

**OAK PARK AND RIVER FOREST
HIGH SCHOOL**
201 NORTH SCOVILLE AVENUE
OAK PARK IL 60302

**ACADEMIC CATALOG
2009 – 2010**

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TELEPHONES

Main Telephone708.383.0700
Attendance Office 708.434.3104
Fax..... 708.434.3910
TTY/TDD708.434.3949

ACCREDITATION

State of Illinois
North Central Association of Colleges and Schools

INTERNET WEBSITE

www.oprfhs.org

Designed to provide a wealth of information for parents and students, the homepage is the electronic gateway to the high school. Included is contact information for all staff (e-mail and phone numbers), the daily student bulletin, a listing of college callers, access to library resources, teacher outboxes and much more. Take time to survey the homepage and learn about the wide array of resources and opportunities available at OPRFHS.

Email

School district employees and board members may be contacted by e-mail using the following format: first initial of first name followed by last name followed by @oprfhs.org. For example, to contact the Superintendent, e-mail aweninger@oprfhs.org. A complete e-mail and telephone directory for all staff and the Board of Education can be found on the school's website: www.oprfhs.org. Click on "Contact Information" and make your selection.

EMERGENCY SCHOOL CLOSING

If weather or another emergency makes it necessary to close the high school, this information will be sent to metropolitan radio and television stations. Please listen for their announcements to find out if OPRFHS will be closed. The high school will be identified as Oak Park and River Forest High School Cook County District 200. Please listen for the designation Cook County District 200 in order to differentiate this high school from Oak Park and River Forest elementary or parochial high schools which may be closed.

Early dismissals and/or late arrivals will be announced by the Principal's Office.

DAILY CLASS SCHEDULE

Period	Time
1	8:00 a.m. - 8:48 a.m.
2	8:53 a.m. - 9:46 a.m.
3	9:51 a.m. - 10:39 a.m.
4	10:44 a.m. - 11:32 a.m.
5	11:37 a.m. - 12:25 p.m.
6	12:30 p.m. - 1:18 p.m.
7	1:23 p.m. - 2:11 p.m.
8	2:16 p.m. - 3:04 p.m.

LATE ARRIVAL CLASS SCHEDULE*

Period	Time
1	9:00 a.m. - 9:40 a.m.
2	9:45 a.m. - 10:30 a.m.
3	10:35 a.m. - 11:16 a.m.
4	11:21 a.m. - 12:02 p.m.
5	12:07 p.m. - 12:47 p.m.
6	12:52 p.m. - 1:32 p.m.
7	1:37 p.m. - 2:18 p.m.
8	2:23 p.m. - 3:04 p.m.

*Late arrival is every Monday.



IMPORTANT TELEPHONE NUMBERS

Whenever possible, please use the direct telephone lines shown below to contact school employees.

Board of Education (2008 – 2009)

Mr. Jacques A. Conway President 735 Franklin River Forest IL 60305	708.771.5107 FAX: 708.681.9030
Dr. Dietra D. Millard Vice President 609 Linden Oak Park IL 60302	708.445.0233 FAX: 708.445.0516
Dr. Ralph H. Lee Secretary 333 N. Cuyler Avenue Oak Park IL 60302	708.848.2847
Ms. Valerie J. Fisher 324 S. Euclid Avenue Oak Park IL 60302	708.848.4499 FAX: 708.848.4599
Mr. John P. Rigas 221 Keystone River Forest IL 60305	708.366.0378 FAX: 630.598.9520
Mr. John C. Allen IV 515 River Oaks Drive River Forest IL 60305	708.366.9249 FAX: 312.793.0336
Ms. Sharon Patchak-Layman 612 Lyman Oak Park IL 60304	708.848.6562

Division Heads and Directors

Division	Division Head	Telephone
English	Dr. Steve Gevinson	708.434.3378
Fine & Applied Arts	Mr. Bill Boulware	708.434.3297
History	Mr. Richard Mertz	708.434.3379
Instructional Technology/Library Services/ Business Education	Mr. Don Vogel	708.434.3395
Mathematics	Ms. Deborah Neuman	708.434.3225
Physical Education/ Driver Education	Mr. Dale Craft	708.434.3250
Science	Mr. Bill Grosser	708.434.3298
Special Education Director	Ms. Linda Cada	708.434.3106
World Languages	Ms. Claudia Sahagun	708.434.3584

District Leadership Team

Dr. Attila J. Weninger Superintendent	708.434.3211
Mr. Jason Edgcombe Assistant Superintendent for Human Resources	708.434.3215
Mr. Jack Lanenga Assistant Superintendent for Operations	708.434.3220
Mr. Philip M. Prale Assistant Superintendent for Curriculum and Instruction	708.434.3372
Ms. Amy V. Hill Director of Assessment & Research	708.434.3373
Ms. Cheryl Witham Chief Financial Officer	708.434.3264
Ms. Kay Foran Director of Communications	708.434.3099

Building Leadership Team

Mr. Nathaniel Rouse, Principal	708.434.3205
Mr. Mark Wilson, Assistant Princi- pal for Student Services	708.434.3308
Ms. Cindy Milojevic, Assistant Principal for Student Activities	708.434.3174
Ms. Janel Bishop, Assistant Principal for Student Health/Safety	708.434.3208
Mr. Earl Austria, Director of Network Technology	708.434.3275
Mr. John Stelzer, Athletic Director	708.434.3000

Counselors

Ms. Brandi Ambrose	708.434.3711
Ms. Deborah Bluminberg	708.434.3716
Ms. Julie Fuentes	708.434.3709
Mr. Fred Galluzzo	708.434.3718
Ms. Jacqueline Hanson	708.434.3705
Mr. Joe Herbst	708.434.3707
Ms. Kris Johnson	708.434.3714
Ms. Heidi Lynch	708.434.3715
Ms. Catherine Marshall	708.434.3708
Mr. Pete Nixen	708.434.3712
Ms. Carolyn Ojikutu	708.434.3713
Ms. Sarah Ven Horst	708.434.3710

Deans

Mr. Jason Dennis	708.434.3726
Mr. James Goodfellow	708.434.3724
Ms. Tia Marr	708.434.3725
Ms. Alisa Walton	708.434.3727

STATEMENT OF PHILOSOPHY

We believe that...

Human beings want to learn and can derive their most gratifying fulfillment from the process of satisfying their intellectual curiosity. While some educational endeavors are justified by what they enable a student to do later in life, it is also true that learning has intrinsic worth. It is the source of mankind's loftiest and most enduring pleasure: the exercise of the mind.



The task given by society to the school is the formal education of its youth. This education must include general humanistic studies, must aim for competence in communication and computational skills, and must nurture healthful living. In a world of rapid change, the ability to recognize change, to adapt, and to learn new approaches and techniques is essential. The needs of each student must be the primary concern. Learning can take place in many ways, but it is enhanced when it is self-motivated. The interaction between teacher and student is the center of the school's learning process in all aspects of the school program. The curriculum, the substance of the learning process, should draw selectively upon subject areas, both as traditionally understood and as newly emerging. Concentration should be upon relating essential ideas from various disciplines through differing methods of inquiry.

The objectives of quality education are to inspire and to equip each student to find a constructive and responsible role as a caring citizen in the community and the world. Quality education readies students for the world of work and for valuing the nonoccupational aspects of living. The school should build upon each student's aptitudes, past experiences, achievements, traits, interests, and worthy goals in life. The school should help students become aware of personal capabilities, problems, strengths and weaknesses, self-worth, and ability to improve the world in which they live as they mature and fulfill themselves.

Our students will take their place in a larger society characterized by competition and cooperation. The competitive spirit induces effort to overcome challenges and requires learning how to handle both success and failure in self and others. The cooperative spirit leads to valuing and strengthening others and learning to work effectively with others. The school should help the students learn to achieve in both situations.

In a society characterized by diversity of cultural heritage, it is important that members of the school community learn to respect and understand both their own roots and the roots of others. Awareness our own ethnic, religious, racial, economic, and political backgrounds and that of others assists the development of empathy, communication, and the constructive interaction necessary to our developing society.

Moral concern and the behavior issuing from it make life in a community possible and enriching. The school shares responsibility with the larger community to foster a type of reflection, conscious decision making, and behavior that looks beyond individual perception to a larger sense of the right, the good, and the ideal as standards of behavior for both the individual and society. The task of the school is to encourage students in their own moral reflection and actions, rather than to recommend or impose any particular value system or judgment.

The high school is a partner in a much larger, continuing process of learning that includes the home, elementary and postsecondary education, leisure activities, employment, and community life. In determining responsibility, the high school should accept those educational tasks in which it can function best; it should not accept noneducational tasks unless they are clearly required to fulfill its primary educational role or they cannot be cared for with reasonable facility by other appropriate agencies. The school must rely upon the good will, active support, and faithful performance by others of their own contribution to the educational effort.

MISSION STATEMENT

Oak Park and River Forest High School exists to provide all students a superior education so that they may achieve their full human potential.

In pursuit of this mission, we value and promote

- Educational excellence for its own worth
- A broad range of educational opportunities
- The potential in all students to learn
- A commitment to learning as the responsibility of each student to achieve his or her full potential
- An awareness of students as individuals with different learning styles
- Respect for the rights of all members of the school community in a secure, safe, and caring environment
- A sense of community and good citizenship
- Equity across groups and fairness toward individuals
- The high school as a communicator of common values to students
- An appreciation of diversity
- A sense of self-worth
- A partnership among the student, family, school, and community



SCHOOL CREST AND MOTTO: THOSE THINGS THAT ARE BEST

The symbols of the seal stand for the name of the school, the acorn and oak leaves for Oak, the three small trees for Park, the wavy lines for River, and the trees again for Forest. Thus, they represent Oak Park and River Forest.

The words on the seal are in the Greek language. In English, they are “Those Things That Are Best.” They mean that each person should strive for the best things and high ideals. It is hoped that the motto will have this meaning for each teacher and student.

The seal, worked in orange and blue upon a deep blue background, serves as the school flag. The flag was designed by students in art classes. The seal is also prominently displayed on the wall at the west end of the main floor of the Student Center.

The seal has been registered for copyright and cannot be used except for official school business. It was originally designed by Mr. Lee M. Watson, a teacher in the school, and was first used in 1908.

HUMAN DIGNITY AND DIVERSITY

The Board of Education recognizes the diverse character of the villages of Oak Park and River Forest and asserts that, in a society characterized by that diversity, it is important that persons in the school community understand both their own heritage and the heritage of others.

Respect for the rights of others encourages understanding and interaction necessary to good citizenship. There shall be no discrimination against any individual because of race, religion, nationality, gender, disability, physical characteristics or sexual orientation.*

Each individual shall be considered as unique with individual strengths, talents, skills and shortcomings; shall have equal access to all school-related opportunities; shall be regarded in the same high esteem; and shall equally be encouraged to fulfill his or her potential as a human being.

Negative or discriminatory behavior in violation of this policy shall be challenged wherever it occurs and dealt with appropriately.

*Civil Rights are defined by local, state, and federal laws. For purposes of this statement, “sexual orientation” is defined as the actual or perceived state of heterosexuality, homosexuality, or bisexuality.



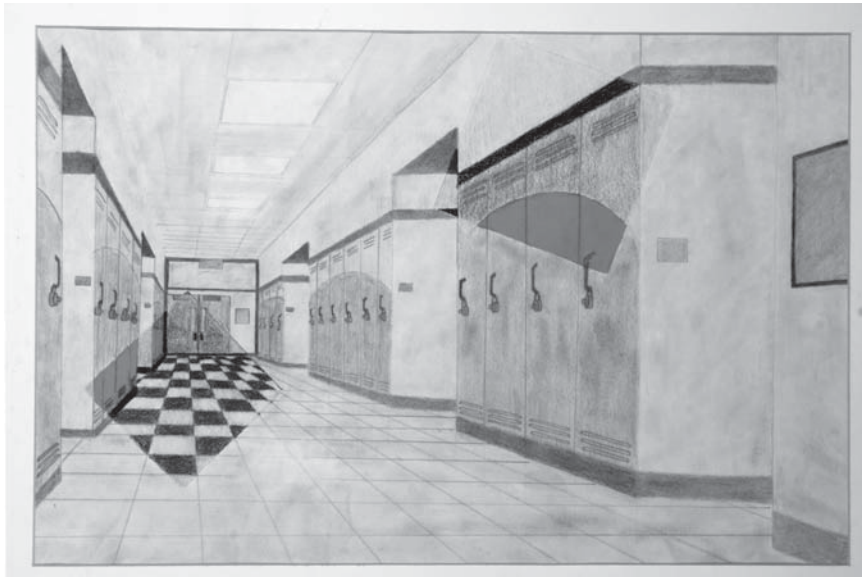
TITLE IX COMPLIANCE

Oak Park and River Forest High School intends to be in full compliance with all provisions of Title IX of the education amendments and amendments issued in 1972. Title IX requires all recipients of federal financial assistance not to discriminate on the basis of sex in educational programs and activities or in the recruitment and employment of personnel. District 200 School Board Policy 101A states: “No student or employee shall, on the basis of his or her gender, be denied equal access to courses of instruction, programs, activities, services, employment opportunity or employment benefits of Oak Park and River Forest High School District No. 200, subject to applicable state and federal laws and regulations.” Requests for additional information or written complaints regarding Title IX provisions should be directed to the Superintendent of Oak Park and River Forest High School.

STUDENT RESPONSIBILITIES

Much of the responsibility for obtaining an education at Oak Park and River Forest High School belongs to the student. If you are a student, you are expected to assume the following responsibilities:

1. Establish and maintain good communication with your teachers; speak up and make teachers aware when you do not understand; seek help when needed; be alert to academic expectations; show a genuine interest in your work.
2. Be punctual and regular in attendance to all classes and commitments.
3. Budget your time and complete all assignments.
4. Eat balanced meals and get at least eight hours of sleep on nights preceding school days.
5. Become familiar with the school’s dress and behavior expectations and comply with all school regulations.
6. Become familiar with the school’s graduation requirements and the admission and graduation requirements for the college of your choice. Become cognizant of the advance preparation required for a desired job.
7. Be aware of your academic progress; keep abreast of your progress in each class; be alert to the credits earned and those that must be earned to satisfy graduation requirements.
8. Keep yourself and your parents aware of all important dates: be alert to PLAN, PSAT/NMSQT, PSAT, AP, ACT, and SAT registration and testing dates; be informed of all meetings related to college planning and financial aid.
9. Maintain an accurate perception of the roles that success and failure play in your life. Recognize that you learn from your failures as well as your successes.
10. Become aware of your personal strengths and weaknesses. Take full advantage of your strengths and strive to remedy weaknesses.
11. Set realistic and challenging goals and strive to exceed your personal limitations.
12. Regularly assess your progress toward personal goals. Involve others in the assessment process.
13. Become actively involved in school. Support school activities as a participant and as a fan.
14. Promote and maintain a healthy family relationship. Involve your family in your experiences and in your plan for success.



PARENT RESPONSIBILITIES

Parents are also expected to assume responsibilities for the education of their students. If you are a parent/guardian of an OPRFHS student, you are expected to assume the following responsibilities:

1. Provide a quiet study area in the home.
2. Discuss work that is being done in classes and follow up to see that all assignments are completed.
3. Communicate a genuine interest in schoolwork and assist with drill and practice whenever possible.
4. Insist on punctual and regular attendance to school and to all classes and study halls during the school day.
5. Refrain from scheduling family trips and other events that interfere with school.
6. Notify the school on the day of the absence if an emergency necessitates a full or partial day of absence.
7. Ensure that your student gets balanced meals and sufficient rest.
8. Establish and maintain good communication with your student's teachers and counselor; keep abreast of your student's progress; share your student's strengths and weaknesses; solicit the teachers' help whenever there is a problem.
9. Assist your student in developing a realistic concept of success and failure.
10. Assist your student in recognizing his or her strengths and weaknesses.
11. Assist your student in setting realistic and challenging goals.
12. Assist your student in assessing his or her progress in attaining these goals.
13. Encourage your student to strive to remedy weaknesses and to overcome personal limitations.
14. Provide constant support and appropriate praise for your student's efforts and accomplishments.
15. Become acquainted with your student's friends and their families.
16. Encourage your student to become actively involved in curricular and extracurricular activities.
17. Serve as a role model by attending and supporting school activities.



PARENT CONFERENCES

Scheduled parent-teacher conferences typically occur in the fall after the end of the first grading period. Parents are notified by mail of the date(s) and times of conferences and are invited to meet with their student's teachers to discuss the student's progress toward achieving course objectives. In addition to this time that is formally set aside for conferences, parents are welcome to contact faculty and administrators to discuss their questions and concerns. While many topics can be handled by a phone conversation or by email exchange, some may require a meeting. In such instances, parents should call or email a counselor or teacher for a mutually convenient meeting time. Parents should not expect teachers, counselors, or administrators to be available without a prearranged appointment.

ACADEMIC HONESTY

Staff, parents, and students are responsible for maintaining the academic integrity of the school. The atmosphere in each classroom, gymnasium, laboratory, library, or support center should actively foster academic honesty, as should the atmosphere in the home of each student.

Staff should be clear in their advocacy of academic honesty by discussing with students the difference between honest and dishonest work and by employing instructional and evaluative strategies that reduce the opportunity for dishonesty. Parents should continually emphasize academic honesty and integrity to their children.

Academic dishonesty by a student degrades the student's character and reputation and impedes the teaching-learning process. Any action intended to obtain credit for or recognition of work that is not one's own is considered academic dishonesty. These actions include (but are not limited to) the following: submitting another's work as one's own work; sharing or accepting a copy of tests or scoring devices; sharing quiz/test questions with students in the same or other classes; copying from another student's homework or class project; cheating on a quiz/test by copying from another or using unauthorized sources of information; plagiarizing; fabricating data or sources of information; copying materials in violation of the copyright laws; using technology to commit academic fraud; using technology in violation of the district Acceptable Use Policy; or accessing restricted computer files without authorization.

Those who violate the Academic Honesty Policy will be subject to penalties as outlined in the following procedures.

Procedures Related To Academic Honesty Policy

Cheating. If a student is suspected of violating the Academic Honesty Policy while engaged in a classroom activity (example: cheating on an in-class assignment, quiz, or test), the faculty member should alert the student and take appropriate action to eliminate the opportunity to cheat. Following the class period, the student and faculty member should meet to resolve the issue. Penalties may include (but are not restricted to) the following: requirement to re-do the assignment, grade reduction for the assignment, grade reduction for the quarter, grade reduction for the semester and/or referral to the deans for disciplinary action. If the student and teacher cannot mutually resolve the issue, it should be referred to the division head and the counselor for further review. At this point in the process the parent(s) will be invited to participate. Failure to reach resolution at this point will result in referral of the matter to the Office of Curriculum and Instruction (offices of the Assistant Superintendent for Curriculum and Instruction and the Director of Assessment and Research) as described in item 2 below.

Plagiarism and Fabrication. If a student knowingly appropriates the work of another and submits it as his/her own without giving proper credit or citation or if the student fabricates data or sources of information, the student is subject to an appropriate penalty.

1. If a student admits to having committed academic fraud, the teacher and the student (in consultation with the parents, when appropriate) may mutually agree upon a penalty in which case the matter will be considered resolved. Penalties may include (but are not restricted to) the following: requirement to re-do the assignment, grade reduction for the assignment, grade reduction for the quarter, grade reduction for the semester, and/or referral to the deans for disciplinary action. Cases of academic dishonesty which result in grade reductions or disciplinary action will be reported by the teacher to the Office of Curriculum and Instruction in writing.
2. However, if a student denies committing academic fraud, or if the student and the teacher cannot reach a mutually acceptable resolution of the situation, the teacher will immediately notify the division head of the suspected incident.
 - (a) The division head and teacher will review all information related to the incident to confirm the suspicion that the academic fraud has occurred. If confirmation cannot be made, the matter will be dropped.
 - (b) Following confirmation of the incident, the teacher will notify the counselor and parent of the suspected academic fraud, and the division head will notify the Office of Curriculum and Instruction regarding the possible violation of the district Academic Honesty Policy.
 - (c) An administrator in the Office of Curriculum and Instruction will convene a hearing within 10 school days of receipt of such notification. The hearing panel will be comprised of an Office of Curriculum and Instruction administrator, a division head (not from the division in which the alleged infraction occurred), and a counselor (not the student's counselor). The hearing panel will take testimony

from the student and the teacher (and the counselor, division head, and parents when deemed necessary) and review all written documents. The panel will issue a final decision within 10 school days of the hearing. Examples of appropriate penalties are listed in item (a) above. If the incident occurs at the end of a grading period, a student will be given an I mark until the final ruling is rendered.

(d) Decisions of the hearing panel may be appealed to the Principal for review.

3. The Office of Curriculum and Instruction will maintain a file of students proven to be guilty of academic fraud in cases where the student's grade has been reduced and/or disciplinary action was taken. A student proven to have been involved in academic fraud is subject to all delineated penalties under the Code of Conduct including (but not limited to) theft and/or the violation of the Acceptable Use Policy. Any student who is found to be guilty of academic dishonesty is not eligible for membership in the district's honor societies. Current members of the societies found to be guilty of academic dishonesty are subject to removal from the societies.

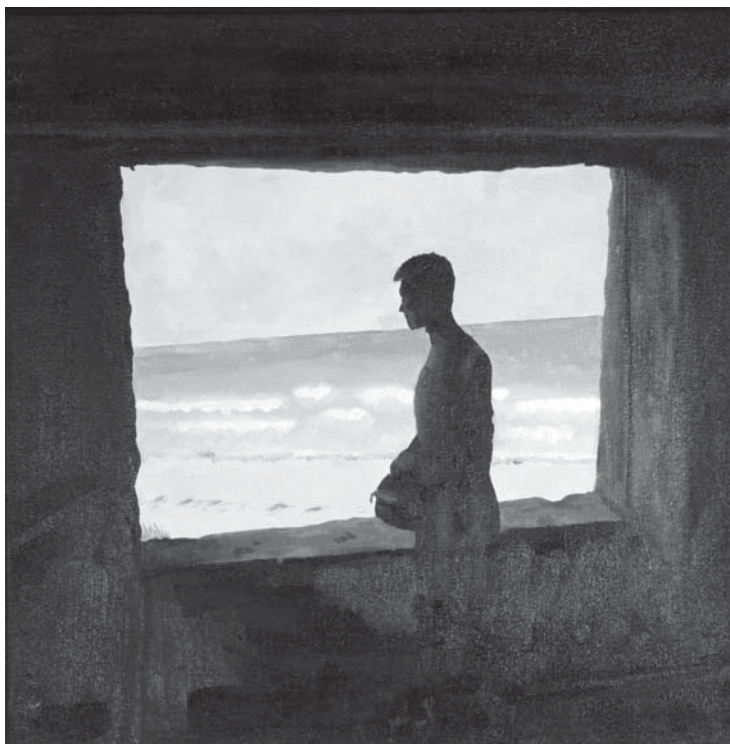
COURSE REGISTRATION

Course registration occurs early in the spring semester of each school year. Students work with counselors who use teacher recommendations and student and/or parent requests to select appropriate courses. Each year, initial registration is completed by mid-March, and initial course request verification reports are mailed to parents by the first week in April. Upon receipt of these reports, parents have until May 15 to request in writing that counselors make changes that would result in an override of a teacher recommendation. After May 15, parental requests for schedule changes that would result in an override of a teacher recommendation will be considered only as a result of second semester final grades or the successful completion of summer school classes. When Division Heads return to school in August, parents may contact them to request additional schedule changes that would result in an override of a teacher recommendation.

COURSE NUMBERING SYSTEM

Arabic numerals following a course title are used to designate the specific semesters of subjects which extend over more than one semester. For example: "French 3" means the third semester of French. The Academic Catalog lists full-year courses as three-digit codes. Upon registration, the course codes will be reflected as first or second semester using "1" or "2". For example, course 333 for first semester is 3331; for second semester it is 3332. The Academic Catalog lists the course code for a one-semester course offered each semester with a slash in the number, e.g., 333/2. A one-semester course offered only during a specific semester contains four digits with the final digit reflecting the semester in which the course is offered.

If the description of a course lacks the designation "Open to . . ." it may be assumed that the course is open to all students. If no prerequisite is indicated, it may be assumed that there is no prerequisite for the course. All questions regarding course descriptions should be directed to the division head of the division in which the course is offered, to the Director of Assessment and Research, or to a counselor.



STUDENT COURSE LOAD

The maximum number of semester courses a sophomore, junior, or senior may take is seven. Freshmen are limited to five semester courses plus Physical Education and, if they choose, a music performance class (band, orchestra, or chorus). Freshmen not enrolled in a music performance course will be enrolled in freshman study hall.

In the summer term, a student may enroll for one, two, or three courses. Students who desire to take courses in the summer term are encouraged to take them at Oak Park and River Forest High School. If a student needs courses not offered by the Oak Park and River Forest High School Summer School, the student may, with the counselor's consent, take them in the summer term at another accredited high school.

GRADUATION REQUIREMENTS

A student must earn a minimum of 43 credits as specified in the table below to be eligible for an OPRFHS diploma. A credit is granted for any credit-bearing semester course as described in the Academic Catalog in which a student earns a passing grade. A student must enroll in at least four full-credit courses per semester to be considered a full-time student. Requirements may be altered for Special Education / 504 students according to the provisions of their Individual Education Plan or 504 Plan. Summer field courses may not be used to satisfy any specific graduation requirement; they may be used only to satisfy the elective requirement.

Subject	# of Credits	Comments
English*	8 credits	
Mathematics*	6 credits	Two Algebra credits, two credits with Geometry, and two other Math credits
Science*	4 credits	Two credits must be in a laboratory science
History*	4 credits	Two World History credits and two American History credits
World Lang./Culture	1 credit	
Fine/Performing Arts	1 credit	
Applied Arts	1 credit	
Computer Proficiency	1 credit	Students who satisfy the Computer Proficiency requirement through testing must earn one additional Elective credit.
Driver Education*	1 credit	Students who do not receive credit but satisfy the state requirement of thirty hours in the classroom must earn one additional Elective credit.
Consumer Education*	1 credit	Students who pass the state Consumer Education Proficiency Test must earn one additional Elective credit.
Health Education*	1 credit	
Physical Education*	7 credits	7 credits are required for students enrolled at OPRFHS for 8 semesters. Students enrolled at OPRFHS fewer than 8 semesters may reduce this number by one for each semester not enrolled therefore reducing the total credits required for graduation by the same number. Students who receive a PE waiver need one additional elective credit for each waiver. 1 credit = 2 quarters.
Electives	7 credits	May be increased due to reasons described above.
TOTAL	43 Credits	

* denotes a state requirement

Non-credit State Mandates

Writing-Intensive Courses	Two credits of writing-intensive coursework must be earned in English and the other two credits may be earned in English or in any other subject in a course deemed writing-intensive. The total number of credits required for graduation is not increased by the writing-intensive course requirement. All English courses are deemed writing-intensive.
Prairie State Achievement Exam	The state requires students to take the Prairie State Achievement Examination in order to receive a diploma. (See State-Mandated Tests section of this catalog.)

Courses that satisfy the World Languages/Culture requirement: All World Languages courses except Etymology; the following History Division courses: Global Studies, Asian Studies, African History, Latin American History, Modern Middle Eastern History A, and AP European History.

Courses that satisfy the Fine and Performing Arts requirement: All Visual Arts, Music, and Speech Arts courses.

Courses that satisfy the Applied Arts requirement: All Family and Consumer Science, Technology and Business Education courses except Consumer Education. Computer Applications, Computer Applications A, and Advanced Computer Applications satisfy the Applied Arts requirement only if the student has met the Computer Proficiency requirement by successfully completing Applied Keyboarding/Introductory Microsoft Office or by passing the Computer Proficiency Exam.

Courses that satisfy EITHER the Fine and Performing Arts requirement OR the Applied Arts requirement: Introduction to Broadcasting, Radio/Sound Production, Television Production, Newscene, Theatre Technology and Design, Tabula/Photo Design Publication, Introduction to Architecture—CAD, Advanced Architecture/Engineering—CAD.

Courses that satisfy the Computer Proficiency requirement: Applied Keyboarding/Introductory Microsoft Office, Computer Applications, Computer Applications A, Advanced Computer Applications.

GRADUATION REQUIREMENT FOUR-YEAR PLAN

Using the structure of an eight-period day (seven classes plus lunch), students should list the courses they plan to take at each grade level and in each subject area to satisfy graduation and college admissions requirements.

4-YEAR PLAN								
SUBJECT (# cr = grad requirement)	FRESHMAN		SOPHOMORE		JUNIOR		SENIOR	
	Sem 1	Sem 2	Sem 3	Sem 4	Sem 5	Sem 6	Sem 7	Sem 8
English (8 cr)								
Math (6 cr)								
Science (4 cr)								
History (4 cr)								
World Lang/Cultures (1 cr)								
Physical Education (7 cr)								
Fine/Performing Arts (1 cr)								
Applied Arts (1 cr)								
Computer Proficiency (1 cr)								
Health Education (1 cr)								
Consumer Education (1 cr)								
Driver Education (1 cr)								
Electives (7 cr)								
Study Hall								
Summer School								

COLLEGE ADMISSION REQUIREMENTS AND CRITERIA

Students planning to attend college should be aware that college admissions requirements may differ from and often exceed the requirements for graduating from high school. Though admissions requirements vary among colleges and universities, students planning to attend college should consider the following minimum requirements:

- Four years of English
- Four years of Math
- Three years of History/Social Science
- Three years of Laboratory Science
- Two years of a World Language

Counselors discuss college admissions requirements along with academic demands as they help students identify colleges and universities to which they would like to apply. Students will find specific admissions information in the College and Career Center in Room 207 and on college websites. In addition to a student's specific high school courses and credits, other principal factors in considering an applicant for admission to college include

- The rigor or difficulty of a student's high school program
- High school grades
- Test results, including the ACT, SAT, and Advanced Placement Tests
- Personal qualities, such as motivation, enthusiasm for learning, social adjustment, emotional maturity, integrity, responsibility, special aptitudes and skills, achievement, and leadership
- Co-curricular activities and athletic participation, which demonstrate involvement in the life of the school and/or the community

STANDARDIZED TESTING

In addition to serving as a testing center for national administrations of the ACT, SAT, and AP exams (see facing page), OPRFHS administers nationally-normed standardized tests to all students in grades 9, 10, and 11. These tests serve several purposes. They provide information to students and their families on the student's progress toward college readiness and help students prepare for their college entrance exams. They also provide the school with objective measures by which to evaluate the effectiveness of our programs.

The standardized testing schedule may vary from one year to the next but will typically include

- the pre-ACT PLAN test, administered to freshmen
- the PSAT (Preliminary Scholastic Aptitude Test), administered to interested juniors and sophomores
- a practice PSAE, including a full-length ACT and WorkKeys exams, administered to sophomores
- the actual PSAE, administered to juniors as required by Illinois School Code (see below).

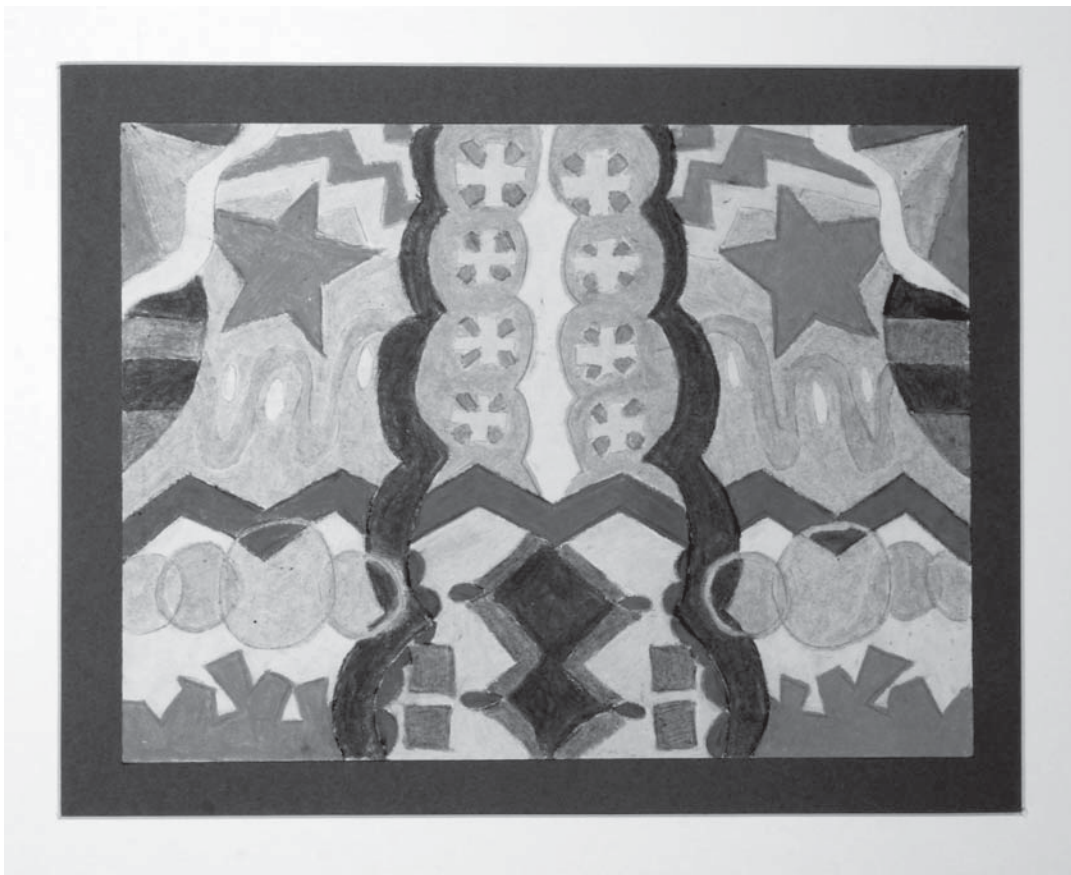
STATE-MANDATED TESTS

In April of each year, juniors are required to take the two-day Prairie State Achievement Exam (PSAE) as a prerequisite for graduation. The PSAE is a combination of the ACT, ACT WorkKeys tests, and a state-produced science assessment. A junior may be exempt from the PSAE graduation requirement if he/she has an IEP that specifies the Illinois Alternative Assessment (IAA) as the appropriate test, or in a limited number of instances in which a student transfers to an Illinois high school after May 1 of his/her junior year. For students dissatisfied with their PSAE scores, an opportunity to retake the tests is available to seniors in October. Questions about state-mandated testing should be directed to the Director of Assessment and Research.

- PSAE Test Date for Juniors: April 22 - 23, 2009
- Website: <http://www.isbe.net/assessment>

TEST PREPARATION

The school contracts with test preparation companies to provide evening and Saturday classes for juniors and seniors who are interested in becoming better prepared for the PSAT, ACT, PSAE, or SAT. Letters are sent to the homes of juniors and seniors notifying them of appropriate opportunities consistent with their testing records. Information about test prep programs also appears in the student bulletin and in the parent newsletter. There is a tuition charge (which varies according to program) for these classes. Questions about test preparation should be directed to the Director of Assessment and Research.



COLLEGE TESTING

ACT EXAM

The ACT is a multiple choice test that measures a student's ability to deal with basic information and reasoning in the areas of English usage, mathematics, reading, and science. ACT has added a 30-minute writing portion as an optional component. Students are advised to check with their college(s) of choice as to whether the writing portion is required or strongly advised.

Website: www.act.org

ACT H.S. Code 143-245

ACT Test Center Code 174510

ACT Test Date	Registration Deadline
February 7, 2009	January 6, 2009
April 4, 2009	February 27, 2009
April 22, 2009 (State)	PSAE register in school
June 13, 2009	May 8, 2009
September 12, 2009	*
October 24, 2009	*
December 12, 2009	*
February 6, 2010	*
April 10, 2010	*
June 12, 2010	*

*Registration deadlines for these test dates were not available at press time.

PSAT/NMSQT EXAM

The Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is administered each year in October to juniors and interested sophomores. It is a multiple-choice test of developed skills in reading, mathematics, and writing. Juniors whose scores on the PSAT fall in the top one-half of one percent in the state of Illinois qualify as National Merit semifinalists, entering them in the competition for National Merit college scholarships. Tuition-based PSAT prep classes are available to juniors during the first six weeks of each school year. Further information is available in the office of the Director of Assessment and Research.

PSAT/NMSQT Test Date: October 17, 2009

Website: www.collegeboard.com/student/testing/psat/about.html

SAT EXAM

The SAT Reasoning Test is a three-hour, multiple choice test that measures verbal and mathematical abilities. The SAT also includes a required writing portion.

SAT Subject Tests are one-hour tests, primarily multiple choice, in specific subject areas.

