and the use of technology to students at all levels of ability. The true worth of science is found in its process and not just in the body of knowledge most individuals associate with it. It is our goal that all students will take with them an understanding of this process of problem solving and critical thinking as they venture into the real world.

### Recommended regular level 4-year sequence:

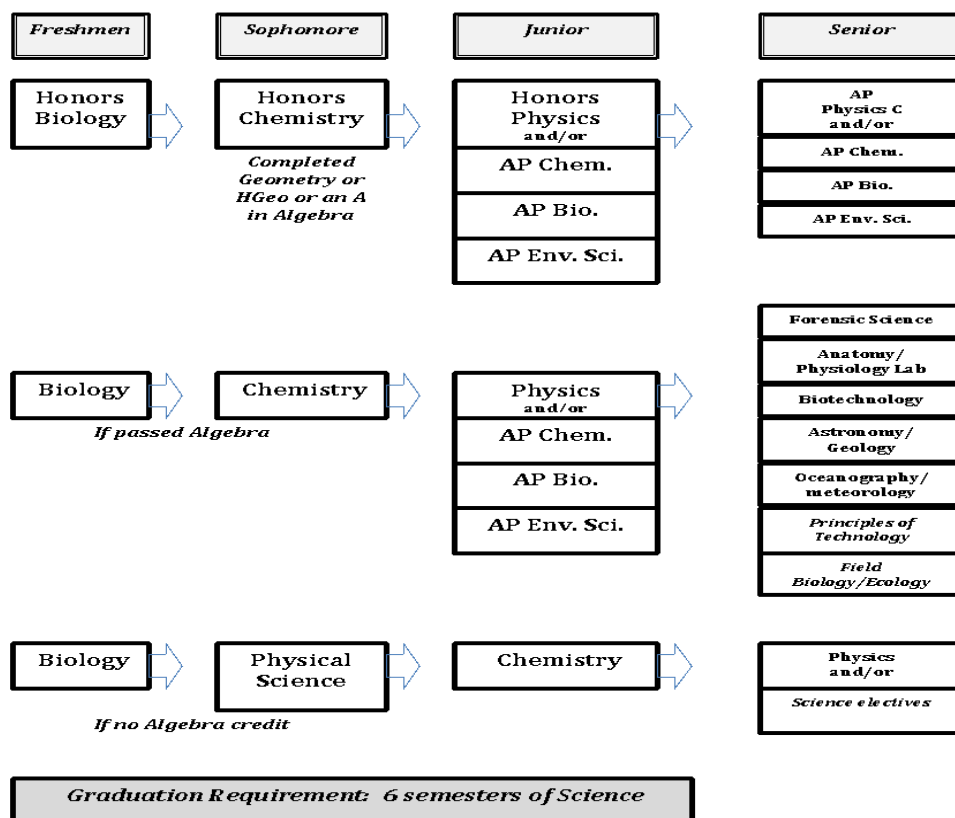
Biology, Chemistry, Physics + Science Elective

### Recommended honors level 4-year sequence:

Biology Honors, Chemistry Honors, Physics Honors + AP Science Elective

*Students taking AP courses are suggested to take the AP Exam.*

## Glenbard East Science Department





Our #1 goal is student success. **You will find a worthwhile and challenging curriculum filled with hands on activities and real life applications. The Science Department's goal is to place students at the curricular level where they will both be challenged and successful.** We encourage and are very supportive of individuals who personally choose to move to a more challenging curricular level.

**BIOLOGY - 1 year, 1 credit, Fr., Soph.**

This course presents an introduction to living organisms, how they function, and how they interact in the biosphere. Included are topics such as: scientific method, biochemistry, genetics, evolution, cells (structure, division, and energy usage), ecology, and exploration of the various kingdoms (including some dissection).

**BIOLOGY HONORS - 1 year, 1 credit, Fr.**

Honors Biology focuses on the major themes of life. Topics of study include cell structure and function, genetics, evolution, biochemistry, ecology and body systems. Laboratory investigations are an integral part of the student experience, including animal dissection. **Prerequisites: Honors students should have completed Algebra. Placement is based on EXPLORE assessment scores, the recommendation of 8th grade teacher, and the Science Department Chairperson.**

**BIOLOGY AP - 1 year, 1 credit, Jr., Sr.**

Advanced topics are considered in-depth, and experiences simulating biological research are provided. The course uses a first-year college text and outside resources. This is intended to prepare students for proficiency tests to exempt them from the beginning college biology course in order to take more advanced coursework. It is recommended that students take this test.

**Prerequisite: Biology and Chemistry, Concurrent Chemistry Honors, or approval of Department Chair.**

**PHYSICAL SCIENCE - 1 year, 1 credit, Soph., Jr., Sr.**

Physical Science is a laboratory course designed to give students a broad science background. The course familiarizes students with basic skills and techniques necessary for scientific investigations; emphasis is given to practical applications of scientific knowledge and principles. Selected topics from chemistry and physics are explored through lab activities, projects and discussions. A major goal of the course is to have students gather the information and skills needed to make intelligent, informed decisions on science-related issues facing our society. The development of problem-solving and organizational skills is also an important component of this course.

**CHEMISTRY - 1 year, 1 credit, Soph., Jr., Sr.**

Chemistry is a traditional course with emphasis on theory, application, and experimentation. Qualitative and quantitative laboratory exercises are used to illustrate and emphasize principles introduced in the text. **Prerequisite: Algebra and Biology**

**CHEMISTRY H - 1 year, 1 credit, Soph., Jr., Sr.**

Chemistry H differs from the traditional course in its philosophy and approach. The emphasis of this course is on true experimentation and discovery of principles through laboratory work. The course is designed to foster an appreciation of the methods of science and discovery along with establishing a good foundation in the basic principles of chemistry. Chemistry H aims to develop an inquisitive attitude. **Prerequisite: Geometry and Biology or Biology H or approval of Department Chair.**

**CHEMISTRY AP - 1 year, 1 credit, Jr., Sr.**

Chemistry AP will use a first-year college text and will be geared to the interested and serious science student. A general but advanced coverage of chemistry will be presented along with the topics of inorganic and organic chemistry. It is recommended that students take the AP test.

**Prerequisite: Algebra 2 Trigonometry, Chemistry H or Chemistry, Concurrent with Physics, or a recommendation from Chemistry Teacher.**

**PHYSICS - 1 year, 1 credit, Jr., Sr.**

This is an inquiry approach laboratory course that offers a thorough background in traditional physics. Emphasis is on problem solving and investigative lab experiences. **Prerequisite:**

**Chemistry, Concurrent enrollment in Geometry w/ Trigonometry or above. Students concurrently enrolled in Calculus should consider Physics H.**

**PHYSICS H - 1 year, 1 credit, Jr., Sr.**

A rigorous laboratory based course that studies how and why things move the way they do. In addition to Classical Mechanics, the course deals with introductory topics in Electricity & Magnetism and Wave motion. **Prerequisite: Chemistry or Chemistry H, Concurrent in Pre-Calculus, or Department Chair Approval.**

**PHYSICS AP C – 1 year, 1 credit, Jr., Sr.**

This 2nd year physics course is equivalent to a university level physics course for scientists and engineers. Students are encouraged to take the AP Physics C: Mechanics exam in May. The AP Physics C: E&M will be of the student's choice. **Prerequisite: Physics or Physics H, Concurrent in Calculus, or Department Chair approval.**

**FIELD BIOLOGY/ECOLOGY - 1 year, 1 credit, Jr., Sr.**

This is a hands-on field-oriented survey of local organisms and ecosystems. Through activities, students study the harmful and beneficial relationships of humans and their environment.

**Prerequisite: One year of Biology and two years of Science, or Department Chair approval.**

**ENVIRONMENTAL SCIENCE AP – 1 year, 1 credit, Soph., Jr., Sr.**

This course will provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships that exist within the natural world. Students will be required to identify and analyze environmental problems (both natural and human-made) in order to determine the relative risks associated with these problems and to ultimately seek solutions in resolving or preventing them. This course is interdisciplinary; it embraces diverse topics such as energy conversion, biogeochemical cycles, cultural and socioeconomic solutions to environmental problems, and the development and management of sustainable systems. Fieldwork, data analysis, and a laboratory component complement the readings and discussions in class. This course prepares students for the Advanced Placement examination in AP Environmental Science. Students are encouraged to take this test in May. **Prerequisite: Biology, Chemistry (also possible with concurrent enrollment in Chemistry), and Algebra**

**ANATOMY & PHYSIOLOGY - 1 year, 1 credit, Soph., Jr., Sr.**

This is a laboratory course designed for the student interested in a health-related career.

Students will examine important anatomical, physiological, and medical terminology.

