



**HOLY TRINITY
HIGH SCHOOL**

SINCE 1910

OVER 100 YEARS OF KEEPING OUR PROMISE TO CHICAGO'S YOUTH

CURRICULUM GUIDE

2021-2022

HOLY TRINITY HIGH SCHOOL MISSION

Holy Trinity High School, a Catholic school in the Holy Cross tradition, challenges and nurtures students academically, spiritually and personally, as they prepare to lead lives of leadership and service.

HOLY CROSS VALUES

Discipline: Students are responsible, respectful, and tireless in working to achieve their goals and serve others.

Integrity: Students are truthful, faithful and committed to living the values of Holy Cross and the Catholic Church.

Excellence: Students exemplify a tireless desire to achieve to the best of their God given talents and abilities.

Family: Students are interdependent and dependable, recognizing and celebrating their role in their family, and the family of Holy Cross, and look always to put family's interests above their own.

Zeal: Students live passionately, inspired by their faith and willing to lead others in the pursuit of justice.

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HOLY TRINITY HIGH SCHOOL ACADEMIC PROGRAM

Holy Trinity High School (HTHS) provides a strong academic program aligned to the needs of all students at a variety of levels. We believe that young people need to know that change is possible and that they can succeed. Our commitment is to helping them reach their potential by building the confidence and skills they need to attain their goals. Incorporated throughout the academic program are the Holy Cross values of **integrity, excellence, discipline, family** and **zeal**.

In addition to daily support from caring faculty and staff, the academic program offers both challenge and support in several ways.

Challenge is presented through:

- Honors level courses
- Advanced Placement (AP) Program
- Dual Credit (College Courses)
- B-STEM Honors Program
- Moreau Honors Program

Support is provided through:

- Counseling Department programs and support services
- The Resource Learning Center (RLC), mentoring programs such as Big Brothers Big Sisters, as well as individual mentoring opportunities.

Courses are offered at college-preparatory, honors, and advanced placement levels. Honors and AP courses are by invitation and are designed to challenge students to a greater level of thinking and performance. These courses focus on developing higher order thinking skills through in-depth analyses of course materials, move at a quicker pace, and focus on more challenging problems than college preparatory courses. Graduation requirements are designed to prepare students for access to a college education and provide the skills needed to succeed in the college of their choice.

HONORS COURSES

Honors level courses are available in core classes in English, mathematics, science, social studies, business/technology and language. In a few instances, an AP course may be offered in place of an honors course. Academic department members review student performance, discuss the additional demands of an honors or AP course, and ask potential students for a commitment to the additional challenge and expectations.

Because of the increased level of difficulty, honors and AP courses are more heavily weighted in calculating grade point average.

ADVANCED PLACEMENT (AP) PROGRAM

The AP program offers high school students the opportunity to participate in challenging college-level course work while still in high school. Courses are developed by national committees in each discipline. The College Board sponsors this program, approves course content, and provides a

national testing system for all AP courses each May. Students have the opportunity to receive college credit for AP courses at more than 2,800 colleges and universities. Each university sets their own standards, but credit can be given for courses in which students score a 3 or above on the national exam. Even universities who do not choose to issue advanced college credit recognize the additional rigor and challenge that an AP course represents. Although teachers often recommend students for AP courses, students have the option to sign up for a course whether or not they have received a recommendation.

Holy Trinity offers the following Advanced Placement courses:

- AP Literature and Composition
- AP Language and Composition
- AP Spanish Language and Culture
- AP 3D Art and Design: Ceramics
- AP Calculus AB
- AP Physics 1
- AP U.S. Government & Politics
- AP Computer Science Principles

Registration in these courses is often by teacher recommendation, and through consultation with students and parents. However, all students have the ability to enroll in an AP course if they choose. Students will have the option to pay the fee and register for the AP exam. Students may also choose to take an AP exam for which they feel prepared in another subject area. For example, a study group is available to students who choose to prepare for the AP World History exam.

DUAL CREDIT PROGRAM

Holy Trinity will offer a limited number of dual credit options this year through Illinois Benedictine University. Dual credit options will be offered for some AP courses with Holy Trinity instructors. In addition, two one-semester courses will be offered with qualified university professors in an online or classroom setting. A 3.5 GPA is required for enrollment in these two courses.