Website: www.collegeboard.com

SAT High School Code 143-245

SAT Test Center Code 14460

SAT Test Date ¹	Registration Deadline
January 24, 2009 ²	December 26, 2008
March 14, 2009 (SAT Reasoning only)	February 10, 2009
May 2, 2009	March 31, 2009
June 6, 2009	May 5, 2009
October 2009	*
November 2009	*
December 2009	*
January 2010 ²	*
March 2010 (SAT Reasoning only)	*
May 2010	*
June 2010	*

¹Tests administered are SAT Reasoning tests and SAT Subject tests unless otherwise indicated.

²Not administered at OPRFHS.

AP EXAMS

Advanced Placement (AP) Tests are given in May. Registration takes place in March. These tests are usually taken by accelerated juniors and seniors who are enrolled in advanced placement courses. These three-hour exams could result in college credit in the specific areas of English, history, mathematics, world language, science, computer science, business, music, and art.

Advanced Placement (AP) Test Dates:

May 4 - 8, 2009 and May 11 - 15, 2009

May 3 - 7, 2010 and May 10 - 14, 2010

Website: www.collegeboard.com/student/testing/ap/about.html

COLLEGE AND CAREER CENTER (CCC) - ROOM 207

The College and Career Center provides a variety of college and career resources for all OPRFHS students and parents. Students are introduced to the resources of the CCC in their junior year and are urged to take advantage of the many services offered throughout their high school years. Students must sign in to access the CCC before school, after school, during lunch, and during study halls. The resources listed below are available to students and parents in the postsecondary planning process.

Computerized Programs. The school owns or has a license to use several computerized programs that assist the student in the college research/search process. The computerized college search process helps by narrowing the field of possible colleges suitable to the student. Students are able to maintain a college search file using a password and user ID. Career search information is also available through the computerized software in the CCC and the OPRFHS Library.

OPRFHS Web Page and Internet Access. Resource information is available and easily accessible through the OPRFHS website, www.oprfhs.org. Specific college, career, financial aid, scholarship, and other related postsecondary information is located at www.oprfhs.org/programs_and_services/counselors. Other pertinent information related to postsecondary educational planning can be accessed through the various Internet bookmarks.

College Application Forms. Multiple copies of current application forms for all state schools in Illinois, some out-of-state colleges, and the Common Application are on file in the CCC.



College Catalogs, Previews, and Resource Books. A large collection of current college catalogs, brochures, resource books, and DVDs (with DVD player) is available in the CCC.

College Representatives Program. Each year more than 200 college representatives (callers) visit OPRFHS. Students are informed of these visits through a weekly *College Callers Bulletin* posted in the 2nd period classrooms, the daily Student Bulletin, the daily PA announcements, Naviance notices, and the OPRFHS web page.

College representatives meet with interested students in designated posted locations. Juniors or seniors wishing to meet with a college representative during a class period must obtain a college interview pass from their counselor and obtain the signature of their classroom teacher.

Financial Assistance. Financial aid forms (FAFSA) and related information are available for download at www.FederalStudentAid.ed.gov on the CCC's computers. Information is also available about different sources of financial aid.

Scholarships. Information packets for specific scholarships are filed in the CCC. The *Scholarship Bulletin* is prepared on a regular basis and made available to students in 2nd period classrooms, on the web page, and through Naviance. Local scholarship applications are available at the beginning of semester 2.

Career Information. Books, DVDs, catalogs, and other sources of information regarding a wide variety of careers are available for students. Students can complete interest inventories and research different careers in the CCC to help them discover careers and vocations that match their skills and interests.

Armed Services Information. The latest information about post high school opportunities available through the U.S. Air Force, the U.S. Army, the U.S. Navy, the U.S. Coast Guard, the U.S. Marines, the U.S. Merchant Marines, the U.S. National Guard, and the various Reserve Officers' Training Corps (ROTC) programs is on file in the CCC. Visits from military recruiters are handled in the same manner as visits from college representatives.

GRADING

Grade reports are mailed to parents two times each semester. The following marks are given:

- A (4 pts.) A is the highest mark and represents superior achievement.
- B (3 pts.) B represents above average work.
- C (2 pts.) C represents average work. An average of C for four years should place a student above the lowest quarter of the class and probably in the middle third of the class.
- D (1 pt.) D represents below average work, but passing. A four-year average of D will place a student in the lowest quarter of the class.
- F (0 pts.) F is the failure mark.
- FX (0 pts.) An F is changed to an FX when a failed course has been successfully retaken. The FX mark is not computed in the GPA.
- I (0 pts.) Incomplete. Because of an extended excused absence, the grade is withheld until the work is made up within a designated period of time. Unless extenuating circumstances exist, the student typically is given up to three weeks into the next grading period to make up missed work. The I mark is not computed in the GPA.
- NP (0 pts.) Passing grade and credit are withheld due to excessive absences in a credit-granting course. The NP mark is not computed in the GPA.
- NF (0 pts.) Failing grade and credit are withheld due to excessive absences in a credit-granting course. The NF mark is not computed in the GPA.
- NC (0 pts.) No Credit. This mark is given for satisfactorily completing a course or participating in an activity for which no graduation credit is given. The NC mark is not computed in the GPA.
- M (0 pts.) Medical. If properly excused from active participation in Physical Education, a student earns an M mark for Physical Education. The M mark is not computed in the GPA.
- P (0 pts.) Passing. Under some circumstances, a student may request to be graded on a pass/fail basis. Unless a participant is in a special program, a student may not request the pass/fail option for any course specifically required for graduation. The request to exercise the pass/fail option

must be made to the teacher on or before the last day of the ninth week of the semester. The P mark is also used to represent passing work in some academic support programs. The P mark is not computed in the GPA.

- W (0 pts.) Withdrawn. When a student withdraws from a course after the 6th week but before the end of the 12th week of a semester or withdraws from OPRFHS at any time during a semester, he/she receives a mark of W. The W mark is not computed in the GPA.

A student who withdraws from a course during the first six weeks of a semester will have no indication of the course on the student's transcript. A student who withdraws from a course during the final six weeks of a semester will receive from the teacher a failing grade (F) for the course. Students may not withdraw from a course if a mark of NP or NF has already been given in the course due to excessive absences or tardies.

Grades for each quarter are independent of each other. Both quarter grades and the final exam grade (when appropriate) are used to determine the semester grade.

A student who receives an F in a course may retake the course and have a higher grade entered on the transcript for the retaken course. The F for the original course then becomes an FX. For courses in which a student has received a passing grade, if the course is retaken, the original grade in the original course will remain, and only the original grade is computed in the GPA.

MID-QUARTER FAILURE WARNINGS

Mid-Quarter Failure Warnings will be mailed to the home of any student who is reported by the student's teacher as receiving a D or F in any course by the midpoint of the 9-week grading period. Students and parents receive grades at the end of each quarter and at the end of each semester.

The Mid-Quarter Failure Warning to parents and students may include comments specific to the student's situation in the particular class. Comments may relate to areas of concern or areas of particularly commendable performance. Teachers can use numbered or free form comments on the notice to specify the areas in which the student needs improvement. Also, the notice includes a request that the parents contact the teacher via phone or e-mail to discuss the student's performance and determine the best course of action. Parents can be provided with specific information that will help students improve their classroom performance and study skills and catch up with assignments before the end of the quarter, when course grades are given. E-mail addresses for all teachers can be found on the school's website: www.oprfhs.org/contact information.

RANK IN CLASS (RIC)

The basic component in computing a student's Rank in Class (RIC) is the Grade Point Average (GPA), which is an average of a student's performance in all completed coursework. Coursework in physical education, driver education, academic strategies, academic support, musical performance groups, school publications, and Newscene is excluded from the GPA. This base GPA is then weighted by a factor called the Academic Program Index (API), representing the academic difficulty of a student's total program.

The API is determined by the following formula: $API = \text{honors level points} \times .01 + 1.0$

Honors level points may be accumulated by earning an A or B grade in any of the following courses.

<p>BUSINESS AP Economics 1-2 Computer Applications A</p> <p>ENGLISH English 1-2A English Literature 1-2A American Literature Honors/AP Language and Composition English Literature 1-2A/J African-American Literature A Humanities A AP College English: Literature and Composition 1-2</p> <p>FINE ARTS Advanced Studio Art 1-2A AP Studio Art 1-2 AP Music Theory AP Art History</p> <p>HISTORY World History 1-2A Modern Middle Eastern History A American History 1-2A Philosophy A AP American History 1-2 AP European History 1-2 AP Psychology 1-2 AP Government</p>	<p>MATHEMATICS Intermediate Algebra F 1-2A Advanced Algebra F 1-2A Plane Geometry 1-2A Geometry 1-2A College Algebra/Trigonometry 1-2A Pre-Calculus 1-2A AP Statistics 1-2 AP Calculus 1-2 AB AP Calculus 1-2 BC AP Computer Science 1-2 Computer Science 1-2A Calculus Concepts 1-2A Topics in Advanced Mathematics 1-2A Advanced Topics in Computer Science A</p> <p>SCIENCE Biology 1-2A Chemistry 1-2A Geology 1-2A Physics 1-2A AP Environmental Science 1-2 AP Biology 1-2 AP Chemistry 1-2 AP Physics 1-2</p>	<p>WORLD LANGUAGES French 1-2A French 3-4A French 5-6A French 7-8A AP French 9-10 German 5-6A German 7-8A Italian 1-2A Italian 3-4A Italian 5-6A Italian 7-8A AP Italian 9-10 Spanish 1-2A Spanish 3-4A Spanish 5-6A Spanish 7-8A AP Spanish 9-10 Advanced Spanish Lit. & Comp. 1-2A Japanese 5-6A Japanese 7-8A Latin Prose 5-6A/7-8A Latin Poetry 5-6A/7-8A</p>
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There is no limit to the number of honors level courses a student may take; however, there is a limit to the number of honors level points that a student may receive per semester. A student may not receive honors level points for more than three courses in any one semester. "Extra" points from one semester may be carried forward to subsequent semesters and, to a maximum of 24 honors level points, will be included in the calculation of weighted grade point average.

In the last step of this process, the student's GPA is multiplied by the API. This weighted GPA is used to determine RIC, honor societies eligibility, scholarship awards, and valedictorian. A student's high school transcript will show the unweighted and weighted GPAs and will contain the RIC based on the weighted GPA.

Example: A student earns A or B grades in three honors level courses first semester. The Academic Program Index (API) is calculated as follows:

$$\text{API} = 3 \times .01 + 1.0$$

$$\text{API} = 1.03$$

Suppose that the student's overall GPA through the end of first semester is 3.4. The weighted GPA (WGPA) is calculated as follows:

$$\text{WGPA} = \text{GPA} \times \text{API}$$

$$\text{WGPA} = 3.4 \times 1.03$$

$$\text{WGPA} = 3.502$$

If this student earns A or B grades in three or more honors level courses during the second semester, the API at the end of the year will be 1.06.

Handling of Repeats of Failed Courses in the GPA. When a failed course has been repeated, both the failing and the passing grades will be listed on the student's transcript, but only the passing grade for the repeated course will be recognized in computing a student's overall grade point average.

Honors Level Points for Transfer Credits. Honors level points for A and B grades in honors level courses taken in other high schools will be awarded to transfer students only if they earn A or B grades in honors level courses in the same academic departments at some time during their enrollment at OPRFHS. **Example:** A student transfers from X High School after sophomore year. The transcript shows A and B grades in English and science honors level courses taken during the freshman and sophomore years. Honors level points will be awarded for these grades only if the student earns A or B grades in junior or senior honors level courses in English and science at OPRFHS.



ACADEMIC ABILITY GROUPS

For many years it has been the practice of Oak Park and River Forest High School to group students according to their ability in specific subject areas. For example, a student with superior talent in mathematics and science and average ability in other academic subjects would be placed in accelerated/honors sections in mathematics and science and in regular/college preparatory sections in English, history, and world languages. Basic/transition classes are designed to bring a student's abilities up to the level required for successful work in the regular/college preparatory program.

The following factors are considered in determining the appropriate placement in ability groups:

1. Teacher and counselor profiles and recommendations
2. Past academic achievement in the relevant subject areas
3. Placement and standardized test results
4. Reading ability
5. Personal factors: study habits, motivation, attendance record

Students may move from one ability level to another with parent permission if requested by the student or recommended by the teacher or counselor. Ability grouping is used in some courses within the English, History, Mathematics, Science, Business Education, and World Languages Divisions.

In accelerated/honors and Advanced Placement classes, increased emphasis is placed upon concepts, abstract relationships, critical thinking, and creative thinking. Less emphasis is placed upon drills, examples, and descriptive materials. Students who earn good marks in these courses may receive college credit through Triton College for college level work completed in high school. (See Triton College Credit section of this catalog.) Students may also take the appropriate Advanced Placement examination and may receive college credit for qualifying scores.

In deciding which level of a course to take, students are strongly urged to follow the advice of their counselor and the recommendation of their current teacher of that subject. However, parents may override the teacher recommendation through the appropriate measures. (See Course Registration section of this catalog.)



HONOR ROLL AND DEAN'S LIST

Honor roll status is awarded to students who have done above average classroom work during a specific grading term. Above average classroom work is defined as at least a 3.0 unweighted grade point average in a minimum of four full-credit courses for which grades are awarded in accordance with the Board of Education's policy on grading. Grades in physical education, driver education, academic support programs, musical performance groups, school publications, and Newscene are excluded in honor roll determination. Students who earn a superior unweighted grade point average of 3.5 or higher will have their names placed on the Dean's List.

SCHOLARSHIP CUP

The seniors who have the highest rank in class at the end of seven semesters are awarded the Scholarship Cup. The recipients are determined by figuring the cumulative weighted grade point averages of senior students for all semesters at Oak Park and River Forest High School. To be eligible to win the Scholarship Cup, a senior must have been enrolled at Oak Park and River Forest High School for a minimum of any five semesters preceding the award and must be eligible to earn a diploma from this high school at the conclusion of that year.

CUM LAUDE SOCIETY

Membership in Cum Laude, the academic honor society, is based on one's GPA at the end of one's fifth or seventh semester. The top five percent of the junior class and the top fifteen percent of the senior class who meet membership criteria are invited to join the society.

WORLD LANGUAGES HONOR SOCIETIES

French. The Antoine de St. Exupéry Chapter of the Société Honoraire de Français, which is sponsored by the American Association of Teachers of French, was established in 1981. To qualify for membership, a student must be in his/her third, fourth, or fifth year of high school honors level French, have maintained semester grades of A in the three preceding semesters of high school honors French, and have a minimum 3.2 weighted GPA.

German. The Alpha Chi Chapter of the Deutsche Ehrenverbindung, which is sponsored by the American Association of Teachers of German, was established in 1985. To qualify for membership, a student must be in his/her third or fourth year of high school honors level German, have maintained semester grades of A in the three preceding semesters of high school German, and have a minimum 3.2 weighted GPA.

Italian. The Dante Alighieri Chapter of the Società Onoraria Italiana, which is sponsored by the American Association of Teachers of Italian, was established in 1991. To qualify for membership, a student must be in his/her third, fourth, or fifth year of high school honors level Italian, have maintained semester grades of A in the three preceding semesters of high school honors Italian, and have a minimum 3.2 weighted GPA.

Japanese. The Seiken Chapter of the Nihongo Yutoseikai, which is sponsored by the National Council of Japanese Language Teachers, was established in 1991. To qualify for membership, a student must be in his/her third or fourth year of high school honors level Japanese, have maintained semester grades of A in the three preceding semesters of high school Japanese, have a minimum 3.2 weighted GPA, and have demonstrated interest in language and culture activities.

Latin. The Sigma Lambda Chapter of the Societas Honoris Classica, which is sponsored by the National Junior Classical League, was established in 1985. To qualify for membership, a student must be in his/her third or fourth year of high school honors level Latin, have maintained semester grades of A in the three preceding semesters of high school Latin, have a minimum 3.2 weighted GPA, and have exemplified good citizenship.

Spanish. The Doña Perfecta Chapter of the Sociedad Honoraria Hispánica, which is sponsored by the American Association of Teachers of Spanish and Portuguese, was established in 1979. To qualify for membership, a student must be in his/her third, fourth, or fifth year of high school honors level Spanish, have maintained semester grades of A in the three preceding semesters of high school honors Spanish, and have a minimum 3.2 weighted GPA.

Students are excluded from chapter membership if there is an incident of serious misconduct or plagiarism, or if the current level of class work does not meet required academic standards.

TRANSCRIPT

The high school transcript, which lists all courses taken by semester and semester grades earned, is the official record of a student's academic achievement while enrolled at Oak Park and River Forest High School.

CLASSIFICATION OF STUDENT RECORDS

For complete information pertaining to student records, refer to District 200 Policy 5126 and the Administrative Regulations for Policy 5126. Information retained for each student is classified as either permanent record or temporary record.

The student's **permanent record** consists of basic identifying information, academic transcript, attendance record, accident reports and health record, record of release of permanent information, and other basic information. Permanent records will be kept for at least 60 years after the student leaves the school.

The student's **temporary record** consists of all information not required to be in the student's permanent record, including family background information, test scores, psychological evaluations, special education files, teacher anecdotal records, and disciplinary information. Student temporary records will be kept for a least 5 years after the student leaves the high school.

RIGHTS OF ACCESS TO STUDENT RECORDS

1. A student has the right to inspect and to copy his or her permanent record.
2. A parent has a right to
 - a. Inspect and copy any and all information contained in the student record. The school reserves the right to charge a reasonably calculated fee for reproducing and certifying records. This fee will be waived for those unable to afford such costs.
 - b. Challenge the contents of the records by notifying the Assistant Principal for Student Services of an objection to information contained in the record. An informal conference will then be scheduled to discuss the matter. If no satisfaction is obtained, a formal hearing will be scheduled to be conducted by an impartial hearing officer.
 - c. Receive copies of records proposed to be destroyed. The school will destroy temporary records five years after graduation or permanent withdrawal. Permanent records will be maintained for at least 60 years after the student leaves the school.
 - d. Notification of Record Destruction Schedule. Letters will be sent to notify parents and/or students of the school's record destruction schedule and to advise them of their right with respect to school records. Letters will be sent according to the following plan:
 - i. To all parents of potential June graduates at the end of the seventh semester.
 - ii. To the parents of all students upon transfer to another school or permanent withdrawal from this school.

NOTE: Parents of disabled children are urged to review the booklet, "A Parent's Guide: The Educational Rights of Handicapped Children." Copies may be obtained by writing the Chairman of the Illinois State Board of Education, 100 North First Street, Springfield IL 62777.

3. Local, state, and federal educational officials have access to student records for educational and administrative purposes without parental consent. Student records shall also be released without parental consent pursuant to a court order to subpoena or in connection with an emergency where the records are needed by law enforcement or medical officials to meet a threat to the health or safety of the student or other persons. Furthermore, the high school is required to provide students' names, addresses, and telephone listings to military recruiters when requested, unless the parent(s)/guardian(s) have advised the school in writing that they do not want the information released. All other releases of information require the informed written consent of the parent or eligible student.
4. The following is designated as public, or directory, information and, as such, is legally available for release to the general public: student's name and address, grade level, birth date and place, parents' names and addresses, information on participation in school-sponsored activities and athletics, the student's major field of study, and period of attendance in the school. However, the Board of Education makes the final decision as to whether a request for public information is honored. No listing of any kind is provided for commercial purposes. Parents may request that such information not be released.

5. A parent or student may not be forced by any person or agency to release information from the temporary record in order to secure any right, privilege, or benefit, including employment, credit, or insurance.
6. In compliance with Senate Bill 078 (Ch.122, Par, 10-21.8,11.Schl. Code), the school will provide copies of all correspondence and reports to either parent of a child whose parents are divorced, in the absence of a court order to the contrary, upon the request of the parent.
7. As required by ISBE Form 33-78 and in accordance with Section 2-3.13(a) of the School Code of Illinois, Oak Park and River Forest High School must state whether a student seeking to transfer to another school is in good standing at Oak Park and River Forest High School and whether or not the student's medical records are up to date. "In good standing" means that the student is not being disciplined by suspension or expulsion at the time the good standing affirmation is made.
8. Copies of the rules and regulations on student records are on file with the Assistant Principal for Student Services. Direct any questions or requests to that office.
9. An explanation of the Family Educational Rights and Privacy Act (FEPA) can be found online at www.ed.gov

INTERNSHIP/INDEPENDENT STUDY

Internship/Independent Study is an alternative program intended to meet the needs of those students who have demonstrated a high degree of academic maturity and who possess the aptitude to pursue coursework with substantially reduced student-teacher interaction. Students who apply for and are accepted into this program are fully responsible for keeping the Internship/Independent Study going until its successful conclusion. In this program, students may pursue academic credit under the supervision of a teacher endorsed or certified in the subject area being studied and may complete credit requirements without attending regular class sessions. Internship/Independent Study provides opportunities for academic enrichment beyond that which is offered in the published curriculum or accessibility to coursework that cannot be scheduled into the student's daily schedule. A student may take only one Internship/Independent Study course per semester, and no more than four credits of Internship/Independent Study may apply toward graduation, unless approved by the Director of Assessment and Research. No course specifically required for graduation may be taken as an Internship/Independent Study, nor may specific state mandates be satisfied through Internship/Independent Study. Furthermore, students may not exceed identified course load limits during a given semester through the use of Internship/Independent Study without the approval of the Director of Assessment and Research. Any student interested in pursuing Internship/Independent Study should consult with the sponsoring subject matter teacher, the division head, and the counselor after securing parental approval. Division head, counselor, cooperating teacher, and parental approval are required to participate in this program. Final approval of the Director of Assessment and Research is required. Further information and applications for Internship/Independent Study can be obtained in the office of the Director of Assessment and Research.

SENIOR INSTRUCTIONAL LEADERSHIP CORPS (SILC)

This program allows interested and capable seniors to partner with a mentor teacher and work as an instructional assistant for one semester in that teacher's classroom. The senior and the mentor teacher work together to define the roles and responsibilities of the student assistant as well as to develop an evaluation plan designed to help the student acquire and hone essential skills. Students earn one elective credit upon the successful completion of their SILC semester. Students interested in pursuing SILC participation typically select a course they have already taken or for which they have a particular aptitude, as well as a teacher with whom they have developed a good relationship. Further information and applications for SILC are available in the office of the Director of Assessment and Research.

CREDIT THROUGH EXTENSION, ONLINE, AND CORRESPONDENCE COURSES

Credit earned through extension, online, or correspondence courses may be applied toward the satisfaction of graduation requirements provided that such study commences after the successful completion of the 8th grade year. Such credit shall be earned through the satisfactory completion of courses offered by an institution accredited by the North Central Association of Colleges and Schools or any other regional accrediting association or by an institution that is recognized by a state office of education. A maximum of four such credits may be used to satisfy graduation requirements.

PROFICIENCY TESTING

Two graduation requirements may be met through proficiency testing: the state consumer education requirement and the local computer proficiency requirement.

Consumer Education Test. The state sets the date for this exam early in each semester. The date and signup will be announced in the student bulletin. Since this is a challenging test, students who choose to take the test are encouraged to prepare in advance. A list of the topics covered will be available at the signup. Students may take the test once each year during high school until the test is passed. The student may not be enrolled in a consumer education class or the equivalent during the semester that the test is taken.

Computer Proficiency Test. This test is given the third Wednesday of each quarter. The test date and signup will be announced in the student bulletin. Students may take the test twice per year until the test is passed but not after second semester of junior year. The student may not be enrolled in a computer proficiency class or the equivalent during the semester that the test is taken.

While successful completion of either of these tests satisfies the graduation requirement in that area, the student must successfully complete an additional course in an elective area in order to compile the minimum number of credits required for graduation.

FIELD TRIPS

A field trip is a school-sponsored learning experience which is an integral part of classroom instruction for a specific class and which is difficult or impossible for students to obtain independently. A field trip may occur within or outside the school, either during the regular school day or beyond regular school hours. If the field trip will take the students off of school property or if it extends beyond normal school hours, each participating student must submit a signed parental permission form.

Students should consider the impact of their missing classes to participate in field trips as well as the impact of their missing field trips to attend classes and, on the basis of these considerations, should decide whether or not to participate in the field trip. Neither the sponsoring teacher nor the teacher whose class is missed may penalize the student for the decision he or she makes. Makeup work that is reasonably equivalent to the missed learning experience is not considered a penalty.



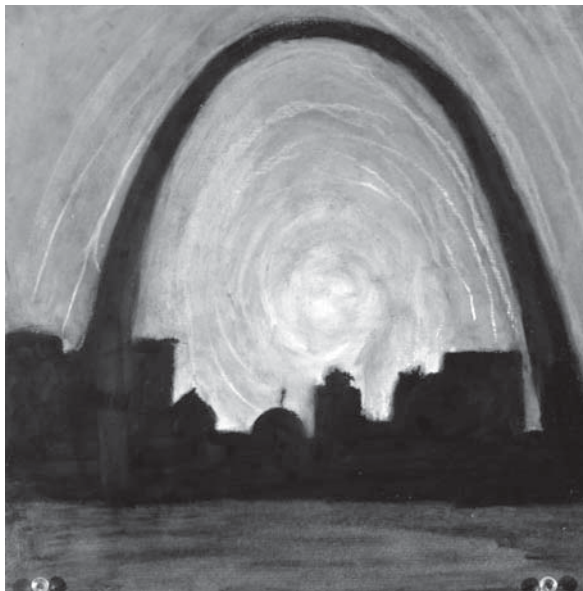
DUAL CREDIT PROGRAM – OPRFHS & TRITON COLLEGE

The Dual Credit Program is a cooperative agreement between Triton College and OPRFHS. Successful completion of identified courses taken at OPRFHS or Triton College earn the student dual credit at both institutions. Dual credit offers motivated high school students the opportunity to receive credit which can be applied toward a high school diploma, a Triton certification program, a Triton associate degree, and/or a four-year college degree. Triton certification and associate degree programs teach students many of the concepts and skills needed to compete in their chosen fields. Students enrolled in designated OPRFHS advanced courses can earn Triton College credit that may transfer to other colleges or universities.

Dual Credit: High School Campus (advanced courses taught at OPRFHS): Students who wish to earn dual credit for advanced courses offered at OPRFHS must complete an application available from the OPRFHS classroom teacher, complete Triton’s placement exam or have qualifying ACT scores, and earn a minimum of a “C” in the course. Students need not attend Triton in order to earn Triton credit for these courses. Triton credit earned for an AP course taken at OPRFHS may transfer to other colleges and universities. Questions related to Triton credit for these courses should be directed to the OPRFHS Director of Assessment and Research in room 373. Questions related to transferring credit from Triton College to other colleges and universities should be directed to the specific institutions.

Articulated Credit (courses taught at OPRFHS): Students who wish to earn dual credit for the following courses offered at OPRFHS must earn a grade of A or B and must complete an application available from the Triton College Registrar’s office. Triton credit earned in this manner does not transfer to other colleges/universities. Questions related to Triton College credit for these courses should be directed to the Admissions Office at Triton College. Specific course information is located in the Business Education, Family and Consumer Science, and Technology sections of this catalog.

- Applied Keyboarding/Introductory Microsoft Office
- Foods and Nutrition
- Food Service Management
- Advanced Food Service Management
- Child Development
- Early Childhood/Preschool
- Fashion Merchandising; Clothing Construction and Design (successful completion of both courses)
- Technical Drawing and Design – CAD
- Introduction to Architecture – CAD
- Advanced Architecture/Engineering – CAD
- Auto Tune-Up
- Advanced Auto Technology
- Electricity/Electronics



Dual Credit: Triton Campus (courses taught at Triton College): High school juniors and seniors who wish to earn dual credit in the Triton courses listed below must notify their counselor, complete paperwork provided by Triton College, and take Triton's placement exam. Triton credit earned in this manner does not transfer to other colleges/universities. Questions related to OPRFHS credit for these courses should be directed to the student's counselor. Questions related to Triton College credit or course information should be directed to the Admissions Office at Triton College. Specific course and program information, including course times and semesters, is located at <http://www.triton.edu>. A short video about the dual credit program can be viewed at <http://www.triton.edu/media/dual/dual.html>.

Degree and/or Certification Program	Dual Credit Courses Offered at Triton	
Air Conditioning & Refrigeration	ACR 110 Basic Refrig. & Air Conditioning I ACR 115 Applied Electricity, Refrigeration	ACR 125 Basic Refrig. & Air Conditioning II ACR 140 Applied Electricity II
Allied Health Home Health Nursing Aide	AHL 100 Introduction to Health Care AHL 101 Medical Terminology	AHL 102 Ethics & Law for Allied Health NAS 102 Intro. to Home Health Nursing Aide
Engine Repair Engine Performance Transmission Brake & Suspension	AUT 112 Intro to Automotive Tech AUT 114 Fuel Management Systems	AUT 127 Automotive Electricity & Electronics I AUT 129 Automotive Electricity & Electronics II
Computer Info. Systems PC Maintenance & A+ Adv Computer Maintenance Network Management	ELT 201 PC Maintenance ELT 205 Microcomputer Peripherals CIS 101 Intro to Business Computer Sys.	CIS150 Microcomputers in Business CIS 174 Intro to LAN Admin.: Windows NOS
Criminal Justice Law Enforcement Corrections	CJA 111 Introduction to Criminal Justice CJA 121 Introduction to Corrections	CJA 148 Police/Community Relations CJA 161 Administration of Justice
Construction Technology	COT 101 Introduction to Arch/Eng/Const.	COT 118 Const. Safety and Loss Prevention
Early Childhood Education Infant/Toddler Care	ECE 110 Early Childhood Development ECE111 Intro to Early Childhood Education ECE 115 Infant/Toddler Development	ECE 122 Infant/Toddler Care & Curriculum ECE 146 Child, Family & Community
Engineering Technology	ENT 111 Introduction to Instrumentation ENT 210 Materials and Process	ENT 215 Basic Pro-E ENT 232 Descriptive Geometry
Eye Care Assistant	AHL 101 Essentials of Medical Terminology EYE 100 Introduction to Eye Care	EYE 101 Ocular Disease EYE 110 Ophthalmic Skills I
Fashion Merchandising	MKT 126 Fashion Management MKT 127 Visual Merchandising	MKT 129 Fashion Promotion MKT 169 Textiles/Clothing Construction
Fire Science Technology	FIR 110 Introduction to Fire Protection FIR 129 Hazardous Materials	FIR 275 F.S. Hydraulics & Fixed Installations
Hospitality Culinary Training Restaurant Management	HIA 110 Intro to Hospitality Industry HIA 115 Food Sanitation & Safety HIA 120 Dining Room Service HIA 127 Cake and Pastry Decorating HIA 128 Intro to Baking/Pastry	HIA 129 Chocolate HIA 130 Culinary Arts Quantity-Food Prep I HIA 132 Nutrition HIA 133 Menu Writing HIA 150 Food Prep Essentials & Theory
Nursing Assistant	NAS 100 Basic Nurse Assistant	NAS 101 N.A.: Care of Patients with Alzheimer's
Ornamental Horticulture	ORN 110 Basic Ornamental Horticulture ORN 114 Floral Design and Display I	ORN 125 Plants and Society
Personal Trainer	BIS 101 Human Biology for Allied Health HTH 104 Science of Personal Health HTH 120 Principles of Nutrition HTH 175 Drug and Alcohol Education PED 153 Foundations of Exercise	PED 168 Weight Training PED 195 Intro to Sports Management PED 200 Intro to Biomechanics PED 210 Exercise Testing & Prescription PED 230 Sport & Exercise Science Practicum

DISTRICT DECISION AND APPEALS PROCESS

Oak Park and River Forest High School
District 200

District Decision and Appeals Process^{1,2,3}

AREAS ³	INITIAL CONTACT	FIRST LEVEL APPEAL	SECOND LEVEL APPEAL	THIRD LEVEL APPEAL	FINAL LEVEL APPEAL
Attendance	Teacher	Attendance Coordinator	A.P.'s	Principal	
Co-Curriculars	Activities: Sponsor	A.P. Student Activities	Principal	Principal	
	Athletics: Coach	Head Coach	Athletic Director		
Course Change	Counselor	Division Head	A. P. Student Services	Superintendent	
Curriculum/Instruction	Teacher/Division Head	Division Head	Principal/A.S.C.I.		
Counselor Change	Counselor	A.P. Student Services	Principal		
Dean Change	Dean	A.P. Student Health/Safety	Principal	Superintendent	
Discipline	• 10-Day OSS • Expulsion	Dean (Counselor)/PSS Team	A.P. Student Health/Safety		
	Other	Dean (Counselor)	A.P.'s	Principal	
Discrimination/ Harassment	• Counselor or • Dean	Co-Equity Coordinators	A.P. Student Services	Principal	
Enrollment	Registrar	A.P. Student Services	Principal	Principal	
Fee Waiver	Counselor	Bookstore Manager	C.F.O.		
Grades	Teacher	Division Heads	A.S.C.I.	Principal	
Level Change	Teacher	Division Head(s)	A.S.C.I.		
Medical PE Waiver	P.E. Division Head (IEP Team as needed)				
Obligations	Program Head(s)	Division Head(s)	C.F.O.		
Parking	A.S.O.	A.S.O.	C.F.O.		
PE Waiver	Counselor	P.E. Division Head	Principal	A.S.C.I.	
Residency	Registrar	A.P. Student Health/Safety	Principal	Superintendent	BOE
Special Education	Case Manager	Director of Special Education	A.S.C.I.	Due process per law	
Teacher Change	Teacher	Division Head	Principal/A.S.C.I.		
Absences	Unexcused	Teacher or Dean	Attendance Appeal Committee	A.P. Student Health/Safety	
	Excused	Teacher or Dean	PSS Team	Principal	

1. Nothing in this decision/appeals process precludes action on the part of any District 200 employee or student from contacting the appropriate authorities in cases of illegal and/or criminal actions.

2. Legend for acronyms/abbreviations

- A.P. Assistant Principal
- A.S.C.I. Assistant Superintendent for Curriculum and Instruction
- A.S.O. Assistant Superintendent for Operations
- C.F.O. Chief Financial Officer
- DLT District Leadership Team (comprised of Superintendent, Principal, Assistant Superintendent for Human Resources, Chief Financial Officer, Assistant Superintendent for Curriculum and Instruction, Assistant Superintendent for Operations, Director of Assessment and Research, Communications and Community Relations Coordinator; and Division Head for Business Education Instructional Technology/Library & Media Services)
- PSS Team Pupil Support Services Team (Counselors, Deans, Social Workers)

3. Items noted in this column may also be directed by Board Policy; District procedures; and/or Village, State, Federal, and/or case law.

12/16/2008



TEACHER, COUNSELOR, OR DEAN CHANGE REQUEST

Requests to change a teacher, counselor, or dean will not be considered until after the end of the first quarter. Persons making such a request must first discuss their concerns with the specific teacher, counselor or dean. If no resolution is achieved as a result of this discussion, the parent/guardian must follow the *District Decision and Appeals Process* described above.

SECTION 504/ADA GRIEVANCE PROCEDURE

Oak Park and River Forest High School District 200 (“OPRFHS”) does not discriminate on the basis of disability with regard to admission, access to services, treatment, or employment in its programs or activities. Any qualified individual who wishes to complain about alleged discriminatory treatment falling under Section 504 or Title II of the Americans with Disabilities Act (“Title II”) shall be addressed by the following grievance procedure.

This grievance procedure is established to meet the requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The District strongly prohibits retaliation on the basis of any grievance filed under this policy.

Step 1: Informal Resolution

If a person believes that he or she has a valid basis for making a grievance under Section 504 or Title II, he or she shall informally discuss the grievance with the District’s 504/Title II Compliance Coordinator:

Mark T. Wilson, Assistant Principal for Student Services
Oak Park & River Forest High School District 200
201 N. Scoville Avenue
Oak Park IL 60302
708.434.3308
mwilson@oprfs.org

A grievant must notify the Compliance Coordinator of his or her informal Section 504/Title II grievance within sixty (60) days of the occurrence. Unless the grievance can be resolved informally, the Compliance Coordinator will investigate and document the grievance (including dates of meetings, disposition, and dates of disposition). These rules contemplate informal but thorough and impartial investigations, affording all interested persons and their representatives, if any, an opportunity to submit evidence relevant to a complaint.

A written determination as to the validity of the complaint and a description of the resolution, if any, shall be issued by the Compliance Coordinator and a copy forwarded to the grievant no later than ten (10) working days after its filing.

Step 2: Formal Resolution

If the grievance is not satisfactorily resolved by Step 1, the grievant may file a formal, written grievance with the Compliance Coordinator within five (5) working days of receiving the Compliance Coordinator’s disposition from Step 1. The grievant shall include his or her name, address, a brief description of the alleged discriminatory action, the date of the occurrence, and the name(s) (if applicable) of the persons responsible.