Participants will benefit from laboratory techniques common to the health field (including dissection), and explore different medical related careers. Success in Anatomy and Physiology can result in a teacher recommendation for medical careers. **Prerequisite: One year of Biology, Concurrent in Chemistry.**

**PRINCIPLES OF TECHNOLOGY - 1 or 2 years, 1 credit, Soph., Jr., Sr.,**

This course applies basic physical concepts to practical problems. It shows how technical concepts can be analyzed and applied to equipment and devices in mechanical, fluid, electrical, and thermal energy system. Several robotic units are included as part of the technology curriculum. It will provide skills in physics and mathematics for students who will one day be responsible for developing, maintaining, and operating advanced technological equipment. Principles of Technology is the first step towards technological literacy and training. It is designed for students who are preparing for careers as technicians, scientists, engineers and operators. **Prerequisite: Algebra**

**FORENSIC SCIENCE – 1 semester – 1/2 credit, Jr., Sr.**

This course teaches basic knowledge of proper crime scene analysis and evidence processing that includes Forensic: anthropology, entomology, serology, spatter, DNA, prints, toxicology, and tools marks. Technology is integrated through use of microscopy, ultraviolet light, PCR, gel electrophoresis, and spectrophotometry. This is an upper-level, hands-on course that relies heavily on lab analysis of evidence being studied. The curriculum addresses real-world applications and fosters analytical thinking and problem solving. **Prerequisites: Chemistry**

**BIOTECHNOLOGY – 1 semester, 1/2 credit, Jr., Sr.**

This science semester course is a comprehensive class that introduces high school students to various biotechnology concepts. The ability to use and understand advanced laboratory equipment, new science concepts and commercial exploitation of microbes, plants, and animals will be emphasized throughout the semester. Some of the topics covered include: bioinformatics, gene identification, comparative genomics, bioinorganic chemistry, immunoassaying, DNA sequencing, stem cells, genetic engineering, industrial microbiology, drug and biologic development, patent law, biotechnology management and marketing, applicable regulations, and biotechnology ethics. (The objectives for this course are highlighted in the Illinois STEM Pathway Project.) **Prerequisite: Biology or Biology H., Chemistry or Chemistry H or Department Chair Approval.**

**OCEANOGRAPHY AND METEOROLOGY - 1/2 year, 1/2 credit, Jr., Sr.**

Students will study the ocean, weather and the connections between these two areas of science. Topics included will be: the atmosphere and its effects on our weather, how to interpret weather data, and the physical and chemical properties of water and how it relates to life on Earth. **Prerequisite: Biology and Algebra.**

**GEOLOGY AND ASTRONOMY - 1/2 year, 1/2 credit, Jr., Sr.**

This course will focus on Earth systems, plate tectonics, and rocks and minerals will be studied along with field geology. The astronomy portion will introduce students to astronomy within our solar system as well as deep space astronomy. **Prerequisite: Biology and Algebra.**

# Social Studies

Department Chair: Mr. Jason Jaffe

All courses in the department carry ½ credit per semester.

## PHILOSOPHY

We are a community of instructors that are committed to promoting student mastery of content and skills while inspiring inquiry within the Social Studies curriculum; students will become lifelong learners and critical consumers of information with a global awareness empowered to engage in active citizenship.

The Social Studies Department offers two program sequences. Students may enroll in courses designated as core or honors/Advanced Placement (AP). Students are encouraged to challenge themselves every year and they are not locked into either the core or honors/AP sequence. All students are required to take six semesters of Social Studies including one year of U.S. History, one semester of civic education (U.S. Government & Politics or AP U.S. Government & Politics), and three semesters of Social Studies electives. All students are encouraged to take global studies courses as freshmen and sophomores, U.S. History as juniors, and to enroll in a civic education course. ***All students are required to pass an examination on the Constitution of the United States and the State of Illinois, the Declaration of Independence, and the Flag Code.***

## Core Coursework

Year	Core	Honors/AP
9	World History	World History Honors
10	U.S. Government & Politics (sem) Contemporary World History (sem)	AP European History AP Human Geography
11	U.S. History or American Studies	AP U.S. History
12	Electives	AP Psychology (year) AP U.S. Government & Politics (sem) AP Macroeconomics (sem)

## Junior/Senior Electives

AP Psychology (year) Psychology (sem)	AP Macroeconomics (sem) AP Microeconomics (sem)
Sociology (sem)	AP U.S. Government & Politics (sem)
Economics (sem)	AP European History
Modern Issues (sem)	AP Human Geography
American Law (sem)	Latin American History (sem)

**WORLD HISTORY - 1 year, 1 credit, Fr.**

World History studies the diverse cultures of the world as well as significant events from the first civilizations to the modern age so that students may better appreciate the story of humankind. By analyzing the contributions of past civilizations and investigating key periods in history, students can better understand the modern world. The course utilizes many primary and secondary sources to develop a global perspective and to foster growth in reading, writing, critical thinking, and geography skills.

**WORLD HISTORY HONORS - 1 year, 1 credit, Fr.**

World History Honors chronicles human development from the earliest civilizations through the major conflicts of the first half of the 20th Century. By analyzing the political, economic, and social institutions of Western and non-Western societies as well as key historical events, students will better appreciate the diversity and development of the modern world. Using both primary and secondary sources, students will be challenged to develop their critical and creative thinking skills as well as their research, reading, and writing skills. This course goes into greater depth, moves at faster pace, and presents students with more challenging reading and writing assignments than regular World History. World History Honors will provide students with the necessary skills and knowledge to pursue AP/Honors level courses in Social Studies.

**Prerequisite: Placement is based on standardized test scores and the recommendation of 8th grade teacher and the Social Studies Department Chairperson.**

**CONTEMPORARY WORLD HISTORY - 1/2 year, 1/2 credit, Soph.**

Contemporary World History focuses on the modern world by investigating significant political, economic, and social developments since 1945. Students will explore the Cold War and the collapse of the Soviet Union, the rise of modern China, conflicts in the Middle East, and issues facing sub-Saharan African countries. By studying the world since 1945, students develop an historical perspective while analyzing current trends in today's world systems including global interdependence, terrorism, nuclear diplomacy, and human rights concerns. Students will use a variety of current events sources to further develop the reading, writing, and critical thinking skills introduced in their freshmen World History course.

**AP HUMAN GEOGRAPHY - 1 year, 1 credit, Soph., Jr., Sr.**

AP Human Geography studies human behavior across the Earth. Its purpose is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Major units of study include population, migration, culture, religion, ethnicity, agriculture, and urban patterns. This course prepares students for the AP exam in May. Students are strongly encouraged to take this exam. **Summer reading is required for this course.**

**U.S. HISTORY - 1 year, 1 credit, Jr.**

U.S. History is a survey course covering the history of the United States from the Colonial Period through the 20th Century. By examining the political, social, and economic roots, students will better understand the current developments that affect their lives. Students will expand their reading, writing, speaking, and critical thinking skills as they analyze primary and secondary historical materials and evaluate the ideals upon which the United States was built. Successful completion of this course is required for graduation.

**AP UNITED STATES HISTORY - 1 year, 1 credit, Jr.**

The AP U.S. History course covers U.S. history from 1491 to the present and focuses seven themes which include American and National Identity; Migration and Settlement; Politics and Power; Work, Exchange, and Technology; America in the World; Geography and the Environment; and Culture and Society. Students in APUSH will also develop historical thinking skills which include chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative. These skills will allow students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. This course prepares students for the AP exam in May; students are strongly encouraged to take this exam. Successful completion of this course fulfills the U.S. History requirement for graduation. **Summer reading is required for this course.**

**AMERICAN STUDIES - 1 year, 1 credit, Jr.**

American Studies is an interdisciplinary, team-taught course which meets for a double period; students can earn credits in English 3 and U.S. History. American Studies explores the relationship between history and literature, providing a unique experience in the culture and history of the United States. The course will emphasize the use of primary source documents including art, music, and literature. Students will take field trips in order to enhance their experience. Successful completion of this course is required for graduation.

**MODERN ISSUES - 1/2 year, 1/2 credit, Jr., Sr.**

This course is designed to help high school students understand the world in which they live and places emphasis on interpersonal relationships and the impact of the media and propaganda on national and world events. Individual judgments are respected, and classroom debate is encouraged. The development of skills in critical thinking and writing will be developed.

**AP MACROECONOMICS - 1/2 year, 1/2 credit, Jr., Sr.**

The purpose of this course is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Concepts such as supply and demand, unemployment, inflation and gross domestic product are understood in light of fiscal policy, monetary policy, and foreign exchange rates. This course prepares students for the AP Macroeconomics exam in May. Students are expected to take this exam. This course also satisfies the consumer education requirement. Students may enroll in both AP Macroeconomics and AP Microeconomics.