There may be an additional cost for the university credit of up to \$60.00 per credit hour. These credits will be honored by all schools in Illinois.

PHYS 106 Astronomy. This course examines astronomical phenomena and concepts including the solar system, stars, galaxies, planetary motion and the evolution of the universe. Physical-Scientific Mode of Inquiry (QPS). Three semester college credit hours. Physical Science Core Elective. (Would count as one full high school credit.)

HIST 112 American History since 1865: This course covers the rise of the United States as a global power. We examine the economic, political and social dimensions of U.S. culture and policy in a global context. Several of the topics of the class include: reconstruction, industrialization, the rise of the labor movement, The Civil Rights Movement, the Cold War, and the War on Terror. Three semester college credit hours. (Would count as one full high school credit.) Honors U.S. History would be taken the first semester. *This course would be offered as a second semester option.*

HOLY TRINITY HONORS PROGRAMS

B-STEM HONORS

The Business, Science, Technology, Engineering and Math (B-STEM) Program at Holy Trinity is a four-year honors-level program. Students who successfully complete the program will receive a special honors diploma. Admission to the program is by invitation and is based on performance on the High School Placement Test as well as elementary school performance. Students who qualify will be invited into the program based on academic performance and teacher recommendation. The goal of the program is to prepare students to succeed in Business and STEM majors in college and to give students the skills needed for successful professional careers:

Collaboration – the ability to work with others to achieve a common goal

Communication – the ability to articulate thoughts, ideas, and reasoning clearly and appropriately, to a wide audience

Creative problem solving – the ability to use imagination and innovation, think in divergent directions, and develop novel approaches to the conception of ideas and solutions

Critical thinking – the ability to define questions and problems, design investigations to gather and organize data, generate and evaluate alternatives, and implement solutions

Self-reliance – the ability to use personal initiative and self-motivation to set agendas, develop and gain self-confidence, work within specified time frames, and follow a project through to completion

Financial literacy – the ability to understand how money works in the world and concepts of costs, profitability, financing, and return on investment

The B in B-STEM will engage students in the fundamentals of business. Students will apply their communication, collaboration, financial literacy and decision making skills while learning to become strong leaders and project managers.

Summer Options and Opportunities for Extended learning

Summer should provide an opportunity for students to explore things they cannot do during the regular school year. This includes a wide variety of opportunities such as in person/virtual collage visits, and/or taking collage level courses. For many students, this is their first opportunity to travel outside the city of Chicago. Programs include:

- Northwestern University GoKidney – Sci-High Summer Program
- Malcolm X College – Pre-College Health Science Scholars Summer Program (PCHSS)
- University of Notre Dame – Introduction to Engineering Program
- Smith College – Summer Science and Engineering Program
- Illinois Institute of Technology – NxtGen High School Summer Program

In addition, B-STEM students can participate in summer internships in business and STEM related fields.

The program incorporates problem-based learning and real world problem solving opportunities related to business and entrepreneurship as well as math and science.

Research shows that participating in a cohort enriches a student's learning experiences and provides social and emotional support. In addition, a cohort increases a student's motivation for learning, and persistence in overcoming obstacles. Students in the B-STEM begin with B-STEM I.

B-STEM Requirements

- A total of 12 Credits at Honors Level or above by graduation
- 4 years of math
- 4 years of science
- 2 ½ years of technology/business courses
- 1 or more AP or Dual Credit College Courses
- Students are expected to maintain at least a 3.25 GPA. A student who falls below this level will be placed on probation and his/her ability to remain in the program will be evaluated. *Students who are not a part of the B-STEM Program may also take advantage of B-STEM classes.*

MOREAU HONORS PROGRAM

The Moreau Honors program seeks to challenge students who are academically gifted and motivated to take the lead in transforming both themselves and the world around them. Father Moreau, founder of the Congregation of Holy Cross, believed it is our duty to make the world better for future generations. Moreau Honors Students use their God-given gifts to consciously work to this end, whether it be in their local community, their national community, or the world at large. Recognizing that some students may have special talents in the Humanities and Fine Arts, rather than STEM fields, Holy Trinity offers an alternative path to honors recognition.