Within five (5) working days of receiving the written grievance, the District’s 504/Title II Compliance Coordinator will appoint a hearing officer. The hearing officer will conduct an impartial hearing regarding the grievance within fifteen (15) working days of being appointed. The hearing officer shall give the grievant full and fair opportunity to present evidence relevant to the issues raised by the grievance. The grievant may, at his or her own expense, be assisted or represented by an individual of his or her choice, including legal counsel. The hearing officer will issue a written decision to the District’s 504/Title II Compliance Coordinator within ten (10) working days of the hearing.

Step 3: Appeal to the Board of Education

If the grievance is not satisfactorily resolved during Step 2, the grievant may file a written appeal with the Board of Education. Written appeals should be sent to the Superintendent’s office within thirty (30) days of the disposition at Step 2 and at least one week prior to the next scheduled Board of Education meeting.

Provided that the appeal is filed with the Superintendent’s office within one week of the Board of Education’s regularly scheduled meeting, the Board of Education will consider the appeal at its next meeting.

Within ten (10) working days of addressing the grievance, the Board of Education will issue a written decision to the grievant.

Step 4: Appeal to the Department of Education

If the grievance is not satisfactorily resolved during Step 3, the grievant may file an appeal with the United States Office of Civil Rights, Department of Education, Washington, D.C., 20201.

ACADEMIC SUPPORT PROGRAMS

932 Project Scholar

Prerequisite: Freshmen only as referred by 8th grade teachers, principals, and assistant principals
2 semesters; Not for credit

This program attempts to provide daily academic support for freshmen who score well on standardized tests and possess some gifted student attributes but whose 8th grade performance makes enrollment in honors level freshman courses questionable. Students who are recommended for this program must enroll in one or more of English 1-2A, Biology 1-2A, Intermediate Algebra F1-2A, or Algebra 1-2. A daily period of support provided by an English, mathematics, or science teacher is then built into the recommended student's freshman schedule. Students may get assistance from any one of the three Project Scholar teachers. The teachers provide tutoring in English, math, and science and monitor the students' academic progress in all of their freshman courses on a weekly basis. The Project Scholar support period takes the place of the freshman study hall.

935 Learning Support Reading

Prerequisite: Freshmen only; based upon 8th grade performance
2 semesters; 1 credit upon successful completion of the entire year

This program is for freshmen whose standardized test scores suggest that the student would benefit from a support class with an academic teacher. During the school year, teachers meet with students on a daily basis in groups of 18 or fewer. Learning Support Reading takes the place of the freshman study hall. The Learning Support Reading teacher serves as a mentor for these students to help them with the transition to high school expectations and to connect them with other appropriate interventions to help the students deal with adjustment problems that may arise.

940 College Prep Scholar

Prerequisite: Freshmen only as referred by 8th grade teachers, principals, and assistant principals
2 semesters; Not for credit

This course provides daily enrichment and support for incoming freshmen who show potential for college preparatory level academic achievement in English but whose 8th grade performance makes enrollment in college prep freshman English questionable. Students recommended for this course must enroll in English 1-2 and will have an additional daily period of instructional support with their English teacher instead of the freshman study hall. The teacher also monitors the students' academic progress in all of their courses on a weekly basis.

938 Scholar Support

Prerequisite: Enrollment in Project Scholar as a freshman or administrative approval
2 semesters; 1 credit upon successful completion of the entire year

A continuation of Project Scholar, this course provides sophomores recommended by their Project Scholar instructor (or their counselor) with academic support to succeed in honors level courses. Students must be enrolled in one or more English, science, history, or mathematics honors level courses during sophomore year. In addition to academic support at the honors level for all disciplines, students will receive instruction for improving effective study habits, test-taking strategies, classroom presentations, note taking, self-advocacy, and organization. The counseling department and the teacher will help students as they begin to pursue their college and career interests.

9252 College Admission Preparation

Prerequisite: Juniors only on the basis of prior standardized test scores, math courses and grades, and English courses and grades

Semester 2 only; 1 credit

Students review content and skills for each subject area of the ACT (English, math, reading, science reasoning, and writing) and the WorkKeys exams (Reading for Information and Applied Mathematics). Students also receive direct instruction in test-taking strategies specific to the ACT and WorkKeys exams. Following the late April ACT, the course will focus on other aspects of the college admissions process, such as selecting appropriate colleges, completing applications, and writing a personal statement.

TUTORING PROGRAM

The Tutoring Center is located in Room 393 and is open to all students during the school day. Before and after school tutoring in Room 393 augments the school's Academic Study and Support Program. Tutors help students improve content understanding and skill applications in their courses. Tutors also help students develop effective strategies for completing homework and preparing for tests. This walk-in program does not require registration, but a school I.D. is required.

ELL ACADEMIC SUPPORT

This study hall provides instructional support and English language tutoring for students whose native language is not English and who have difficulty in their academic courses due to their limited proficiency in English. This course is available dependent upon enrollment.

LIBRARY

The OPRFHS Library has been serving the high school community since 1899. Students are encouraged to take advantage of the Library's impressive collection of books and databases. Access to these resources is through the Library Services web page on the OPRFHS homepage.

The Library is open each day before school at 7:15 a.m. and after school until 3:45 p.m. except on Fridays when it closes at 3:30 p.m. Students may also use the Library during study hall periods and lunch. Computer services such as scanning and color printing are available during Library hours in the Huskie Hub located on the 3rd floor of the Library.

The student's ID serves as a library card to check out books. Students are expected to take responsibility for all materials they check out. While fines are not incurred for overdue books, students must pay for damaged or lost items.

Students will benefit from using the Library and its resources during their years at OPRFHS. It is a place for quiet study, group projects, working with their teachers and classes on research assignments, and selecting books for recreational reading. All are welcome.

BOOKSTORE - ROOM 140

The Bookstore is located near the North Cafeteria. Bookstore hours are from 7:30 a.m. – 3:45 p.m. Hours vary during opening days of each semester and during the summer. Payment for books and supplies may be made by cash, debit card, credit card (VISA or Master Card), or personal check. Personal checks must be commercially imprinted with the account holder's name and the check number, and the telephone number, driver's license number, and student ID number must be written on the check.

The Bookstore buys back some books from students during the buyback periods at the end of each semester. Buyback lists are published at the end of each semester. Books will be bought back at half the purchase price provided that the books are being used in the upcoming semester and are not overstocked in the store. All books bought back by the Bookstore must be in a saleable condition. All pages must be intact with no excessive writing or highlighting, no obscenities, no water damage, and no drawings. Paperback novels will not be accepted if they have **any** writing, including highlighting or underlining. *The Bookstore does not buy back books from July 1 through August 31.*

There are **no cash refunds** for books bought back by the Bookstore. All outstanding school obligations will be deducted from this credit/refund. If graduating seniors have no outstanding obligations, a check will be sent home to the head of the household as listed in school records. Underclassmen automatically will receive credit in their "buy back" account to be applied against their book and supply purchases.

Both new and used (if available) books are sold at the Bookstore. Pace bus passes, CTA discount passes, P.E. uniforms, locks, and Booster Club spirit clothes are also on sale. A lost and found (for books and supplies only) is located in the Bookstore. All "State Loan" books are distributed through the Bookstore.

The Bookstore operates under the policies established by the Board of Education.

For more information, please visit the Bookstore website at www.oprfhs.org under "Programs and Services."

ILLINOIS TEXTBOOK PROGRAM

Oak Park and River Forest High School is eligible to receive state of Illinois funds for textbooks to be loaned at no cost to students taking selected courses. These books are the property of the state of Illinois and will be collected at the end of a course for reassignment to other students. If these books are lost, stolen, or damaged, it is the responsibility of the students to pay for replacements. All "State Loan" books are distributed through the Bookstore.

HOMEBOUND TUTORING

Homebound tutoring is provided for those students who will be absent from school for a period of time in excess of two consecutive school weeks. Following receipt of the completed form, Eligibility for Homebound Program, the school will arrange for an appropriate tutor who will contact the student and his/her parent(s)/guardian(s) to begin instruction on a mutually agreed upon date. Forms for homebound tutoring are available in Room 211 or by calling the school at 708.434.3611.

SHADOWING PROGRAM AND SCHOOL TOURS

The Shadowing Program provides incoming freshmen and high school students who have begun the process of transferring to Oak Park & River Forest High School with an opportunity to visit classes in session from mid-October through mid-May. Visitors should plan on attending classes for one-half of a school day. Parents of prospective students must make a formal request to the office of the Assistant Principal for Student Activities at 708.434.3774 at least two weeks prior to the desired date of a visit. Not all dates are available due to the school's scheduling needs.

In addition to shadowing, the school offers staff-escorted tours for prospective students and their families. For more information, contact the Community Relations Office at 708.434.3099.



SCHOOL VISITORS

All school visitors entering the building must stop at the Welcome Center Room 105. Visitors will be asked to follow the procedures outlined below prior to being allowed to go through the building.

1. Present valid identification in the form of a photo ID to the security personnel stationed at the Welcome Desk.
2. Fill in the Guest Log (date, sign-in time, and individual being visited).
3. Once the security personnel have verified the visit with the appropriate office or individual, the visitor will be issued a visitor's pass. The visitor must attach the visitor's pass to his or her clothing so that it is visible at all times.
4. The visitor may go only to the indicated destination unless he/she is escorted elsewhere by the host.
5. The visitor must return the pass to the Welcome Center Room 105 prior to leaving the building and indicate the sign-out time in the Guest Log.

Staff members are instructed to question visitors who are not properly identified. Persons failing to obtain a visitor's pass are in violation of state law and may be charged with trespassing.

EMPLOYMENT CERTIFICATES, WORK PERMITS

Employment certificates or work permits may be obtained from the secretary in the Welcome Center Room 105. Students under the age of 16 years must present the following:

1. Letter of intent. Company letterhead listing the title of the job, type of work performed, and the hours of work.
2. Birth certificate. Notarized copy will be returned.
3. Social security card or number.
4. Written permission from parent, including current home address.
5. Doctor's statement, certifying that the minor is physically fit to be employed. A copy of the school physical is acceptable.
6. Statement from the principal (available from student's counselor) providing information and current grades.

Students who are between 16 and 18 years of age must present the following documents in order to obtain the LL13 form:

1. Letter of intent. Company letterhead listing the title of the job, type of work performed, and the hours of work.
2. Birth certificate. Notarized copy will be returned.

Rules and regulations for the issuance of employment certificates and work permits are mandated by the state of Illinois. Oak Park and River Forest High School acts only as an issuing agent.

BUILDING HOURS

The building is open to students at 7:00 a.m. each school day. Students not under the direct supervision of a teacher are expected to be out of the building by 3:10 p.m.

The Detention Program runs Monday through Friday, 7:10 a.m. - 7:50 a.m. and 3:10 p.m. - 4:00 p.m. in Room 201.

ATHLETIC ACADEMIC REQUIREMENTS

IHSA Policy 3.21 They (student-athletes) shall be doing passing work in at least 20 credit hours of high school work per week.

IHSA Policy 3.22 They (student-athletes) shall, unless they are entering high school for the first time, have credit on the school records for 20 credit hours of high school work for the previous semester. Such work shall have been completed in the semester for which credit is granted or in a recognized summer school program which has been approved by the Board of Education and for which graduation credit is received.

If an athlete is not passing 20 credit hours (four classes) in any given week, that athlete will be ineligible for competition the following week.

If an athlete is not passing 20 credit hours (four classes) at the end of a semester, that athlete will be ineligible for competition the following semester.

IHSA Policy 3.23 Passing work shall be defined as work of such a grade that if on any given date a student would transfer to another school, assigned grades for the course would immediately be certified on the student's transcript to the school to which the student transfers.

Every Wednesday, teachers report "D" and "F" grades for their student-athletes. The OPRFHS Athletic Department bases the weekly eligibility report on this grade report.

OPRFHS "C" Pass to Play Policy

Student-athletes must maintain a minimum 2.0 GPA and must not have received an F in any class. If a student-athlete falls below a 2.0 GPA or has an F at the end of a 9-week grading period, that student is placed on "Academic Alert" and will be required to attend the 9-week Academic Support Program (study table), which consists of three 50-minute Academic Assistance Sessions per week or 150 minutes of teacher assistance. If the student-athlete fails to complete the required hours, he/she will be ineligible for competition the following week.

Student-athlete grades are reported every Wednesday and distributed to coaches and student-athletes by Thursday or Friday of each week. If a student-athlete has a D or F on a weekly grade check, he/she will be placed on the Weekly Academic Support Program (study table) and be required to complete 150 minutes of academic assistance the following week. If the student-athlete fails to complete the required hours, he/she will be ineligible for competition the following week.

Student-athletes who have less than a 2.0 GPA or an F grade for two consecutive 9-week grading periods will not be allowed to participate in OPRFHS athletics. Student-athletes are notified in writing of their ineligibility and may appeal this decision. The appeals process begins with the student-athlete submitting in writing the reasons, as well as any extenuating circumstances, that may have contributed to the level of achievement attained. The Appeals Committee meets with the student-athlete and renders a decision on whether to reinstate his/her athletic eligibility. The Appeals Committee consists of the Athletic Director and the student's counselor.

INTRAMURAL PROGRAM

This after-school/evening sports program provides an opportunity for all OPRFHS students to organize, participate in, and compete against their peers in individual or team activities. The program is divided into four 9-week quarters. Participating students pay a fee of \$10.00 per quarter.

The Intramural Program is composed of two phases: competitive and informal free-play. The competitive phase is a highly organized round-robin tournament. The informal free-play phase allows students to participate in a variety of activities. Basketball, badminton, ultimate frisbee, dodgeball, and flag football are offered during certain quarters throughout the year. Intramural hours are 6:00 p.m. – 7:30 p.m.; however, hours may vary for flag football and ultimate frisbee.

NCAA ELIGIBILITY REQUIREMENTS FOR PROSPECTIVE COLLEGE ATHLETES

Some student-athletes have a goal to participate in athletics at the collegiate level. The OPRFHS Athletic Department and counselors are available to help student-athletes pursue their goal. To this end, we offer the following advice:

- Communication with the coach is essential. Student-athletes who have a strong desire to compete at the collegiate level should consult with their coach prior to their senior sport season.
- The driving force behind college selection should be the academic fit. Student-athletes should work in conjunction with their counselor to develop their list of potential college choices.
- Create a resume and cover letter that represents your overall high school experience and highlights your athletic accomplishments. The resume should be reviewed by a coach and/or counselor.
- Be proactive in marketing yourself to college coaches by creating a highlight video, forwarding game schedules, etc.
- During the spring of their junior year, students should meet with their counselor to begin the registration process with the NCAA Eligibility Center.
- Review all NCAA Academic Eligibility Requirements with your counselor or by visiting the NCAA website at www.ncaaclearinghouse.org. The OPRFHS NCAA Eligibility Guide for student-athletes and their parents is available on the OPRFHS website.

NCAA Academic Eligibility Requirements

Student-athletes entering an NCAA college or university at any level will need to graduate from high school and meet the NCAA Core GPA/Test Score requirement (ACT or SAT). Specific course requirements for Division I and Division II schools are outlined below.

Division I Required Core Courses	Division II Required Core Courses
4 years of English	3 years of English
3 years of mathematics (Algebra I or higher)	2 years of mathematics (Algebra I or higher)
2 years of natural/physical science (1 year of lab science)	2 years of natural/physical science (1 year of lab science)
1 year of additional English, math, or science	2 years of additional English, math, or science
2 years of social science	2 years of social science
4 years of additional courses (from any area above, foreign language, or nondoctrinal religion/philosophy)	4 years of additional courses (from any area above, foreign language, or nondoctrinal religion/philosophy)
The current list of NCAA-approved OPRFHS core courses to satisfy these eligibility requirements is available from your counselor and at www.ncaaclearinghouse.org .	



BUSINESS EDUCATION

Mr. Don Vogel, Division Head, 708.434.3395, dvogel@oprfs.org

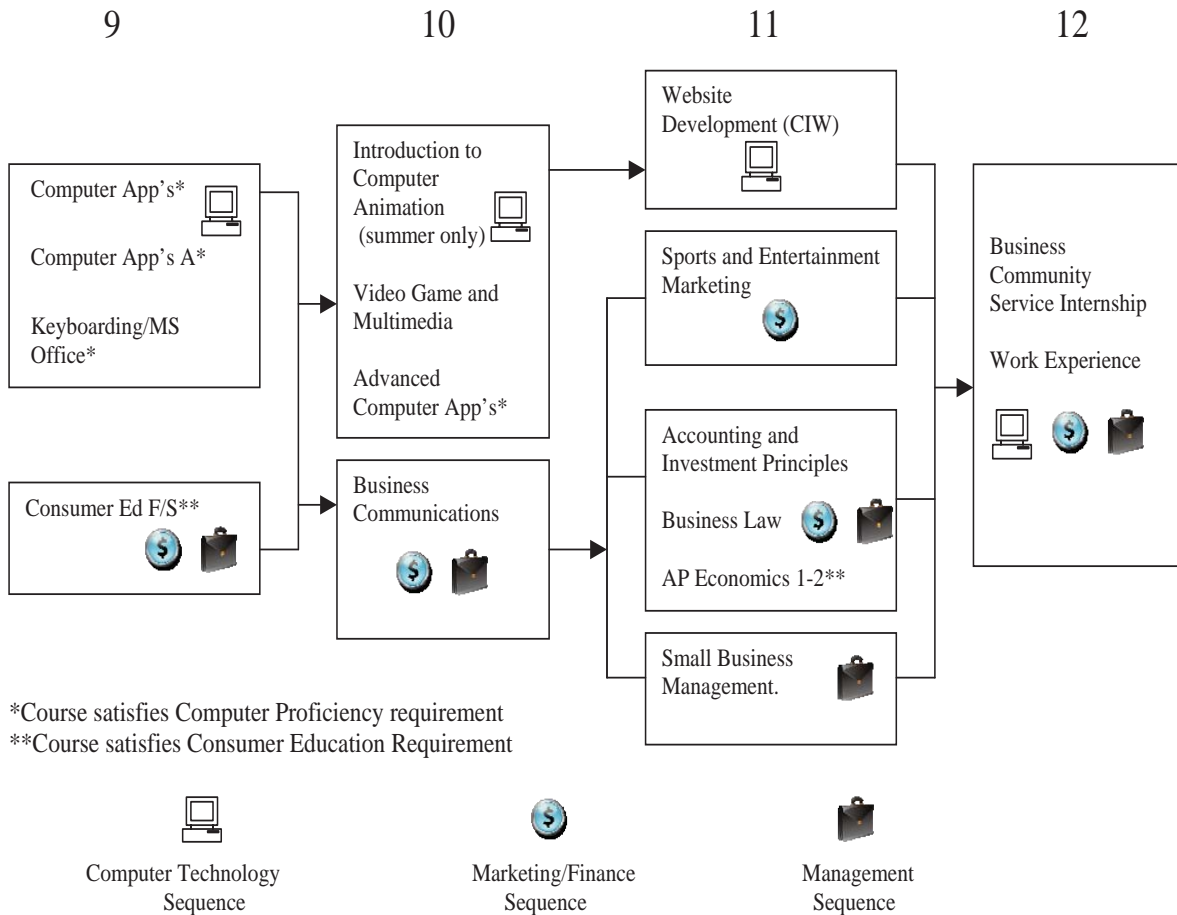
Students must earn the following credits in the applied arts in order to earn a diploma from the high school:

Consumer Education - 1 credit or pass proficiency exam-see page 21

Computer Proficiency - 1 credit or pass proficiency exam-see page 21

Applied Arts Elective - 1 credit in Business Education (see course offerings in this section) or in Family and Consumer Sciences or Technology (see Fine and Applied Arts Division section of this catalog)

Scope and Suggested Sequences



600/2 Consumer Education F/S Open to freshmen and sophomores

1 semester; 1 credit

This course is an introduction to practical economics and an overview of basic aspects of business. Emphasis is on the student's role as consumer, producer, and citizen. Topics include money management, banking services, savings and investments, credit, insurance, business and government services, taxes, the American business system, and basic economics. Successful completion of this course fulfills the state consumer education requirement.

602/2 Consumer Education J/S Open to juniors and seniors

1 semester; 1 credit

Students learn about their rights and responsibilities as consumers. Topics include decision making, money management, insurance, credit, savings, marketplace frauds, and buying goods and services in the area of foods, clothing, housing, and new and used cars. Successful completion of this course fulfills the state consumer education requirement.

604/2 Applied Keyboarding/ Introductory Microsoft Office

1 semester; 1 credit

New key learning technique mastery and basic word processing, spreadsheet, and database applications

are taught. The alphabetic, numbers/symbols, and numeric keypads are taught and reinforced through textbook-related software. Microsoft Word is used to teach students how to format memos and letters and to key MLA-style research papers. Spreadsheet applications using Microsoft Excel and basic database construction using Microsoft Access are taught. Students who have completed a semester or more of touch keyboarding in junior high school may elect to take Computer Applications to satisfy the computer proficiency graduation requirement. Successful completion of this course fulfills the computer proficiency graduation requirement.

627 Bookkeeping 1-2
Open to juniors and seniors
2 semesters; 2 credits

Fundamental recording and bookkeeping procedures as they apply to a single ownership are studied. Skills learned include journalizing, posting, and preparation of various financial statements. The second semester continues the study of bookkeeping as it applies to partnerships and corporations. The theories are applied by completing a computerized accounting practice set.

628/2 Accounting and Investment Principles

1 semester; 1 credit

This class is a must for students who are contemplating a college degree in Accounting or Investments. The accounting cycle, system design, cash control, inventory methods, receivables, and depreciation methods will be covered in the accounting section. The Investments portion of the class will introduce planning, implementing, and managing a successful investment program. Students will experience investing by raising money and investing in the stock market. The class will utilize as guest speakers the many accounting and investment professionals who live in our communities.

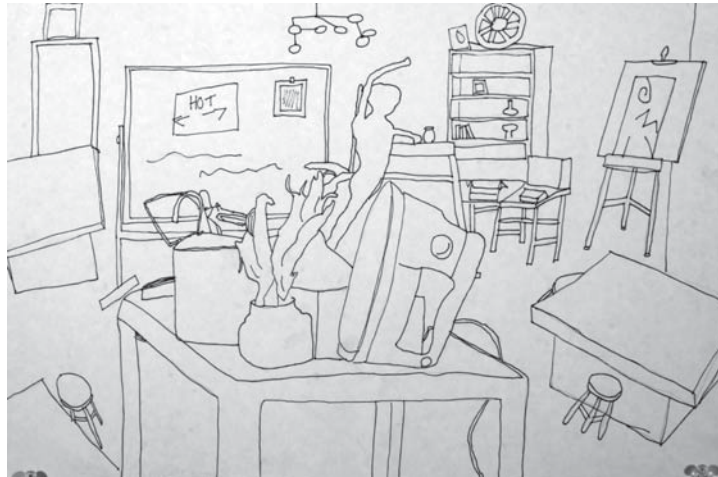
629 Accounting 1-2
Open to juniors and seniors
2 semesters; 2 credits

This course is an in-depth study of the Principles of Accounting as applied to the financial data needed to understand business operations including the accounting cycle, deferrals and accruals, system design, cash control, inventory methods, receivables, and depreciation methods. Second semester topics include accounting for payroll, partnerships, corporations and financial statement analysis. Integrated microcomputer accounting is introduced and used both semesters.

633/2 Computer Applications
Prerequisite: none, but the ability to type at least 30 WPM recommended

1 semester; 1 credit

Students use personal computers to learn a variety of applications such as graphics, word processing, e-mail, database, spreadsheets, PowerPoint presentations, and exploring the Internet. Emphasis is placed on the components of Microsoft Office. May be combined with Advanced Computer Applications for a one-year course. Successful completion of this course fulfills the computer proficiency graduation requirement.



632/2 Computer Applications A
Prerequisite: none, but the ability to type at least 30 WPM recommended

1 semester; 1 credit

In this honors level course, increased emphasis is placed upon concepts, abstract relationships, critical thinking, and creative thinking. Students use personal computers to learn a variety of applications such as graphics, word processing, e-mail, databases, spreadsheets, PowerPoint presentations, and exploring the Internet. Analytical and investigative strategies will be the focus of the class using the components of Microsoft Office. Students will learn website creation and will complete integrated projects using Word, Access, and Excel. May be combined with Advanced Computer Applications for a one-year course. Successful completion of this course fulfills the computer proficiency graduation requirement.

635/2 Advanced Computer Applications
Prerequisite: Computer Applications or strong working knowledge of Windows operating system software
1 semester; 1 credit

This is a course in the use of personal computers for a variety of advanced applications such as spreadsheets, database, web page design, Photoshop, digital movie editing, and computer animation. Successful completion of this course fulfills the computer proficiency graduation requirement.

636/2 Video Game and Multimedia Development
Prerequisite: Computer Applications
1 semester; 1 credit

Using a state-of-the-art multimedia design suite, students create several dynamic multimedia projects, including website components, kiosks, entertainment and educational CD-ROM titles, and interactive presentations. Students control bitmap images, text, sounds, and digital media. They determine and program their project to react to the viewer's choices, and they edit existing movies and graphics for their own use. Students create advertising media for use with an Internet website. This course is available for students who are interested in in-depth knowledge and experience with high-level multimedia program development.

607/2 Website Development (CIW)

Prerequisite: Computer Applications

1 semester; 1 credit

This course is designed for students who are interested in creating websites and learning aspects of the Internet, including search engines, newsgroups, email, and plug-ins. Students learn ways to create web pages, including using various GUI editors. Software packages such as Dreamweaver, Flash, Cool 3D, GIF Animator, Photoshop, and Fireworks are utilized. Students will develop a website to be published on the Internet as a final project. Students who pass the CIW exam will earn certification as an Internet Web Professional.

S636 Introduction to Computer Animation

**Summer School Only
1 credit**

Students use personal computers to learn a variety of computer animation applications including GIF Animator for basic web animations, Cool 3D for simple 3D animations, Flash, digital cameras, VideoStudio for stop action, and Claymation and Inspire 3D for advanced and complex 3D animation and modeling. This course **does not** fulfill the computer proficiency graduation requirement.

634/2 Small Business Management

**Open to juniors and seniors
1 semester; 1 credit**

This course is designed to provide students with information on the free enterprise system of our economy and to help them recognize the role of small business in our economy. It will help them identify their potential for small business ownership and will prepare them for entering the job market. As a part of this course, students will prepare a business plan and may set up and run a small school-based business.

648/2 International Business Management and Technology **Open to sophomores, juniors, and seniors**

1 semester; 1 credit

This course introduces international business principles, including the global economy and global financial management; cultural, governmental, and political influences on business; structures of international business organization; importing, exporting, and trade relations; foreign exchange and international finance; global entrepreneurship and small business management; management principles in action; human resource management; and distribution and promotional strategies. Study of e-commerce and web page development is included. Students intending to study International Business Management in college would benefit from this class.



637 AP Economics 1-2 **Open to juniors and seniors 2 semesters; 2 credits**

The “AP” notation included in this course title indicates “Advanced Placement.” This course is an introductory study of macroeconomic and microeconomic principles including evolution of the U.S. economy, money and banking, business cycles, unemployment, inflation, fiscal and monetary policy, distribution of wealth, and the prevailing economic philosophies of Adam Smith, John Maynard Keynes, and others. Course content is designed to help students develop critical thinking skills through understanding, application, and analysis of fundamental economic

concepts. AP Economics is a year-long course for those who want to take the AP examination in microeconomics and/or macroeconomics. Students who do not wish to take the AP exam can take either one semester or both semesters. Successful completion of this course fulfills the state consumer education requirement. Triton College dual credit may be available.

639/2 Business Communications **1 semester; 1 credit**

Students will learn the basic principles of successful communications and will enhance their presentation skills. Units include resumes, electronic resumes, cover letters, e-mail protocol, business memos and letters, job interviews, reports, prepared and extemporaneous speeches, and business presentations including tables, graphs, and PowerPoint.

This is an excellent class for anyone preparing to enter the business world or major in business in college. Students considering a career in business are strongly encouraged to take this class.

640/2 Sports and Entertainment Marketing **1 semester; 1 credit**

This course is designed to meet the needs of students who are interested in business management and marketing careers. The course will promote knowledge and applications in sports and entertainment psychology, ethics, entrepreneurship, human resources management, negotiations, and marketing. Past guest speakers have included representatives from the Illinois Film Office, ESPN, and Special Olympics. Opportunities for internships in sports/entertainment will be available.

644/2 Business Law
Open to juniors and seniors
1 semester; 1 credit

Recommended for students who plan to study business and/or law as a career. Legal situations in business transactions are studied, including sales, contracts, rentals, commercial papers, labor, agency, insurance, property transfer, and business organizations.

646/2 Work Experience
Open to juniors and seniors
Prerequisite: Small Business

Management or by application
1 semester; 1 credit
Using the skills learned from Small Business Management, students establish a mentor or partner from the business community. Students will be able to demonstrate acceptable personal characteristics through work experience. It is the responsibility of the student to obtain employment. Students must be employed at least 10 hours per week for 15 school weeks of the semester to receive credit.

647/2 Work Experience
Open to juniors and seniors
Prerequisite: International
Business Management and
Technology or by application
1 semester; 1 credit

Using the skills learned from International Business Management and Technology, students establish a mentor or partner from the business community. Students will be able to demonstrate acceptable personal characteristics through work experience. It is the responsibility of the student to obtain employment. Students must be employed at least 10 hours per week for 15 school weeks of the semester to receive credit.

649/2 Business Community
Service Internship
Prerequisite: Students who
have passed any one of the
following Business Education
courses: Consumer Education,
AP Economics, Sports and
Entertainment Marketing,
Small Business Management,
Business Law, or Accounting
and Investment Principles
1 semester; 1 credit

This course combines academic instruction with experiential learning opportunities in the form of internship, field experiences, and volunteer service projects in public sector agencies across the villages of Oak Park and River Forest. Students experience all aspects of an agency's work, including providing services, funding, outreach, and building client base. Students are expected to participate in 45 hours at the agency as well as attend a weekly 7:15 a.m. (period 0) classroom session to debrief the experience, share insights, and receive instruction. Students maintain a journal of their experience and complete an end-of-semester project. All agencies must be pre-approved by the Business Education Department.

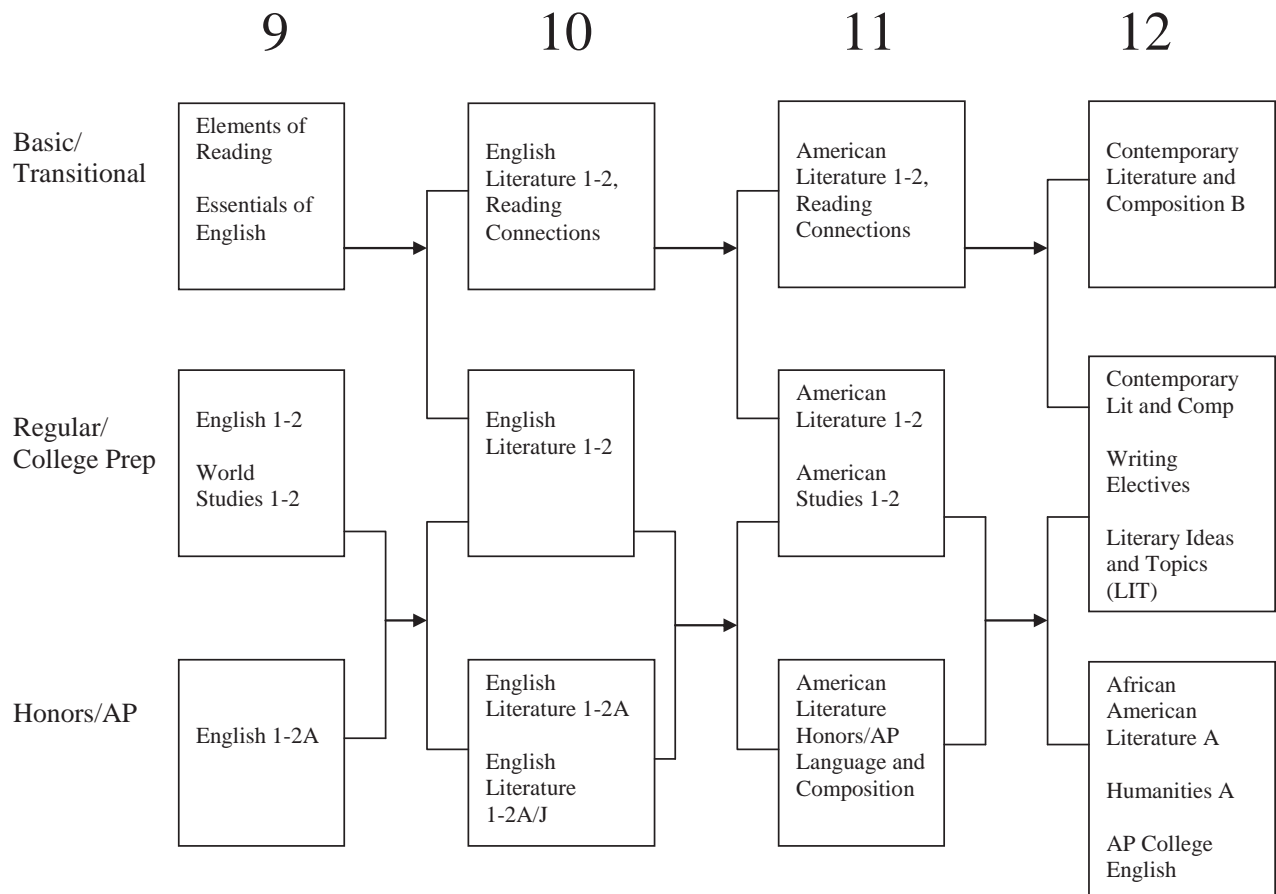


ENGLISH DIVISION

Dr. Steve Gevinson, Division Head, 708.434.3378, sgevinson@oprfs.org

We encourage students to take courses at the highest level in which they can be successful. Students who are successful at the basic/transitional level are encouraged to take their next course at the regular/college prep level; students who excel in a course at the regular/college prep level are encouraged to take their next course at the honors level.

Scope and Sequence



TRANSITIONAL ENGLISH

The English Division offers two courses to incoming freshmen whose reading and language scores do not meet the standards of the college preparatory English program. These courses offer students the opportunity to enter the college preparatory program at the beginning of the sophomore year. The English Division believes that students will be more prepared for all of their academic courses if they first receive fundamental instruction in reading and writing. Sophomore and junior year transitional courses mirror the college preparatory program while adding an intensive focus on reading strategies. Sophomores and juniors who successfully complete transitional courses are strongly encouraged to move to the college preparatory program.

112 Essentials of English 1-2

Open to qualified freshmen approved for the transition program. Recommended for students whose reading and language expression scores fall below the 35th percentile.

2 semesters; 2 credits

This one-year course of transitional English for freshmen parallels the first-year college preparatory English 1-2 program that emphasizes literature, composition, and grammar. The first semester literature unit consists of short stories and short novels. Second semester continues the study of short stories and introduces the study of plays. The process of prewriting, writing, and revising in the development of sentences and paragraphs is emphasized throughout the year. Grammar, mechanics, spelling, and vocabulary are studied both semesters. This course prepares students for the second year of college preparatory English.

117 Elements of Reading 1-2

Open to qualified freshmen by recommendation. Recommended for students whose reading scores fall below the 35th percentile. Students who register for this course should also register for Essentials of English 1-2.

2 semesters; 2 credits

This course is designed to help incoming freshmen reach the appropriate reading proficiency for success in high school. Areas of concentration are decoding skills; comprehension strategies for literal comprehension, inferential comprehension, application and evaluation levels of comprehension; study skills; vocabulary training; text structure training; test-taking training; and literary analysis.



122 English Literature 1-2, Reading Connections

Open to sophomores Prerequisite: English 1-2, Essentials of English 1-2, or teacher recommendation

2 semesters; 2 credits

Second year of college preparatory English co-taught by an English teacher and a reading teacher. Thematic approach to the study of literature. Each thematic unit includes a variety of texts and builds to the study of a major work of English literature. Literature instruction emphasizes inference making in reading literature. Reading instruction emphasizes text structure analysis, graphic organization of concepts, critical thinking skills, active reading, vocabulary development, and story mapping. Writing instruction focuses on building skills in organization, use of evidence, and development of ideas as well as on grammar and direct instruction in writing. Students produce creative writing as well as themes of literary analysis.

132 American Literature 1-2, Reading Connections

Open to juniors

Prerequisite: English Literature 1-2; English Literature 1-2, Reading Connections; or teacher recommendation

2 semesters; 2 credits

Third year of college preparatory English. A chronological sampling of important American literature. In the second semester, modern literature by types: short story, poetry, essay, drama, novel. Reading strategies emphasis: text structure analysis, graphic organization of concepts, critical thinking skills, active reading, vocabulary development, and story mapping. Writing, mainly but not exclusively expository, required in each unit throughout the year. Grammar and direct instruction in writing. Extensive use of prewriting, writing, and revising process. An investigative theme based on a variety of library resources is required during the second semester.