**AP MICROECONOMICS - 1/2 year, 1/2 credit, Jr., Sr.**

This course emphasizes how individuals and businesses make choices with limited resources. Students examine concepts such as supply and demand and processes such as how businesses set prices and levels of output. Profit maximization is examined for all types of businesses set prices and levels of output. Profit maximization is examined for all types of businesses as well as the level of competition faced within the marketplace. Students study the uniqueness of the various market structures and apply their knowledge in value based discussions regarding how to succeed in capitalist market society. This course prepares students for the AP Microeconomics exam in May. Students are strongly encouraged to take this exam. Students may enroll in both AP Macroeconomics and AP Microeconomics.

**ECONOMICS - 1/2 year, 1/2 credit, Jr., Sr.**

This course introduces students to fundamental economic concepts, the basic principles of capitalism, and personal finance. Students study supply and demand, stock, bonds, and mutual funds, interest rates and banking, unions and labor, taxes, monetary and fiscal policy, and international trade. Students also gain an overview of how our society and government make decisions which affect the future of our nation. This course satisfies the consumer education requirement.

**UNITED STATES GOVERNMENT AND POLITICS - 1/2 year, 1/2 credit, Soph.**

Students in U.S. Government and Politics will begin their study by examining classical political philosophies and explore the practical operations of government at the local, state, and national levels. Students will be encouraged to think critically about the role of individual citizens in the political process and are expected to engage in activities which involve active citizenship both in and outside of the classroom. **State of Illinois and**

**Glenbard District #87 Requirement: Successful completion of this course fulfills the civics requirement for graduation. State Requirement: A passing grade on the U.S. and Illinois Constitution exam is required for graduation.**

**AP US GOVERNMENT AND POLITICS - 1/2 year, 1/2 credit, Jr., Sr.**

Students develop a critical perspective on politics and government in the United States. They study general concepts used to interpret American politics, and they examine various institutions, groups, beliefs, and ideas which make up the American political reality. Students focus on the philosophical basis for the Constitution, citizens' political beliefs and behavior, political parties and interest groups, the institutions and processes of national government, and civil rights and civil liberties. This course prepares students for the AP exam in May. Students are strongly encouraged to take this exam. **State of Illinois and Glenbard District #87 Requirement: Successful completion of this course fulfills the civics requirement for graduation. State Requirement: A passing grade on the U.S. and Illinois Constitution exam is required for graduation.**

**SOCIOLOGY - 1/2 year, 1/2 credit, Jr., Sr.**

Sociology is the study of people in groups. Students will learn the structure, function, and behavior of human society. Special emphasis is placed on the interaction between society and its members and how the individual is affected by society. Topics include social institutions, gender issues, marriage and the family, adolescence, the adult world, mass media, and deviance, discrimination and inequality. Students will design and conduct social research.

**PSYCHOLOGY - 1/2 year, 1/2 credit, Jr., Sr.**

Psychology is the scientific study of human behavior and mental processes. Students investigate the scientific explanation for the "how" and "why" of behavior, particularly of their own behaviors. Topics studied include learning process, emotional development, the physiology of brain and body development, learning and memory, personality, sensation, perception, psychological disorders, and other factors which affect individual human development.

**AP PSYCHOLOGY - 1 year, 1 credit, Jr., Sr.**

AP Psychology is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the basic concepts and principles of psychology such as sensation and perception, human development, learning and cognition, as well as personality, social and psychological disorders. They also explore the history of psychology as well as ethics and research techniques. This course prepares students for the AP exam in May. Students are expected to take this exam.

**AP EUROPEAN HISTORY - 1 year, 1 credit, Soph., Jr., Sr.**

The AP European History course focuses on developing students' understanding of European history from approximately 1450 to the present. The course has students investigate the content of European history for significant events, individuals, developments, and processes in four historical periods. Students in the course will also explore European history in the context of five themes (interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; and individual and society) so that students can make connections among historical developments in different times and places. Furthermore, students will develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. Overall, by understanding of some of the principal themes in modern Western history and by analyzing historical evidence and interpretation, students will be asked to express their historical understanding through writing. This course prepares students for the AP exam in May; students are strongly encouraged to take this exam. This course fulfills District 87's Global Studies recommendation. Summer reading is required for this course.

**LATIN AMERICAN HISTORY - 1/2 year, 1/2 credit, Jr., Sr.**

Latin American History is a semester elective course that explores the Latin American experience from the pre-colonial period to contemporary 21st Century America. Students will explore Latin America's rich diversity that includes Mesoamerica, South America and the Caribbean. This exploration includes a cultural and historical perspective to better understand the experiences and processes that have shaped the region. Students will reflect on identity, independence movements, revolutions, Latin America's role in the world, and immigration issues based on analysis of primary sources such as films, music, literature, art and historical documents along with secondary sources. Students will discuss the multiple and changing identities of Latinos in America and analyze key events in 20th century Latin American to understand the context of the region in the world.

**AMERICAN LAW - 1/2 year, 1/2 credit, Jr., Sr.**

Students examine current events and economic, social, moral and political issues in the United States. They focus on current legal issues and Supreme Court decisions that influence individuals both inside and outside of our school. Students investigate these issues to understand their rights and responsibilities as American citizens. They gain a working knowledge of the American legal system as it applies to current events and the rights of people, including alleged criminals, in the United States. They develop critical thinking skills crucial to their effective exercise of citizenship rights and responsibilities.

**UNITED STATES GOVERNMENT AND POLITICS ELL - 1 year, 1 credit, Soph., Jr., Sr.**

This course is especially crafted for students who are participating in the ELL program; attention to language acquisition and communication skills will complement the study of the political structure of the United States at the national, state and local levels. Students will begin their study examining classical political philosophies and explore the practical operations of government at the local, state, and national levels. Students will be encouraged to think critically about the role of individual citizens in the political process and are expected to engage in activities which involve active citizenship in and outside of the classroom. State Requirement: Passing grade on the U.S./Illinois Constitution exam is required for graduation. Glenbard Requirement: Successful completion of this course fulfills the civics requirement for graduation.

**Prerequisite: Students must have successfully completed U.S. History ELL.**



**U.S. HISTORY ELL - 1 year, 1 credit, Fr., Soph., Jr., Sr.**

The course is designed to meet two objectives: to improve each student's English language ability and to learn about United States history. Students will explore significant events from the Colonial Period through the 20th Century and will be encouraged to think critically about the events and people that have come to define the United States. Students will also practice reading, writing, speaking, and listening in English. Successful completion of U.S. History ELL will provide students with the skills and background knowledge needed in U.S. Government and Politics ELL. Successful completion of this course is required for graduation. **Prerequisite: ELL Level 2 and 3**

**GLOBAL STUDIES ELL - 1 year, 1 credit, Fr., Soph., Jr., Sr.**

This introductory ELL Social Studies course is especially crafted for students who are participating in the ELL program; there is a strong focus on language acquisition and communication skills. The daily practice of reading, writing, listening and speaking English is given high priority in order to prepare students for U.S. History ELL. The course also combines the study of world history and geography and prepares students to become knowledgeable members of a diverse global community. Students will learn basic geography skills while exploring different regions of the world and their unique geography, cultures, history, and current conditions. **Prerequisite: ELL Newcomer and Level 1**

# SPECIAL EDUCATION

## PHILOSOPHY

*The function of the Special Education Department is to provide specialized educational services in order to meet the individual learning needs of the students in a least restrictive environment. Recommendations for services are outlined in each special education student's Individual Educational Program (IEP).*

*In addition to the courses below, the Special Education Department also offers a cadre of services designed to meet the needs of students who need instruction in the areas of basic functional daily living skills and/or transition programming. Emphasis on vocational training through coursework, job coaching and Community Based Instruction is also provided.*

*Services are also offered for students who need more structured and comprehensive social and emotional support. Restorative Justice practices are integrated into this coursework as social problem-solving is taught and reinforced. Vocational training is provided through coursework, job coaching and Community Based Instruction.*

***Below is a listing of the subject areas which may be taught within the various programs. Course standards are aligned with general education curricula, but instruction is specialized in order to meet the individual learning needs of each student. Each program has its own name for the actual course, and fees may vary from one program to another.***

### **ENGLISH - 1 year, 1 credit, Fr., Soph., Jr., Sr.**

English 1, 2, 3 and 4 are designed to meet the needs of students requiring the acquisition of basic skills in reading, writing, listening, vocabulary and communication. Placement is dependent on multidisciplinary team recommendation. These classes meet the graduation requirements for English. English 4 Skills also meets the graduation requirement for Speech.