Moreau Requirements

- **Academic Excellence**
 - Completion of 13 or more Honors, AP, and/or Dual Credit credits in Honors or AP classes
 - At Least 2 or More AP or Dual Credit classes.
 - Maintain a GPA of 3.5 (5-point scale).
 - Students will earn 25 credits criteria for graduation
 - In addition, students are expected to be involved in some form of co-curricular activity, exhibit skills in leadership and actively participate in service. Students may be invited to join this program in fall of their junior year, beginning with the class of 2022.
- **Discipline and Integrity**
 - Moreau Honors Students are models of self-discipline and integrity.
 - Students adhere to the code of conduct for Holy Trinity High School.
 - Students set annual personal goals and work to achieve them.
 - Students participate in extracurricular activities, exhibiting leadership in at least one area of interest. Leadership is not limited to holding office, but includes students who take initiative, exercise a positive influence on their peers, and contribute ideas that improve the life of the school and community.

- **Zeal**
 - As members of the greater Holy Cross family and representatives of the values modeled by Father Basil Moreau, students commit to a faith journey, understand the importance of service to others, and are willing to act to create a more just world. This commitment is reflected in opportunities to explore ethical, spiritual, and personal aspects of their learning and opportunities for application and action. To assist in this process, Moreau Honors Students are required to actively participate in the Moreau Workshop held each semester. Moreau Workshops feature experiences or speakers on a topic which may relate to college, work life, personal growth and development, or ethics and may require follow-up work on the part of the Moreau Honors Students. Students can also take advantage of enrichment opportunities offered both during the school year and in the summer, which may include special field trips, internship opportunities, Holy Cross Leadership training, service trips, and/or college campus summer opportunities.

- **Family**
 - Moreau Honors Students lead by committing to service of what is required in the Holy Trinity **Service Learning Program**.
 - For juniors and seniors, additional service opportunities may include mentoring new or prospective Moreau Honors Students or tutoring other students.

Qualifications

Sophomore students may apply to join by the 5th week of the Spring Semester. Students who exhibit academic prowess accompanied by a strong work ethic are invited to apply. The admissions application will include first semester or first year grades, two teacher recommendations, and a student essay explaining their desire to be a Moreau Honors Student. Applications will be due before the end of the fifth week of the second semester of classes. The specific date will be announced.

SCHOOL COUNSELING PROGRAM

The Counseling Department provides a structured program of instruction at each grade level based on student needs. Direct Student Services are in-person interactions between school counselors and students and include the following across the years:

School counseling core curriculum: This curriculum consists of structured lessons designed to help students attain the desired competencies and to provide all students with the knowledge, attitudes and skills appropriate for their developmental level. The school counseling core curriculum is delivered throughout the school's overall curriculum and is systematically presented by school counselors in collaboration with other professional educators in classroom and group activities.

Individual student planning: School counselors coordinate ongoing systemic activities designed to assist students in establishing personal goals and developing future plans.

Responsive services: Responsive services are activities designed to meet students' immediate needs and concerns. Responsive services may include counseling in individual or small-group settings or crisis response.

Indirect Student Services

Indirect services are provided on behalf of students as a result of the school counselors' interactions with others including referrals for additional assistance, consultation and collaboration with parents, teachers, other educators and community organizations.

- Freshman Year – TRANSITION TO HIGH SCHOOL
- Sophomore Year – EXPLORATION/LEARNING ABOUT YOURSELF (interest, value and personality inventories)
- Junior Year – COLLEGE 101 COURSE (Included on Transcript—Pass/Fail)
- Senior Year – COLLEGE APPLICATION AND DECISION

RESOURCE LEARNING CENTER (RLC)

The Resource Learning Center provides academic support and tutoring for students of all ability levels and all classes. The RLC provides virtual tutoring and academic support opportunities, in addition to a quiet center to study or work.

Open from 7:00 am to 4:00 pm most days, including homeroom and lunch periods, the RLC is staffed by caring, qualified staff, as well as volunteer tutors. RLC provides in-person assistance and virtual tutoring opportunities with community leaders by appointment.

Title I services are available through the center, as well as support for students who have chosen to do some accelerated online learning, English as a Second Language (ESL) students, and those who simply need a quiet place to study or work.