S936 Reading Strategies, Summer School

Open to qualified incoming freshmen or students who have completed the freshman year

Prerequisite: Elements of Reading 1-2, Essentials of English 1-2, teacher recommendation, or standardized test scores

1 credit

(See course description of Reading Strategies 1-2) This course is recommended for those students placed in transitional English their freshman or sophomore year and whose academic achievement in the regular school year would be enhanced by further reading instruction. Students who successfully complete Reading Strategies, Summer School will have the opportunity to transition to college preparatory English for their freshman or sophomore year.

COLLEGE PREPARATORY ENGLISH

The first year of the college preparatory English program brings students together with teachers who offer guided practice and instruction in the areas of literature comprehension and composition. Using critical thinking skills, students explore and write about the literature that they read. Active class participation in collaborative learning tasks is required. Students can expect to become more effective readers and writers through daily, structured homework assignments.

113 English 1-2

Open to qualified freshmen approved for the college preparatory program. Recommended for freshmen whose reading and language expression scores are between the 36th and the 84th percentiles.

2 semesters; 2 credits

The first year of college preparatory English is a study of culturally diverse literature centered around literary themes. Students are encouraged to become critical and creative readers and thinkers. Independent reading and library research projects are included, along with appropriate composition assignments suggested by the intensive reading.

125A World Studies 1-2

(Also see History Division Course Offerings)

**Open to freshmen
2 semesters; 4 credits**

This course is an introduction to both the English and history curricula at the high school and is taught cooperatively by an English teacher and a history teacher. The course is designed to integrate the disciplines and expand the experience that would otherwise be gained in the English 1-2 and World History 1-2 courses, thus earning the student two credits in English and two credits in world history. Fundamentals in reading skills, writing skills, and critical thinking skills are emphasized.

144 English Literature 1-2

**Open to sophomores
Prerequisite: English 1-2 or Essentials of English 1-2
2 semesters; 2 credits**

The second year of college preparatory English uses a thematic approach to the study of literature in which each thematic unit includes a variety of texts and builds to the study of a major work of English literature. Literature instruction emphasizes inference making in reading literature, while writing instruction focuses on building skills in organization, use of evidence, and development of ideas. Students produce creative writing as well as themes of literary analysis.

133 American Literature 1-2

**Open to juniors
Prerequisite: English Literature 1-2 or English Literature 1-2, Reading Connections
2 semesters; 2 credits**

The third year of college preparatory English is a chronological sampling of important American literature by types, including the short story, poetry, essay, drama, and the novel. Writing, mainly but not exclusively expository, is required in each unit throughout the year.

134 American Studies 1-2 (Also see History Division Course Offerings)

**Open to juniors and seniors
Prerequisite: World History 1-2 or its equivalent and English Literature 1-2
2 semesters; 4 credits**

The third year of college preparatory English meets ten periods a week over one school year to earn four credits: two in American literature and two in American history. This integrated course is taught cooperatively by an English teacher and a history teacher and emphasizes the development of American culture: political, economic, and social history; American literature; and American art, music, and architecture. Fundamentals in reading and writing skills are emphasized.



HONORS ENGLISH

The first year of the honors English program is designed for students who enter high school prepared to be independent learners able to complete a variety of complex long-term and short-term reading and writing assignments simultaneously. Their advanced verbal and analytical reasoning skills allow them to maintain the accelerated pace demanded by a curriculum that addresses the topics of both freshman and sophomore years of the college preparatory English program in one year. Students are expected to participate actively in daily discussion and in collaborative learning tasks.

115 English 1-2A

Open to qualified freshmen approved for the honors program. Recommended for students whose reading and language expression scores are above the 85th percentile.

2 semesters; 2 credits

The first year of honors English explores recurring images, character types, symbols, and narrative patterns evident in traditional and modern literature from diverse cultures. Composition topics and class discussions encourage students to relate these literary motifs and patterns to events in their own lives. Instruction in composition emphasizes prewriting, writing, and revising that includes attention to effective structuring of the sentence and the paragraph.

136 English Literature 1-2A

Open to sophomores in the honors program

Prerequisite: English 1-2A or teacher recommendation

2 semesters; 2 credits

The second year of honors English uses a thematic approach to the study of literature in which each thematic unit includes a variety of texts and builds to the study of a major work of English literature. Literature instruction emphasizes inference making in close textual analysis. Class discussion requires substantial preparation. Writing instruction focuses on building skills in organization, use of evidence, and development of complex and sophisticated ideas. Students produce creative writing as well as themes of literary analysis.

129 American Literature Honors/AP Language and Composition 1-2

Open to juniors in the honors program

Prerequisite: English Literature 1-2A or teacher recommendation

2 semesters; 2 credits

The third year of honors English is a chronological survey of important

American literature. The course includes a significant component that prepares students for the Advanced Placement English Language and Composition exam. In addition to its traditional emphasis on the study of literature by period and type, the course preps students for the AP test by focusing specifically on the rhetorical analysis of non-fiction texts. Both expository and imaginative writing is required throughout the year. An investigative theme based on library research is required, usually during the second semester.

137 English Literature 1-2 A/J

Open to sophomores in the honors program

Prerequisite: English 1-2A or teacher recommendation

2 semesters; 2 credits

This course is the publications-oriented option for the second year of honors English. Students will encounter a wide range of classic English literature, including parts of the Arthurian legend, *Beowulf*, works by Shakespeare, Swift, Pope, Dickens, Bronte, Chaucer, Shaw, and more. They also will work with

important journalism skills and areas of knowledge: news and magazine article writing, interviewing, ethics, expression rights and laws, and newspaper production and design.

145 AP College English:

Literature and Composition 1-2

Open to seniors in the honors program

Prerequisite: three years of successful course work in honors English

2 semesters; 2 credits

This Advanced Placement course includes reading and writing assignments that are comparable to those of a freshman college English course. In reading, emphasis is on the evaluation of a work of literature selected from a variety of centuries and cultures in respect to its aesthetic qualities, its selective and critical reflection of human experience, and its essential truth. In composition, emphasis is on key phases of the composing process: gathering and analyzing data, organizing, drafting, revising, editing. Triton College dual credit may be available.



HONORS ELECTIVES

The English Division also offers two senior honors electives: African American Literature and Humanities. With the junior teacher's recommendation, either or both of these courses may be taken in addition to or in place of AP College English. They may also be taken in combination with other senior electives (see English Electives below). Junior students will meet with their teachers to decide on the appropriate registration for senior year. These electives afford honors credit on the GPA to those students earning an A or B grade.

154/2 African American Literature A

Open to seniors in the honors program

Open to seniors in the college preparatory program whose reading, writing, and critical thinking skills have advanced to honors level

Prerequisite: teacher recommendation

1 semester; 1 credit

Challenging senior-level elective course in the study of representative African American authors, both female and male, contemporary and classic. Exploration of ideas that shape and influence the tradition of African American literature. Critical reading of texts with attention to a variety of genres. Review of current literary criticism of primary sources. Study of related art and music. The class includes a substantial writing component that incorporates rhetorical strategies such as argumentation, comparison-contrast, and definition. Emphasis on literary analysis and research. Students are expected to maintain a rigorous pace of assigned reading and to address complex writing assignments.



164/2 Humanities A

Open to seniors in the honors program

Open to seniors in the college preparatory program whose reading, writing, and critical thinking skills have advanced to honors level

Prerequisite: teacher recommendation

1 semester; 1 credit

Challenging senior-level elective course in the study of literature, film, and music. Explores a variety of texts in order to understand more comprehensively the universal human experience and its aesthetic expression by great composers, dramatists, film directors, and storytellers. Students are expected to propose potential answers to some of humanity's most crucial and persistent universal questions. The class includes meaningful and pleasurable student dialogue as well as a substantial number of written critical essays that incorporate classical rhetorical strategies such as argumentation, comparison-contrast, definition, and illustration. Analysis and synthesis are required.

ENGLISH ELECTIVES

In consultation with their English teacher, students may choose from a variety of one-semester senior electives to complete four years of English. The Creative Writing and Journalism electives are open to juniors also.

151/2 Creative Writing

Open to juniors and seniors

1 semester; 1 credit

This elective explores the craft of poetry, prose, and drama writing. It provides for the exchange of students' creative writing while establishing criteria for literary criticism. Works by established authors are read and discussed as models for student writing. Assigned writings include poems, short stories, essays, and reviews.



153/2 Journal Writing

Open to seniors

1 semester; 1 credit

Students keep an extensive personal journal and write on a variety of specialized assignments. Class purpose is to explore inner experiences (past and present), imaginings, emotions, thoughts, and dreams. Writing skills are improved and creative insight is sharpened through writings that focus on personal discovery.

146 Contemporary Literature and Composition 1-2B

Open to recommended seniors whose reading and writing achievements do not meet the division standards

2 semesters; 2 credits

This elective is for seniors who want to improve their basic language skills and read good literature including autobiography, nonfiction, the detective novel, love stories, drama, poetry. The course focuses on deriving pleasure from reading, writing, reflection, and discussion. Provides practice in writing. Develops students' critical judgment about life and literature with emphasis on self-discovery and knowledge of self in relation to others.

147 Contemporary Literature and Composition 1-2

Open to seniors

2 semesters; 2 credits

This elective is for seniors who want to read good literature including autobiography, nonfiction, the detective novel, love stories, drama, poetry. The course focuses on deriving pleasure from reading, writing, reflection, and discussion. Provides practice in writing. Develops students' critical judgment about life and literature with an emphasis on self-discovery and knowledge of self in relation to others.

150/2 Expository Writing

Open to seniors

1 semester; 1 credit

This elective is an extensive review of and practice in the principles of rhetoric. Comparable to a freshman composition course in college. Emphasis is on key phases of the composing process: gathering and analyzing data, organizing, drafting, revising, and editing. Types of compositions assigned are personal experience narration, process analysis, argumentation, extended definition, and literary analysis.

152 Journalism

Open to juniors and seniors

Semester 2 only; 1 credit

Students will develop skills needed to write and report articles appropriate for freelancing to publications of their choice. An emphasis will be placed on understanding the different requirements for various print publications, considering the cultural and technological developments affecting the field, and students will practice writing in various styles. A general understanding of ethics will be discussed and applied as students prepare articles for possible publication with the goal of being published in *Trapeze* or another publication by semester's end.

PUBLICATIONS

Note: Grades in Publications courses are excluded from the GPA.

946 *Tabula* 1-2

Open to recommended sophomores, juniors, and seniors

2 semesters; 1 credit per year (maximum of 2 credits may be counted toward graduation) (Pass/Fail)

The school yearbook captures the life of the school year in words and pictures. The staff of writers, photographers, and designers meets for one class period daily. While it offers fun and excitement, this course also demands work and responsibility. Student selection is by application.

947 *Trapeze* 1-2

Open to recommended sophomores, juniors, and seniors

2 semesters; 1 credit per year (maximum of 2 credits may be counted toward graduation) (Pass/Fail)

The student newspaper is published approximately 18 times per year. This course is a cooperative effort among students with a wide variety of skills and interests to produce a publication that provides the school community with interesting, entertaining, and significant material on current happenings and issues. Activities include interviewing and writing; ad solicitation, ad design and publication; art/photo ideas, drafts and proofing, and coordination of material into page layouts. Personal computers are used extensively for word processing and business needs. Student selection is by application.



LITERARY IDEAS AND TOPICS (LIT)

Literary Ideas and Topics (LIT) is a collection of semester-long senior elective offerings organized around an engaging literary idea or topic. Each year several variations will be offered. Each variation assigns challenging literature and includes a substantial composition component, calling upon and developing students' creative, analytical, and research skills. Specific offerings in any year will depend on student interest as indicated through a survey conducted among juniors during the previous fall semester. Course descriptions of the LIT variations appear below.



170/2 LIT: Novels into Film **Open to seniors** **1 semester; 1 credit**

Students explore two forms of storytelling--novels and movies--and learn what happens when a distinguished filmmaker adapts a distinguished novel to film. Students compare 6 to 8 novels or shorter fictions with movie versions of each, analyzing the narrative and artistic decisions of the writers and directors to understand better the art of storytelling and its purposes. Students gain a more sophisticated understanding of their society and its cultural products by considering such oppositions as art and commerce, individual creativity and collaborative fabrication, culture and mass culture, and the verbal and the visual.

171/2 LIT: Popular Fiction **Open to seniors** **1 semester; 1 credit**

Students read examples of several types of popular fiction: mystery, science fiction, fantasy, thriller, and romance. They also read theories about what makes certain types of literature popular as well as critical reviews of the texts and genres studied. By the end of this course, students are able to draw on their exposure to both popular literature and literary theory to explain the appeal of specific texts.

172/2 LIT: Experiments in Reading Literature and the World

Open to seniors **1 semester; 1 credit**

This course focuses on self, leadership, social relationships, community, voice, access, equity, justice, and cultural literacy through the study of English. The course examines texts and uses writing and oral expression to explore how students can deepen their connection to themselves, their classmates, and their community. Project-based learning measurements include an oral history project, a documentary project, a community-based exhibition, and a final project in which students will develop their own unique forms of expression. Students should be motivated to merge their real life with their academic life.

173/2 LIT: Rhetoric, Oratory, and Literature

Open to seniors **1 semester; 1 credit**

Students read and react to the rhetorical aspects of contemporary literature as well as specifically rhetorical texts and orations. Students explore persuasive and expository formulas, written and oral, as vehicles for forming and defending personal beliefs and ideas. Students construct essays and make oral presentations that demonstrate their understanding of rhetorical elements and formulas.

174/2 LIT: Science Fiction and 20th Century American Culture

Open to seniors **1 semester; 1 credit**

Students explore how science fiction has influenced and reflected 20th century American culture. Students critically read a series of science fiction texts, including novels, short stories, and comic books, and watch film adaptations. Texts cover a wide range of subgenres and include women writers and writers of color. The course has a substantial writing component, calling upon the students' creative, critical, and research skills.

175/2 LIT: Sports and Literature **Open to seniors**

1 semester; 1 credit

Students read the literature of sport as it appears in various forms: novels, biographies, poetry, short stories, drama, film, and magazine and newspaper journalism. The world of sports is a microcosm of the human condition, and some of the finest authors in the world have written literature about sports, displaying the best and worst of human behavior under the most dramatic of situations.

176/2 LIT: Literature of a People
Open to seniors

1 semester; 1 credit

Students read a variety of works from the distinctive body of literature with characteristic qualities that is produced by a people who share geography, culture, nationality, or religion. Students will be able to articulate the connection between historical and demographic attributes of the people and between the content and style of the literature.

177/2 LIT: The Work of One Author

Open to seniors

1 semester; 1 credit

Students have the opportunity to become experts on the work of an individual author who has produced a substantial body of work and received critical and/or popular acclaim. By reading representative texts produced by that author and critical analyses of that author's work, students learn about the life of the author. Because authors chosen for this course are influential, students also examine similar pieces of literature and films that the author inspired. Students write critically about the texts studied and produce creative pieces inspired by the author.

178/2 LIT: War and Literature
Open to seniors

1 semester; 1 credit

War is a human phenomenon and a necessary part of academic study. Teachers can humanize this phenomenon through a study of historical literature that offers a lens through which a reader can examine a multitude of perspectives. By studying the literature of war, students explore soldiers' dilemmas, personal responsibility versus taking orders, the aims and consequences of imperialism, and what happens to an individual in combat.

1791/1792 LIT: Women's Visions, Women's Voices

Open to seniors

1 or 2 semesters; 1 or 2 credits

Two one-semester courses are offered; either semester may be taken independently of the other. Students explore diverse women's literature using a thematic approach to the study of literature written by multicultural women to explore and analyze women's struggles, roles, experiences, perspectives, transitions, and contributions in society in their correlating historical and social contexts. Emphasis is placed on close textual analysis, class discussions, collaborative projects, and synthesis of course experiences through oral and written reflection, exposition, persuasion, and narration.



FINE AND APPLIED ARTS DIVISION

Mr. Bill Boulware, Division Head, 708.434.3297, bboulware@oprffhs.org

Students enrolled in the Fine and Applied Arts Division develop their creative and career potential through a broad range of courses. Classes in the Visual Arts Department, Music Department, and Speech Arts Department encourage students to express themselves and to develop those skills that communicate their individual ideas. Classes in the Family and Consumer Sciences Department and the Technology Department introduce students to a wide range of potential career paths. Fine and Applied Arts classes can be for students who are beginners, who want to explore new fields, or who are quite advanced; courses exist for all interests and levels of accomplishment. Some courses are studio oriented and/or very hands-on (art courses, theatre design, broadcasting courses, food service courses, design and clothing courses, and technology courses); others are rehearsal and performance based (the drama and music courses); while others are classroom-based explorations (art and film history classes, music theory, child development, and parenting classes). In many instances, courses build on one another; these prerequisites make it easier to develop and improve one's expression, knowledge, and skills. Please note that some Music and Speech Arts courses require attendance and performance at concerts outside of school hours.

VISUAL ARTS DEPARTMENT

651/2 Art Foundations 1 semester; 1 credit

Art Foundations is an introductory studio course in which students gain exposure to the visual culture through a variety of two- and three-dimensional media. Through the use of elements and principles of design, students will see, feel, and think about the world within a contemporary and historic perspective.

683 Fundamentals of Photography 1 & 2 2 semesters; 2 credits

Students learn how to use a fully manual 35mm SLR camera, how to develop film, and how to make prints. Students provide their own camera, paper, and film. Due to the order of information presented in the class, students who desire to enter this course at the beginning of Semester 2 must have teacher/division approval.

684 Fundamentals of Photography 2 Prerequisite : Fundamentals of Photography 1 or instructor/ divisional approval Semester 1 only; 1 credit

This course is a continuation and advancement of techniques learned in Fundamentals of Photography 1. Students must provide their own fully manual 35mm SLR camera, film, and paper.

660/2 Clay Prerequisite: Art Foundations 1 semester; 1 credit

Ancient and contemporary pottery provides the core for study and



production of hand-built and decorated clay forms. Students research, replicate, and interpret in preparation for their own creative statement. This course introduces the basic techniques of hand-building with emphasis on the sculptural possibilities of clay.

661/2 Beginning Wheel Throwing Prerequisite: Art Foundations 1 semester; 1 credit

This course explores basic form development and material exploration using the potter's wheel. Emphasis is placed on mastering basic techniques and exercising some aesthetic consideration. Specific assignments focus on developing the essential skills in the production of wheel thrown ceramic forms.

666/2 Intermediate Wheel Throwing Prerequisite: Beginning Wheel Throwing or consent of Division Head 1 semester; 1 credit

Students develop technical skills acquired in Wheel Throwing and learn to produce more complex forms. Visual matters such as form, surface decoration, and personal style expand students' capabilities

while taking into consideration the necessities of form and function. Hands on experience in glaze formulation, firing methods, and finishing processes is provided.

664 Jewelry/Metalworking Prerequisite: Art Foundations Semester 1 only; 1 credit

In this introductory course in jewelry/metalworking, students gain exposure to the basic sheet metal construction techniques using copper and brass. After gaining proficiency in construction, soldering, and finishing, more complex technical problems and stone setting are introduced using sterling silver. Additional assignments focus on silver casting using the lost wax technique. Students gain knowledge of jewelry/metal design. Exploration is encouraged while following specific, assigned projects.

667/2 Painting Prerequisite: Art Foundations 1 semester; 1 credit

Students are introduced to a variety of techniques in acrylic painting through the use of the elements and principles of art. Styles and influences of the painting masters of the past and present are studied.

655/2 Drawing

Prerequisite: Art Foundations 1 semester; 1 credit

Introduction to the study of form and space on a two-dimensional surface, using various drawing techniques. Principles of visual organization and creative thinking are emphasized. Drawing media covered include pencils, ink, markers, conte, charcoal, graphite, and pastels.

6762 Printmaking

Prerequisite: Art Foundations Semester 2 only; 1 credit

This course introduces the creative side of image making. Students build upon their previous drawing experience using various techniques of printmaking. The printing processes to be explored are Xerox transfer, relief printing, etching, lithography, collograph, monoprint, and serigraphy. The course familiarizes students with the long tradition of the print.

685/2 Advanced Photography

Prerequisite: Fundamentals of Photography 1 & 2 or divisional consent

1 semester; 1 credit

This course is a continuation and advancement of skills and techniques learned in Fundamentals of Photography 1-2, as well as a general introduction to developing

communication skills through the artistry of photography. Photographic tools, cameras, and the darkroom are used to bring out expressive qualities of an image. Advanced processes will be introduced in composition, darkroom technique, and exploratory photographic/film techniques. Emphasis is placed on communication and creative expression, both visually and verbally, as employed within contemporary media. Students will be required to provide their own fully manual 35mm camera, paper, and film.

668 Advanced Studio Art 1-2A

Open to juniors and seniors

Prerequisite: Successful completion of Art Foundations; Drawing or Painting, or recommendation of Division Head

2 semesters; 2 credits

This course is designed for the serious student of the visual arts and will follow a course of study

similar to that of AP Studio Art. However, students in this course will not be required to submit a portfolio to the College Board. This studio art course provides students the opportunity to develop their personal aesthetic through the guidance of the visual art faculty. The student goal for this course will be to develop an application portfolio which will be acceptable for art school/university entry requirements. The student and art faculty mentors will determine specific disciplines of study. Each student will propose a plan of study which will include a written statement of his/her goals and objectives and must have shown evidence of successful performance in other visual art classes.

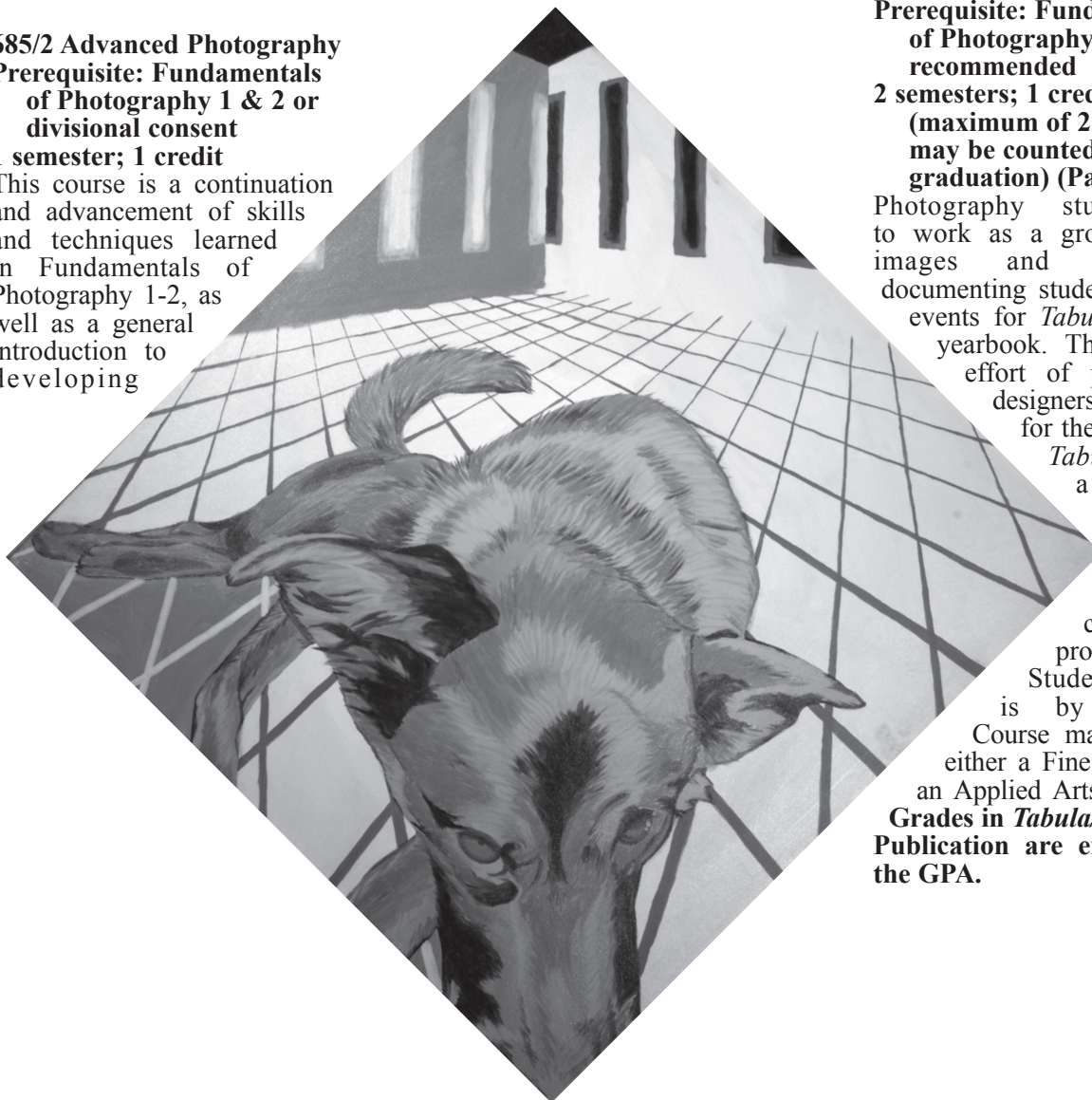
948 Tabula/Photo Design Publication

Open to sophomores, juniors, and seniors

Prerequisite: Fundamentals of Photography 1 & 2 recommended

2 semesters; 1 credit per year (maximum of 2 credits may be counted toward graduation) (Pass/Fail)

Photography students learn to work as a group collecting images and representing/documenting student and school events for *Tabula*, the school yearbook. The cooperative effort of photographers, designers, and writers for the production of *Tabula* provides a real working environment and an opportunity to practice collaborative problem solving. Student selection is by application. Course may be used as either a Fine Arts credit or an Applied Arts credit. **Note: Grades in *Tabula/Photo Design Publication* are excluded from the GPA.**



672/2 Graphic Design

Prerequisite: Art Foundations

1 semester; 1 credit

This course develops and refines creative skills used in business and advertising. Training in multiple art skills includes package design, poster design, typography, layout, composition, color theory, and corporate and personal logotypes. Students learn to present graphic designs in a professional manner.

653/2 Introduction to Digital

Imaging

Prerequisite: Art Foundations

1 semester; 1 credit

This class introduces students to a wide range of the most current and relevant two- and three-dimensional imaging, graphic design, and web design software. The class, which integrates the elements of art and hand-drawn ideas into every assignment, provides comprehensive computer art exposure to students interested in pursuing more specialized and advanced digital concepts and techniques.



654/2 Advanced Digital Imaging

Prerequisite: Introduction to Digital Imaging or Graphic Design

1 semester; 1 credit

This class is an advanced computer course that challenges qualified students to integrate their computer knowledge and fine arts experience with the power and capabilities of leading computer art software. Students use hands-on techniques and a wide range of software in the fields of visual communication (two-dimensional imaging, design, and layout) web design, moving images (image manipulation), and editing and rendering (animation).

690 AP Studio Art 1-2

Open to juniors and seniors

Prerequisite: Successful

completion of Art

Foundations; Drawing or

Painting, or recommendation

of Division Head

2 semesters; 2 credits

The "AP" notation included in this course title indicates "Advanced Placement." This course affords students the opportunity to develop their personal aesthetic and makes it possible for highly motivated high school students to do college-level work. The AP portfolio will be submitted to the College Board for possible college credit. The student's AP portfolio consists of three sections: "Quality," excellence demonstrated in original works; "Concentration," an in-depth, personal commitment to a particular artistic concern; and "Breadth," a variety of experiences in using the formal, technical, and expressive means available to an artist. The AP portfolio will be documented by the student in slide form, and

the "Concentration" section is accompanied by a written statement supporting the student's progress and rationale for his/her particular path of discovery. Prospective students are encouraged to take a wide variety of art courses in preparation for this class and must present a portfolio for review.

681 AP Art History

1-2

2 semesters; 2 credits

The "AP" notation included in this course title indicates "Advanced Placement." This course is an introduction to interpreting the visual arts and architecture as each relates to its historically representative cultures and historic periods. Within the chronological examination of artistic movements and periods, this course will analyze each major cultural/historic period in art development from Prehistoric Art to Post-Modernism and will examine the social, religious, and environmental factors that produced the significant art works of these periods. Students will gain an understanding of how the history of art is reflective of our multicultural and multinational society.



678/2 History of Film

1 semester; 1 credit

This course introduces the historical development of film as an art form through viewing, discussing, and researching contemporary and classic film in a variety of genres. Film structure, editing, and cinematography also are emphasized. Film as a social statement and as a reflection of cultural values is noted.

MUSIC DEPARTMENT NON-PERFORMANCE CLASSES

800/2 World Music

1 semester; 1 credit

This course is a study of the music of various cultures and ethnicities. Students focus on certain elements of music including history, theory, composition, and influence of today's popular music. American pop music, including R & B, Hip Hop, and Contemporary Jazz, also is covered. Designed for students with no musical background.

807 AP Music Theory

2 semesters; 2 credits

This course is designed for students considering a major or minor in music at the college level. Course content includes the study of music theory, harmony, composition, the evolution of Western "art" music, and music literature. Students will learn the skills necessary to pass typical entrance exams given by college music programs. Course activities will include listening to music, analyzing scores, composing

and performing music, and practicing music dictation. The Advanced Placement Theory exam will be offered as an option for possible college credit. Students must be able to read music.

810 Beginning Group Guitar
Prerequisite: None; Students provide their own acoustic guitars

Semester 1 only; 1 credit

This course includes elements of guitar playing, study of the choral basis of guitar writing and note reading, and sufficient training in music composition to allow the student to compose simple songs.



**PERFORMANCE CLASSES:
 INSTRUMENTAL MUSIC**

Note: Grades in Music Performance Classes are excluded from the GPA.

812 Concert Band 1-2
Open to incoming freshman wind & percussion instrumentalists
Prerequisite: One year of private lessons and/or one year of prior experience in an organized ensemble, either private or public

2 semesters; 2 credits

Study and performance of repertoire from various styles and periods of history. Emphasis on fundamental skills of instrumental performance. Four performances are scheduled during the year.

816 Concert Orchestra 1-2
Open to string instrumentalists
Prerequisite: Previous orchestral experience

2 semesters; 2 credits

Study and performance of repertoire from various styles and periods of history; study of performance skills and orchestra repertoire at the appropriate level. Four evening concerts scheduled during the year. Wind and percussion players are selected from Wind Symphony.

817 Concert Orchestra II 1-2
Open to string instrumentalists
Prerequisite: None; however, students should have beginning level experience; students must provide their own instruments

2 semesters; 2 credits

This course is designed for the string player who needs to perfect the basic skills of musicianship and technique as appropriate to their instrument. Concepts/skills covered in the course include tuning, shifting, vibrato, ear training, scales, arpeggios, and basic production of a clear tone. Concerts are scheduled throughout the year.

814 Symphonic Band 1-2
Open to wind and percussion instrumentalists
Prerequisite: Recommendation of instructor

2 semesters; 2 credits

Study and performance of repertoire from various styles and periods of history. Emphasis is on fundamental performance skills. Four formal evening concerts are scheduled during the year.

815 Wind Symphony 1-2
Open to wind and percussion instrumentalists
Prerequisite: Recommendation of instructor

2 semesters; 2 credits

Study and performance of repertoire from various styles and periods of history. Emphasis is placed on refining performance skills beyond fundamental level. Four formal evening concerts are scheduled during the year.

844 Jazz Ensemble 1-2
Open to sophomore, junior, and senior wind and percussion instrumentalists

Prerequisite: Audition with instructor

2 semesters; No credit

Performance of repertoire from various periods of jazz history; fundamentals in jazz style, articulation and improvisation. Performances are scheduled throughout the year.

842 Symphony Orchestra 1-2
Open to sophomore, junior, and senior string instrumentalists
Prerequisite: Audition with instructor

2 semesters; 2 credits

This is the advanced orchestra. Extensive work is undertaken to improve performance of advanced repertoire for orchestra. Four formal concerts are scheduled each year. Wind and percussion players are selected from the Wind Ensemble.

820 Wind Ensemble 1-2
Open to sophomore, junior, and senior wind and percussion instrumentalists

Prerequisite: Audition with instructor

2 semesters; 2 credits

The most advanced group of wind and percussion musicians. This ensemble studies and performs advanced level music. Four formal in-school concerts are scheduled during the year, in addition to performances at other special events.

**PERFORMANCE CLASSES:
 CHORAL MUSIC**

Note: Grades in Music Performance Classes are excluded from the GPA.

826 Treble Choir 1-2
Open to beginning & intermediate sopranos and altos

2 semesters; 2 credits

This course is for beginning and intermediate female singers interested in exploring choral music. Repertoire is selected for treble (SSAA) voices. Activities include the study of vocal technique, work on "solfege" studies, musical terminology, and diverse repertoire representing various cultures, styles, and historical periods. Three

evening performances are scheduled during the year.

836 OPRF Chorale 1-2
Open to freshman and sophomore males and sophomore, junior, and senior females by audition

Prerequisite: Males: none; Females: 1 year of Treble Choir and/or consent of instructor

2 semesters; 2 credits

This course is for beginning and intermediate singers interested in exploring choral music. Repertoire is selected for mixed voices (SATB). Activities include the study of vocal technique, work on "solfege" studies, musical terminology, and diverse repertoire representing various cultures, styles, and historical periods. Three evening performances are scheduled during the year.

840 A Cappella Choir 1-2
Open to juniors and seniors

Prerequisite: Males: 1 year of OPRF Chorale and/or consent of instructor; Females: 1 year of Treble Choir or OPRF Chorale and/or consent of instructor

2 semesters; 2 credits

This is the advanced mixed choir. Members are expected to meet the performance schedule, which includes major historic and contemporary repertoire. They are also expected to explore and develop a knowledge and understanding of historical performance practices and a diverse range of musical styles in many languages and to study the cultural aspects of choral music. A Cappella will perform at four to six public concerts each year. The choir periodically accepts invitations to perform outside of the Oak Park and River Forest communities.

S849 Musical Comedy Workshop
Summer School Only; 1 credit

Students in this workshop are part of a long-celebrated theatre tradition, the American musical comedy. This summer school course results in the production of a major theatrical musical event, where students can participate in



all aspects of production. Besides participating in show rehearsals and acting workshops, students complete additional work in one of the following areas: publicity, tickets, makeup, stage crew, or costumes. Participation in the workshop requires additional time beyond the stated hours of class.

MUSIC ACTIVITIES

Students enrolled in a regularly scheduled music performance class are eligible to audition for co-curricular ensembles. With the exception of our large and quite active Marching Huskies, these are relatively small groups that meet from one to three days weekly, either before or after school. Juniors and seniors enrolled in Marching Huskies may request a P.E. waiver for the first quarter of the fall semester. Small ensemble work provides students an opportunity to develop instrumental or vocal skills within the confines of an atmosphere more intimate than the regular classroom. Small ensembles may have performance opportunities in recital and in the school and community. Members are grouped by ability and instrumentation/vocal range requirements. Students are encouraged to obtain information from music faculty members regarding participation in a co-curricular activity.

Winds and Percussion

Marching Huskies
Jazz Band II
Brass Ensembles
Woodwind Ensembles
Mixed Wind Ensembles
Percussion Ensembles
Mixed Instrument Ensembles
Jazz Band III
Pep Band

Strings

Duets, Trios, Quartets of Mixed Ensembles
Chamber Orchestra

Vocal

Singers
Reveille
Take Five
No Strings Attached
Six Chicks
Madrigals

SPEECH ARTS DEPARTMENT

107/2 Debate 1

1 semester; 1 credit

This course is an introduction to the field of argumentation and debate. Units are concerned with research, analysis, construction, and refutation of inherency cases. The current high school debate topic as well as student-selected topics will be debated in class using the traditional eight-minute constructive and four-minute rebuttal format. Advanced formats and approaches to debate such as cross-examination and the comparative advantage are introduced. Unusual negative and affirmative strategies are also examined.

109/2 Introduction to Broadcasting

Open to sophomores, juniors, and seniors

1 semester; 1 credit

This course introduces students to the world of television and radio production. Although the emphasis is on hands-on production, the material is presented in an historical as well as social context. In the radio portion of the course, each student produces a short radio spot and a short music program. In the television portion, each student produces and directs a "live" multi-camera style television program. In addition, students will be the crew on the other students' productions. Both portions of the class emphasize adequate preproduction planning and the development of basic technical skills. This is an applied arts credit which may be used to satisfy the fine arts graduation requirement.