**Placement/recommendation to be completed by IEP team.**

### **EXTENDED ENGLISH 1 - 1 year, 2 credits, Fr.**

This double period English course is designed to support the most at-risk reader. Students will be immersed in a standard English program emphasizing vocabulary acquisition, fluency, grammar, and writing and communication skills. Importance is placed on intensive reading strategies in order to accelerate reading growth toward grade level proficiency. **Prerequisite: For students reading significantly below grade as determined by standardized reading test scores and recommendation. Placement/recommendation to be completed by IEP team.**

### **SPEECH - 1/2 year, 1/2 credit, Jr., Sr.**

The primary focus is on basic functional communication skills. Students will learn and practice listening skills, formulating responses, requesting clarification, more information and self-disclosure. Students will role-play a variety of social interactions and vocational interactions. They will recognize both verbal and nonverbal communication patterns. This class meets the graduation requirement for Speech. **Placement/recommendation to be completed by IEP team.**

**MATH CONCEPTS -1/2 year- 1year, ½ credit/semester**

This course focuses on basic mathematical operations and provides opportunities for students to strengthen and refine their foundational math knowledge. **Placement/recommendation to be completed by IEP team.**

**PRE-ALGEBRA - 1/2 year - 1 year, 1/2 credit/semester**

The focus of this class is preparing students for Algebra. This course's curriculum also contains Geometry content. **Placement/recommendation to be completed by IEP team.**

**ALGEBRA - 1/2 year - 1 year, 1/2 credit/semester**

This course emphasizes algebraic laws and structure. The course's curriculum also contains Geometry content. **Placement/recommendation to be completed by IEP team.**

**GEOMETRY - 1/2 year - 1 year, 1/2 credit/semester, Soph., Jr.**

The focus of this class is plane, 3-space and coordinate geometry. Algebra skills will continue to be emphasized. **Placement/recommendation to be completed by IEP team.**

**ALGEBRA 2- ½ year - 1 year, ½ credit/ semester, Jr., Sr.**

Algebra 2 reinforces the concepts of Algebra and gives a more thorough understanding of the number system, of graphical representation, and of the function concept.

**Placement/recommendation to be completed by IEP team.**

**WORLD HISTORY - 1/2 year - 1 year, 1/2 credit/semester**

The student will gain functional knowledge of the school and community. The student will also develop skills in map usage and a basic understanding of social, political, economic and historical information commensurate with his/her skills. These classes meet the graduation requirement for one year of Social Studies. **Placement/recommendation to be completed by IEP team.**

**U.S. GOVERNMENT AND POLITICS - 1/2 year, 1/2 credit, Soph.**

Students in U.S. Government and Politics will begin their study by examining political philosophies and ideologies. Students will explore the operations of the three branches of government at the local, state, and national levels. Students will be encouraged to think critically about the role of individual citizens in the political process, and will engage in activities which involve active citizenship both in and outside of the classroom. State of Illinois and Glenbard District #87 Requirement: Successful completion of this course fulfills the civics requirement for graduation. State Requirement: A passing grade on the U.S. and Illinois Constitution exam is required for graduation.

**Placement/recommendation to be completed by IEP team.**

**CONTEMPORARY WORLD HISTORY - 1/2 year, 1/2 credit, Fr., Soph.**

Contemporary World History focuses on the modern world by investigating significant political, economic, and social developments since 1945. By studying the world since 1945 to current day, students develop a historical perspective while analyzing current trends in today's world systems including global interdependence, terrorism, nuclear diplomacy, and human rights concerns. Students will use a variety of current events sources to further develop their reading, writing, and critical thinking skills. **Placement/recommendation to be completed by IEP team.**

**U.S. HISTORY - 1 year, 1 credit, Jr.**

U.S. History is a course covering the history of the United States from the American Colonial Period to current events. By examining the political, social, and economic roots, and causes and effects of historical events, students will better understand the current developments that affect their lives. Students will expand their reading, writing, and critical thinking skills as they analyze primary and secondary historical documents and evaluate the ideals upon which the United States was built. Successful completion of this course is required for graduation.

**Placement/recommendation to be completed by IEP team.**

**PHYSICAL EDUCATION - 1/2 year - 1 year, 1/2 credit/semester, all programs.**

This course will provide physical activities for enrollees based on the specific limitation of the individual student. A focus is placed on developing a positive awareness of exercise and developing lifelong physical health habits. Furthermore, maintaining a cooperative attitude as a member of a group is emphasized.

**HEALTH - 1/2 year, 1/2 credit. HEALTH SKILLS - 1 year, all programs.**

The student will study the growth and development of the human body, nutrition, hazards of drugs and alcohol, first aid and mental health. These classes meet the graduation requirement for Health. **Placement/recommendation to be completed by IEP team.**

**CONSUMER EDUCATION - 1/2 year, 1/2 credit. CONSUMER SKILLS - 1 year, 1 credit, all programs.**

This course includes all topics necessary to fulfill the state requirement of a consumer education class. Independent living skills such as checking accounts, taxes, budgeting and insurance are taught. These classes meet the graduation requirement for Consumer Education.

**Placement/recommendation to be completed by IEP team.**

**INDEPENDENT LIVING - 1/2 year - 1 year, 1/2 credit/semester, all programs.**

Practical daily living skills are taught individually and in groups of various sizes. Units of instruction may include orientation to Glenbard East, organizational skills, money management, cooking, sewing, laundry, personal hygiene, arts, crafts and leisure time activities. Emphasis is also placed on the development of positive work habits. **Placement/recommendation to be completed by IEP team.**

**STUDY METHODS - 1/2 year - 4 years, 1/2 credit/semester, Fr., Soph., Jr., Sr.**

Basic study skills and strategies for learning are taught and reinforced. Time management, outlining, note taking, self-advocacy and test taking are some examples of skills taught in this course. Reviewing and completion of homework is done on a daily basis.

**Placement/recommendation to be completed by IEP team.**

**CAREER EDUCATION - 1/2 year, 1/2 credit, Jr., Sr.**

This one-semester course is designed to prepare students for a successful transition from high school to post high school endeavors. The course will cover transition from school-to-work as well as transition to post-secondary education. Topics of study include self-advocacy, student rights and responsibilities, problem solving, interpretation of IEP and psychological report, college information, learning styles, resumes, applications and interviewing.

**Placement/recommendation to be completed by IEP team.**

**CAREER AWARENESS - 1/2 year - 2 years, 1/2 credit/semester**

Introductory instruction is given on how to obtain and maintain employment. Work habits and attitudes are discussed. Career exploration is also included in this course.

**Placement/recommendation to be completed by IEP team.**

**COOPERATIVE WORK TRAINING (CWT) CLASS - 1/2 year - 2 years, 1/2 credit/semester**

The student will receive instruction in how to obtain and maintain employment. Most students in this class also maintain a job through the cooperative program. A full year of CWT fulfills the graduation requirement for Consumer Education. **Placement/recommendation to be completed by IEP team.**

**COOPERATIVE WORK TRAINING JOB - 1/2 year - 2 years, 1 credit/semester**

The student will receive actual work experience. The job may be in the school or in the community. **Placement/recommendation to be completed by IEP team.**

**PHYSICAL SCIENCE - 1/2 year, 1 year, 1/2 credit/semester**

This course is based on laboratory work where principles are learned through experimentation. Selected topics from Chemistry and Physics are explored through lab activities, projects and discussion. **Placement/recommendation to be completed by IEP team.**

**BIOLOGY - 1/2 year, 1 year, 1/2 credit/semester**

General subject areas covered include: ecology, structure/function of cells, tissues, etc., animal kingdom and human physiology. **Placement/recommendation to be completed by IEP team.**

**CONCEPTUAL CHEMISTRY - 1 year, 1 credit**

This course is designed to discover and understand the principles of chemistry that are all around us. Students will explore the concepts of chemistry through hands-on activities, labs and group work. Problem-solving and Algebra skills are integral to the curriculum.

**Placement/recommendation to be completed by the IEP team.**

*Glenbard East also offers a variety of Integrated Instruction (ii) classes in most academic areas. These classes implement general education curriculum within a general education setting. Instruction is provided through the combined efforts of a general education teacher who is Highly Qualified and a specialist in the particular subject area and a special education teacher who is Highly Qualified in the subject area. This co-teaching model provides curricular rigor and embedded special education supports. Integrated classes are primarily comprised of general education students. Students with IEPs make up a much smaller percentage of an integrated class' enrollment.*

# SPEECH ARTS

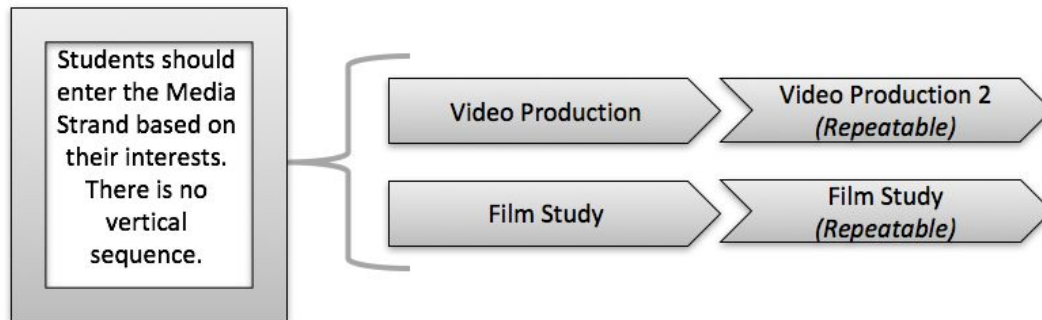
## PHILOSOPHY

*We endeavor to nurture our students in the lifelong development of communication skills and character through creation and critical consumption of media, speeches, and theatre.*

All of the following courses can be used as free electives or to meet the cultural education requirement for graduation. However, this does not apply to the course used to meet the oral communication requirement.