The RLC can help facilitate student accommodations for those obtaining an IEP/504 plan, or who are looking into the process of receiving accommodations.

BIG BROTHERS BIG SISTERS OF METROPOLITAN CHICAGO (BBBSMC)

BBBSMC is a volunteer supported workplace mentoring program. In this program, an HTHS student (Little) is matched one-on-one with a volunteer mentor (Big). They meet in a group setting with other matches with a Program Coordinator on site to supervise and facilitate all sessions. The goal of the program is to provide positive modeling and interaction between adults and children, character building, and relationship development that leads to school and lifetime success. Youth gain exposure to a corporate work environment; participate in a variety of activities including building skills for academic and social success, team building, playing games, creating arts and crafts, and talking.

CHRISTIAN SERVICE LEARNING PROGRAM

“If at times you have a marked preference for certain people, it should be for the poor, the abandoned, the most in need of education, those who have less than everyone else. It is a matter of justice to give more to those who have received less.” -Christian Education – Fr. Basil Moreau

At Holy Trinity we are committed to helping our students realize that a Holy Cross education is not simply measured by a grade, but by the quality of one’s character and one’s commitment to justice. We strive to instill in our students a deep concern for the well-being of others, and the desire to make God “known, loved, and served in the world” as well as in the diverse communities in which they live.

Therefore, Holy Trinity has implemented a Christian Service Learning (CSL) Program which all students will be required to complete. The program requires students to complete a minimum number of service hours as well as several other requirements depending on their year in school. Completion of yearly requirements will be on a pass/fail basis.

This program will provide our students the opportunity to do meaningful service work and reflect on that experience in the light of their faith. Through the CSL program, students will be challenged to become agents of change extending their education beyond the classroom as they develop both “the competence to see and the courage to act.” Through service, reflection, dialogue, and prayer, HT students will learn the values of the Brothers of Holy Cross and the Gospel vision of Jesus Christ.

GRADUATION REQUIREMENTS

Graduation requirements are designed to prepare students for access to a college education and provide the skills needed to succeed in the college of their choice in addition to earning a high school diploma. The State of Illinois and other accrediting agencies also set standards which must be followed by high schools. A senior must pass the State and Federal Constitution tests, provide evidence of mastery of a senior research paper, and meet all department requirements to be eligible for graduation from Holy Trinity High School. In order for a senior to participate in Robing Ceremony, Prom and Commencement Exercises, all financial, behavioral, and academic **obligations must be completed. Academic credits must be completed by 3:00 pm on the school day following the last day of senior exams in May.** Official transcripts and diplomas will be held by Holy Trinity until all financial obligations are met by the student. A student transferring into Holy Trinity High School may expect no more than one credit in physical education to be accepted. All other credits will be evaluated at the time of transfer and graduation requirements will be determined at that time.

CREDITS REQUIRED FOR GRADUATION FROM HOLY TRINITY HIGH SCHOOL

All classes starting with the class of 2023 and on will be required to have 25 credits to graduate. The class of 2022 will be required to satisfy 24 credits as delineated below:

Graduation Year	2022	2023	2024	2025
English	4.0	4.0	4.0	4.0
World Language (<i>2 Consecutive credits of the same language</i>)	2.0	2.0	2.0	2.0
Mathematics	4.0	4.0	4.0	4.0
Physical Education/Health	1.5	1.5	1.5	1.5
Religion	4.0	4.0	4.0	4.0
Science	3.0	3.0	3.0	3.0
History and Social Studies	3.0	3.0	3.0	3.0
Visual and Performing Arts	1.0	1.0	1.0	1.0
Business and Technology	1.0	1.0	1.0	1.0
Minimum Number of Electives	0.5	1.5	1.5	1.5
REQUIRED FOR GRADUATION	24.0	25.0	25.0	25.0

Credit for Religion is based on 1 credit per year while at Holy Trinity as specified by the Religion Department.

Credit for English does not include electives within the department. Core courses incorporate the study of literature and writing. Sophomores and juniors must submit a research paper to pass sophomore and junior English. Seniors must submit a research paper completed at a “C - ” or higher level to pass Senior English and be eligible for graduation.

History and Social Studies: Courses required are World History*, United States History, Government and Law, and passing of the United States and State of Illinois Constitution tests. *Transfer students' proficiency levels will be determined by counselors, department chairs and administration.