102 Radio/Sound Production

Open to sophomores, juniors, and seniors

1 semester; 1 credit

Prerequisite: Introduction to Broadcasting

This course builds upon and complements material presented in the other courses in the Broadcasting curriculum. This production course is structured



around the three major types of radio programming: commercials, music, and news/talk. Emphasis is placed on script development, pre-production planning, studio and location recording, and post-production editing. Students use traditional production techniques as well as new digital technology. For a final project, students will be responsible for programming and producing a two-hour time block. This is an applied arts credit which may be used to satisfy the fine arts graduation requirement.

1102 Television Production

Open to sophomores, juniors, and seniors

Prerequisite: Introduction to Broadcasting or Creative Filmmaking

Semester 2 only; 1 credit

In this advanced course in television communications, students work at their own pace to master the techniques necessary to produce broadcast-quality video tapes for in-house use or on cable television. Each student produces two public service announcements and programs, all of which are cablecast. In addition, class members serve as a studio staff for projects requested by others in the school and serve as adjunct Newscene production staff later in the semester. This course is for students whose interest in television communications is serious and/or for those who wish to move on to the Newscene staff the following year. Students are required to commit additional time outside of class to complete project work. This is an applied arts credit which may be used to satisfy the fine arts graduation requirement.

949 Newscene 1-2

Open to sophomores, juniors, and seniors

Prerequisite: Television

Production for production staff; Auditions for reporting staff

2 semesters; 2 credits (Pass/Fail)

Newscene is the student-produced high school television news program which airs live on cable television 25-30 times per year. Programs, which are anchored by three reporters and crewed by a production staff of 12, consist of school news and previously taped and edited features. Students are the producers, writers, reporters, and editors and hold down the regular studio crew positions during rehearsal and cablecast. Production staff members must have taken the television classes, while reporters must audition each spring. (A freshman may audition as a reporter for his/her sophomore year.) This is an applied arts credit which may be used to satisfy the fine arts graduation requirement. **Note: Grades in Newscene are excluded from the GPA.**

106/2 Creative Filmmaking

1 semester; 1 credit

This course builds upon and complements material presented in the other courses in the television curriculum. This production course is structured around the three major types of filmmaking: experimental, documentary, and narrative. Students create short films using a single-camera film-style approach. Emphasis is placed on script development, preproduction planning, on-location shooting, and postproduction editing. Students use

traditional production techniques as well as newer digital technology. For a final project, each student produces and directs either a short documentary or a short narrative film.

100 Theatre Technology and Design 1-2

2 semesters; 2 credits

This course provides a hands-on exploration of the design and production of scenery, lighting, sound, costumes, props, and makeup for the theatre. Students are introduced to scene construction, techniques of lighting, stage materials, stage safety, theatre production processes, and the principles of design on which all stagecraft is based. Students read plays critically and learn how to develop a concept to support the design of scene elements and lighting. They draw plans, build set models, design lighting, and discuss their concept in formal presentations to the class. This course may be used as either a Fine Arts credit or an Applied Arts credit.

091/2 Acting Foundations

1 semester; 1 credit

This course is an in-depth introduction into the world of theatre. Students learn historical, cultural, and practical theatre concepts. Students enhance their theatre knowledge through audition techniques, theatre terminology, theatre history, improvisation, and monologue performance. All aspects of this course include a performance component. Students will be on stage practically every day of the semester. This course is open to all students, regardless of previous acting/theatre experience.

093/2 Acting Workshop

1 semester; 1 credit

This course is designed for students with some acting experience who wish to develop the talent and technique necessary for success on the OPRFHS stages and beyond. Students focus on script and character analysis using resources from The Goodman Theatre and The Chicago Shakespeare Theatre as well as other theatrical sources. Students explore different genres of theatre through units focused on physical comedy, Shakespearean acting, famous playwrights, and advanced scene study.



094/2 Directing Workshop

1 semester; 1 credit

This course is highly recommended for students who intend to apply to direct a production in Studio 200. It provides solid preparation in the techniques required both to coach actors effectively and to manage successfully all the elements necessary for a full-scale production.

095/2 Advanced Theatre Study: Auditions and Portfolio

1 semester; 1 credit

The serious student in theatre who is preparing auditions and portfolio material for college entrance would benefit from this course. The goal is for students to develop audition monologues and skills (for actors) and portfolios and interviewing skills (for technical theatre candidates) that will enhance their chances of acceptance to conservatories, universities, or training programs of their choice. For actors, specific monologue choices will be developed, presented, and evaluated on their merits. Tech theatre candidates will prepare a written plan of their portfolios, then edit and refine their portfolios and presentation skills. In addition, students are expected to maintain their contributions to the school's theatre program, either through their work as actors, by working as assistant directors or stage managers, or by accepting advanced design and production roles.

092/2 Musical Theatre Seminar

1 semester; 1 credit

This course is designed to explore the history of American musical theatre and its impact on popular culture. Students study the development of the American musical from Vaudeville to current Broadway shows through historical and performance-based contexts. Students analyze the script, music, characters, choreography, and history of the current spring musical. Students learn musical theatre auditioning techniques and cabaret performance.

FAMILY AND CONSUMER SCIENCES DEPARTMENT

701/2 Exploring Family and Consumer Sciences Open to freshmen and sophomores

1 semester; 1 credit

This course is an introduction to the study of personal relationships, grooming, clothing construction, housing and interior design, food preparation, nutrition and diet, child care, and family relationships.

703/2 Foods and Nutrition 1 semester; 1 credit

This course teaches kitchen survival with emphasis on good nutrition. Students prepare foods using a variety of techniques and equipment with a special introductory unit on commercial food preparation. The importance of kitchen management, meal planning, and career opportunities is emphasized.

7072 Food Service Management Open to sophomores, juniors, and seniors

Prerequisite: Foods and Nutrition Semester 2 only; 2 credits
10 periods per week

This course provides opportunities in menu planning, meal preparation, and table service with emphasis on quantity food and commercial food service in a mini restaurant. Topics include buying and storing foods, kitchen management, food service careers, safety and sanitation. Students who earn credit in 703 Foods and Nutrition and 7072 Food Service/Management with grades of A or B may receive credit for HIA 132 Nutrition at Triton (see Triton College Credit section of this catalog).

7102 Advanced Food Service Management

Open to juniors and seniors
Prerequisite: Food Service Management and approval of instructor

Semester 2 only; 2 credits
10 periods per week

This advanced food production course emphasizes management and food service skills through food purchasing, human relations, and personnel selection and supervision. Emphasis on commercial food service continues with the mini restaurant and/or catering experience. Students who earn credit in this course with a grade of A or B may receive credit for HIA 150 Food Preparation Essentials and Theory at Triton (see Triton College Credit section of this catalog).

7302 Home Economics-Related Occupations: Food Service or Child Development

Open to juniors and seniors
Prerequisite: Prior course work in Child Development or in Food Service for placement in an approved work training station

Semester 2 only; 2 credits
(includes time spent in work experience)

This is the capstone course in Food Service- or Child Development-related occupations with emphasis on a community work experience. Students learn responsibility and specific job skills through the interaction of classroom instruction and supervised employment at an approved work training station. Membership and classroom participation in the national youth organization FCCLA (Family, Career and Community Leaders of

America) are included to develop personal leadership, communication, and decision making skills.

715/2 Parenting Open to juniors and seniors 1 semester; 1 credit

This course addresses the major lifelong responsibilities of parenting. Units of study include parenting skills; roles and responsibilities; family planning; teen parenting; heredity; prenatal care; birth and infant care and development. Students will participate in a project with a computerized doll called "Baby, Think It Over".

716/2 Child Development Open to sophomores, juniors, and seniors

1 semester; 1 credit

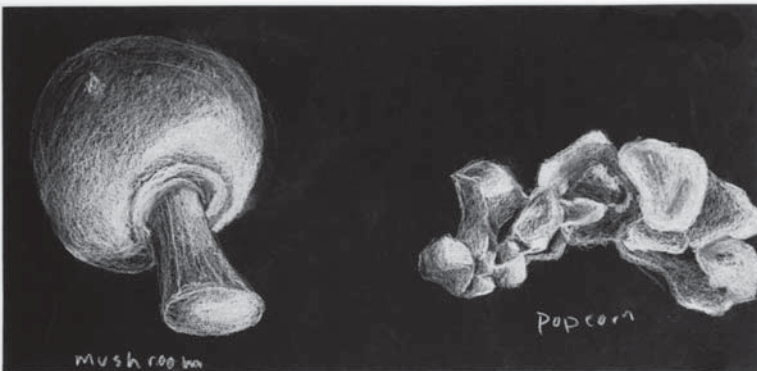
This course is designed to provide the student with an introduction to the growth and development of children. Areas of study include physical, mental, social and emotional development of infants, toddlers and pre-school aged children. It is beneficial to the student interested in human behavior and development, as well as those interested in child-related careers.

717/2 Early Childhood/Preschool Open to sophomores, juniors, and seniors

1 credit

Successful completion of Child Development and/or teacher recommendation is highly recommended prior to enrolling in this course. Interested students are able to experience teaching as a possible career choice. The course includes the practical experience of preparing and teaching pre-school age children. The students will prepare lessons, observe children and teach lessons in an "in-house" preschool lab. Units of study include developmentally appropriate guidance and teaching techniques for preschoolers in the areas of art, music, language, math and science.

Students who receive credit in Child Development and Early Childhood/Preschool may also earn credit for ECE 111 Introduction to Early Childhood Education at Triton. ECE 111 meets the Triton prerequisite for ECE 110 Early Childhood Development.



722/2 Housing and Interior Design

Open to sophomores, juniors, and seniors

1 semester; 1 credit

This course provides experiences in housing choices and interior decorating decisions for both independent and family living. Emphasis is on activities and case problems pertaining to housing needs, costs, styles, furnishings, arrangements and career opportunities. Special features include guest speakers and field trips to ASID Showcase House and the Frank Lloyd Wright Home and Studio. Final project includes planning rooms and decorating schemes using the elements and principles of design.

705 Clothing Construction and Design

1 semester; 1 credit

Students with knowledge of patterns and use of the sewing machine will increase their skills in clothing construction techniques. Projects emphasize current fashion and industry technology. Wardrobe planning is evaluated through color and figure analysis and design elements and principles. Clothing maintenance is studied from the consumer perspective.

7061 Advanced Clothing Construction and Design

Prerequisite: Clothing Construction and Design
Semester 1 only; 1 credit

Students with knowledge of patterns and use of the sewing machine will increase their skills in clothing construction techniques. Students incorporate design principles and personal creativity into a variety of projects. Students are responsible for providing project materials.

711/2 Fashion Merchandising **Open to juniors and seniors**

1 semester; 1 credit

Students interested in fashion and merchandising as a career are encouraged to take this introduction to the various areas of fashion creation, marketing and technology. Fashion Merchandising explores both the development of fashion and the marketing and merchandising aspects of the fashion industry. Topics include textile design development and production,

wardrobe planning and consumer demand, fashion buying, display, and presentation. This hands-on, project-based course encourages students to explore numerous career opportunities within the fashion industry. Students who earn credit in Clothing Construction and Design and Fashion Merchandising may earn credit for MKT 126 Fashion Management at Triton.

719/2 Life on Your Own **Open to seniors**

1 semester; 1 credit

This course prepares graduating seniors for life after high school with hands-on experiences for surviving on their own. Students will develop the life skills to handle situations encountered when living away from home. Topics include quick and easy meal preparation, simple clothing care, nutrition and wellness, and everyday home repairs. Students will create a personalized handbook to serve as a reference and resource for future use. This course **does not** fulfill the state consumer education graduation requirement.

968/9682 Nurse Assistant Program

Open to juniors and seniors

Prerequisite: Biology
1 semester; 2 credits (includes time spent in work experience)

Introduction to the career of nursing consists of two components: a nine-week course taught on the Triton College campus and nine weeks of employment as a nurse assistant in a state-certified healthcare facility. Meets requirements for a state Nurse Assistant certificate.

TECHNOLOGY DEPARTMENT

794/2 Electricity/Electronics

1 semester; 1 credit

Electrical and electronic theory used by technicians and engineers is studied through demonstrations and lab experimentation. Construction activities include projects such as AC household wiring, burglar alarms, and timer circuits. Computers are used to solve electronic problems.

7952 Advanced Electricity/ Electronics & Digital Circuits

Recommended for sophomores, juniors, and seniors

Prerequisite: Electricity/ Electronics

Semester 2 only; 1 credit

Students study digital circuits. Repair and troubleshooting of electronics are emphasized. Students learn binary code, logic gates, logic families, and truth tables, the building blocks of digital circuits. Students who complete this course will be better prepared for a career in Information Technology.

751/2 Exploring Technology

1 semester; 1 credit

A learning exploration in the study of new technologies. Topics visited at an introductory level may include electronics, computer programming, robotics, lasers, satellite communications, computer aided design, auto technology, computer aided manufacturing, and/or construction technology. Because of the comprehensive nature of this course, it can be repeated once for an additional credit by using course code 752/2.

754/2 Technical Drawing & Design - Computer Aided Design (CAD)

1 semester; 1 credit

Students study the design and drafting techniques common to architecture, engineering design, product design, technical graphics and illustration, construction trades, and general manufacturing. Sketching, drafting, and computer-aided design are explored. The AutoDesk AutoCAD software is used extensively as an engineering graphic and design tool.



**758/2 Introduction to
Architecture - Computer
Aided Design (CAD)**

1 semester; 1 credit

Students study the design and construction of residential buildings. Students produce construction documents including floor plans, elevations, and detail drawings. Students will use Architectural Desktop software by AutoDesk to develop CAD skills. This course may be used as either an Applied Arts credit or a Fine Arts credit.

**7622 Advanced Architecture/
Engineering - Computer
Aided Design (CAD)**

**Recommended for sophomores,
juniors, and seniors**

**Prerequisite: Introduction to
Architecture - CAD**

Semester 2 only; 1 credit

Students are challenged to solve advanced architectural and engineering-related problems in drafting and computer aided design. Skills are developed in the design process from conceptual creativity to the production of 3-D models and construction documentation. This course may be used as either an Applied Arts credit or a Fine Arts credit. Because of the comprehensive nature of this course, it can be repeated once for an additional credit by using course code 7632.

774/2 Auto Tune-Up

**Recommended for juniors and
seniors**

1 semester; 1 credit

This course is a study of mechanical, electrical, and fuel systems. Course emphasis is on system operation, maintenance, and repair techniques known to be useful in developing job-related skills.

**7762 Advanced Auto Technology
Recommended for juniors and
seniors**

Semester 2 only; 1 credit

This is a course in the use of diagnostic skills and techniques common to the automotive service technician. Topics include troubleshooting and diagnosis of steering, suspension, and brakes. Auto body repair and detailing are studied and practiced as a part of lab experiences. Because of the comprehensive nature of this course, it can be repeated once for an additional credit by using course code 7772.



**788/2 Woodworking and Home
Remodeling**

1 semester; 1 credit

Projects assigned provide students with the opportunity to learn skills of construction used in furniture, cabinets, and home remodeling. Proper and safe use of hand tool and power woodworking machines is emphasized. Computer aided design (CAD) and computer numerical control (CNC) are utilized.



HISTORY DIVISION

Mr. Richard Mertz, Division Head, 708.434.3379, rmertz@oprffhs.org

The central goals of the courses in this division are to foster knowledge of the past, learn skills for discerning the present, practice critical thinking, study, and writing techniques, and explore criteria for evaluating and shaping the directions for the future. Students should strive to excel in required courses which prepare them for citizenship and in elective courses which prepare them for additional schooling, personal development, and successful careers.

313/2 Global Studies

1 semester; 1 credit

Geographic look at eleven cultural realms that make up the world. Emphasis on basic study skills, geographic skills, and historical, cultural, and economic concepts. Successful completion of this course meets the world history graduation requirement.

321 World History 1-2B

2 semesters; 2 credits

This survey of world cultures and historic relationships uses methods that have been designed to promote improved study skills. Successful completion of this course meets the world history graduation requirement.

323 World History 1-2

Open to academically average and above-average freshmen through senior students

2 semesters; 2 credits

A multicultural, social, economic, and political survey of the world. Successful completion of this course meets the world history graduation requirement.

325 World History 1-2A

Open to academically above-average freshman through senior students who have not met the world history graduation requirement

Prerequisite: A record of high achievement and strong interest in the humanities

2 semesters; 2 credits

A survey of humankind from prehistoric times to the present. Establishes a context for all other advanced courses. Closely examines the concept of "the rise of the West" and other broad historical themes. Successful completion of this course meets the world history graduation requirement.

125B World Studies 1-2 (Also see English Division Course Offerings)

Open to freshmen

2 semesters; 4 credits

This course is an introduction to both the English and history curricula at the high school and is taught cooperatively by an English teacher and a history teacher. The course is designed to integrate the disciplines and expand the experience that would otherwise be gained in the English 1-2 and World History 1-2 courses, thus earning the student two credits in English and two credits in history. Fundamentals in reading skills, writing skills, and critical thinking skills are emphasized.



134 American Studies 1-2 (Also see English Division Course Offerings)

Open to sophomores, juniors, and seniors who have completed World History or its equivalent and English Literature 1-2

2 semesters; 4 credits

This double-period course, taught by a history teacher and an English teacher, focuses on the inter-relatedness of American culture through the study of history, art, literature, and everyday life. Main emphasis is from 1607 to the present. Successful completion of this course meets the American history graduation requirement and provides two credits in American literature.

331 American History 1-2B

Open to juniors and seniors with Global Studies or World History B background or equivalent

2 semesters; 2 credits

Study skills emphasized in a survey of American life. Geographic and economic concepts are included. Successful completion of this course meets the American history graduation requirement.

333 American History 1-2

Open to sophomores, juniors, and seniors who have completed World History or its equivalent

Prerequisite: Teacher recommendation

2 semesters; 2 credits

A review of pre-Civil War American history is followed by a detailed study of the United States since 1865. Second semester starts with the early twentieth century. Successful completion of this course meets the American history graduation requirement.

335 American History 1-2A

Open to sophomores, juniors, and seniors with World History 1-2A background or teacher recommendation

Prerequisite: Teacher recommendation

2 semesters; 2 credits

After a review of antebellum America, the emphasis shifts to sophisticated narratives, document analysis, interpretive writings, and in-depth discussions and essays about people and events since 1865. Successful completion of this course meets the American history graduation requirement.

337 AP American History 1-2

Open to sophomores, juniors, and seniors with World History 1-2A background or equivalent 2 semesters; 2 credits

The “AP” notation included in this course title indicates “Advanced Placement.” Ambitious students are assisted in developing the factual and interpretive abilities necessary to succeed on the three-hour American History Advanced Placement exam. Emphasis is placed on analytical writing of essays and papers. Students are expected to work at the level of an introductory college survey course. High scores on the AP exam often result in college credit. Successful completion of this course meets the American history graduation requirement. Triton College dual credit may be available.

369/2 AP Government

Open to sophomores (with successful completion of World History 1-2A and teacher recommendation), juniors, and seniors

1 semester; 1 credit

The “AP” notation included in this course title indicates “Advanced Placement.” This course explores the theoretical underpinning of U.S. government and politics to provide students with a firm understanding of current events.

370 Government

Open to sophomores, juniors, and seniors

Semester 1 only; 1 credit

This course is an introduction to the structure and function of American government.

3712 Comparative Politics and Government

Open to sophomores, juniors, and seniors

Semester 2 only; 1 credit

Case studies of the political process; how situations become political and how political behavior shapes them. Stress on the role of the political media, citizen efforts, political party functions, and comparisons of international political systems.

372/2 Criminal and Civil Law

Open to sophomores, juniors, and seniors with average or above average success in previous history courses

1 semester; 1 credit

Development of the law, criminal and civil procedure, constitutional law, civil and criminal rights, law as a career, when and how to pick a lawyer, and other topics. Pre-legal curriculum with Community Law.



374/2 Community Law

Open to sophomores, juniors, and seniors with below average to average success in previous history courses

1 semester; 1 credit

Topics include individual legal rights, civil liberties, the court system, marriage and separation, property rights, and consumer law. Pre-legal curriculum with Criminal and Civil Law.

356/2 Social Problems

Open to sophomores, juniors, and seniors

1 semester; 1 credit

Units include child abuse, hunger, crime, the family, alcohol, teen runaways, drug abuse, and homelessness. Students analyze problems and seek solutions.

358/2 Sociology

Open to sophomores, juniors, and seniors with average or above average success in previous history courses

1 semester; 1 credit

Sociology is the scientific study of human societies and human group behavior. Topics of study include culture and cultural evolution, socialization, deviance and social control, modern institutions, social class and stratification, social change, race relations, and approaches to conflict resolution.

359/2 Introductory Psychology

Open to sophomores (with teacher recommendation), juniors, and seniors

1 semester; 1 credit

An introduction to the science of psychology, this course includes units on psychological perspectives, scientific methodology, personality, biopsychology, healthy adjustment, consciousness, abnormal behavior, developmental psychology, and therapy.

3602 Introductory Psychology 2

Open to sophomores (with teacher recommendation), juniors, and seniors

Prerequisite: Successful completion of Introductory Psychology

Semester 2 only; 1 credit

This course is a continuation of the science of psychology with units on sensation and perception, motivation, emotion, memory, intelligence and psychological testing, and social psychology.

361 AP Psychology 1-2

Open to sophomores (with successful completion of World History 1-2A and teacher recommendation), juniors, and seniors

2 semesters; 2 credits

The “AP” notation included in this course title indicates “Advanced Placement.” This year-long course is for those students who want to take the AP examination in psychology. Emphasis is placed on scientific methodology as well as on a deeper understanding of the history and various fields of psychology. Research projects and

analytical papers and presentations are required. Triton College dual credit may be available.

362/2 Human Behavior/Applied Psychology

Open to sophomores, juniors, and seniors

1 semester; 1 credit

This one-semester course explores personal, local, and global issues of concern to students from a psychological perspective.

368/2 Philosophy A

Open to juniors and seniors with above average grades in previous history courses

1 semester; 1 credit

This honors level course is an inquiry into the nature of knowledge and truth, the mind and soul, good and evil, free will and determinism, justice and the state, and god(s). The course combines careful reading of classical and modern texts with the application of philosophical thinking to current issues. The course aims to acquaint students with the questions and issues typical to philosophy, deepen and widen students' appreciation of our cultural heritage, encourage self-reflection, and sharpen students' powers of critical thinking and written expression. Triton College dual credit may be available.

344 AP European History 1-2

Open to juniors and seniors with excellent grades in previous history courses

Prerequisite: Teacher recommendation

2 semesters; 2 credits

The "AP" notation included in this course title indicates "Advanced Placement." This college-level course covers Europe since the Renaissance. Emphasis is on critical analysis of the forces at work in the development of modern Europe. There is strong focus on political, socioeconomic, intellectual, and cultural factors in European history. Analytical research papers and reports are required, all in preparation for the Advanced Placement exam. Triton College dual credit may be available.

365/2 African History **Open to sophomores, juniors, and seniors**

Prerequisite: World History or equivalent

1 semester; 1 credit

This is a survey course in the rich variety of cultures, religions, and nations located on the African continent. Included is the study of Africa's geography, its natural resources, and its importance in the global village. Study begins with prehistoric times, continues through Africa's long history, and includes the arrival of Asians, Arabs, and Europeans to the African continent. Africa's experience during the Age of Imperialism through the emergence of the independent nations is also studied. Major emphasis is placed on the Nile Valley civilizations, kingdoms of West Africa, the African diaspora, African nationalism, and Africa's role in the late twentieth century. Reading, map skills, essay skills, chronology, vocabulary, class projects, and current events are emphasized.

366/2 African American History **Open to sophomores, juniors, and seniors**

Prerequisite: World History or equivalent

1 semester; 1 credit

This survey course explores the African American experience in the United States from 1607 to the present. Emphasis is on two interrelated themes: the internal history of the black community, its origins, its development and growth, its triumphs and tribulations in America, and the history of race relations involving the distinctive pattern of black-white interactions in the course of American history. The course includes studies in problems of racism, the creation of a distinctive African American community, and the contributions of African Americans to the larger American culture.

377/2 Latin American History **Open to sophomores, juniors, and seniors**

Prerequisite: World History or equivalent

1 semester; 1 credit

Organized thematically from pre-Columbian times to the present, units of study include European contact and conquest, colonial history, independence movements in Latin America, postcolonial readjustment, neocolonialism, nationalism, revolution and counter-revolution and modern issues. This course will enhance students' understanding not only of Latin culture and American foreign policy vis a vis Latin America, but also of their place in the world.



367/2 Modern Middle Eastern History A

Open to sophomores, juniors, and seniors who have successfully completed World History 1-2A
1 semester; 1 credit

This honors level course provides a historical understanding of the social and political changes in the Middle East since the emergence of the Ottoman Empire, particularly over the past two centuries. It covers the main social, economic, and intellectual currents that have transformed this region of the world. The primary emphasis is how events today have been shaped and affected by the past. Focus is on the lands of the former Ottoman Empire (present-day Turkey, Palestine/Israel, Syria, Iraq, and Egypt) and Iran.

357/2 Women in History

Open to sophomores, juniors, and seniors
1 semester; 1 credit

This course explores the political, economic, and social experience of women throughout history. With a major focus on contemporary issues, course objectives include the development of an understanding of economic, political, social, religious, and technological forces and their impact on women. This survey of

the experiences of both Western and non-Western women provides an opportunity to enhance student skills in critical reading, writing, thinking, and speaking.

364/2 Asian Studies

Open to sophomores, juniors, and seniors

Prerequisite: 1 year of history credit

1 semester; 1 credit

The history and culture of Japan, China, and India are studied using a college preparatory approach.

375/2 The History of Chicago

1 semester; 1 credit

Chicago began as a small frontier outpost and has grown into a city rich in history, architecture, and ethnic and cultural heritage. This course is designed to give students a hands-on opportunity to explore and discover Chicago and its surrounding suburbs through exciting projects, activities, and discussions. An emphasis will be placed on the unique geographical, economic, cultural, and social character of the city and the role Chicago played in the growth of the United States. By the end of the semester, students will know and understand Chicagoland.

S397 Law and the Arts
Summer School Only; 1 credit

This course provides an in-depth examination of law through the humanities. The course tackles legal issues by examining legal theory and the manner in which those issues are portrayed in the arts.

S398 History of World War II
Summer School Only; 1 credit

This course is a survey of conflict covering the period 1918-1945. It includes and goes beyond the military side of the struggle to include the political, economic, social, and diplomatic dimensions of the war.

S399 The War in Vietnam
Summer School Only; 1 credit

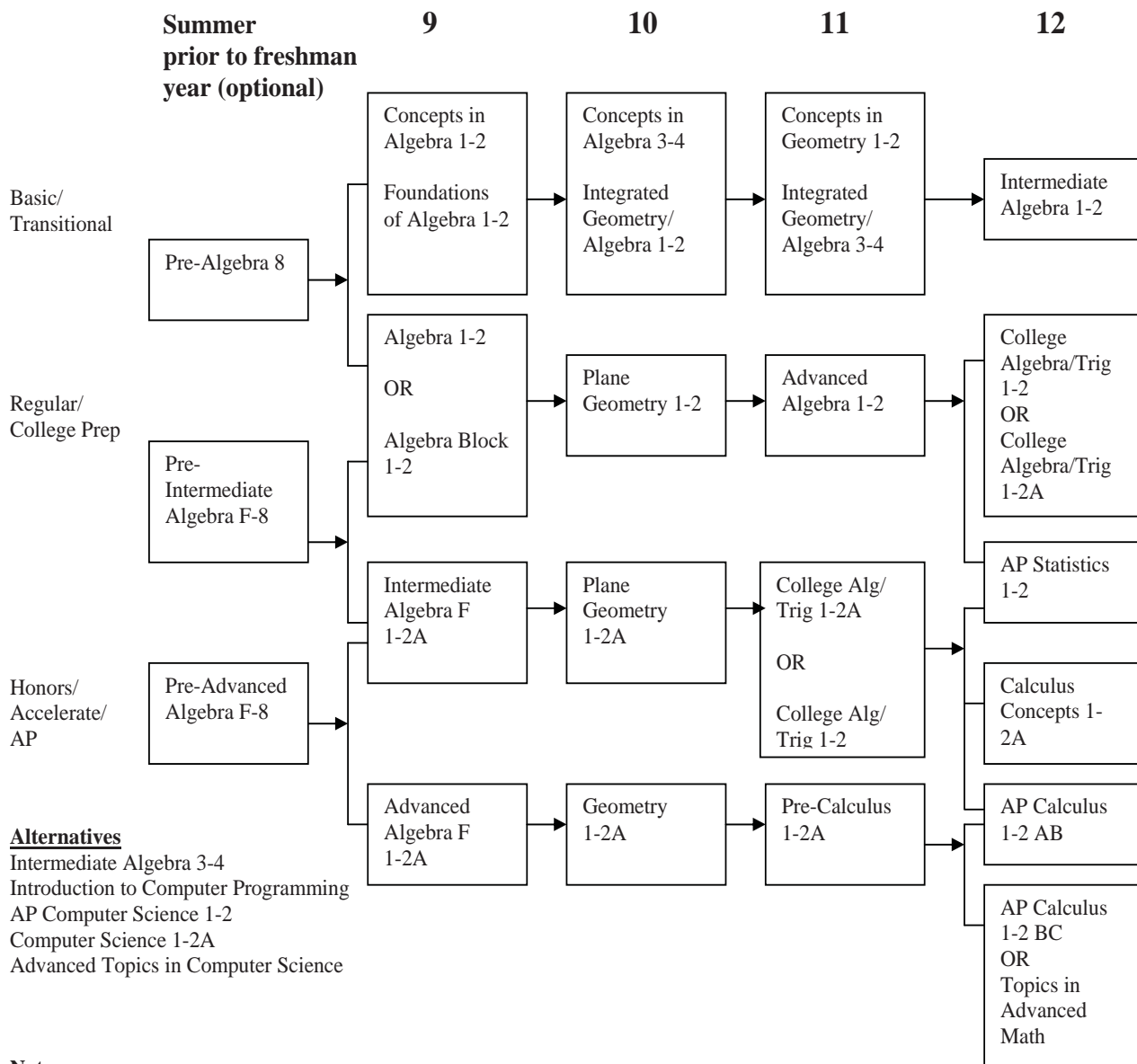
This course is a survey of the conflict between the years 1945-1975. Covering both the American and Vietnamese viewpoints, the course examines the origin and development of the war as it engulfed the American and Vietnamese societies.



MATHEMATICS DIVISION

Ms. Deborah Neuman, Division Head, 708.434.3225, dneuman@oprfs.org

Scope and Typical Sequences

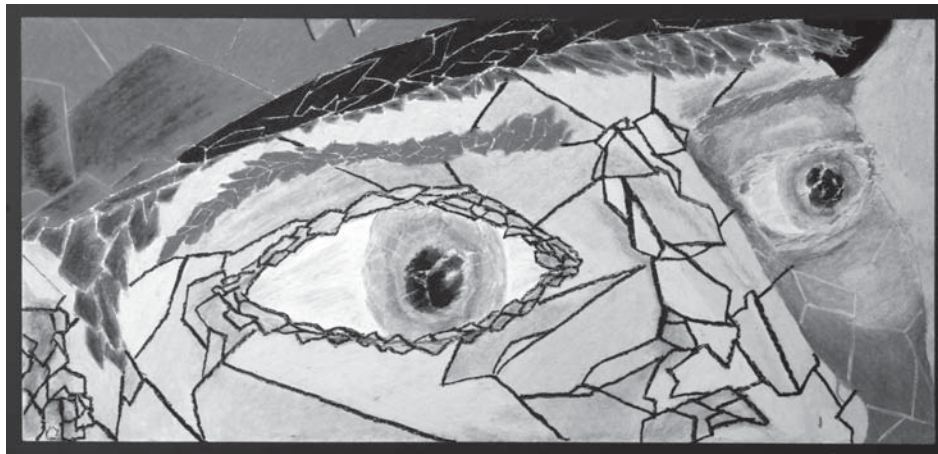


Alternatives

- Intermediate Algebra 3-4
- Introduction to Computer Programming
- AP Computer Science 1-2
- Computer Science 1-2A
- Advanced Topics in Computer Science

Notes

1. Typical sequences can be altered to meet the needs of individual students as approved by the Mathematics Division Head.
2. The notation 1-2 or 3-4 indicates a full year course. All other courses are semester courses
3. Two years (4 credits) of math are required for graduation. Four years (8 credits) of math are recommended for college-bound students.



S200 Pre-Algebra 8
Open to incoming freshmen only
Summer School Only; 1 credit
(Pass/Fail)

The intention of Pre-Algebra 8 is to review the beginning concepts upon which algebra is based. Students solidify their basic skills related to fractions, decimals, and percents and learn to think in the more abstract terms necessary for drawing algebraic conclusions. Students may take this course to better prepare for Algebra 1-2. This course is for students recommended for Algebra 1-2 or students recommended for Concepts in Algebra 1-2 who wish to move up to Algebra 1-2, #211 or #212, Algebra 1-2 Block.

S201 Pre-Intermediate Algebra F-8

Open to incoming freshmen only
Summer School Only; 1 credit
(Pass/Fail)

This course is intended for good mathematics students who have covered algebra in 8th grade. It begins with the basic concept of signed numbers and works its way through algebraic expressions, equation solving, polynomials, etc. The purpose of this course is to prepare good math students for Intermediate Algebra F 1-2A. This course is for students recommended for Intermediate Algebra F 1-2A or students recommended for Algebra 1-2 who wish to move up to Intermediate Algebra F 1-2A.

S202 Pre-Advanced Algebra F-8
Open to incoming freshmen only
Summer School Only; 1 credit
(Pass/Fail)

This course reviews the full year of algebra that advanced students took in 8th grade, with the intention of better preparing these students for Advanced Algebra F 1-2A. Included in the review are the studies of integers, rationals, irrationals, number properties, expressions, equations, inequalities, polynomials, factoring, graphing, systems, functions, and quadratics. Students should not take this course unless they have studied all (or most) of the topics in the preceding list. This course must review the entire year of freshman algebra. This course is for students recommended for Advanced Algebra F 1-2A or students recommended for Intermediate Algebra F 1-2A who wish to move up to Advanced Algebra F 1-2A.

203 Concepts in Algebra 1-2
2 semesters; 2 credits

Topics include all of the basic operations with integers; scientific notation and its applications; using formulas such as distance, circle applications, and interest; solving linear equations, graphing linear functions, and the study of nonlinear functions. This is the first of a three-year program equal to Algebra 1-2 and Plane Geometry 1-2. A graphing calculator is required. **Completion of the Summer Packet is strongly suggested.**

207 Concepts in Geometry 1-2

Prerequisite: Foundations of Algebra 1-2, Algebra 1, Concepts in Algebra 4, or the equivalent

2 semesters; 2 credits

Topics include measurement of basic geometric figures, reasoning and proof, parallel lines and triangles, congruent triangles, polygons and quadrilaterals, similar triangles, coordinate geometry, area of all figures and circles. A graphing calculator is required.

209 Concepts in Algebra 3-4
Prerequisite: IGAP 1-2, Concepts in Algebra 1-2 or Foundations of Algebra 1-2

2 semesters; 2 credits

Topics include systems of equations, inequalities, polynomials and factoring, and quadratic functions. Some discussion of statistics and probability will also take place. A graphing calculator is required.

211 Algebra 1-2

Prerequisite: Mastery of arithmetic skills in 8th grade pre-algebra

2 semesters; 2 credits

Traditional first-year course in beginning algebra. Topics include data analysis, number patterns and properties, functions, equation solving, systems of linear equations, lines and slope, distance, polynomials, and quadratic equations. The curriculum is based on an internet program, which students will be required to use. A graphing calculator is required. **Completion of the Summer Packet is strongly suggested.**



212 Algebra 1-2 Block
Prerequisite: Mastery of arithmetic skills in 8th grade pre-algebra

2 semesters; 3 credits

Traditional first-year course in beginning algebra. This course includes extra class time, equivalent to a semester of algebra over the course of the entire year. Topics include data analysis, number patterns and properties, functions, equation solving, systems of linear equations, lines and slope, distance, polynomials, and quadratic equations. The curriculum is based on an internet program, which students will be required to use. A graphing calculator is required. **Completion of the Summer Packet is strongly suggested.**

213 Intermediate Algebra F 1-2A
Open to freshmen and sophomores

Prerequisite: Completion of one year of beginning algebra in 8th grade, teacher recommendation, or Plane Geometry 2

2 semesters; 2 credits

A course in second-year algebra that includes, but is not limited to, functions, systems of equations, radicals and rational expressions, and complex numbers. A graphing calculator is required. **Completion of the Summer Packet is required.**

215 Advanced Algebra F 1-2A

Open to freshmen only

Prerequisite: Mastery of first year algebra through the quadratic formula in 8th grade

2 semesters; 2 credits

A full course in second-year algebra. Topics include functions, systems of equations, conic sections, logarithms, radicals and rational expressions, sequences and series, and complex numbers. Challenging word problems covering these topics are included. A graphing calculator is required. **Completion of the Summer Packet is required.**

223 Plane Geometry 1-2

Open to sophomores, juniors, and seniors

Prerequisite: Algebra 2, Integrated Geometry/Algebra Program 4, or the equivalent

2 semesters; 2 credits

Exploration of inductive and deductive reasoning through the study of traditional relationships from Euclidian geometry including points, lines, planes, triangles, polygons, circles, areas, and volumes. Problem solving skills and proof writing are emphasized.