## MEDIA COURSES



### VIDEO PRODUCTION 1 - 1/2 year, 1/2 credit, Fr., Soph., Jr., Sr.

Students will be introduced to storytelling, screenwriting, film, and sound production techniques. Students will work in both collaborative and independent roles to produce, shoot, and edit a variety of video projects. Students will work with film, lighting and sound equipment, where they will be responsible for collecting footage outside of class.

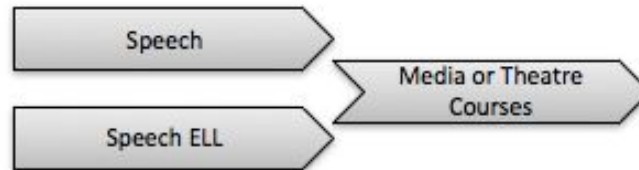


**VIDEO PRODUCTION 2 - ½ year, ½ credit, Fr., Soph., Jr., Sr.**

This course is for students who have already participated in Video Production or have substantial knowledge and experience in filmmaking. We will explore more advanced cinematic techniques regarding cinematography, film direction, lighting, sound, and editing. This course will have access to more advanced filmmaking equipment and raise the level of production value for their work. Each student will explore their own particular style and filmmaking techniques. These students will also be presented with film opportunities for filming outside of class. Repeatable for credit.

**FILM STUDY - 1/2 year, 1/2 credit, Fr., Soph., Jr., Sr.**

A course for all students who love movies and videos, this class investigates the nature of film as an artistic means of communication. By watching numerous films in class, students explore the uniqueness of film. The class will also focus on motion picture history, film analysis, movie making and film appreciation. Repeatable for credit.

**SPEECH COURSES****SPEECH - 1/2 year, 1/2 credit, Fr., Soph., Jr., Sr.**

This course emphasizes the various forms of speech preparation and delivery. Special attention is given to voice and diction, finding and using materials, speech organization and nonverbal delivery. The process of speech making is examined from the perspectives of communicator, message and receiver. *Speech fulfills the Speech Arts graduation requirement.*

**SPEECH ELL - 1/2 year, 1/2 credit, Fr., Soph., Jr., Sr.**

This course emphasizes the various forms of speech preparation and delivery for English Language Learners. Special attention is given to voice and diction, finding and using materials, speech organization and nonverbal delivery. The process of speech making is examined from the perspectives of communicator, message and receiver. *Speech ELL fulfills the Speech Arts graduation requirement. Prerequisite: ELL English 2 or higher, ELL English 3 is preferable.*





## THEATRE COURSES



### **THEATRE - 1/2 year, 1/2 credit, Fr., Soph., Jr., Sr.**

This course is designed to emphasize communication by means of dramatic performance. Analysis of play structure and composition, as well as focus on the student's own voice and body, enables students to recognize their own abilities as performers. Additional activities include extensive reading of dramatic literature, critical listening and study of dramatic production. *Theatre fulfills the Speech Arts graduation requirement.*



### **ACTING - 1/2 year, 1/2 credit, Fr., Soph., Jr., Sr.**

Sharpening the actor's ability to use his/her tools - body, voice, emotions, senses, imagination - is the chief goal of this course. Activities mainly center around character analysis and the performance of monologues and two-character scenes from dramatic literature. Some work in improvisation supplements the scene work. Repeatable for credit. **Prerequisite: Theatre or teacher approval without Theatre.** *With teacher approval, Acting fulfills the Speech Arts graduation requirement.*



**STAGECRAFT - 1/2 year, 1/2 credit, Fr., Soph., Jr., Sr.**

In this course, the student observes and functions in the role of the backstage technician charged with the responsibility of mounting a production. The proper and safe use of tools and other equipment and supplies necessary to stage productions is emphasized. Repeatable for credit. **Prerequisite: Theatre, tech crew experience, or teacher approval.**



**DESIGN FOR THEATRE - 1/2 year, 1/2 credit, Fr., Soph., Jr., Sr.**

From concept through execution, this course leads the student through the various functions and responsibilities of the theatrical scene designer. Emphasis is on the effective use of line, color, light, and space in designing a stage setting, which is both functional and artistic. Repeatable for credit. **Prerequisite: Theatre, tech crew experience, or teacher approval.**

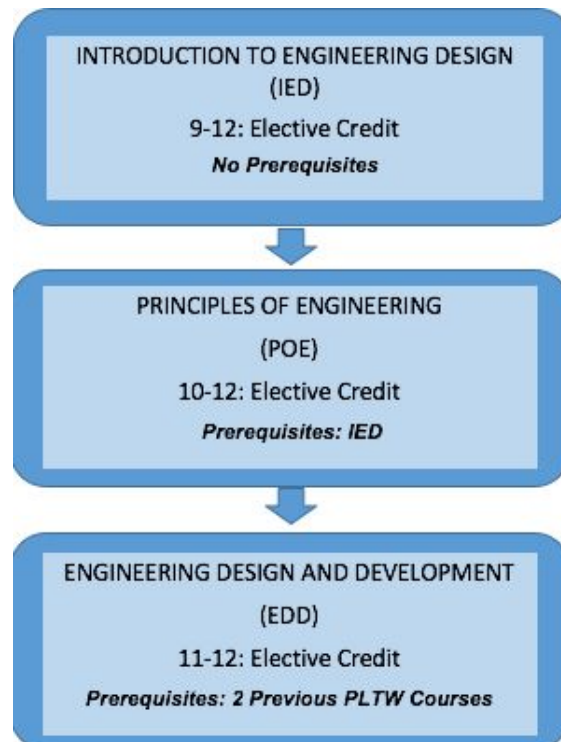
# Technology and Engineering

## **PHILOSOPHY**

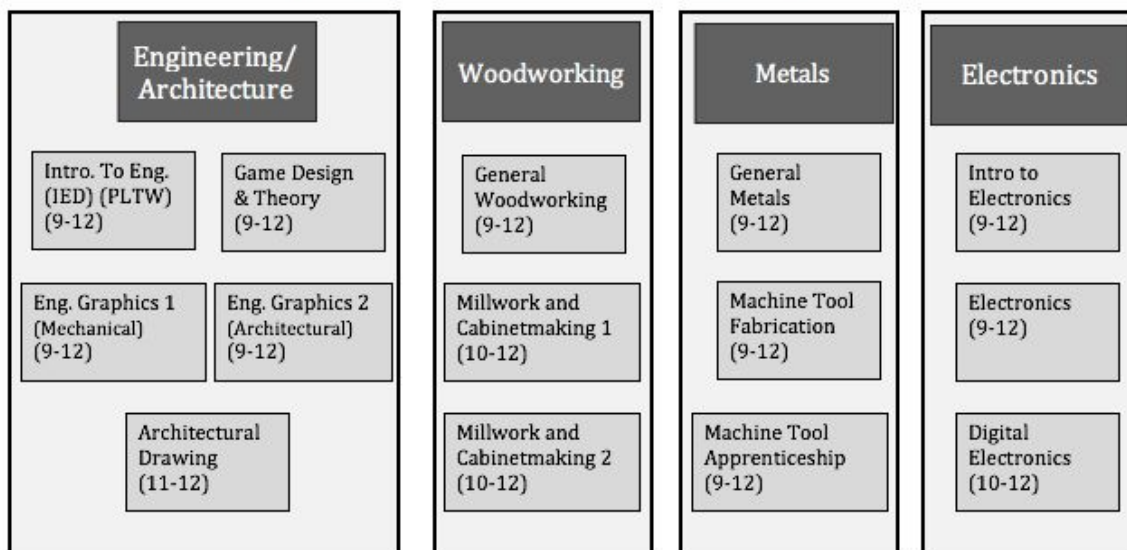
*The overall goal of the Technology and Engineering Department is to help students become technologically literate and equipped with the necessary skills to cope, live and work in a highly industrial/technological society. Our objectives are to foster an awareness of Technology and Engineering and its impact on society and the environment, to provide opportunities to explore a wide range of industrial situations as well as some of the technologies used in industry, to orient students to the engineering technologies of communication, energy utilization, production and transportation, to use technical information and skills to solve problems related to an advanced technological society, to prepare students with the necessary knowledge and skills to become gainfully employed and advance in engineering-related occupations.*

## **Project Lead the Way (PLTW) Engineering**

A PLTW program is a series of modules, units, and courses available for elementary, middle, and high schools, respectively. The engineering course sequence will provide our students with a nationally recognized program that will satisfy two goals: it will build a pipeline of students better prepared to enter STEM fields in college and career, and will build an engineering mindset for students not entering engineering fields that can be applied to many career fields. The program's courses engage students in compelling, real-world challenges that help them become better collaborators and thinkers. The first class offering of the engineering sequence is Introduction to Engineering Design (IED). This course will first be offered at Glenbard East during the 2019-2020 school year.