Credit for Mathematics: Math placement and courses are determined by the Mathematics Department.

Credit for Science: Biology is required.

Credit for Visual and Performing Arts: Courses begin with introductory level work before advanced courses can be enrolled with exemption only from teacher approval and review of sketchbook/portfolio.

Credit for Business and Technology: Computer Application or B-STEM is required unless the student has met the required proficiency.

Credit for Physical Education: Health is required.

SCHEDULING AND COURSE SELECTION

When selecting courses and planning ahead, it is important to remember that graduation requirements are not the same as college entrance requirements. While HTHS has adjusted graduation requirements to allow students to meet entrance requirements for most colleges and universities, some have different or more rigorous standards. It is important to consider the expectations of the school of your choice, as well as what will make you a more competitive, more desirable candidate, for both college acceptance and scholarships. To assist you in this process, please see the table below that provides examples of recommendations and requirements for an array of different schools. If your school of choice is not listed, be sure to check it out.

Rec = recommended Req = required

COURSE	U OF IL CHGO.	U OF I SPFLD.	U OF I URBANA	DEPAUL	LOYOLA	NIU
ENGLISH	4 req	4 req	4 req	4 req	4 req	4 req
HISTORY			2 rec			
MATH	3 req	3 req	3 req/ 4 rec	2 req	3 req	2 req
SCIENCE	3 req	3 req	2 req/4 rec	2 req	3 req	2 req
SCIENCE LAB		3 req	2 req/4 rec	2 req		2 req
SOCIAL STUDIES	3 req	3 req	2 req	2 req		2 req
WORLD LANG.	2 rec	2 req	2 req/4 rec	2 rec	2 req	2 rec
FINE ARTS		2 req				
ELECTIVES						4 req

COURSE	Howard	Spelman	Knox College	Saint Louis	Augustana	St. Xavier
ENGLISH	4 req	4 req	4 rec	4 rec	4 req	4 req
HISTORY	2 req	2 req	2 rec	2 rec	2 req	2 req
MATH	2 req	2 req/3 rec	4 rec	4 rec	3 req	3 req
SCIENCE		2 req/3 rec	3 rec	3 rec	3 req	
SCIENCE LAB			2 rec		2 req	2 req
SOCIAL STUDIES			2 rec			
WORLD LANG.		2 req/3 rec	3 rec	3 rec	2 rec	2 rec
FINE ARTS		4 req		2 rec	1 rec	2 rec
ELECTIVES				3 rec		3 rec

SAMPLE FOUR-YEAR PLAN

These will not apply to every student. They are only intended as samples of what a four-year program might look like for a college prep or B-STEM student. HTHS makes every effort to help you tailor your schedule to your individual needs within the context of the master schedule and available options.

COLLEGE PREP:

9TH Grade

1. Foundations of the Faith
2. Freshman English (Honors available)
3. Algebra I (Honors available)
4. Physical Science (Honors available)
5. Computer Applications/B-STEM
6. Physical Education/Business/Art
7. World Language I

11th Grade

1. Church History (Sem 1)/ Morality (Sem 2)
2. Junior English (Honors and AP available)
3. Algebra II (Honors available)
4. Chemistry (Honors available)
5. U.S. History (Honors/Dual Credit available)
6. Physical Education/Business/Art
7. World Language (Continued) or Elective

10th Grade

1. Scripture
2. Sophomore English (Honors available)
3. Geometry (Honors available)
4. Biology (Honors available)
5. World History (Honors available)
6. Physical Education/Business/Art
7. World Language II/Nat Speaker I

12th Grade

1. Social Justice/Wd. Religions or Voc. Prayer Spirituality
2. Senior English (Honors or AP available)
3. Precalculus (Honors available) / Discrete Math
4. Physics (AP available)
5. Government & Law (AP available)
6. Physical Education/Business/Art (AP available)
7. World Language (AP available) or Elective

B-STEM HONORS

9TH Grade

1. Foundations of the Faith
2. Freshman English Honors
3. Algebra I Honors
4. Physical Science Honors
5. B-STEM
6. Physical Education/Art
7. World Language I