225 Plane Geometry 1-2A

Open to sophomores, juniors, and seniors

Prerequisite: Intermediate Algebra F 1-2A or the equivalent or teacher recommendation

2 semesters; 2 credits

This honors level course covers all traditional topics of both plane and solid geometry. Topics include proofs, congruence, parallel lines and planes, similarity, circles, locus, quadrilaterals, area, volume, and constructions. **Completion of the Summer Packet is required.**

227 Geometry 1-2A

Open to sophomores, juniors, and seniors

Prerequisite: Advanced Algebra F 2A, or the equivalent or teacher recommendation

2 semesters; 2 credits

This advanced course in geometry covers topics from plane, solid, and coordinate geometry. Topics include proofs, congruence, parallel lines and planes, similarity, circles, locus, quadrilaterals, area, volume, and construction. Emphasis is on the development of proofs and the application of geometric principles to problem solving. **Completion of the Summer Packet is required.**

241 Pre-Calculus 1-2A

Open to juniors and qualified sophomores

Prerequisite: Geometry 2A or the equivalent or teacher recommendation

2 semesters; 2 credits

This course approaches topics from college algebra and trigonometry with college-level sophistication. Topics include polynomial and trigonometric functions and their graphs, inverse trigonometric functions, applications of trigonometry, identities and equations, inequalities, parametric equations, and linear programming. A graphing calculator is required. **Completion of the Summer Packet is required**



242 Calculus Concepts 1-2A

Prerequisite: College Algebra/
Trigonometry 1-2 or 1-2A or
the equivalent

2 semesters; 2 credits

This course is designed for students who wish to continue on a calculus pathway. First semester focuses on topics leading to the larger calculus concepts with an emphasis on the library of functions from a calculus point of view. Limits are addressed comprehensively. Second semester focuses on the derivative, one of the key concepts in calculus. Introduction of the integral is also covered. Conceptual understanding of the major ideas of calculus is coupled with symbolic understanding. A graphing calculator is required

229 Intermediate Algebra 1-2

Open to juniors and seniors

Prerequisite: IGAP 4 or the
equivalent or teacher
recommendation

2 semesters; 2 credits

A second-year algebra course that starts with a review of first-year algebra topics, then introduces polynomials, rational expressions, inequalities, powers and roots, complex numbers and quadratic functions. A graphing calculator is required.

231 Intermediate Algebra 3-4

Open to juniors and seniors

Prerequisite: Intermediate
Algebra 2 or the equivalent or
teacher recommendation

2 semesters; 2 credits

This course completes the topics for Advanced Algebra 1-2 not covered in Intermediate Algebra 1-2: matrices, logarithms, permutations, combinations, and probability. It is followed by a traditional course in trigonometry taught over 24 weeks. A graphing calculator is required.

**245 College Algebra/
Trigonometry 1-2**

Open to juniors and seniors

Prerequisite: Completion of
Intermediate Algebra F 1-2A
or Advanced Algebra 1-2

2 semesters; 2 credits

Integrates traditional topics from college algebra with topics from trigonometry. Topics include problem solving, graphs of functions, rational functions, complex numbers, logarithms, trigonometric functions, identities, and vectors. Heavy emphasis on advanced graphing

techniques and pre-calculus skills. Intended to prepare students for Calculus Concepts 1-2A or AP Statistics

1-2. A graphing calculator is required.

Completion of the Summer Packet is required.

247 AP Statistics 1-2

Open to juniors and seniors

Prerequisite: College Algebra/
Trigonometry 1-2A or an "A"
in Advanced Algebra

2 semesters; 2 credits

The "AP" notation included in this course title indicates "Advanced Placement." The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Four broad conceptual themes covered are exploring data, planning a study, probability models, and statistical inference. A graphing calculator that handles lists of data and includes built-in statistical functions such as confidence intervals, tests of significance, and probability distributions is required. Triton College dual credit may be available.

233 Advanced Algebra 1-2

**Open to juniors, seniors, and
qualified sophomores**

Prerequisite: Plane Geometry 2
or the equivalent

2 semesters; 2 credits

Standard second-year algebra course. Topics include systems of equations, quadratic equations and functions, rational expressions, polynomial functions, logarithms, complex numbers, sequences and series, exponential functions, introduction to trigonometry, statistics, conic sections and mathematical patterns. A graphing calculator is required.

**235 College Algebra/
Trigonometry 1-2A**

**Open to juniors and
seniors**

Prerequisite: Above
average success in
Intermediate Algebra
F 1-2A or Advanced
Algebra 1-2

2 semesters; 2 credits

This advanced course covers topics

in college algebra and trigonometry. Topics include problem solving, graphs of functions, rational and polynomial functions, complex numbers, logarithms, exponential functions, trigonometric functions, identities, trigonometric applications, vectors, sequences, series, and conic sections. Heavy emphasis on advanced graphing techniques and pre-calculus skills. Intended to prepare students for AP Calculus 1-2 AB, Calculus Concepts 1-2A, or AP Statistics 1-2. A graphing calculator is required. **Completion of the Summer Packet is required.**

261 AP Calculus 1-2 AB

Open to juniors and seniors

Prerequisite: College Algebra/
Trig 1-2A and teacher
recommendation

2 semesters; 2 credits

The "AP" notation included in this course title indicates "Advanced Placement." This college level course includes the study of functions, limits, derivatives, and integrals. This course is the equivalent of one and one-half semesters of college calculus. Students are expected to take the College Board Advanced Placement exam in May. A graphing calculator is required. Triton College dual credit may be available. **Completion of the Summer Packet is required**



263 AP Calculus 1-2 BC

Open to juniors and seniors

Prerequisite: Pre-Calculus 1-2A and teacher recommendation

2 semesters; 2 credits

The “AP” notation included in this course title indicates “Advanced Placement.” This college level course includes the study of functions, limits, derivatives, integrals, Taylor polynomials; advanced methods of integration, polar coordinates, vectors and parametric equations, and infinite series. This course is the equivalent of two full semesters of college calculus. Students are expected to take the College Board AP exam in May. A graphing calculator is required. Triton College dual credit may be available. **Completion of the Summer Packet is required**

243 Topics in Advanced Mathematics 1-2A

Prerequisite: Pre-Calculus 1-2A
2 semesters; 2 credits

Topics in this course include Basic Set Theory, abstract algebra, groups, rings, fields, linear algebra and matrices, and Number Theory. Students will complete a research project. A graphing calculator is required.

250/2 Introduction to Computer Programming

Prerequisite: Algebra 2 or equivalent

1 Semester; 1 credit

This course provides an introduction to computer programming. It is designed for 10th grade or higher, and is intended for students who are interested in computer programming. Students will discover the theory and power of computers by learning to write computer programs to conduct experiments and solve practical problems. The Java programming language will be used. Most of the work for the class will be done during class-time in a computer-lab setting under the supervision of a teacher. Some laboratory time outside of class may be required; a home computer with Internet access can serve this purpose.



253 AP Computer Science 1-2A

Prerequisite: Algebra 2

2 semesters; 2 credits

The “AP” notation included in this course title indicates “Advanced Placement.” This advanced placement course is similar to an introductory college course in computer science. Many career disciplines; such as computer programming, mathematics, engineering, business, and the natural sciences require fundamental computer programming skills. Students will learn to write object-oriented programs using the Java language to solve a variety of problems using common algorithms and data structures. The class will be conducted in a computer-lab setting. Additional laboratory time outside of class may be required. The class will prepare students to take the College Board Advanced Placement exam in May. Students are expected to take the exam.

254 Computer Science 1-2A

Prerequisite: Algebra 2

2 semesters; 2 credits

This course is similar to an introductory college course in computer science. Many career disciplines such as computer programming, mathematics, engineering, business, and the natural sciences require fundamental computer programming skills. Students will learn to write object-oriented programs using the Java language to solve a variety of problems using common algorithms and data structures. The class will be conducted in a computer-lab setting. Additional laboratory time outside of class may be required.

255/2 Advanced Topics in Computer Science 1-2A

Prerequisite: AP or Computer Science 1-2A or Computer Science 1-2A

1 semester; 1 credit

This course addresses topics in computer science that are beyond the scope of the AP and Honors computer science curricula. Topics include Event Driven programming, Graphical User Interface design and programming, Client/Server and Web programming, Database Connectivity, and Multi-Threaded programming. These topics will enable students to design and develop software solutions that are more comprehensive and real-world based compared to the AP and Honors courses.

PHYSICAL EDUCATION DIVISION

Mr. Dale Craft, Division Head, 708.434.3250, dcraft@oprfs.org

The State of Illinois requires that each student successfully complete 14 quarters or seven semesters of Physical Education. One half credit is given for each quarter for a total of seven credits. The seven-semester program is divided into fourteen 9-week units. The Selective Program requires that all students meet the following graduation requirements (eight units) in order to experience a well-balanced program.

Dance	One 9-week session
Fitness	One 9-week session
Individual Sport	One 9-week session
Racket Sport	One 9-week session
Swimming	Three 9-week sessions
Team Sport	One 9-week session

Along with satisfying the above requirements, students will also select an additional six 9-week units to complete the seven semesters.

Note: Grades in Physical Education courses are excluded from the GPA.

First Quarter

TEAM Adapted- Periods 1 & 4
Adventure Education
Basketball/Table Tennis (Girls)
Cross Training
Core PE
Dance, Introduction to
Dance, Modern/African
Flag Football/Flickerball/Rugby/Ultimate Frisbee
Softball
Swimming/Intermediate + CPR (Boys)
Swimming/Intermediate + CPR (Girls)
Tennis/Pickleball
Yoga/Pilates (selected periods)

Third Quarter

TEAM Adapted- Periods 1 & 4
Adventure Education (Semester Class 1-4)(Qtr class 5-8)
Badminton
Basketball (Boys)
Cross Training
Dance: Jazz/Hip Hop
Indoor Team Sports
Self Defense – (Girls)
Step Aerobics
Swimming/Beginning (Boys)
Swimming/Beginning (Girls)
Track and Field (7th & 8th period only)
Volleyball
Wrestling (Boys)
Yoga/Pilates (selected periods)

Second Quarter

TEAM Adapted – Periods 1 & 4
Adventure Education
Badminton
Basketball (Boys)
Cross Training
Core PE
Dance: Tap or Tap/Musical Theater
Floor Hockey
Gymnastics (Girls)
Self Defense (Girls)
Swimming/Advanced + CPR (Boys)
Swimming/Advanced + CPR (Girls)
Volleyball
Wrestling/Weight Training (Boys)
Yoga/Pilates

Fourth Quarter

TEAM Adapted- Periods 1 & 4
Adventure Education
Basketball (Boys)
Cross Training
Dance: Dance of the Decades
Flag Football/Flickerball/Rugby/Ultimate Frisbee
Outdoor Team Sports
Softball
Swimming/All Levels (Boys)
Swimming/All Levels (Girls)
Soccer-Speedaway
Tennis/Pickleball
Yoga/Pilates (selected periods)

ADAPTED PE (Q 1, 2, 3, 4)

This course is a modification of physical education activities intended to meet the needs of persons with disabilities. Individualized physical fitness programs are written within medical guidelines for each student. The students work to develop and refine motor skills, hand-eye coordination, balance and flexibility to maintain mobility. Social skills are integrated in all activities and students are encouraged to maximize their abilities as they engage in a variety of modified sport activities.

DANCE

Dance of the Decades (Q 4)

Students explore dance history in America and learn historical dances such as the Charleston, Jitterbug, Hand Jive, and the Hustle. By the end of the class they will choreograph dances that reflect changes occurring in their generation.

Introduction to Dance (Q 1)

Students learn the introductory levels of three basic dance styles and techniques practicing basic movements, progressions, and combinations in Ballet, Modern, and Jazz dance. By the end of the class, they will choreograph a dance of their choice using vocabulary they learned throughout the course.

Jazz/Hip Hop (Q 3)

Students are introduced to traditional and contemporary forms of Jazz and Hip Hop dance and learn basic movements, styles, exercises, and progressions that will develop into dance combinations. Students will choreograph their own contemporary dance to music they feel has influenced this dance genre.

Modern/African Dance (Q 1)

Students explore Modern and African dance techniques through developing an understanding of various techniques, histories, and origins. Students gain an appreciation for the similarities and differences of each dance form and how they culturally evolved and influenced each other.

Tap Dance or Tap/Musical Theatre (Q 2)

Students engage in the beginning level of tap dance techniques and practice a variety of tap dances set to different styles of music. Students work in small groups to choreograph tap dances using learned and newly created tap movements.

FITNESS

Core PE (Q 1, 2)

A course designed to introduce and assist freshmen with the transition from middle school to the high school physical education program. Freshmen learn what it takes to succeed in Physical Education and are exposed to a variety of sport activities. While making this transition, the students participate in basketball, badminton, flicker ball, floor hockey, mat-ball, in-line skating, soccer, strength training, table tennis, and ultimate frisbee. Students also learn how to develop an individualized personal fitness plan. (*Semester course*)

Cross Training (Q 1, 2, 3, 4)

A fitness class whereby students learn the proper techniques in weight training utilizing free weights, variable resistance machines, plyo

balls, resistance bands, and exercise tubing. Weight training is alternated with cardiovascular conditioning and other fitness activities. The students learn the importance of good nutrition as they develop an individualized personal fitness plan.

Pilates/Yoga (Q 1, 2, 3, 4)

This course provides students with both Yoga and Pilates and how they relate to each other. Students learn basic Yoga poses to increase their flexibility, agility, and strength in addition to learning Pilates to build their core abdominal muscles and tone their bodies. Students develop a personal exercise program suitable for different body types and goals for lifetime fitness.

Step Aerobics (Q 3)

An aerobic conditioning class whereby students participate in a variety of step movements and techniques. Polar Heart Monitors are utilized to understand and assess the individual's cardiovascular performance and improvement. The significance of a good diet is introduced along with free and variable weights to give students all of the components of an ideal fitness routine and healthy lifestyle.



INDIVIDUAL SPORTS

Adventure Ed. (Q 1, 2, 3, 4)

A course designed for the development of team-building and leadership skills through experiential education. Students participate in team-building activities, risk taking adventures, orienteering, and outdoor cooking. They climb “Mount Huskie” climbing wall, take a trip through our challenging High Ropes course, and kayak the raging rapids in the swimming pool. This course includes a field trip to Vertical Endeavors and is offered on a quarter and semester basis.

Girls Gymnastics (Q 2)

Students perform routines on the balance beam, floor exercise mats, pommel horse, and the uneven bars. They perform individual skills in tumbling and cooperatively execute a group routine to perform for the class at the conclusion of the quarter.

Girls Self Defense (Q 2, 3)

A course for young women which involves theory and practice of self-defense techniques. Discussions and guest speakers address topics such as healthy and unhealthy relationships, the influence of music on our culture, sexual harassment, sexual-assault, and how to be a tough target. The River Forest Police Department teaches a three-week skill tactics Rape Aggression Defense (RAD) program as part of this nine-week course.

Track and Field (Q 3)

A course in which the students learn the rules, skills, and competitive strategies while working through a progression of track and field events. They participate in a class track and field meet, and compete in the following events: 55 meter dash, 1 lap (160M), 55 meter hurdles, ¼ mile, ½ mile, 1 mile run, high jump, long jump, triple jump, and shot put. Throughout the unit, students develop personal strength, flexibility, and endurance.

Wrestling (Q 2, 3)

Students develop techniques and strategies for takedowns, escapes, reversals, and pinning combinations while wrestling peers in their own weight class. Students also concentrate on improving muscular strength, flexibility, endurance, balance, leverage, and the discipline needed in wrestling.



RACQUET SPORTS

Badminton (Q 2, 3)

An introduction to badminton skills, rules, and game strategies utilizing side-by-side and up-and-back formations. Students learn the grip, clear, drop shot, drive, hairpin, smash, and long and short serves and play both singles and doubles games.

Table Tennis (Q 1)

An introduction to the Killer Spin Table Tennis program whereby students learn how to backspin, topspin, and side spin affect the flight of a ball. They are also taught to serve, forehand, backhand, lob, and smash shots while applying the rules and game strategies as they engage in singles and doubles play.

Tennis/Pickleball (Q 1, 4)

An introduction to tennis skills, rules, and game strategies whereby students are taught five strokes: forehand, backhand, lob, serve, and overhead smash as they participate in singles and doubles tournament play.

SWIMMING (Swim suits and towels are provided)

Boys and Girls Beginning Swim (Q 3)

This course provides instruction for the non-swimmer and the beginning swimmer ranging from no aquatic skills to basic swimming skills. Students learn the basic techniques of water safety, survival, and propulsion. Students are taught to tread water and float, and they learn freestyle, back crawl, and elementary backstroke. The class also incorporates Cardio Pulmonary Resuscitation (CPR) and Automated External Defibrillation (AED) certification.

Boys and Girls Intermediate Swim (Q 1)

This course includes conditioning, skill development, and analysis of freestyle, backstroke, sidestroke, breaststroke, and elementary backstroke.

The class also incorporates Cardio Pulmonary Resuscitation (CPR) and Automated External Defibrillation (AED) certification.

Boys and Girls Advanced Swim (Q 2)

This course includes conditioning, skill development, and advanced analysis of freestyle, sidestroke, and breaststroke. Basic lifesaving skills, Synchronized Swim, or Water Polo may be taught. The class also incorporates Cardio Pulmonary Resuscitation (CPR) and Automated External Defibrillation (AED) certification.



TEAM SPORTS

Basketball (Q 1, 2, 3, 4)

Students learn to dribble, pass, shoot, v-cut, screen, box out, play man-to-man defense, and execute basic offensive plays. The rules and strategies are integrated in “3 on 3 half court” or “5 on 5 full court” play with emphasis on individual skill improvement, good sportsmanship, and the integration of individual skills into team play.

Flag Football/Flickerball/Rugby/ Ultimate Frisbee (Q 1, 4)

Students learn the rules and the positions on offense and defense for “7 on 7” flag football. They will learn how to pass, catch, carry the football, run routes, and execute plays while practicing these techniques during team play.

Floor Hockey (Q 2)

Students learn to dribble, catch, and pass, and they learn offensive and defensive tactics in “7 on 7” two-zone games.

Indoor Team Sports (Q 3)

This course includes the basic skills and rules of badminton, bowling, floor hockey, huskie handball, mat ball, speedball, volleyball, and whiffle ball in tournament play. Teamwork and good sportsmanship are emphasized.

Outdoor Team Sports (Q 4)

This course includes the basic skills and rules of field hockey, flicker ball, lacrosse, soccer, softball, and ultimate frisbee in tournament play. Teamwork and good sportsmanship are emphasized.

Soccer (Q 4)

Students learn beginning skills of dribbling, juggling, passing, and trapping and gain knowledge of the rules, game positions, and strategies of soccer.

Softball (Q 1, 4)

Students learn how to bat, catch, slow-pitch, throw, field, and run the bases. They learn the rules and game strategies to play the 10 different field positions with emphasis placed on integrating individual skills into team play.

Volleyball (Q 2, 3)

Students learn how to forearm pass, set, block, overhead and underhand serve, and how to execute an overhead skill (down ball, roll shot, or spike) to terminate a rally. They learn how to score points using both rally and side-out scoring methods and how to incorporate strategies of “team play” (three contacts per side: pass, set, and spike) during “6 on 6” court tournament play.

DRIVER EDUCATION

Driver Education is a one-semester course that meets daily. Students must be at least 15 years old by the beginning of the course. Under Illinois law, students must have passed at least eight classes in the previous calendar year to be eligible to participate in any of the phases of Driver Education. Students automatically will be scheduled into Driver Education according to their eligibility, with priority being given to the older students starting with seniors, juniors, and sophomores (oldest to youngest within each grade). If age prohibits a qualified student from being scheduled into Driver Education, that student will have to register to take Driver Education during first or second semester of the following year or during summer school. Thirty hours of class work in Driver Education is a graduation requirement. All students must pass tests on the rules of the road, signs, and vision before qualifying for instruction. A lab fee is assessed each time a student takes the course.

Under Illinois law, a student must successfully complete a Driver Education course in order to drive under the age of 18 years. It is also a prerequisite for receiving a rate discount on auto insurance from most companies. Upon successful completion of the Driver Education course, students will receive an informational letter from the Driver Education Department describing the procedure to obtain a driver's license. Upon receipt of this letter, students will be eligible to appear at the Secretary of State's office with their 50-hour sheet to obtain a license. Successful completion of driver education will provide insurance discounts and the privilege of taking the driving test under the legal age of 18 years.

Note: Grades in Driver Education are excluded from the GPA.

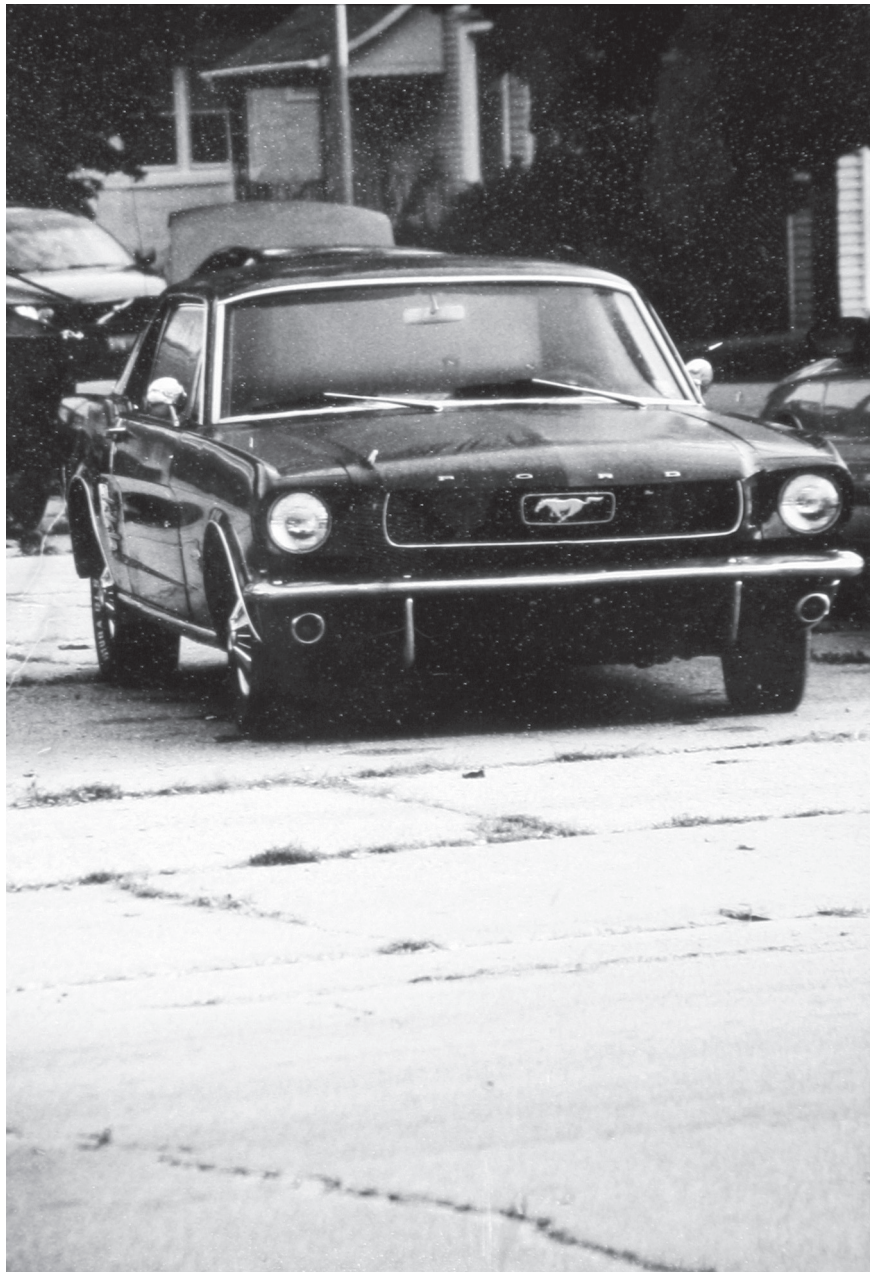
920/2 Driver Education

Open to students who are at least 15 years old by the beginning of the course and who have passed at least eight classes in the previous calendar year. (Eligibility determined by Illinois law.) Students will be scheduled into Driver Education by age, with priority being given to the older students first.

1 semester

1 credit

This course is based on an integrated curriculum of classroom theory, simulation activities, and actual behind the wheel experience. If failed, the course must be repeated within two years of the date that instruction initially began, or the student will have to reapply for the learner's permit. The grade earned in Driver Education is not used when computing a student's grade point average. When Safety Education is granted in lieu of Driver Education, no credit is given.



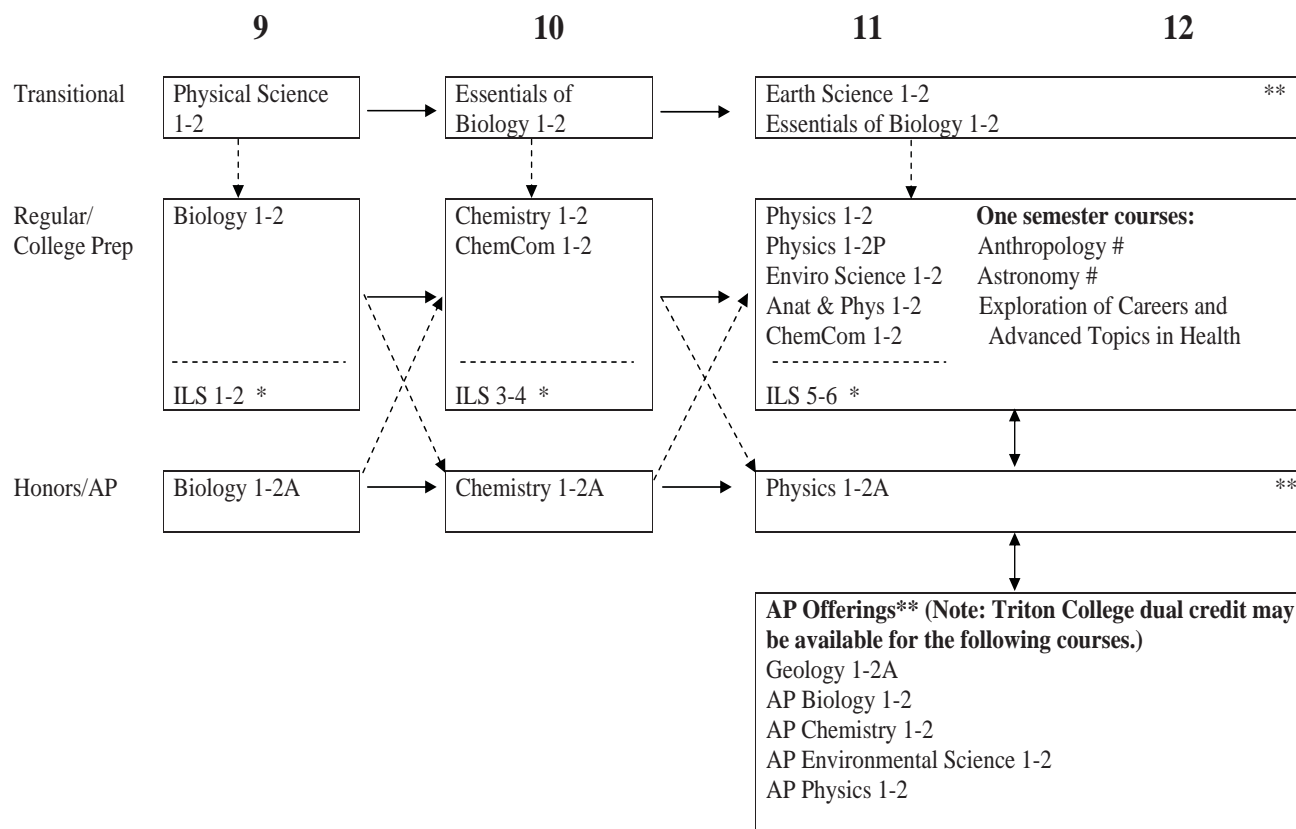
SCIENCE DIVISION

Mr. Bill Grosser, Division Head, 708.434.3298, bgrosser@oprffhs.org

Students preparing to enter an Illinois public college or university should plan to complete three years of laboratory sciences as required for admission. Students preparing for a career in science or science-related field such as medicine should plan to take a four-year science program. Please refer to the Graduation Requirements section of this catalog for graduation requirements applicable to your incoming class.

The score on the Freshman Placement Test, the Freshman Profile for Placement, the student's mathematical ability, and standardized test results are the principal determinants in choosing a first-year science course. We encourage students to take courses at the highest level in which they can be successful.

Scope and Suggested Sequences



Health Education F/S – J/S – Successful completion of this course fulfills the state health education requirement. Credit in this course may not be applied toward the high school's graduation requirement of two laboratory science credits.

Seniors wishing to take a science course may select any course listed under the years 10 and 11, with appropriate prerequisites.

* We strongly suggest that a freshman or sophomore selecting Integrated Laboratory Science 1-2 should continue with Integrated Laboratory Science 3-4 and 5-6.

** Open to students in grades 11 and 12 who have met prerequisites.

Credit in this course may not be applied toward the high school's graduation requirement of two laboratory science credits.

→ = Typical sequence based on placement.

-----> = Possible sequences based on performance.

**501/2 Health Education FS
(Freshman and sophomore
students)**

or

**502/2 Health Education JS
(Junior and senior students)
1 semester; 1 credit**

Topics covered in this course include, but are not limited to, those areas mandated by the Illinois School Code Comprehensive Health Education Program (105 ILCS 110/3). Subject matter includes the prevention and control of diseases including AIDS, consumer health, safety education, mental wellness, alcohol and drug use and abuse, human growth and development, human sexuality, nutrition, and physical fitness. Successful completion of this course fulfills the state health education requirement. Credit in this course may not be applied toward the high school's graduation requirement of two laboratory science credits.

**5032 Exploration of Careers and
Advanced Topics in Health
Open to juniors and seniors
Prerequisite: Health Education
Semester 2 only; 1 credit**

This course is designed for students interested in the medical and allied health fields. Advanced topics in health are covered, with an emphasis on career opportunities in health and medicine. Credit in this course may not be applied toward the high school's graduation requirement of two laboratory science credits.

**505 Physical Science 1-2
Open to freshmen
Placement determined by
freshman placement process
2 semesters; 2 laboratory
credits**

This course focuses on the use of the scientific method to solve problems and helps to develop basic laboratory skills. Students study fundamental chemistry and fundamental physics.

**509 Essentials of Biology 1-2
Open to sophomores, juniors,
and seniors
It is recommended, but not
required, that students
enrolled in this course shall
have passed Physical Science
2 semesters; 2 laboratory
credits**

This course covers the same concepts as those addressed in Biology 1-2 but in less depth. Topics include basic science

skills, scientific method, chemistry of living things, ecology, cellular biology, photosynthesis, genetics, and taxonomy.

**510 Foundations of Biology 3-4
Open to juniors and seniors
Prerequisite: Foundations of
Biology 1-2**

**2 semesters; 2 credits
(1 laboratory credit)**

This course covers the same concepts as those addressed in the second semester of Biology 1-2. To fulfill the high school's graduation requirement of two laboratory science credits, students must satisfactorily complete both Foundations of Biology 1-2 and Foundations of Biology 3-4.

**513 Biology 1-2
Open to freshmen concurrently
enrolled in Algebra 1-2 whose
freshman placement scores
indicate a strong possibility for
success**

2 semesters; 2 laboratory credits
This course emphasizes problem-solving techniques and laboratory work. Topics include the nature of science and the scientific method, molecular and cellular biology, enzyme action, ecology, photosynthesis, genetics, taxonomy, and population biology.

**515 Biology 1-2A
Open to students whose placement
scores are above average.
Concurrent enrollment or**

**successful completion of
Intermediate Algebra F1-2A
highly recommended**

2 semesters; 2 laboratory credits
The same topics are studied as in Biology 1-2 but with greater depth in both the treatment of the concepts and in the use of open-ended laboratory problems.

**552 Astronomy
Open to juniors and seniors
1 semester; 1 credit**

This technology-enhanced course focuses on the fundamental study of the solar system, stars and stellar evolution, galaxies, black holes, and quasars. Methods of study include image processing, laboratory work, and optional fieldwork. Limited algebraic math is involved. Credit in this course may not be applied toward the high school's graduation requirement of two laboratory science credits.

**559 Anthropology
Open to sophomores, juniors, and
seniors
Prerequisite: 1 year of Biology
or completion of Integrated
Laboratory Science 3-4 with a
grade of "C" or better**

1 semester; 1 credit
This course is about the study of man from a physical aspect. Course work includes information, ideas, concepts, and theories of biological anthropology. Topics of study include the evolutionary biology of humans, the fossil record, the human skeleton, both individual and population genetics, primatology, human adaptation, human behavior, and the development of culture. Credit in this course may not be applied toward the high school's graduation requirement of two laboratory science credits.

**556 Earth Science 1-2
Open to juniors and seniors
Prerequisite: Successful
completion of or concurrent
enrollment in 1 year of math
and 1 year of a laboratory
science or Division Head
approval
2 semesters; 2 laboratory
credits**

The study of the planet Earth. Topics include geology, Earth history, weather, oceanography, and astronomy.



558 Geology 1-2A

Open to juniors and seniors

Prerequisite: One year of laboratory science

2 semesters; 2 laboratory credits

This college-level course is a study of the solid Earth and processes that shape it. Students will construct knowledge through inquiry-based activities and experimentation. Triton College dual credit may be available.

521 Integrated Laboratory Science 1-2

Open to freshmen as determined by the freshman placement process and to sophomores

Prerequisite: Successful completion of or concurrent enrollment in Algebra 1-2 or higher

2 semesters; 2 laboratory credits

This course combines the concepts of physics, chemistry, biology, and Earth science into an integrated curriculum. Instruction emphasizes content knowledge and process skills through engaged learning, cooperative learning activities, and student projects. This is the first course of a coherent, theme-based, three-year sequence. In the first year, students study the atmosphere and space exploration. Topics include light, optics, motion, forces, the atom, gases, chemical and physical properties, the atmosphere, natural cycles, and weather.

523 Integrated Laboratory Science 3-4

Open to sophomores and juniors

Prerequisite: Algebra 1-2 or higher and Integrated Lab Science 1-2

2 semesters; 2 laboratory credits

This course combines the concepts of physics, chemistry, biology, and Earth science into an integrated curriculum. Instruction emphasizes content knowledge and process skills through engaged learning, cooperative learning activities, and student projects. This is the second course of a coherent, theme-based, three-year sequence. In the second year, students study the importance of water and life. Topics include chemical and physical properties, solutions, reactions, aquatic life, cells, genetics, evolution, and ecology.

525 Integrated Laboratory Science 5-6

Open to juniors and seniors

Prerequisite: Algebra 1-2 or higher and Integrated Lab Science 1-2 and 3-4

2 semesters; 2 laboratory credits

This course combines the concepts of physics, chemistry, biology, and Earth science into an integrated curriculum. Topics include Earth structure, geological processes, sound, waves, electricity and magnetism, forces, momentum, and energy. Course content and instruction are consistent with Integrated Lab Science 1, 2, 3, and 4. Instruction emphasizes content knowledge and process skills through engaged learning, cooperative learning activities, and student projects. This is the final course of a coherent, theme-based, three-year sequence.



573 ChemCom 1-2

Open to sophomores, juniors, and seniors

Prerequisite: Foundations of Algebra 2 and Biology 1-2, Foundations of Biology 3-4, or Essentials of Biology 1-2

2 semesters; 2 laboratory credits

ChemCom (Chemistry in the Community) is a first-year high school chemistry course developed by the American Chemical Society that presents the principles of chemistry in the context of relevant social issues. Issues covered are water quality, resource conservation, petroleum use, air quality, and

nuclear chemistry. Each unit contains a variety of decision making activities to give students practice applying chemistry to solve problems. Specific chemistry topics include writing formulas, balancing equations, chemical and physical changes, atomic structure, nuclear chemistry, organic chemistry, chemical periodicity, bonding, solids, liquids, gases, solutions, energy, acids and bases, salts, and oxidation/reduction.