## **TECHNOLOGY AND ENGINEERING COURSES**



### **Engineering & Architecture Program**

1. Intro. To Eng. Design (IED) (PLTW)
2. Engineering Graphics 1 (Mechanical)
3. Engineering Graphics 2 (Architectural)
4. Pick from:
  - a. Gen. Woods
  - b. Intro to Electronics
5. Apprenticeship Program

**Introduction to Engineering Design (IED) (PLTW) - 1 year, 1 elective credit (either in Science or Technology and Engineering), Fr.-Sr.** This is a high school level foundation course in the PLTW Engineering Program. In IED students are introduced to the engineering profession and a common approach to the solution of engineering problems, an engineering design process. Utilizing the activity-project-problem-based (APB) teaching and learning pedagogy, students will progress from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. No prerequisite.

**PRINCIPLES OF TECHNOLOGY - 1 year, 1 elective credit (either in Science or Technology and Engineering), Jr., Sr. (Soph. with department chair approval).** This course applies basic physical concepts to practical problems. It shows how technical concepts can be analyzed and applied to equipment and devices in mechanical, fluid, electrical and thermal energy systems. It will provide skills in physics and mathematics for students who will one day be responsible for developing, maintaining and operating advanced technological equipment. Principles of Technology is the first step towards technological literacy and training. It is designed for students who are preparing for careers as technicians, scientists, engineers and operators.  
**Prerequisite: Algebra.**

**GAME DESIGN AND THEORY - 1 semester, 1/2 credit. Fr., Soph., Jr., Sr.**

Game Design and Theory is a beginner course aimed at teaching students the 3-Dimensional practical and conceptual framework of character and scene development for gaming. This course will use the Unreal Engine and Autodesk programs for content development. Concepts such as Lighting, Proportion, Flow, Anatomy, and Geometry will be used to enhance designs. The students will create a game level that follows a general overall theme that is issued to the class. Throughout the semester, students will test and critique one another's creations in a simulated environment. The goal is to educate students on aesthetic considerations (theory), the software user interface (practice), and college and career options (implementation).

**INTRODUCTION TO ELECTRONICS - 1/2 year, 1/2 credit, Fr., Soph., Jr., Sr.** This course explores electronics with textbooks, computer programs, laboratory, and project building experiences. The emphasis is on direct current, with an introduction to alternating current. Components studied include resistors, batteries, switches, light emitting diodes and light sensitive components.

**ELECTRONICS - 1/2 year, 1/2 credit, Fr., Soph., Jr., Sr.**

This course explores alternating current electronics with text, lab, and project building experiences. Active A.C. components are studied, including: inductors, capacitors, transistors, and amplifiers. **Prerequisite: Introduction to Electronics.**

**DIGITAL ELECTRONICS - 1/2 year, 1/2 credit, Soph., Jr., Sr.**

Solid State Electronics examines the operation of basic semiconductor devices in a circuit. Applications to digital logic are emphasized through laboratory experiments and project construction. Adders, half adders, flip-flops, and other computer components are studied.  
**Prerequisite: Electronics.**

**COMMUNICATIONS ELECTRONICS - 1/2 year, 1/2 credit, Soph., Jr., Sr.**

This course examines several electronics communications media including radio, T.V., telephone (including cell.) Radio wave, laser, infrared, and other transmission and reception methods are studied. Methods of study include text, laboratory and project construction.  
**Prerequisite: Digital Electronics.**

**GENERAL METALS - 1/2 year, 1/2 credit, Fr., Soph., Jr., Sr.**

General Metals will provide the students with hands-on training in the construction of several projects during this exploratory metalworking class. Instruction will cover the areas of: general bench metals and hand tools, traditional metalworking machines including the engine lathe, vertical mill, precision surface grinder, vertical and horizontal band saws, drill press, and welding. This class leads into Machine Tool Fabrication.

**MACHINE TOOL FABRICATION - 1/2 year, 1/2 credit, Fr., Soph., Jr., Sr.**

Machine Tool Fabrication provides an in-depth, hands-on instruction in the area of fabrication of metal with metalworking machines, welding of metal and related precision measuring instruments, including dial calipers, micrometers, and dial indicators. Completion of a Tooling and Manufacturing competition project is required while students work on their individual project of interest. This course may be repeated for credit with instructor approval.

**Prerequisite: General Metals or Instructor Approval.**

**MACHINE TOOL APPRENTICESHIP TRAINING - 1/2 year, 1/2 credit, Jr., Sr.**

(Sophomore with instructor approval only) Machine Tool Apprentice Training is designed to prepare our students to enter into an apprenticeship training program or a related training program in the manufacturing, fabrication or machine tool industry. In collaboration with the Tooling and Manufacturing Association, each student will receive extensive training in his/her career field of interest. This class may be repeated for credit with approval of the instructor.

**Prerequisite: Machine Tool Fabrication.**

**GENERAL WOODS - 1/2 year, 1/2 credit, Fr., Soph., Jr., Sr.**

This course includes a study of hand tools, basic power machine operations and related information through the development of projects, which are carried from the planning stage to the application of finishing materials. Emphasis is placed on using the correct safety procedures in the development of the projects. This course leads into Millwork & Cabinetmaking I.

**MILLWORK & CABINETMAKING 1 - 1 year, 1 credit, Soph., Jr., Sr.**

By allowing students to become more knowledgeable in planning and assembling wood products, this course develops skills through safe use of tools and equipment. Review of safety principles and practices is an essential transition into planning layouts, blueprint reading, drafting, the properties of various woods, jointing and fitting methods and applications, properties of glues and their applications, and the proper use of hand and power tools. Experiences in cutting, shaping, fitting, assembling and finishing wood products are carried through to installing hardware, such as hinges, catches and drawer pulls to include all steps of productions. **Prerequisite: General Woods.**

**MILLWORK & CABINETMAKING 2 - 1 year, 1 credit, Jr., Sr.**

This course allows the student to put the experience gained in Millwork & Cabinetmaking 1 into practice by planning, designing and constructing wood products on a more advanced level. Again, safety principles and practices are emphasized along with designing cabinetry. In addition, staining techniques and application, types and application of finishes, cost estimation and material selection are stressed as integral to the experiences involved in Millwork & Cabinetmaking II. This course can be repeated for credit with Instructor Approval.

**Prerequisite: Millwork & Cabinetmaking 1.**

**ENGINEERING GRAPHICS 1 - 1/2 year, 1/2 credit, Fr., Soph., Jr., Sr.**

An introduction to computer aided drafting, using Auto CAD software, which gives the student a basic working understanding of how a CAD system operates. Each student will create, store, retrieve, and plot a variety of different types of drawings. This course should be included in the schedules of students who intend to be (or who intend to work with) drafters, technicians, engineers, tool and die makers, architects or scientists.

**ENGINEERING GRAPHICS 2 – 1/2 year, 1/2 credit, Fr., Soph., Jr., Sr.**

Each student will learn how to create and use viewports, paper space, model space, edit, import, dimensioning, blocks, and other advanced tools in Auto CAD. This course should be included in the schedules of students who intend to be (or who intend to work with) drafters, technicians, engineers, tool and die makers, architects, or scientists. This course can be repeated for credit with the instructor's approval. **Prerequisite: Engineering Graphics 1.**

**ARCHITECTURAL DRAWING - 1 year, 1 credit, Soph., Jr., Sr.**

This course introduces the student to the processes of designing, construction, illustrating, and drawing of plans of residences and simple structures. The student will operate equipment and software used in the promotion of CADD (computer aided drafting/design) drawings. This is a valuable course for students preparing for a vocation in the fields of drafting, construction trades, architect, interior design and allied fields. This course may be repeated for credit.