11th Grade

1. Church History (Sem 1)/ Morality (Sem 2)
2. Junior English (Honors and AP available)
3. Algebra II or Precalculus (Honors available)
4. Chemistry (Honors available)
5. U.S. History (Honors/Dual Credit available)
6. NFTE
7. World Language (Continued) or Elective

10th Grade

1. Scripture
2. Sophomore English Honors
3. Geometry or Algebra II Honors
4. Biology Honors
5. World History Honors
6. Physical Education/Health/B-STEM II/Art
7. World Language II/Nat Speaker I

12th Grade

1. Social Justice/Wd. Religions or Voc. Prayer Spirituality
2. Senior English (Honors and AP available)
3. Precalculus (Honors available) or AP Calculus AB
4. Anatomy & Physiology H/ Physics (AP available)
5. Government and Law (AP available)
6. Business/Art (AP available)
7. World Language (AP available) or Elective

MOREAU HONORS:

9TH Grade

1. Foundations of the Faith
2. Freshman English Honors
3. Algebra I Honors
4. Physical Science Honors
5. Computer Applications/B-STEM
6. Physical Education/Art
7. World Language I

10th Grade

1. Scripture
2. Sophomore English Honors
3. Geometry Honors or Algebra II Honors
4. Biology Honors
5. World History Honors
6. Physical Education/Health/B-STEM II/Art
7. World Language II/Nat Speaker I

11th Grade

1. Church History (Sem 1)/ Morality (Sem 2)
2. Junior English (Honors and AP available)
3. Algebra II or Precalculus (Honors available)
4. Chemistry Honors
5. U.S. History (Honors/Dual Credit available)
6. Physical Education/Business/Art
7. World Language (Continued) or Elective

12th Grade

1. Social Justice/Wd. Religions or Voc. Prayer Spirituality
2. Senior English (Honors and AP available)
3. Precalculus (Honors available) or Discrete Math
4. Anat. & Physl. H/Physics (AP avail.)/ Earth Space Sci.
5. AP Government and Law
6. Physical Education/Business/Art (AP available)
7. World Language (AP available) or Elective

GRADING SYSTEM

ALPHA GRADES:

The following alpha grades are used at Holy Trinity. The values listed are used in assigning

A	=	90-100
B	=	80-89
C	=	70-79
D	=	60-69
F	=	59 OR BELOW
P	=	PASSING
I	=	INCOMPLETE

HONOR POINTS:

Holy Trinity High School uses a weighted grading scale in calculating cumulative grade point averages, class rank, and honor roll.

<u>Honors</u>		<u>AP</u>	
A	=	4.50	A = 5.00
B	=	3.50	B = 4.00
C	=	2.50	C = 3.00
D	=	1.50	D = 2.00
F	=	0.00	F = 0.00

All courses that receive a letter grade are counted for Honor Roll and Grade Point Averages (GPA's). Rules for passing subjects: A "D" is the lowest passing grade in a course.

A student receives credit on the basis of his/her average grade. All requirements needed for graduation must be made up in credit recovery.

HONOR ROLL

Principal's List:	4.1 and Above
High Honors:	3.75-4.0
Honors:	3.25-3.74
Honorable Mention:	2.75-3.24

A grade of "I" in any course in any semester disqualifies a student from the honor roll for that semester. Incomplete grades are treated as failing until they are removed. Honor roll status and GPA's are based on semester grades.

SCHOOLGY

Schoology is a tool for use by students and parents/guardians to view grades, assignments and any other pertinent information from teachers and their classes. Each student and parent/guardian is assigned an activation code to set up a new account.

If you have questions about grades or assignments, you may contact the teacher directly, or speak to the counselor.

ACADEMIC POLICIES

ACADEMIC PROBATION

Academic Probation serves as a warning for students who have fallen below academic standards of success for Holy Trinity students.

Students that receive 4 or More D/F's must meet with Administration, Counselor, teacher, and parent(s)/guardian(s). In addition, students must attend tutoring sessions in the Resource Learning Center.

FAILURES

The grade of “F” (failure) is issued at the conclusion of a marking period to a student who has not met minimum requirements for courses. An “F” in a required course indicates that a student must complete credit recovery to earn credit or complete an approved online course. Ordinarily a student would neither repeat a failed course at Holy Trinity nor expect to complete a correspondence course. Credit Recovery grades earned from online credit recovery courses are not included in the computation of the student’s GPA. A student who receives a failure may not participate in clubs and/or sports activities until the “F” is raised.