575 Chemistry 1-2

Open to sophomores, juniors, and seniors

Prerequisite: Algebra 2 and Biology 1-2

2 semesters; 2 laboratory credits

This first-year high school chemistry course studies properties of matter, chemical formulas and symbols, writing and balancing chemical equations, stoichiometry, physical states of matter, current and past atomic models, nuclear chemistry, the multi-electron atom, the periodic tables and trends, chemical bonding, solutions, thermodynamics, reaction rates, chemical equilibrium, acids and bases, and electrochemistry.

577 Chemistry 1-2A

Open to sophomores, juniors, and seniors

Prerequisite: Int. Algebra F 2A or Adv. Algebra F 2A and Biology 1-2A or recommendation of current instructor

2 semesters; 2 laboratory credits

This fast-paced, highly mathematical course studies properties of matter, chemical formulas and symbols, writing and balancing chemical equations, stoichiometry, the physical state of matter, current and past atomic models, nuclear chemistry, the multi-electron atom, the periodic tables and trends, chemical bonding, solutions, thermodynamics, reaction rates, chemical equilibrium, acids and bases, and electrochemistry. Compared with Chemistry 1-2, the laboratory work in this course is more comprehensive, and more attention is paid to data analysis.

554 Environmental Science 1-2

Open to juniors and seniors

Prerequisite: Biology and Chemistry

2 semesters; 2 laboratory credits

This course explores the science behind today's environmental issues through lecture, discussion, documentary, laboratory experiments, field study, and independent research.

561 Physics 1-2P

Open to juniors and seniors

Prerequisite: Algebra 2 or Foundations of Algebra 2

2 semesters; 2 laboratory credits

Topics include a study of mechanics, electricity, magnetism, light and sound waves. The course stresses phenomena that can be observed through experimentation. Laboratory work is quantitative and demonstrates everyday applications of physics. Laboratory activities in physics are coordinated to complement scientific understanding and to strengthen problem solving skills.

563 Physics 1-2

Open to juniors and seniors

Prerequisite: Algebra 2

2 semesters; 2 laboratory credits

Topics include a study of mechanics, electricity and magnetism, light and sound waves, quantum theory, and nuclear physics. The course stresses phenomena that can be observed through experimentation. Data collection and quantitative analysis are stressed in the laboratory.

565 Physics 1-2A

Open to juniors and seniors

Prerequisite: Intermediate Algebra F 2A or Advanced Algebra F 2A

2 semesters; 2 laboratory credits

This fast-paced, highly mathematical course studies the same topics as Physics 1-2 but in greater depth. It is recommended that students have credit or concurrent enrollment in trigonometry.

517 Anatomy and Physiology of the Human Body 1-2

Open to juniors and seniors

Prerequisite: Biology 1-2, Chemistry 1-2, or ChemCom 1-2 with a grade of "C" or better

2 semesters; 2 laboratory credits

Starting with the microscopic study of body tissues, this course then explores in detail the major systems of the human body. The course is

designed for students who have serious interest in pursuing careers related to human or veterinary medicine, nursing, or sports medicine and for those students who would like to enhance their knowledge in biology and physiology.

581 AP Environmental Science 1-2

Open to juniors and seniors

Prerequisite: Successful completion of Biology and Chemistry, or Biology 1-2A, and recommendation of current instructor

2 semesters; 2 laboratory credits

The "AP" notation included in this course title indicates "Advanced Placement." This course is designed to be the equivalent of the first-year college course in environmental science. Topics include sustainability, interdependence of the Earth's systems, environmental quality, human population growth and related topics, and renewable and nonrenewable resources. Laboratory experiments, field studies, independent research, and computer simulations are used to develop analytical and research skills. Triton College dual credit may be available.

587 AP Biology 1-2

Open to juniors and seniors

Prerequisite: Successful completion of Biology 1-2A and Chemistry 1-2A or teacher recommendation. Concurrent enrollment or completion of physics recommended.

2 semesters; 2 laboratory credits

The "AP" notation included in this course title indicates "Advanced

Placement." This fast-paced and rigorous course follows the College Board's Advanced Placement curriculum. College-level laboratory materials are used to develop the student's analytical and research skills. Topics include biochemistry, cell biology, genetics, diversity of life, ecology, and animal and plant structure and function. The class work assumes that the student has a high level of understanding from the first-year course in biology. Triton College dual credit may be available.

588 AP Chemistry 1-2

Open to juniors and seniors

Prerequisite: Successful completion of Biology 1-2A and Chemistry 1-2A or teacher recommendation. Concurrent enrollment or completion of Physics recommended.

2 semesters; 2 laboratory credits

The "AP" notation included in this course title indicates "Advanced Placement." This course is designed to be the equivalent of the first-year college course in general chemistry. The class work assumes that the student has both a mastery of mathematics and a high level of understanding from the first year course in chemistry. Topics include electrochemistry, kinetics, equilibrium, descriptive chemistry, and acids and bases. The laboratory is used to conduct quantitative experiments. Triton College dual credit may be available.

589 AP Physics 1-2

Open to juniors and seniors

Prerequisite: Successful completion of 1 year of biology, chemistry; Physics 1-2A highly recommended; successful completion or concurrent enrollment in Calculus 1-2 and recommendation of current instructor

2 semesters; 2 laboratory credits

The "AP" notation included in this course title indicates "Advanced Placement." The course follows the College Board's Advanced Placement C exam curriculum. Topics include mechanics, electricity, and magnetism. The course parallels the first two semesters of a college-level, calculus-based physics course. Triton College dual credit may be available.



SPECIAL EDUCATION DIVISION

Ms. Linda Cada, Director, 708.434.3106, lcada@oprfs.org

A full range of programs is available to students who are determined eligible for services through the Special Education Division. The program that is appropriate for a student is determined at a multidisciplinary conference where an Individual Education Plan (IEP) is developed. The IEP ensures that students have individual goals and objectives tailored to meet their specific needs.

Learning Development, Emotional Development, and TEAM are the three major continuums at Oak Park and River Forest High School. All three programs have services available from consultation to self-contained classes. Learning Development and Emotional Development resource teachers are available to serve students in a resource capacity. It is the goal of the Special Education Division to mainstream students as determined individually appropriate. Increased numbers of Regular Education Initiative (REI) courses are being offered to enhance mainstream opportunities. The instruction/curriculum utilized in the self-contained Emotional Development and Learning Development courses parallels those in the regular education divisions. The Transitional Education with Access to Mainstream (TEAM) program serves students with various handicapping conditions including autism, mental impairment, and multiple handicaps. Special Education services are also available to students with visual, hearing, speech, and physical impairments. Most of our Special Education students are served within the high school building; however, some students are served in more appropriate specialized programs at other locations.

Persons wishing to refer a student for special education evaluation should contact the student's counselor. The counselor will refer the student to the screening committee where further action will be determined. If it is determined that a comprehensive case study is needed, the student's parents will be notified in writing. The parents must give written permission in order to proceed with diagnostic testing. The student will undergo a case study evaluation appropriate to the nature of the problems as stated in the referral. The intensity of the evaluation procedures will be determined by the complexity of the student's problems and the amount of information necessary to provide a diagnosis and develop the Individual Education Program (IEP).

Upon the completion of the comprehensive case study, a multidisciplinary conference is convened to formulate program and service options. Participants in the conference include the Special Education designee chairing the meeting, all personnel involved in the evaluation, the parents, other persons having significant information regarding the student, persons who may become responsible for providing the Special Education program or service, a general education teacher, the student, and other individuals at the discretion of the parents or Special Education Division.

Eligibility for public school Special Education services is terminated following the granting of a high school diploma or at age 22. Parents and students have the right to review the student's record at any time and will be provided with copies if so desired at their expense. Parents wishing additional information can obtain a more detailed description of programs and services from the Special Education office in Room 106. Parents may also contact the student's counselor in order to determine what steps are needed for a referral. A copy of the rules and regulations governing Special Education may be obtained upon request from the Illinois State Board of Education, Chicago Branch. Parents may also contact the Director of Special Education should they have any questions concerning procedural or parental rights.

Curriculum Introduction

The following Special Education curriculum options are presented in three areas:

- Learning Development (LD)
- Emotional Development (ED)
- Transitional Education with Access to Mainstream (TEAM)
(Including MI, Autistic, OHI, MH Program Course Options)

Each of the three areas of Learning Development, Emotional Development, and TEAM is presented in a four-year curriculum format, related as closely as possible to regular education courses. In addition, it should be noted that Special Education students have individually designed course options/graduation requirements that may be derived from any of the Special Education as well as regular education division course options.



933 Academic Strategies I

Prerequisite: IEP recommendation

2 semesters; 1 credit per year

The focus of this program is to assist students to be successful in regular education classes by reinforcing study and organizational skills, developing compensatory skills, and providing academic support services. **Note: Grades in Academic Strategies are excluded from the GPA.**

Department of Human Services/Division of Rehabilitation Services (formerly DORS)

The Oak Park River Forest Transition Program is a partnership between the Illinois Department of Human Services (DHS)/ Division of Rehabilitation Services (DRS) and Oak Park and River Forest High School. DRS is the lead agency in Illinois providing vocational services to persons with disabilities. The program assists students with disabilities in planning for a smooth transition from high school to the world of work and/or college. Services can include counseling, guidance, work experience, and community-based employment. DRS is a useful resource that can help students make the right connections before leaving high school so that there is no gap in services.

LEARNING DEVELOPMENT PROGRAM

(Some courses may be offered as REI co-taught courses or offered in alternate years.)

1127 Essentials of English 1-2

Open to freshmen

2 semesters; 2 credits

Focuses on improving reading comprehension through a skill-building anthology. Written expression, grammar, and vocabulary are emphasized.

1177 Elements of Reading 1-2

2 semesters; 2 credits

This reading program is designed to help students master systematic decoding, spelling, comprehension, and analysis of written material. It is based on multimodal strategies of instruction and uses diagnostic/prescriptive materials with a strong emphasis on visualization techniques. Students move among three concurrent classes that target mastery of specific skills. The ability to read and understand currently adopted textbooks is used as an exit criterion.

1167 Elements of Reading 1-2B

2 semesters; 2 credits

This reading program is designed to help students master systematic decoding and spelling skills. Comprehension of text is taught through the use of appropriate materials. Instruction is based on multi-modal strategies with a strong emphasis on visualization techniques. Eligibility for the course is determined by testing results using instruments approved by the OPRFHS special education division. Only students with serious reading

deficiencies should enroll in this course. Students will be able to move among three concurrent classes which target mastery of specific skills. Emphasis on the ability to use phonics/syllabication rules and context skills for comprehension are exit criteria. Further instruction in literacy skills is encouraged.

1187 Reading 3-4B

2 semesters; 2 credits

This reading program is designed to help students continue from Elements of Reading 1-2B. The focus of this course is to improve the comprehension of written material. It is based on multi-modal strategies of instruction with an emphasis on CRISS strategies and visualization techniques. Students will continue to use basic skills mastered in the first year of reading and add mastery of literacy skills. Additionally, students will develop the habit of reading (for pleasure and information) in order to become life-long learners.

1237 English Literature 1-2

Open to sophomores

Prerequisite: Essentials of English 1-2

2 semesters; 2 credits

Work in written expression and oral communications as well as the study of a Shakespearean play, poetry, and short stories are emphasized. Each student's reading and spelling skills are addressed individually via compensatory aids and continued remedial work.

1337 American Literature 1-2

Open to juniors

Prerequisite: English Literature 1-2

2 semesters; 2 credits

Reading (oral, silent and comprehension) is emphasized. The use of short stories and contemporary novels fosters an appreciation of American literature. Written expression, grammar, and vocabulary are also studied both semesters.

1467 Contemporary Literature and Composition 1-2 B

Open to seniors

Prerequisite: American Literature 1-2

2 semesters; 2 credits

Reading (oral, silent, and comprehension) is emphasized. Short stories and contemporary novels foster an appreciation of literature. Written expression, grammar, and vocabulary are also studied both semesters.

2037 Concepts in Algebra 1-2

Prerequisite: Appropriate

placement through teacher recommendation and previous performance

2 semesters; 2 credits

Topics include all of the basic operations with integers; scientific notation and its applications; using formulas such as distance, circle applications, and interest; solving linear equations, graphing linear functions, and the study of nonlinear functions. This is the first of a three-year program equal to Algebra 1-2 and Plane Geometry 1-2. A graphing calculator is required. **Completion of the Summer Packet is strongly suggested.**



2077 Concepts in Geometry 1-2

Prerequisite: Foundations of Algebra 1-2, Algebra 1, Concepts in Algebra 4, or the equivalent

2 semesters; 2 credits

Topics include measurement of basic geometric figures, reasoning and proof, parallel lines and triangles, congruent triangles, polygons and quadrilaterals, similar triangles, coordinate geometry, area of all figures, and circles. A graphing calculator is required.

2097 Integrated Geometry/ Algebra Program (IGAP) 3-4

Prerequisite: IGAP 1-2, Concepts in Algebra 1-2, or Foundations of Algebra 1-2

2 semesters; 2 credits

Topics include systems of equations, inequalities, polynomials and factoring, and quadratic functions. Some discussion of statistics and probability will also take place. A graphing calculator is required.

2137 Intermediate Algebra 1-2

Prerequisite:

2 semesters; 2 credits

This course reviews first-year algebra topics, then introduces polynomials, rational expressions, inequalities, powers and roots, complex numbers, quadratic functions, and logarithms. A graphing calculator is required.

2187 Career/Consumer Math

Open to Seniors

2 semesters; 2 credits

This course is intended for seniors who will enter the world of work following graduation. The course reinforces the consumer math skills of budgeting, credit management, shopping, and checking. The second semester provides additional review and practice in measurement, spatial awareness, and calculations needed for vocational/military mathematics aptitude testing.

3137 Global Studies 1-2

Open to freshmen

2 semesters; 2 credits

This course is a survey of the major cultural regions of the world. The key geographical, historical, cultural, and physical features of each of the cultural areas will be highlighted. A regional study of the United States is also emphasized. Designed for freshmen who need to strengthen basic social studies skills.

3217 World History 1-2B

Open to sophomores

2 semesters; 2 credits

This course is a survey of the world's cultures and historic relationships. Emphasis is placed on understanding historical events from ancient times through the present.

3317 American History 1-2B

Open to juniors and seniors

Prerequisite: Global Studies 1-2

or World History 1-2B

2 semesters; 2 credits

This course covers the development and history of the U.S. from approximately 1450 A.D. to the present. Geographic and economic concepts are included in this survey of the history of our country.

**5097 Essentials of Biology 1-2**

Open to sophomores, juniors, and seniors

2 semesters; 2 credits

This course covers the same concepts as those addressed in the first semester of Biology 1-2. Registration is restricted to those with limited skills in reading. To fulfill the high school requirement for a laboratory science, students must satisfactorily complete both Foundations of Biology 1-2 and Foundations of Biology 3-4.

5107 Foundations of Biology 3-4

Open to juniors and seniors

Prerequisite: Foundations of Biology 1-2

2 semesters; 2 credits

This course covers the same concepts as addressed in the second semester

of Biology 1-2. Registration is restricted to those with limited skills in reading. To fulfill the high school requirement for a laboratory science, students must satisfactorily complete both Foundations of Biology 1-2 and Foundations of Biology 3-4.

5017 Health Education

1 semester; 1 credit

This course is a study of vital aspects of healthy living, which includes personality, stress, wellness, substance abuse, sex education, and first aid. Credit in this course may not be applied toward the high school's graduation requirement of two laboratory science credits.

5067 Environmental Biology 1-2

Prerequisite: Foundations of

Biology (1-2 and 3-4) or

placement is mandated by the student's IEP

2 semesters; 2 credits

This two-semester lab course explores environmental problems through lecture, discussion, documentary evidence, laboratory experiments, field study, and independent research. Laboratory work and field studies are significant parts of this course.

5567 Earth Science 1-2

2 semesters; 2 credits

This course is a study of the Earth's history, weather, earthquakes, volcanoes, oceanography, geology, and astronomy. Field and laboratory experiences and extended projects are incorporated into this course.

5547 Environmental Science 1-2

Open to juniors and seniors

Prerequisite: Successful

completion of a laboratory

science or placement as

mandated by student's IEP

2 semesters; 2 laboratory credits

This course explores today's environmental issues through discussion, documentary evidence, laboratory experiments, and field study.

6057 Applied Keyboarding/ Introduction to Microsoft Office

First semester only; 1 credit

This course teaches basic keyboarding and word processing skills. The touch method of alphabetic and numeric keyboarding on personal computers is emphasized. Successful completion of this course fulfills the computer proficiency graduation requirement.



9867 Related Vocations
Open to juniors and seniors
2 semesters; 2 credits

This advanced course deals with career possibilities and the dynamic world of work. Class goals focus on identifying career interest areas, obtaining employment, and understanding employer and employee obligations.

9877 Work Experience
Open to juniors and seniors
Prerequisite: Concurrent enrollment in Related Vocations is advised

2 semesters; 2 credits
The student uses the period assigned to work at an in-school job site, to meet with the special education Pre-Vocational Coordinator on a consultative basis regarding work outside of school, or to report to an out-of-school job site. Under special circumstances and with the approval of the student's dean counselor and the special education Pre-Vocational Coordinator, a student may be enrolled in and receive credit for Work Experience alone.

6027/2 Consumer Education J/S
Open to juniors and seniors
1 semester; 1 credit

Students learn about their rights and responsibilities as consumers. Topics include decision-making, money management, credit, insurance, buying goods and services. Successful completion of this course fulfills the state consumer education requirement.

6337 Computer Applications
1 semester; 1 credit

Students use personal computers to learn a variety of applications such as word processing, e-mail, database, spreadsheet, power point, painting and drawing, and Internet research skills. Emphasis is placed on the components of Microsoft Office.

Successful completion of this course fulfills the computer proficiency graduation requirement.

9207 Driver Education

Open to students who are at least 15 years old by the beginning of the course and who have passed at least eight classes in the previous calendar year (See Driver Education section of this catalog)

1 semester; 1 credit

Instruction consists of an integrated curriculum composed of classroom theory, simulation laboratory, and behind-the-wheel training. All students must pass tests on the rules of the road, signs, and vision before qualifying for driving instruction. Students who are unable to pass the Illinois Permit Test will take the classroom phase of the program in order to satisfy the Safety Education graduation requirement. **Note: Grades in Driver Education are excluded from the GPA.**



EMOTIONAL DEVELOPMENT PROGRAM

(Some courses may be offered as REI co-taught courses or offered in alternate years.)

9988 Academic Strategies II 2 semesters; 1 credit per year

The student attends three or fewer Special Education classes (less than 50% Special Education classes). Staff consults with regular education teachers regarding the student's progress. The student is assigned to a support person with intensive services. The Emotional Development resource teacher provides each student with a maximum of structure and support. The student is reinforced with a behavior management system. **Note: Grades in Academic Strategies are excluded from the GPA.**

3138 Global Studies 1-2 3134/3136 Global Studies 1-2 (EAC/SED)

2 semesters; 2 credits

This course is a survey of the major cultural regions of the world. The key geographical, historical, cultural, and physical features of each of the cultural areas are highlighted. A regional study of the United States is also emphasized. This course is designed for incoming freshmen who need to strengthen their basic social studies skills.

3338 American History 1-2 3334/3336 American History 1-2 (EAC/SED)

2 semesters; 2 credits

A survey of American life with emphasis on geographic, political, economic, and cultural concepts.

3238 World History 1-2 3234/3236 World History 1-2 (EAC/SED)

2 semesters; 2 credits

This course is a survey of the world's cultures and historic relationships. Emphasis is placed on understanding historical events from ancient times through the present.

3708 Government 3704/3706 Government (EAC/SED)

1 semester; 1 credit

This course is an introduction to the various structures and functions of the American government system. Successes and failures are discussed in the study of this system.

3744/3746 Community Law (EAC/SED)

1 semester; 1 credit

Individual legal rights, criminal behavior, the court system, how and when to seek professional help, marriage and separation, property rights, and insurance are among the topics studied.

3598/2 Introductory Psychology 3594/2-3596/2 Introductory Psychology (EAC/SED)

1 semester; 1 credit

This is a course in the theories of personality development, emotions, needs, and conflicts in regard to causes, solutions, and social behavior. Alcoholism and drug abuse are also discussed.

3568/2 Social Problems 3564/2-3566/2 Social Problems (EAC/SED)

1 semester; 1 credit

A problemsolving approach is applied in discussions of current social topics. Students define and identify local, national, and international social problems. Library research, analysis, writing, and discussion are key elements used to develop an understanding of these problems and plan possible solutions.

1138 English 1-2 1134/1136 English 1-2 (EAC/SED)

2 semesters; 2 credits

This course emphasizes literature, composition, and grammar. First semester literature unit consists of short story patterns and short novels. Second semester continues the study of short stories and introduces short plays. Topics include the total writing process, grammar, mechanics, spelling, and vocabulary.

1238 English Literature 1-2 1234/1236 English Literature 1-2 (EAC/SED)

Prerequisite: English 1-2

2 semesters; 2 credits

This course emphasizes literature, composition, and grammar and builds upon skills in English 1-2. Topics include short stories, short novels, poetry, and drama.

1338 American Literature 1-2 1334/1336 American Literature 1-2 (EAC/SED)

2 semesters; 2 credits

This course covers literature consisting of stories and poems by famous American writers. The course emphasizes vocabulary development, higher level reading skills, and literary analysis. Grammar, mechanics, spelling, and vocabulary are studied both semesters. Junior theme will be required second semester.

1478 Contemporary Literature and Composition 1-2 1474/1476 Contemporary Literature and Composition 1-2 (EAC/SED)

2 semesters; 2 credits

This course is a further study of contemporary novels, short stories, poetry, and drama from cultures around the world. It includes extensive review and practice in reading, grammar and usage, composition, speech, and vocabulary.

1518 Creative Writing 1514/1516 Creative Writing (EAC/SED)

Open to juniors and seniors
1 semester; 1 credit

This course enhances the creative development of written communication through poetry, prose, and drama.

1534/1536 Journal Writing Open to EAC/SED students only 1 semester; 1 credit

Students keep an extensive personal journal and write about a variety of specialized assignments. The purpose is to explore inner experiences (past and present), imaginings, emotions, thoughts, and dreams. The course seeks to improve students' writing skills and sharpen their creative insight through writings that focus on personal discovery.

1644/1646 Humanities Open to EAC/SED students only 1 semester; 1 credit

This class integrates literature, music, art, dance, architecture, and philosophy. Through lecture, discussion, and field study, the course encourages understanding and appreciation of the arts and the relationship of art to life.

6028 Consumer Education
6024/60262 Consumer Education
(EAC/SED)

Open to sophomores, juniors, and seniors

1 semester; 1 credit

This is a course in the rights and responsibilities of consumers. Topics include decision making, money management, savings, credit, consumer fraud, and buying goods and services. Successful completion of this course fulfills the state consumer education requirement.

6388/2 Investments

1 semester; 1 credit

A study of the fundamentals of investing, this course provides students with the information they need to plan, implement, and manage a successful investment program. Students experience investing by raising money and investing in the stock market. Topics include the role and scope of investments, markets and transactions, return and risk, common stock, derivatives, commodities, and mutual funds.

6454 Introduction to Marketing

6456/6458

Introduction to Marketing (EAC/SED)

1 semester; 1 credit

This course introduces students to the structure, history, problems, and challenges of advertising. Topics include advertising in the form of media, product placement, and promotional campaigns. Students use critical thinking skills in weekly critiques of advertisements. Students investigate ethical issues presented in chapter readings and apply their knowledge to create a marketing campaign that follows ethical guidelines.

7148 Family Living

7144/7146 Family Living (EAC/SED)

1 semester; 1 credit

This course is a study of human behaviors relating to love, dating, marriage, and family planning. Areas which are discussed include understanding of one's self and relationships with parents, siblings, and peers.

7886 Woods (SED)

Semester 1 only; 1 credit

This basic woodworking course includes project design, wood technology, design principles, basic hand tools, and machine wood-working. Prior to beginning project work, students must pass a safety and basic techniques test.

6334 Computer Applications

6336/6338 Computer Applications (EAC/SED)

1 semester; 1 credit

This course is an introduction to the form and function of computer technology. Students improve keyboarding skills while learning a variety of word processing fundamentals. This course explores the use of technology for research, information, and communication processing. Successful completion of this course fulfills the computer proficiency graduation requirement.



2118 Algebra 1-2

2114/2116 Algebra 1-2 (EAC/SED)

2 semesters; 2 credits

A traditional first-year algebra course covering topics from operations with signed real numbers to the study of the quadratic formula.

2038 Concepts in Algebra 1-2

2034/2036 Concepts in Algebra 1-2 (EAC/SED)

2 semesters; 2 credits

Topics include all of the basic operations with integers; scientific notation and its applications; using formulas such as distance, circle applications, and interest; solving linear equations, graphing linear functions, and the study of nonlinear functions. This is the first of a three-year program equal to Algebra 1-2

and Plane Geometry 1-2. A graphing calculator is required. **Completion of the Summer Packet is strongly suggested.**

2078 Concepts in Geometry 1-2

2074/2076 Concepts in Geometry 1-2 (EAC/SED)

2 semesters; 2 credits

Topics include measurement of basic geometric figures, reasoning and proof, parallel lines and triangles, congruent triangles, polygons and quadrilaterals, similar triangles, coordinate geometry, area of all figures and circles. A graphing calculator is required.

2098 Concepts in Algebra 3-4

2094/2096 Concepts in Algebra 3-4 (EAC/SED)

2 semesters; 2 credits

Topics include systems of equations, inequalities, polynomials and factoring, and quadratic functions. Some discussion of statistics and probability will also take place. A graphing calculator is required.

2298 Intermediate

Algebra 1-2

2294/2296 Intermediate Algebra 1-2 (EAC/SED)

Open to juniors and seniors

2 semesters; 2 credits

This second-year algebra course reviews first-year algebra followed by the study of polynomials, rational expressions, inequalities, powers and roots, and quadratic functions.

2318 Intermediate Algebra 3-4

2314/2316 Intermediate Algebra 3-4 (EAC/SED)

Open to juniors and seniors

2 semesters; 2 credits

The second year of a two-year, slower paced approach to advanced algebra and trigonometry. Topics studied include logarithms, conic sections, permutations, combinations, probability, statistics, trigonometry, and binomial expansion.

2014/2016 General Math 1-2

Open to EAC/SED students only

2 semesters; 2 credits

This course focuses on improving basic computation skills. Emphasis is on developing an understanding of those concepts involved in the

number system and numeration, computation, and the application of whole numbers, fractions, decimals, and percents.

5018 Health Education

5014/5016 Health Education (EAC/SED)

1 semester; 1 credit

The study of vital aspects of healthy living, which includes personality, stress, wellness, substance abuse, sex education, and first aid. Credit in this course may not be applied toward the high school's graduation requirement of two laboratory science credits.

5568 Earth Science 1-2

5564/5566 Earth Science 1-2 (EAC/SED)

2 semesters; 2 credits

A study of weather, geology, earth history, continental drift, earthquakes, oceanography, astronomy, and volcanoes.

5548 Environmental Science 1-2

Open to juniors and seniors

Prerequisite: Successful completion of a laboratory science or placement as mandated by student's IEP

2 semesters; 2 laboratory credits

This course explores today's environmental issues through discussion, documentary evidence, laboratory experiments, and field study.

5554/5556 Fundamentals of Meteorology 1-2

Open to EAC/SED students only
2 semesters; 2 credits

Designed for students with little training in mathematics, physics, or chemistry, the student will gain a better understanding of atmosphere. The composition, structure, and energetics of the atmosphere will be studied. Atmospheric stability, clouds, precipitation, winds and air masses, weather analysis and atmospheric optics and acoustics will be covered. The course winds up with a study of regional climates and changes in global climate.

6788 History of Film

6784/6786 History of Film (EAC/SED)

1 semester; 1 credit

A study of the history of film from the silent era to the present day. Students explore the basic components of film production and become familiar with common film terminology.

8004/8006 World Music

Open to EAC/SED students only
1 semester; 1 credit

This course is a study of present popular music to the early historic with emphasis on the application of music fundamentals to all styles of music. Students are introduced to critical musical evaluation through listening.

6808/2 Art History

6804/2-6806/2 Art History (EAC/SED)

1 semester; 1 credit

Students learn how to identify styles, trends, and contributions artists have made throughout history by viewing major works of art from prehistoric times to the 19th century. Research projects supplement required readings.



1018/2 Introduction to Speech Communications

1014/2-1016/2 Speech Communications (EAC/SED)

Open to juniors and seniors
1 semester; 1 credit

This course covers the practical application of socialization through the development of effective speaking skills.

49942/49962 World Languages and Cultures

Open to EAC/SED students only
Semester 2 only; 1 credit

This multicultural course explores cultures from around the world, including Africa, the Americas, Asia, and Europe. The curriculum focuses on cultural and economic concepts, religious and technological forces, communities, comparisons and communications. Critical reading and thinking skills are emphasized.

9858 Related Vocations 1-2

9854/9856 Related Vocations 1-2 (EAC/SED)

Open to sophomores, juniors, and seniors

2 semesters; 2 credits

This course develops oral and written communication skills needed for successful employment. Topics include job interviewing, writing a resume, preparing applications, and various aspects of employee responsibility.

9878 Work Experience 1-2 and Work Experience 3-4

Open to juniors and seniors

Prerequisite: concurrent enrollment in Related Vocations 1-2 is advised

2 semesters; 2 credits

The student uses the period assigned to work at an in-school job site, to meet with the Pre-Vocational Coordinator on a consultative basis regarding work outside of school, or to report to an out-of-school job site. Under special circumstances and with the approval of the student's dean-counselor and the Pre-Vocational Coordinator, a student may be enrolled in and receive credit for Work Experience alone.

9998/2 Social Seminar

1 semester; No credit

Registration determined by IEP

This class focuses on the student and his/her relationships with others. Self-image, peer relationships, goal setting, feelings, and group dynamics are some of the subjects studied.

S1618 Practical English

Summer School Only; 1 credit

This course is an elective for students who want to improve their basic language skills and prepare for successful careers after high school. Assignments are based on "real-life" and work-related experiences rather than on literature. The importance of language and communication skills in all careers is stressed. Topics include word processing, research, basic cultural literacy, listening skills, proofreading and editing, and getting a job.

S9040 Physical Education

Summer School Only
1 credit

TEAM PROGRAM

As mandated by IDEA (Individuals with Disabilities Education Act, formerly PL94-142 Education For All Handicapped Children Act, 1975), the Transitional Education with Access to the Mainstream (TEAM) program will provide each student an appropriate education tailored to meet individual needs. Graduation eligibility can occur by the end of the fourth year or may be extended until the age of 21. The ultimate goal is to maximize independence by developing the unique potential of each student.

Support Services

Occupational Therapy, Physical Therapy, and Speech and Language Therapy are provided through direct and consultation service and are based on the therapists' evaluations and the recommendation of the multidisciplinary team. A physician's referral is required for Occupational Therapy and Physical Therapy. Services are administered through the use of an integrated model.

Social Work services are available as determined by the IEP. These services may include group counseling and social skills training. Social workers and psychologists are available to all students who require social developmental case study updates and psychological/educational assessments at appropriate times.

Positive Behavioral Intervention Supports

Age appropriate behavior is an integral component in independent living and is therefore given serious attention by the TEAM program. Staff meets routinely to determine behavioral objectives for individual students. Positive behavioral intervention supports are then established to assist the students in achieving those goals.

TEAM Academic Courses

Some classes are offered on a rotating basis and may not be taught every year. In addition, students may enroll in courses offered in LD, ED, and regular education classes as determined by their IEP.

American History 1-2B Applied Math Applied Math 1-2 Applied Math 3-4 Applied Math 5-6 Essentials of Biology 1-2 Consumer Education Driver Education Earth Science 1-2 Elements of Reading 1-2	English 1-2 English 3-4 English 5-6 English 7-8 Humanities Community Law Global Studies 1-2 Foundations of Health Education 1-2 Keyboarding/Word Processing 1-2 Related Vocations 1-2 Related Vocations 3-4	Social Problems Elements of Writing Level A-F World History 1-2B Skills Development Recreation and Leisure
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707 Community Integrated Transition Education (CITE)*

The philosophy of the CITE Program is to provide an outcome-based program that will promote students' optimal independence in the home and community by teaching individualized, age-appropriate life skills.

Upon completion of four years of high school and by recommendation of the IEP, TEAM students may be recommended for participation in the Community Integrated Transition Education Program. The curriculum focus is on life and vocational skills that are age-appropriate and community-based. The seven curriculum areas are:

1. Parent/Adult Services – Students/families will develop an awareness of adult services.
2. Academics – Instruction will focus on skills needed to participate in the community as independently as possible.
3. Vocation – Students will participate in community-based vocational training.
4. Community – Students will increase knowledge and independence in the community.
5. Domestic – Students will increase independence in home-based activities.
6. Recreation/Leisure – Students will explore community options for using free time productively.
7. Transportation – Students will work toward using transportation independently for work and community activities.



*This is a non-credit earning program. Progress toward IEP goals will be documented.

9049 Physical Education
1 semester; 1 credit

As determined by the student's IEP, physical education requirements are met through participation in regular PE classes. Adapted PE classes taught by a certified APE instructor are available for students who need more supervision and structured programming. TEAM staff members assist the APE teacher and are available to supervise the ADL component (showering, dressing, grooming, etc.) as needed. Classroom activities focus on fitness and team sports. Students learn recreation and leisure skills which may be used within the community (swimming, bowling, golf, etc.).

3319 American History 1-2B
2 semesters; 2 credits

This review of the history of the United States emphasizes historical figures, map reading, lifestyles of the era, and the formation of the federal government.

2179 Applied Math
Semester 1 only; 1 credit

Designed to meet the IEP of the student, this course teaches a basic knowledge of math skills, including time telling, money, calculator, and measurement.

2719 Applied Math 1-2
2 semesters; 2 credits

This course prepares students to use mathematics in daily living and provides a review of the four basic computational skills and their application to whole numbers and decimals.

2729 Applied Math 3-4
2 semesters; 2 credits

This continuation of math in daily living uses different situations and a slightly more difficult book

2739 Applied Math 5-6
2 semesters; 2 credits

This continuation of applying math in daily living includes fractions, decimals, geometry, algebra, percentages, metrics and other units of measure.

5099 Essentials of Biology 1-2
2 semesters; 2 credits

Topics include the cell, plants, animals, and body systems. Biologic principles are illustrated by hands-on experiments, lab work, and the assembly of physical models and manipulatives. The practical application of scientific principles and laws as they impact everyday life is emphasized.

6029 Consumer Education
1 semester; 1 credit

This course explores the individual's role as a consumer and the skills needed to make wise economic decisions.

92092 Driver Education
Open to students who are at least 15 years old by the beginning of the course and who have passed at least eight classes in the previous calendar year (See Driver Education section of this catalog)

Semester 2 only; 1 credit
Instruction consists of an integrated curriculum composed of classroom theory, simulation laboratory, and behind-the-wheel training. All students must pass tests on the rules of the road, signs, and vision before qualifying for driving instruction. Students who are unable to pass the Illinois Permit Test will take the classroom phase of the program in order to satisfy the Safety Education graduation requirement. **Note: Grades in Driver Education are excluded from the GPA.**



5569 Earth Science 1-2
2 semesters; 2 credits

This course is a study of weather, astronomy, volcanoes, geology, natural resources, and pollution.

1169 Elements of Reading 1-2
2 semesters; 2 credits

This course is designed for the student's individual reading levels per IEP. Areas of concentration are letter/sound correlation, phonetic awareness, decoding, and comprehension skills. Reading enjoyment is stressed.

1139 English 1-2
2 semesters; 2 credits

This course is designed to help the student develop skills in and understanding of basic grammar, punctuation, and writing.

1239 English 3-4
2 semesters; 2 credits

This course is designed to help the students develop improved writing skills and understand the practical application of basic grammar at a level higher than that which has been learned.

1319 English 5-6
2 semesters; 2 credits

This course is designed to help the students develop a better understanding and appreciation of American literature in conjunction with the development of better writing and expression skills.

1419 English 7-8
2 semesters; 2 credits

This course is designed to apply basic English skills to functional life settings and experiences.

3139 Global Studies
1-2

2 semesters; 2 credits
This course is a study of countries of the world with emphasis on their geography, culture, and history. Stresses interdependence of life in our global village and includes map reading.

5019 Foundations of Health Education 1-2

2 semesters; 2 credits

Studies the human body and health care, including basic first aid, toxic substances, sex education, and disease prevention and control. Credit in this course may not be applied toward the high school's graduation requirement of two laboratory science credits.