**Prerequisite: Engineering Graphics I or senior with departmental approval.**

**INDUSTRIAL COOPERATIVE EDUCATION (ICE) - 1 year, 3 credits, Sr.**

This capstone program is designed to give occupation experiences in the skilled trades and industrial areas. **Prerequisite: One semester of Technology and Engineering course work.**

**Capstone Course in Subject Sequence Preferred.** \*\*\*This course fulfills the Consumer Education requirement for graduation\*\*\*

***Examples of industrial career fields in which training may be received:***

*Appliance Repair, Architectural Drawing, Auto Body - Parts, Mechanics, Electrician,  
Heating & Air Conditioning, Industrial Electronics, Locksmith, Machine Drawing,  
Machine Operation, Maintenance, Metallurgist, Printing and Graphic Arts,  
Radio & TV Repair, Small Engine Repair, Tool and Die Maker.*

**DIVERSIFIED OCCUPATIONS (DO) - 1 year, 3 credits, Jr., Sr.**

The Diversified Occupations cooperative education program is designed to provide an opportunity for students to explore careers in a variety of occupations. The concept of the program is that the student will obtain work experience so that a specific career choice can be made, based upon the experiences in the classroom and on the job. Preferably, the student should be a junior so that during the senior year the student can be placed in a specific related cooperative education program. The course material will be related to making career choice, job interviewing, consumer employee information, employer-employee relations, etc. The work experience can be varied and is not limited to any one area. \*\*\*This course fulfills the Consumer Education requirement for graduation. \*\*\*



# WORLD LANGUAGES

## PHILOSOPHY

*The study of a world language and its culture is essential in preparing students for success in today's global economy. In addition, research shows that there is a range of cognitive benefits from learning a second language.*

*Language acquisition is a progressive activity, the longer the sequence of study, the better the acquisition of the skills in speaking, understanding, reading, and writing. It is recommended that students study four years of one language. Students begin their path toward fluency and proficiency in level 1 at a novice low proficiency level and continue onto the intermediate high proficiency level in our capstone courses. Students develop a higher level of language proficiency during the third and fourth years that is why a 4-year sequence is highly encouraged.*

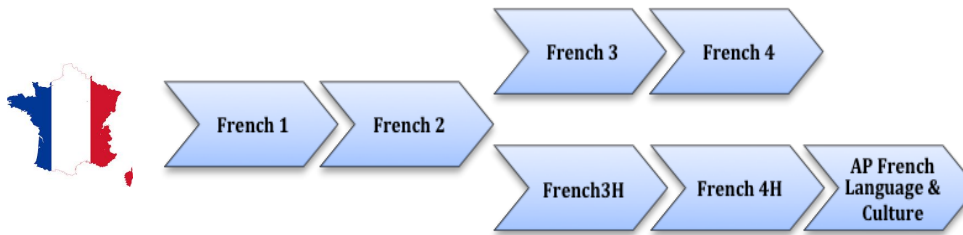
*During senior year students who demonstrate a high level of proficiency in both English and a second language may earn the Illinois State Seal of Biliteracy. Also, students who plan to attend a 2 or 4-year college will often find that a 4-year language study in high school will enable them to demonstrate a high level of proficiency; in some cases, college credit can be earned. As an adjunct to other careers, intermediate high language proficiency of one or more languages is invaluable and will give a definite edge to a professional candidate.*



### **State Seal of Biliteracy**

*The Illinois State Seal of Biliteracy is a distinction awarded to high school students by the Illinois State Board of Education and Glenbard District 87 recognizing those students who have demonstrated a high level of proficiency in speaking, reading, writing, and listening in a second language as well as in English. This recognition appears as an affixed gold seal on the high school diploma in addition to a designation on the official high school transcript. The primary purpose of the State Seal of Biliteracy is to certify students who have attained a high level of Biliteracy. This designation also provides universities with an additional method to recognize applicants seeking admission and employers with a method for identifying candidates with high language proficiency.*





### **FRENCH 1 -1 year, 1 credit**

Prerequisite: None

This course is designed for students studying the French language for the first time. Students will learn to understand spoken French through introductory vocabulary themes and grammatical structures. Students will experience learning through storytelling, guided, paired, and cooperative activities that focus on real-life situations. Special emphasis is placed on developing an interest in French and Francophone culture through lesson themes, class projects, DVD's, computer programs, correspondence with French teenagers, and the extra-curricular activities of the French Club.

### **FRENCH 2 - 1 year, 1 credit**

Prerequisite: French 1

The second year of French continues the development of the four basic skills of listening comprehension, speaking, reading, and writing. An increased emphasis is placed on speaking and communication. Students will continue to increase their vocabulary and grammatical structure through a variety of reading. Students are exposed to the diverse culture of many Francophone countries. Students are also encouraged to participate in the French Club.

### **FRENCH 3 - 1 year, 1 credit**

Prerequisite: French 2

This course expands the study of French as a tool of communication. French cuisine, fashion, and traditions as well as everyday life and the geography of France are explored. The exclusive use of French is encouraged as students participate in spontaneous conversations. Finer points of grammar are studied, and there is an emphasis placed on expanding vocabulary. Students read a selection of culturally pertinent material that is specifically prepared for the world language student at this level. Students also continue to develop listening comprehension skills through a variety of authentic materials. Advanced writing skills are used in projects dealing with everyday living and the geography and customs of French-speaking countries.

### **FRENCH 3H - 1 year, 1 credit**

Prerequisite: French 2 and Teacher recommendation

This course expands the study of French history, music, literature, films, cuisine, customs, and everyday life. The exclusive use of French is encouraged as students participate in spontaneous conversations. This course reviews grammar acquired in the first two levels and teaches more difficult and advanced grammatical structures. Vocabulary is expanded through readings, as well as through poetry and a 20th century novel. In addition to writing advanced sentences and paragraphs in French, students write compositions based on given works of literature.



**FRENCH 4 - 1 year, 1 credit**

Prerequisite: French 3

Students do extensive reading of culturally relevant materials of the Francophone countries. Life-styles, history, and literature of these countries are studied in conjunction with material specifically prepared for this level of instruction. Students work toward perfecting their oral French through a review of grammar. Frequent discussions are held in French to compare and contrast the student's own culture with that of the target language.

**FRENCH 4H – 1 year, 1 credit**

Prerequisite: French 3H or Teacher recommendation

Students expand on their knowledge of French history, culture, and classical and contemporary French literature. Emphasis is placed on elaborative vocabulary study in conjunction with advanced writing, conversation, grammar, and phonetic drills. In-depth study of contemporary and classical literature reinforces the students' skills. This course serves as additional preparation for the Advanced Placement course or as the final course for those seeking a challenging, honor-level curriculum.

**AP FRENCH LANGUAGE & CULTURE- 1 year, 1 credit**

Prerequisite: French 4H

Students read classical and contemporary French literature and study the accompanying history and culture in French. Oral competence is stressed through various teacher-directed and student-directed conversation-eliciting techniques. The students analyze readings both orally and in written form, review grammar structures and learn finer points of grammar. Students work toward perfecting their French pronunciation and intonation through phonetic drills. Components of the French Language Advanced Placement curriculum are incorporated into the course to prepare the students to take the AP exam and to take college placement exams. Students are encouraged to enroll for this purpose.





### **GERMAN 1 – 1 year, 1 credit**

Prerequisite: None

This course is designed for students studying the German language for the first time. Students will learn to understand spoken German through introductory vocabulary themes and grammatical structures. Students will experience learning through storytelling, guided, paired, and cooperative activities that focus on real-life situations with a special emphasis on developing an interest in German and German culture. German Club is open to all students at all levels and enhances the cultural experiences through activities and field trips. All students are encouraged to participate.

### **GERMAN 2 – 1 year, 1 credit**

Prerequisite: German 1

The second year of German continues to develop the four basic domains of language: speaking, writing, listening and reading comprehension. By employing various teaching strategies and authentic German sources (radio, newspapers, magazines) students can dive deeper into the German language and culture. This course emphasis spoken German as well as primary grammar structures to help students gain confidence in their language abilities. An introduction to German literature is offered through selected readings. All students are encouraged to participate in German Club.

### **GERMAN 3H - 1 year, 1 credit**

Prerequisite: German 2

At this level, students begin their study of advanced German. This course reviews grammar and vocabulary learned in both levels one and two, and familiarizes students with more advanced grammatical structures. The exclusive use of German is encouraged as students participate in spontaneous speech activities and extended discourse. Students will improve their language skills through current event discussions, presentations, compositions, listening activities, and readings by German speaking writers. At this level students may apply to participate in GAPP, the German exchange program.



### **AP GERMAN LANGUAGE AND CULTURE – 1 year, 1 credit**

Prerequisite: German 3H

Students engage in advanced writing, reading, listening and speaking activities through the following six thematic units over the course of the school year to prepare for the AP exam (taking the exam is optional): Beauty and Aesthetics, Family and Communities, Science and Technology, Personal and Public identities, Global Challenges and Contemporary Life. Throughout the year students will be exposed to authentic German through podcasts, video clips, newspaper articles, excerpts from literature of different genres, and movies. While language function is the primary focus in the lower levels, in AP the focus is on the student's functioning in the language. The exclusive use of German by both the teacher and the students is expected.



### **SPANISH 1 - 1 year, 1 credit**

Prerequisite: None

This course is designed for students with little or no experience studying the Spanish language. Students will learn to understand spoken Spanish through introductory vocabulary themes and grammatical structures. Students will experience learning through storytelling, guided, paired, and cooperative activities that focus on real-life situations with a special emphasis on developing an interest in Spanish and Spanish culture. Students are encouraged to be an active participant of Spanish Club.

### **SPANISH 2 - 1 year, 1 credit**

Prerequisite: Spanish 1

This course builds upon the skills and knowledge acquired in Spanish 1: listening comprehension, speaking, reading and writing. The thematic organization of the course allows students to communicate with others using interesting and practical vocabulary. Each chapter focuses on a different Spanish-speaking country. Cultural knowledge is enhanced through authentic performance based assessments. An intermediate level reader, *Casi se Muere*, enhances cultural knowledge of Chile in addition to strengthening vocabulary and grammatical structures.

### **SPANISH 3 - 1 year, 1 credit**

Prerequisite: Spanish 2

Students enhance their reading, writing, listening and speaking skills through topics based on current issues. Students build communicative competence through paired and group discussions in addition to language lab recordings. An intermediate novel, *La Momia Desaparece*, enhances cultural knowledge of both Spain and Mexico in addition to strengthening vocabulary and grammatical structures. In order to develop listening comprehension, students watch a contemporary video series set in Spain.



### **SPANISH 3H - 1 year, 1 credit**

Prerequisite: Spanish 2 and Teacher recommendation

At this level, students begin their study of advanced Spanish. This course reviews grammar acquired in the first two levels and also teaches more difficult and advanced grammar structures. An emphasis is put on communicating in Spanish. Through novels, movie shorts, and various readings, students will gain a unique perspective of the many dimensions of Hispanic cultures. Communicative skills are expanded through storytelling, paired, cooperative activities, and whole class discussions. Listening skills are enhanced through the viewing and discussions of two movie series set in Spain. Advanced writing skills are developed through blogs, essays, and reaction papers.

**SPANISH 4 - 1 year, 1 credit**

Prerequisite: Spanish 3

This course reviews grammar acquired in the first three levels and also teaches more difficult and advanced grammar structures. Literature and authentic reading provide a perspective of the many dimensions of the Hispanic cultures. Language lab recordings, presentations and compositions are based upon class readings, discussions and student's experiences.

Communicative and listening skills are expanded through textbook activities, storytelling, cooperative learning and whole class discussions.

**SPANISH 5 - 1 year, 1 credit**

Prerequisite: Spanish 4

This course is designed for those Spanish 4 students who want to continue improving their language skills through in-depth assignments and projects. This course will continue to refine reading, writing, speaking and listening abilities. It will study the history and cultures of various Spanish-speaking countries. This course will be conducted in Spanish and daily participation by students is required.

**SPANISH 4H - 1 year, 1 credit**

Prerequisite: Spanish 3H, Spanish 4 or Teacher recommendation

This course is designed to meet the needs of those students who have been successful in Spanish 3H and wish to continue their language study at an honors level. It will also provide appropriate placement for those students who wish to receive an in-depth language study without the rigorous Advanced Placement test preparation. This course will prepare students to perform at a high level of proficiency in the four basic skills: reading, writing, listening, and speaking. Students will improve these language skills through discussions, presentations, compositions, listening activities, and readings by Spanish and Latin American writers. Through literature and authentic readings, Spanish 4H will review extensively and introduce higher-level grammar concepts.

**AP SPANISH LANGUAGE & CULTURE - 1 year, 1 credit**

Prerequisite: Spanish 3H, Spanish 4H or Teacher recommendation

Students acquire an advanced knowledge of grammatical structures and vocabulary through authentic readings and literature. Students speak with accuracy and fluency in Spanish, both formally in speeches, and informally, as the class is conducted in Spanish. Students refine their writing skills through email replies, compositions and persuasive essays. Extensive listening activities are incorporated along with developing a cultural understanding of Spanish speaking countries. Since this course contains all the necessary practice and content for the Advanced Placement Spanish Language & Culture exam, students are encouraged to take the course with this goal in mind.





### **SPANISH FOR HERITAGE SPEAKERS 1 – 1 year, 1 credit**

Prerequisite: None

This course is specifically designed for students who have grown up speaking Spanish at home but have had little or no formal instruction in the language. Students will read a variety of authentic material, develop their writing skills and continue to enhance their speaking and listening abilities. Students will learn about differences and similarities of Spanish speaking cultures and countries.

### **SPANISH FOR HERITAGE SPEAKERS 2 - 1 year, 1 credit**

Prerequisite: Spanish for Heritage Speakers 1 or Placement test

This course is specifically designed for students who speak Spanish at home, have experience in writing and reading Spanish. Students will focus on developing their reading and writing skills while building on their existing listening and speaking skills. Advanced grammar, spelling and punctuation will be taught. Students will expand their knowledge of the Spanish speaking countries while developing an awareness of the richness of their own cultures. In addition, students will read and discuss various pieces from Spain and Latin America.

### **SPANISH FOR HERITAGE SPEAKERS 3 - 1 year, 1 credit**

Prerequisite: Spanish for Heritage Speakers 2 or Placement test or Teacher recommendation

This course is specifically designed for those students who speak Spanish at home, have formal experience in writing and reading Spanish, and have taken Spanish for Heritage Speakers 2. Students will learn more complex structures in writing and speaking. There will be a focus on reading literature, writing compositions and giving formal presentations and debates. Students will continue to expand their knowledge of the Spanish speaking countries while developing an awareness of the richness of their own culture. In addition, students will read and discuss various literary pieces from Spain and Latin America.

### **SPANISH FOR HERITAGE SPEAKERS 4H – AP LANGUAGE & CULTURE - 1 year, 1 credit**

Prerequisite: Spanish for Heritage Speakers 3 or Placement test

This course is specifically designed for those students who speak Spanish at home and wish to continue their sequence of Spanish study. Students will continue to improve their literacy skills with a strong emphasis on reading, writing and discussion of literature. Students will expand their vocabulary through the study of classic Spanish and Latin American literature and current event articles. Advanced grammar and complex structures are taught in order to prepare students to use language in the working world. This course contains all the necessary practice and content for the Advanced Placement Language & Culture exam. Students are strongly encouraged to take the AP exam.

**AP SPANISH LITERATURE & CULTURE – 1 year, 1 credit**

Prerequisite: Spanish for Heritage Speakers 3H, Spanish 4H, AP Spanish Language and Culture

This course is specifically designed for students who speak Spanish and have considerable experience in reading and writing. Students will be required to read a wide variety of literary genres in Spanish, as recommended by the College Board, and to engage in literary analysis of texts through classroom discussion and formal essays. Student will also explore the culture and history of Spanish-speaking countries during each literary movement. In AP Spanish Literature and Culture, students will develop their proficiency in reading and writing at a level comparable to a third year college-level course. Completion of this course prepares student for the Advanced Placement Examination in Spanish Literature in May. Students are strongly encouraged to take the AP exam.



# TECHNOLOGY CENTER OF DUPAGE PROGRAMS

301 S. Swift Road  
Addison, IL 60101  
[www.tcdupage.org](http://www.tcdupage.org)

The Technology Center of DuPage is a cooperative effort between Glenbard District 87 and 14 neighboring school districts. The Technology Center of DuPage provides employability training in the 24 occupational programs (listed below) designed to prepare students for successful transitions to post-secondary education and careers.

The Technology Center of DuPage programs are open to seniors and juniors (space permitting) who have demonstrated an interest and desire to pursue specialized training in a given vocational area. Students who enroll at the Technology Center of DuPage will attend for approximately 2 1/2 hours each day during either the AM or PM session. A typical student schedule would include three regular classes at Glenbard East, Physical Education and Lunch at Glenbard East and the course at the Technology Center of DuPage. Students are expected to fulfill their commitments to attend regularly and put forth their full efforts toward their chosen programs of study.

Glenbard District 87 commits to providing tuition and transportation to TCD. All Technology Center students are required to ride the bus.

Students interested in enrolling in a TCD Program are encouraged to meet with their Guidance Counselor as soon as possible to plan their other coursework to accommodate enrollment at TCD. Program guides featuring descriptions of all 24 TCD Programs are available in the Guidance Office and on the TCD Website.

## **Communication**

Computer Information Systems & Game  
Design  
Multimedia & Television Production  
Data Entry / Office Systems Technology

## **Human Service**

Cosmetology  
Criminal Justice  
Early Childhood Education & Care  
Fire Science / Emergency Medical  
Technician  
Medical Terminology & Healthcare  
Careers  
Nursing Assistant Training Program

## **Transportation**

Auto Body Repair & Refinishing  
Automotive Technology

## **Manufacturing /Industrial Programs**

Construction Trades  
Heating, Ventilation, Air Conditioning &  
Refrigeration

Landscape Design & Turf Management  
Precision Machining  
Residential Wiring  
Welding Technology

## **STEM**

### **(Science, Technology, Engineering, Math)**

Digital Electronics / Electronics  
Technology  
PLTW Pathway to Engineering  
- Introduction to Engineering  
Design (IED)  
- Principles of Engineering (POE)  
- Civil Engineering &  
Architecture (CEA)  
- Digital Electronics (DE)  
- Engineering Design &  
Development (EDD)  
Horticulture/ Power Equipment  
Technology