6049 Keyboarding /Word Processing 1-2

2 semesters; 2 credits

Develops basic keyboarding and word processing skills through emphasis on the touch method of alphabetic and numeric keyboarding on personal computers. Successful completion of this course fulfills the computer proficiency graduation requirement.

9859 Related Vocations 1-2 and Related Vocations 3-4

Open to juniors and seniors
2 semesters; 2 credits

Explores career possibilities and the types of skills necessary to get and keep a job.

3569 Social Problems

1 semester; 1 credit

Studies issues affecting our society, including child abuse, hunger, homelessness, crime, drug abuse, and teen runaways. Students learn effective coping strategies and appropriate protective responses to common adolescent dilemmas.

1179 Elements of Reasoning & Writing Level A-F

2 semesters; 2 credits

This direct instruction program is presented in six levels, A through F. This program teaches higher-order thinking skills that are needed for later reading, writing, and thinking. This program gives students the critical-thinking skills they need to analyze situations clearly and reach conclusions logically, equipping them to express themselves with precision and clarity as they write.

3989 Skills Development 1-2

2 semesters; 2 credits

Students will acquire a basic knowledge of community resources, self-determination, current events, activities of daily living, and a variety of necessary life skills. Students will

apply classroom skills in a variety of school and community settings for the purpose of skill generalization.

3219 World History 1-2B

2 semesters; 2 credits

A survey of the world's cultures and historic relationships. Emphasis on understanding historical events from ancient times through the present.

1149 English 1-2

2 semesters; 2 credits

Class work is designed to meet the individual educational plans of TEAM students and consists of a variety of hands-on activities and projects. Students will develop basic calendar skills as well as skills in using a newspaper to obtain information and maintain knowledge of current events. Students will acquire a basic knowledge of reading, comprehension, writing, and spelling skills.



1249 English 3-4

2 semesters; 2 credits

A continuation of English 1-2 above.

1309 English 5-6

2 semesters; 2 credits

A continuation of English 3-4 above.

1409 English 7-8

2 semesters; 2 credits

A continuation of English 5-6 above.

7489 Home Economics 1-2

2 semesters; 2 credits

Housekeeping, kitchen safety, and cooking skills are covered.

7499 Living Skills 1-2

2 semesters; 2 credits

Personal grooming skills including oral hygiene, first aid, health rules, and social skills are covered.

3979 Recreation and Leisure 1-2

2 semesters; 2 credits

This class teaches recreational and leisure skills to assist students in the development of their social skills and recreational/leisure interests for life-long entertainment.

5549 Environmental Science 1-2

2 semesters; 2 credits

Class work is designed to meet the individual educational plans of TEAM students. Students acquire a basic knowledge of the seasons of the year, the animal and plant kingdoms, endangered species, the earth, their own bodies, weather, and the concept of change. Students participate in hands-on projects related to each weekly unit. They

develop individual log books by writing and/or drawing their responses to scientific investigations using record and activity sheets.

9879 Work Experience 1-2

and Work Experience 3-4

Open to junior and seniors

Prerequisite: Concurrent enrollment in Related Vocations 1-2 and 3-4 is advised

2 semesters; 2 credits

This introduction to the world of work consists of two components: an in-school or community job site and direct

on-the-job supervision provided by the on-site supervisor or job coach. Students must be on the job at least five periods per week. For students who are involved in an extended graduation program (remaining in school until age 21), two credits will be given for those who are on the job for the majority of their school program.

PRE-VOCATIONAL EXPERIENCE

This introduction to the world of work consists of two components: an in-school job site and direct supervision provided by OPRFHS staff for the purpose of vocational skill building. Pre-vocational time is determined by individual student needs. Appropriate credit is granted for on-campus pre-vocational experience.

WORLD LANGUAGES DIVISION

Ms. Claudia Sahagun, Division Head, 708.434.3584, csahagun@oprfs.org

The World Languages Division provides instruction in Latin, French, German, Italian, Spanish, and Japanese. A four-year program is offered in all six languages, as well as a fifth-year Advanced Placement level in French, Italian, and Spanish. An Advanced Literature and Composition course is taught in Spanish for heritage speakers, and a new program in Chinese is being introduced. The division also offers a one-semester course in Etymology and two one-semester courses in World Languages and Cultures. If needed, a special program in English Language Learning (ELL) is provided for qualifying students whose native language is not English.

Regular Level Languages	Accelerated Level Languages	AP Level Languages
Latin 1-4	Latin Prose 5-6A/7-8A	AP French 9-10
French 1-8	Latin Poetry 5-6A/7-8A	AP Italian 9-10
German 1-4	French 1-8A	AP Spanish 9-10
Italian 1-8	German 5-8A	
Spanish 1-10	Italian 1-8A	
Japanese 1-4	Spanish 1-8A	
Chinese 1-4	Japanese 5-8A	
Etymology	Advanced Spanish Literature and Composition 1-2A	

400/2 Etymology

1 semester; 1 credit

This one-semester course is open to all students. The origin and formation of English words including roots, prefixes, and suffixes are studied with emphasis on understanding words that come from Latin and Greek and on vocabulary building. This course is an excellent preparation for college entrance exams.

401 Latin 1-2

2 semesters; 2 credits

This first-year Latin course is open to all students. Essentials of grammar including declensions and conjugations are taught with emphasis on English vocabulary enrichment. Reading selections of Roman history and literature and cultural materials of Greece and Rome are introduced.

403 Latin 3-4

Prerequisite: Latin 1-2

2 semesters; 2 credits

This second-year Latin course presents more advanced grammar with emphasis on English derivatives. Latin reading selections in mythology and history and selections from Roman authors are incorporated.



405 Latin Prose 5-6A/7-8A (for 2009-2010)

**Prerequisite: Latin 3-4
or Latin Poetry 5-6A/7-8A**

2 semesters; 2 credits

As part of the four-year Latin sequence, this one-year course is offered in alternating years and is thus taken in either the third or fourth year. Students read unadapted texts in original Latin. Authors include Eutropius, Asconius, Cicero, Caesar, Augustus, Pliny, and Petronius. The course also introduces students to the broader aspects of the Latin-speaking world, especially the Roman arts of politics, war, and administration. Emphasis is placed on discussion of political, cultural, and literary issues, especially as they relate to important social and political questions of today.

407 Latin Poetry 5-6A/7-8A (for 2008-2009)

**Prerequisite: Latin 3-4
or Latin Prose 5-6A/7-8A**

2 semesters; 2 credits

As part of the four-year Latin sequence, this one-year course is offered in alternating years and is thus taken in either the third or fourth year. Students read unadapted texts in original Latin. Authors include Ovid, Vergil, Catullus, and Horace. The course also introduces students to an appreciation of some of the literary qualities of Latin poetry by examining poetic forms and devices. Emphasis is placed on English derivatives and the influence of Roman authors on later writers.

409 French 1-2
2 semesters; 2 credits

This first-year French course is open to all students. Basic vocabulary and essentials of grammar are taught with emphasis on the development of the four language skills of listening, speaking, reading, and writing. Reading selections and cultural materials are introduced.

411 French 1-2A
Prerequisite: Previous language experience

2 semesters; 2 credits
This accelerated level course covers typical first-year French at a faster pace and in greater depth with more oral emphasis. Grammar is stressed and writing skills are developed. Extra reading selections and cultural materials are incorporated.

413 French 3-4
Prerequisite: French 1-2, 1-2A, or equivalent

2 semesters; 2 credits
This second-year French course continues the development of the four language skills. Advanced vocabulary and grammar are presented with emphasis on oral and written responses. There is increased use of French in the classroom with frequent dictations, conversations, and short compositions. Reading selections and cultural materials are included.

415 French 3-4A
Prerequisite: French 1-2, 1-2A, or equivalent

2 semesters; 2 credits
This course is the accelerated level of second-year French, covering material at a faster pace and in greater depth. The spoken language is stressed and French becomes the primary means of communicating. Development of the four language skills continues and the study of basic grammar is completed. More intensive work is done in reading and writing and extra cultural materials are used.

419 French 5-6
Prerequisite: French 3-4, 3-4A, or equivalent

2 semesters; 2 credits
The study of the basic structure of the language begun in the first two years is completed in this third-year French course. The development of the four language skills is intensified with

emphasis on oral proficiency. French is the primary means of teaching and communicating. Grammar is refined and vocabulary is enriched through extra reading selections. Supplementary cultural materials and audiovisual materials are used.

421 French 5-6A
Prerequisite: French 3-4, 3-4A, or equivalent

2 semesters; 2 credits
This course is the accelerated level of third-year French, covering material at a faster pace and in greater depth. The class is conducted almost entirely in French. Grammar is thoroughly reviewed, and an expanded vocabulary is studied with emphasis on comprehension and oral proficiency. French literature is introduced. Supplementary cultural materials and audiovisual materials are used.



423 French 7-8
Prerequisite: French 5-6, 5-6A, or equivalent

2 semesters; 2 credits
This fourth-year French course enhances the development of the four language skills. The class is conducted entirely in French. Listening and speaking skills are intensified through conversations and discussions of various authentic literary works. Extensive use of French cultural materials and audiovisual materials heightens all areas of proficiency.

425 French 7-8A
Prerequisite: French 5-6, 5-6A, or equivalent

2 semesters; 2 credits
This course is the accelerated level of fourth-year French, covering material at a faster pace and in greater depth. The class is conducted entirely in French. Advanced work in writing and composition is required. Listening and speaking skills are intensified through conversations and discussions of various authentic literary works including novels, essays, plays, and poems. Extensive use of French cultural materials and audiovisual materials heightens all areas of proficiency.

427 AP French 9-10
Prerequisite: French 7-8 or 7-8A

2 semesters; 2 credits
This Advanced Placement course provides students the opportunity to prepare for the AP French Language Exam. This fifth-year French class is conducted entirely in French in order to develop oral and written proficiency. There is thorough review of vocabulary and grammar with emphasis on reinforcement and refinement. Complex conversations, discussions, oral reports, and similar activities enhance listening and speaking proficiency. Extensive reading of various authentic literary works and intensive composition work develop reading and writing proficiency. Triton College dual credit may be available.

431 German 1-2
2 semesters; 2 credits

This first-year German course is open to all students. Basic vocabulary and essentials of grammar are taught with emphasis on the development of the four language skills of listening, speaking, reading, and writing. Reading selections and cultural materials are introduced.

435 German 3-4
Prerequisite: German 1-2 or equivalent

2 semesters; 2 credits
This second-year German course continues the development of the four language skills. Advanced vocabulary and grammar are presented with emphasis on oral and written responses. There is increased use of German in the classroom with frequent dictations, conversations, and short compositions. Reading selections and cultural materials are included.

441 German 5-6A**Prerequisite: German 3-4****2 semesters; 2 credits**

The study of the basic structure of the language begun in the first two years is completed in this third-year German course. The development of the four language skills is intensified with emphasis on oral proficiency. German is the primary means of teaching and communicating. Grammar is refined and vocabulary is enriched through extra reading selections. Supplementary cultural materials and audiovisual materials are used. This course may be taught with another level unless there is sufficient enrollment to offer a separate section.

445 German 7-8A**Prerequisite: German 5-6A****2 semesters; 2 credits**

This fourth-year German course enhances the development of the four language skills. The class is conducted entirely in German. Listening and speaking skills are intensified through conversations and discussions of various authentic literary works. Extensive use of German cultural materials and audiovisual materials heightens all areas of proficiency. This course may be taught with another level unless there is sufficient enrollment to offer a separate section.

451 Italian 1-2**2 semesters; 2 credits**

This first year Italian course is open to all students. Elementary vocabulary, basic language patterns, and aspects of daily life and culture are introduced through reading and the telling of stories. Emphasis is placed on the acquisition of vocabulary through the development of listening and reading skills. Speaking and writing skills for communication are developed. Attention is also given to developing an awareness of the culture of Italy.

450 Italian 1-2A**Prerequisite: Previous language experience****2 semesters; 2 credits**

This accelerated course covers typical first-year Italian at a faster pace and in greater depth with more oral emphasis. This first year Italian course is open to all students. Elementary vocabulary, basic language patterns, and aspects of daily life and culture are introduced through reading and the telling of stories.

Emphasis is placed on the acquisition of vocabulary through the development of listening and reading skills. Speaking and writing skills for communication are developed. Attention is also given to developing an awareness of the culture of Italy.

453 Italian 3-4**Prerequisite: Italian 1-2, 1-2A, or equivalent****2 semesters; 2 credits**

This second-year Italian course continues the development of the four language skills. Advanced vocabulary and grammar are presented with emphasis on oral and written responses. There is increased use of Italian in the classroom with frequent dictations, conversations, and short compositions. Reading selections and cultural materials are included.

**452 Italian 3-4A****Prerequisite: Italian 1-2, 1-2A, or equivalent****2 semesters; 2 credits**

This course is the accelerated level of second-year Italian, covering material at a faster pace and in greater depth. The spoken language is stressed and Italian becomes the primary means of communicating. Development of the four language skills continues and the study of basic grammar is completed. More intensive work is done in reading and writing and extra cultural materials are used.

454 Italian 5-6**Prerequisite: Italian 3-4, 3-4A, or equivalent****2 semesters; 2 credits**

The study of the basic structure of the language begun in the first two years is completed in this third-year Italian course. The development of the four language skills is intensified with emphasis on oral proficiency. Italian is the primary means of teaching and communicating. Grammar is refined and vocabulary is enriched through extra reading selections. Supplementary cultural materials and audiovisual materials are used.

455 Italian 5-6A**Prerequisite: Italian 3-4, 3-4A, or equivalent****2 semesters; 2 credits**

This course is the accelerated level of third-year Italian, covering material at a faster pace and in greater depth. The class is conducted almost entirely in Italian. Grammar is thoroughly reviewed, and an expanded vocabulary is studied with emphasis on comprehension and oral proficiency. Italian literature is introduced. Supplementary cultural materials and audiovisual materials are used.

456 Italian 7-8**Prerequisite: Italian 5-6, 5-6A, or equivalent****2 semesters; 2 credits**

This fourth-year Italian course enhances the development of the four language skills. The class is conducted entirely in Italian. Listening and speaking skills are intensified through conversations and discussions of various authentic literary works. Extensive use of Italian cultural materials and audiovisual materials heightens all areas of proficiency.

457 Italian 7-8A**Prerequisite: Italian 5-6, 5-6A, or equivalent****2 semesters; 2 credits**

This course is the accelerated level of fourth-year Italian, covering material at a faster pace and in greater depth. The class is conducted entirely in Italian. Advanced work in writing and composition is required. Listening and speaking skills are intensified through conversations and discussions of various authentic literary works including novels, essays, plays, and poems. Extensive use of Italian cultural materials and audiovisual materials heightens all areas of proficiency.

458 AP Italian 9-10**Prerequisite: Italian 7-8 or 7-8A
2 semesters; 2 credits**

This Advanced Placement course provides students the opportunity to prepare for the AP Italian Language Exam. This fifth-year Italian class is conducted entirely in Italian in order to develop oral and written proficiency. There is thorough review of vocabulary and grammar with emphasis on reinforcement and refinement. Complex conversations, discussions, oral reports, and similar activities enhance listening and speaking proficiency. Extensive reading of various authentic literary works and intensive composition work develop reading and writing proficiency.

461 Spanish 1-2**2 semesters; 2 credits**

This first-year Spanish course is open to all students. Elementary vocabulary, basic language patterns, and aspects of daily life and culture are introduced through reading and the telling of stories. Emphasis is placed on the acquisition of vocabulary through the development of listening and reading skills. Speaking and writing skills for communication are developed. Attention is also given to developing an awareness of the culture of Spanish-speaking countries.

463 Spanish 1-2A**Prerequisite:
Previous language
experience****2 semesters; 2 credits**

This accelerated course covers typical first-year Spanish at a faster pace and in greater depth with more oral emphasis. Elementary vocabulary, basic language patterns, and aspects of daily life and culture are introduced through reading and the telling of stories. Emphasis is placed on the acquisition of vocabulary through the development of listening and reading skills. Speaking and writing skills for communication are developed. Attention is also given to developing an awareness of the culture of Spanish-speaking countries.

467 Spanish 3-4**Prerequisite: Spanish 1-2, 1-2A,
or equivalent****2 semesters; 2 credits**

This second-year Spanish course continues the development of more advanced vocabulary, language patterns, and aspects of daily life and culture through reading and the telling of stories. A strong emphasis is placed on the acquisition of language through the development of listening and reading skills. Writing and speaking skills for communication are further developed and intensified. Attention is also given to developing an awareness of the culture of Spanish-speaking countries through the readings and class discussions.

**469 Spanish 3-4A****Prerequisite: Spanish 1-2, 1-2A,
or equivalent****2 semesters; 2 credits**

This course is the accelerated level of second-year Spanish, covering material at a faster pace and in greater depth with more oral emphasis. This course continues the development of more advanced vocabulary, language patterns, and aspects of daily life and culture through reading and the telling of stories. A strong emphasis is placed on the acquisition of language through the development of listening and reading skills. Writing and speaking skills for communication are further developed

and intensified. Attention is also given to developing an awareness of the culture of Spanish-speaking countries through the readings and class discussions.

477 Spanish 5-6**Prerequisite: Spanish 3-4, 3-4A,
or equivalent****2 semesters; 2 credits**

The study of the basic structure of the language begun in the first two years is completed in this third-year Spanish course. The development of the four language skills is intensified with emphasis on oral proficiency. Spanish is the primary means of teaching and communicating. Grammar is refined and vocabulary is enriched through extra reading selections. Supplementary cultural materials and audiovisual materials are used.

479 Spanish 5-6A**Prerequisite: Spanish
3-4, 3-4A, or equivalent**

2 semesters; 2 credits
This course is the accelerated level of third-year Spanish, covering material at a faster pace and in greater depth. The class is conducted almost entirely in Spanish. Grammar is thoroughly reviewed, and an expanded vocabulary is studied with emphasis on comprehension and oral proficiency. Spanish plays and poetry selections are introduced. A comprehensive study of Hispanic culture and art is an integral part of this course.

483 Spanish 7-8**Prerequisite: Spanish
5-6, 5-6A,
or equivalent****2 semesters; 2 credits**

This fourth-year Spanish course enhances the development of the four language skills. The class is conducted entirely in Spanish. Listening and speaking skills are intensified through conversations and discussions of various authentic literary works. Extensive use of Spanish cultural materials and audiovisual materials heightens all areas of proficiency.

485 Spanish 7-8A

Prerequisite: Spanish 5-6, 5-6A, or equivalent

2 semesters; 2 credits

This course is the accelerated level of fourth-year Spanish, covering material at a faster pace and in greater depth. The class is conducted entirely in Spanish. Advanced work in writing and composition is required. Listening and speaking skills are intensified through conversations and discussions of various authentic literary works including novels, essays, plays, and poems. Extensive use of Spanish cultural materials and audiovisual materials heightens all areas of proficiency.

486 Spanish 9-10

Open to qualified students

Prerequisite:

Spanish 7-8 or 7-8A

2 semesters; 2 credits

This fifth-year Spanish class is designed for students who want to continue in Spanish but are not preparing to take the Advanced Placement Spanish Language Exam. The class is conducted entirely in Spanish with focus on communication. Conversations, discussions, oral reports, and similar activities enhance listening and speaking proficiency. Readings on contemporary issues and composition work develop reading and writing proficiency.

487 AP Spanish 9-10

Prerequisite: Spanish 7-8 or 7-8A
2 semesters; 2 credits

This Advanced Placement course provides students the opportunity to prepare for the AP Spanish Language Exam. This fifth-year Spanish class is conducted entirely in Spanish in order to develop oral and written proficiency. There is thorough review of vocabulary and grammar with emphasis on reinforcement and refinement. Complex conversations, discussions, oral reports, and similar activities enhance listening and speaking proficiency. Extensive reading of various authentic literary

works and intensive composition work develop reading and writing proficiency. Triton College dual credit may be available.

489 Advanced Spanish Literature and Composition 1-2A

Prerequisite: Heritage speaker or teacher recommendation

2 semesters; 2 credits

This advanced course is designed for students who demonstrate an ability to comprehend and speak Spanish but lack formal instruction in the language. The course will further improve and refine students' existing language skills, increase their vocabulary knowledge, and intensify the development of their reading, writing, and communication skills in Spanish.

493 Japanese 3-4

Prerequisite: Japanese 1-2

2 semesters; 2 credits

This second-year Japanese course continues the development of the four language skills. Advanced vocabulary and grammar are presented with emphasis on oral and written responses. There is increased use of Japanese in the classroom and additional Kanji characters are taught. Cultural materials and projects are an integral part of the course.

495 Japanese 5-6A

Prerequisite: Japanese 3-4

2 semesters; 2 credits

The study of the basic structure of the language begun in the first two years is completed in this third-year Japanese course. The development of the four language skills is intensified with emphasis on writing proficiency. Grammar is refined and vocabulary is enriched through supplementary materials. Additional Kanji characters are taught. Cultural materials and projects are an integral part of the course.

497 Japanese 7-8A

Prerequisite: Japanese 5-6A

2 semesters; 2 credits

This fourth-year Japanese course enhances the development of the four language skills. There is intensive review of grammar and structure with emphasis on speaking proficiency.

Advanced vocabulary and Kanji characters are taught. Extensive use of Japanese cultural materials and projects are an integral part of the course.

491 Japanese 1-2

2 semesters; 2 credits

This first-year Japanese course is open to all students. Basic vocabulary and essentials of grammar are taught with emphasis on the development of the four language skills of listening, speaking, reading, and writing. Japanese writing systems of Hiragana and Katakana, and Kanji characters are taught. Cultural materials and projects are an integral part of the course.



446 Chinese 1-2**2 semesters; 2 credits**

This first-year Chinese course is open to all students. Basic vocabulary and essentials of grammar are taught with emphasis on the development of the four language skills of listening, speaking, reading, and writing. The Chinese writing system and the standard Mandarin phonetic system of Pinyin are taught. Cultural materials and projects are an integral part of the course.

447 Chinese 3-4**2 semesters; 2 credits**

This second-year Chinese course continues the development of the four language skills. Advanced vocabulary and grammar are presented with emphasis on oral and written responses. There is increased use of the Chinese language and writing systems. Cultural materials and projects are an integral part of the course.

499/2 World Languages and Cultures**Open to sophomores, juniors, and seniors****1 or 2 semesters; 1 or 2 credits****Two one-semester courses are offered, and either semester may be taken independently of the other.**

This multicultural course is designed to explore languages and cultures from around the world. Students may register for either one or two semesters in any sequence. Each semester will offer a different curriculum. Students will be introduced to an overview of diverse cultures ranging from Asian, European, African, North American, and Central American countries. The curriculum

focuses on communication, connections, cultures, comparisons, and communities.

180 English Language Learning (ELL) 1-2**Open to qualified students based on assessed need by registrar, counselor, and ELL teacher****Prerequisite: Little or no proficiency in English****2 semesters; 2 credits**

This beginning level course is open to students who speak little or no English. Basic vocabulary and essentials of grammar are taught with emphasis on the four language skills of listening, speaking, reading, and writing. Basic sentence patterns are taught, and writing is limited to the production of sentences and short paragraphs with highly controlled vocabulary and grammatical structures. 'Survival' style vocabulary and the acclimatization to a new environment are stressed. This course may be taught with another level unless there is sufficient enrollment to offer a separate section.

182 English Language Learning (ELL) 3-4**Open to qualified students based on assessed need by registrar, counselor, and ELL teacher****Prerequisite: Limited use of the English language****2 semesters; 2 credits**

This intermediate level course is open to students who understand simple statements and questions in English and can respond to them. Development of the four language skills is strengthened. Advanced vocabulary and grammar are presented with emphasis on oral and written responses. Reading selections are

incorporated, and there is increased understanding of English through conversations and short compositions. Library skills are introduced. This course may be taught with another level unless there is sufficient enrollment to offer a separate section.

184 English Language Learning (ELL) 5-6**Open to qualified students based on assessed need by registrar, counselor, and ELL teacher****Prerequisite: Understanding of English****2 semesters; 2 credits**

This intermediate-advanced level course is open to students who understand and participate comfortably in everyday conversation in English. Development of the four language skills is enhanced. Vocabulary and grammar are intensified with emphasis on comprehension and oral proficiency. Supplementary reading selections are used, and English is further developed through intensive composition work and conversations. Library skills are enhanced. This course may be taught with another level unless there is sufficient enrollment to offer a separate section.

186 English Language Learning (ELL) 7-8**Open to qualified students based on assessed need by registrar, counselor, and ELL teacher****Prerequisite: ELL 5-6****2 semesters; 2 credits**

This advanced level course is open to students who have completed ELL 5-6 but need further work in the four language skills. Grammar is refined and vocabulary is enriched. Listening and speaking skills are intensified. There is extensive reading and composition work with emphasis on reading and writing proficiency. Library skills are refined. This course may be taught with another level unless there is sufficient enrollment to offer a separate section.



SUMMER FIELD COURSES

The following courses are available only during summer school. Summer field courses may not be used to satisfy any specific graduation requirement; they may be used only to satisfy requirements in Category 4: Electives (see Graduation Requirements section of this catalog). In addition, any credits earned in the science field courses described on the following page may not be applied toward the high school's graduation requirement of two laboratory science credits.

S010-01 Walk with the Stars: Careers in Sports and Entertainment

Note: Not open to incoming freshmen. This course equals 1 elective credit

Summer School Only

Students have an opportunity to go behind the cameras, microphones, and printing presses where sports and media figures communicate with the American public. Students learn about the many types of careers available in the communications fields of radio, television, newspapers, and electronic digital media businesses. Successful completion of this course provides one elective credit toward graduation.

S020-01 Building Blocks: Careers in Construction and the Trades

Note: Not open to incoming freshmen. This course equals 1 elective credit

Summer School Only

Students visit the work sites of architects, engineers, carpenters, draftspeople, plumbers, electricians, and contractors. Students learn about careers in construction and the trades from "hands-on" professionals who design and build homes, schools, businesses, and communities. Successful completion of this course provides one elective credit toward graduation.

S030-01 Walk on Wall Street: Careers in Business and Finance

Note: Not open to incoming freshmen. This course equals 1 elective credit

Summer School Only

Students will visit banks, law firms, investment firms, marketing agencies, hotels, and brokerage houses in the heart of downtown Chicago. Students see real business people in action in the bustling world of commerce. Students learn how to prepare for and succeed in the many careers offered in the complex and exciting business world. Successful completion of this course provides one elective credit toward graduation.

S040-01 All That Jazz: Careers in Music, Art, Theatre, and Dance

Note: Not open to incoming freshmen. This course equals 1 elective credit

Summer School Only

Students visit stages and studios to meet musicians, artists, actors, and dancers as well as "behind-the-scenes" managers and crews whose talents and hard work make Chicago, Oak Park, and River Forest thriving and vibrant arts communities. Students learn what it takes to prepare for and survive in a career in the arts. Successful completion of this course provides one elective credit toward graduation.

S050-01 Always on Call: Careers in Medicine and Health

Note: Not open to incoming freshmen. This course equals 1 elective credit

Summer School Only

Students experience the lives of those who deliver medical and healthcare services. Students follow the daily schedules of healthcare professionals such as doctors, surgeons, psychiatrists, nurses, paramedics, physical therapists, dentists, optometrists, hospital administrators, and technicians. Students visit hospitals, outpatient clinics, and health complexes where medical services are delivered to learn about new and emerging systems for healthcare in the 21st century. Successful completion of this course provides one elective credit toward graduation.



S525 Field Biology I

Prerequisite: Biology 1-2,

**Integrated Lab Science 1-2, or
prior dean-counselor approval**

Summer School Only

1 credit

This is a field-based course in which students meet weekly during the winter/spring terms of the school year to explore and study many different environmental, biological, and geological aspects of Northern Illinois and Indiana. Students are taught research techniques. Students then apply these skills during the summer during daylong trips to different sites in the area including the Volo Bog, Morton Arboretum, and the Indiana Dunes. Successful completion of this course provides one elective credit toward graduation.

S526 Field Biology II

Prerequisite: Field Biology I

Summer School Only

1 credit

This is a field-based course in which students meet weekly during the winter/spring terms of the school year to explore and study many different environmental, biological, and geological aspects of the Great Smoky Mountains. One portion of class is held at the Great Smoky Mountain Institute in Tremont, Tennessee, where students participate in environmental research and learn from expert environmentalists about such topics as conservation, biology, and geology. Students are housed in dormitory-style accommodations and spend most of the time on trails and rivers in the Great Smoky Mountain National Park. Successful completion of this course provides one elective credit toward graduation.

S527 Field Marine Biology I

**Prerequisite: One laboratory
science class, permission
of instructors, and
recommendation of dean-
counselor**

Summer School Only

2 credits

This two-credit course is divided into two major components. The pre-field experience component is designed to prepare students with the knowledge and skills necessary for them to be successful and engaged in the field experience component of the course. The pre-trip activities and requirements include field trips, research sessions,

laboratory classes, meetings, and lectures. Students are expected to complete a research project prior to the summer field experience trip. Along with this project, homework, independent laboratories, a field notebook, and journal assignments are required of all students. The highlight and culminating experience of this course is the 12-day field experience trip to Florida. During this portion of the course, students will travel to various research and informational facilities in Florida to study marine habitats including sea-grass habitat, mangrove habitat, reef habitat, and open ocean habitat. Successful completion of this course provides two elective credits toward graduation.

S528 Field Marine Biology II

Prerequisite: Field Marine

Biology I

Summer School Only

2 credits

This is a field-based course that expands on the concepts covered in Field Marine Biology I. Students must be SCUBA certified prior to the beginning of the field experience. Successful completion of this course provides two elective credits toward graduation.



S529 Field Geology
Open to sophomores, juniors, and seniors

Prerequisite: One laboratory science class, permission of instructors, and recommendation of dean-counselor

Summer School Only
2 credits

This is a field-based course in which students spend three weeks of intense study developing and mastering science skills especially as related to field study. Classes meet daily, and a full two weeks are spent in the state of Washington studying the geology, biology, environment, and sociology relevant to the region. Successful completion of this course provides two elective credits toward graduation.

S531 Tropical Field Ecology
Open to sophomores, juniors, and seniors

Prerequisite: Biology, Earth Science, Geology or consent of instructor

Summer School Only
2 credits

This is a field-based course in which students meet bimonthly during the winter/spring terms of the school year to develop and master science skills related to field studies in general and neotropical rainforests specifically. Students read *Tropical Ecology* to become familiar with the experiences of biologists doing research in the rainforests of Central America. For a full two weeks during the summer, students travel to Central America and visit various sites to experience sustainable development in action, focus on conservation issues and efforts, and study the general biology, environment, geology, and sociology relevant to the region. Successful completion of this course provides two elective credits toward graduation.

S5524 Arctic Exploration
Open to sophomores, juniors, and seniors

Prerequisite: Successful completion of at least one year of science

Summer School Only
2 credits

This is a field-based course in which students will meet once a week during the spring term prior to the field experience. During this phase of the course, students will learn about life in the cold, conservation science, and arctic biology, geology, and culture. Students will be assigned specific plants and animals to study

and report on to act as the group's "expert in the field." The trip itself will take students from Winnipeg to Churchill and Hudson Bay, exploring Manitoba, Canada's arctic ecosystems by plane, train, boat, and on foot. They will learn ecological research methods through first-hand experience with tundra, taiga, and the coastal areas that are home to beluga whales. They will meet First Nations people such as the Inuit, Cree, Metis, and Dene. Students are encouraged to be involved with a community service project upon their return, to be decided upon at the end of the trip.



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ASSOCIATE SCHOOLS

OAK PARK

School District 97 Administration
970 W. Madison Street
Oak Park IL 60302
708.524.3000
Dr. Connie Collins, Superintendent
www.op97.org

Gwendolyn Brooks Middle School
325 S. Kenilworth Avenue
Oak Park IL 60302
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Oak Park IL 60302
708.524.3040
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School District 90 Administration
7776 Lake Street
River Forest IL 60305
708.771.8282
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www.district90.org

Roosevelt Middle School
7560 Oak Avenue
River Forest IL 60305
708.366.9230
Mr. Larry Garstki, Principal
www.district90.org/roosevelt.html

PAROCHIAL AND PRIVATE

Ascension School
601 Van Buren Street
Oak Park IL 60304
708.386.7282
Ms. Mary Jo Burns, Principal
www.ascension-school.com

St. Catherine of Siena-
St. Lucy School
27 Washington Boulevard
Oak Park IL 60302
708.386.5286
Sr. Marion Cypser, Principal
www.greatschools.net

St. Edmund School
200 S. Oak Park Avenue
Oak Park IL 60302
708.386.5131
Ms. Kerry Lynch, Principal
www.stedmund.org

St. Giles School
1034 N. Linden Avenue
Oak Park IL 60302
708.383.6279
Mrs. Susan Poetzel, Principal
www.stgilesschool.org

Grace Lutheran School
7300 W. Division Street
River Forest IL 60305
708.366.6900
Mr. Hugh Kress, Principal
www.graceriverforest.org/school

Keystone Montessori School
7415 W. North Avenue
River Forest IL 60305
708.366.1080
Ms. Vicki Shea, Principal
www.ksmontessori.org

St. Luke School
519 Ashland Avenue
River Forest IL 60305
708.366.8587
Mrs. Barbara Rasinski, Principal
www.stlukeparish.org

St. Vincent Ferrer School
1515 Lathrop Avenue
River Forest IL 60305
708.771.5905
Ms. Frances Mazzulla, Principal
www.svfsschool.org

Oak Park Christian Academy
305 Circle Avenue
Forest Park IL 60130
Ms. McKenzie, Principal
708.366.2764

St. Bernardine School
815 Elgin Avenue
Forest Park IL 60130
708.366.6890
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www.stbern.com/school

Walther Lutheran Academy
305 Circle Avenue
Forest Park IL 60130
708.366.2764
www.walther.com/academy





Oak Park and River Forest High School
District 200
2009 – 2010 School Calendar



August 2009

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	X	A	27	28	29
30	31					

September 2009

S	M	T	W	T	F	S
		1	2	3	4	5
6	X	8	9	¶	X	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	⊖	⊖	⊖			

October 2009

S	M	T	W	T	F	S
				⊖	⊖	⊖
4	5	6	7	8	9	10
11	X	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	Q1	29	30	31

November 2009

S	M	T	W	T	F	S
1	2	3	▲	X	X	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	X	X	28
29	30					

December 2009

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	X	X	X	X	X	26
27	X	X	X	X		

January 2010

S	M	T	W	T	F	S
					X	2
3	4	5	6	7	8	9
10	11	12	13	14	Q2	16
17	X	19	20	21	X	23
24	X	A	27	28	29	30
31						

OPENING/CLOSING DAYS OF SCHOOL

- August 26 (A) 1st Student Day–1st Sem.
- January 26 (A) 1st Student Day–2nd Sem.
- June 10 (Ω) Last Day of School

STUDENT NON-ATTENDANCE DAYS (X)

- August 25 Institute Day
- September 7 Labor Day
- September 11 Staff Development
- October 12 Columbus Day
- November 5 Parent-Teacher Conferences
- November 6 Veterans Day Observed
- November 25 Staff Development
- November 26-27 Thanksgiving Holiday
- Dec. 21- Jan. 1 Winter Break
- January 18 M. L. King Jr. Observed
- January 22 Records Day
- January 25 Institute Day
- February 12 Non-Attendance Day
- February 15 Presidents Day Observed
- March 1 Casimir Pulaski Observed
- March 29 – April 2 Spring Break
- May 31 Memorial Day
- June 11 Staff Development
- July 5 4th of July Observed

PARENT-TEACHER CONFERENCE DAYS (▲)

- November 4 4:30 – 7:30 p.m.
- November 5 11:15 a.m. – 7:30 p.m.

END OF GRADING PERIODS

- October 30 Q1 1st quarter
- January 15 Q2 2nd quarter
- March 26 Q3 3rd quarter
- June 4 Q4 4th quarter

COMMENCEMENT (Ⓜ)

- June 13 3:00 p.m.

SEMESTER EXAM DAYS

- January 19-21 1st Semester
- June 7-10 2nd Semester

LATE ARRIVAL DAYS

To be determined

MISCELLANEOUS

- September 10 ¶ Open House
- Sept. 28 – Oct. 3 ⊖ Homecoming Week
- June 14-18 ■ Emergency Days
- June 16 S Summer School Begins

February 2010

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	X	13
14	X	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2010

S	M	T	W	T	F	S
	X	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	Q3	27
28	X	X	X			

April 2010

S	M	T	W	T	F	S
				X	X	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2010

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	X					

June 2010

S	M	T	W	T	F	S
		1	2	3	Q4	5
6	7	8	9	Ω	X	12
Ⓜ	■	■	S	■	■	19
20	21	22	23	24	25	26
27	28	29	30			

July 2010

S	M	T	W	T	F	S
				1	2	3
4	X	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