INCOMPLETES

The grade of “I” (incomplete) is issued at the conclusion of a marking period to a student who has not completed course requirements for reasons beyond his/her control. Those reasons may include, but are not limited to:

- Illness resulting in hospitalization or extended absences.
- A death in the family that results in extensive absence.

An “I” is issued with the approval of the principal. Upon issuance of the “I,” a timeline for completion of the work will be decided by the teacher with the student but should not exceed four weeks following the end of the semester, unless there are extenuating circumstances. Students who have not completed the work within 1 week of the end of the semester will not be eligible for the Honor Roll. A student who receives an incomplete may not participate in clubs or sports activities until the “I” is completed.

TRANSCRIPTS AND RECORDS

Transcripts are official records of grades and credits earned by a student, including standardized test scores. There is no charge for transcripts for current students and \$5.00 for graduates and withdrawn students. Official transcripts for a withdrawn or graduated student will not be issued until all financial and other obligations to the school have been settled. Copies of medical records and transcripts may be obtained from the main office. A minimum of 48 hours-notice is required for the release of official transcripts.

COURSE WITHDRAWALS

Students are expected to be enrolled in seven classes each semester. Upon the recommendation of the Counselor and/or Administration, one of these may be a study hall for students requiring additional support services. Student decisions about classes affect the master schedule, and teachers are hired based on students’ course selections. Course selections and placement should be completed by the end of the current school year for courses in the upcoming school year. Students and parents should give careful consideration to class choices and should consult with the counselor whenever needed.

Note: Please be aware that courses requested may not always be available based on scheduling.

Additionally, graduation requirements will be prioritized during course selection.

If a schedule change is approved, it must be completed within the first 5 school days of the semester.

The \$75 course change fee will not be waived, unless the change is initiated by the school.

A schedule change will be considered only in the following situations:

- If a student has failed the last semester of the course in question or has failed to meet the prerequisite for the next level
- If a student needs a course for college or graduation
- If there is an administrative change
- If there is a class level schedule change

There will be no schedule changes after the end of the second week of classes.

Second semester seniors are not allowed to drop core classes second semester. All approved schedule changes that occur for reasons other than those stated above are subject to a fee of \$75. Second semester schedule changes will only be approved for classes available during the same class period as the class being changed.

Requests for class level schedule changes are subject to the process outlined below:

- After school help, tutoring or peer support must be in evidence and verified by a teacher
- A conference between the teacher, the counselor and the student must take place to discuss the withdrawal. Verification of this conference must be in writing on a form the student obtains from the counselor.
- The student's parents/guardians must sign the form and then it is returned to the counselor
- The counselor will submit the schedule change form, the conference form and the \$75 fee to the principal for approval
- The change will be made, and the teacher will be notified in writing.

There will be NO changes made for teacher preferences or conflicts, convenience of meeting time, course is not what the student expected it to be, or personal opinion as to the difficulty of the course.

A student will not be permitted to withdraw from required classes.

Transfer students' proficiency levels will be determined by counselors, department chair and administration.

COURSES BY DEPARTMENT

COUNSELING DEPARTMENT

Philosophy: In collaboration with faculty, staff, parents, and community members, the HT Counseling Department provides students with information, resources, and support to help them achieve academic and personal success. This is a student centered individualized approach to meet the needs of each student.

1042 COLLEGE 101		11	P/F
<p>The purpose of College 101 is to prepare junior students for the college search, application and selection process. As a college preparatory high school, our students are encouraged to matriculate to Institutions of Higher Education (IHEs) or post-secondary learning. In College 101, students will be introduced to college search variables and will participate in activities to help them understand this process. Upon completion of the course, all juniors will have a portfolio of personalized college information they can rely on as they start applying for admission to IHEs in their senior year. This is a Pass/Fail graduation requirement for junior students.</p>			
1040 CORE STRATEGIES FOR SUCCESS I		9-10	.50
1041 CORE STRATEGIES FOR SUCCESS II		9-10	.50
<p>In this course, students will learn essential academic skills that will be used on a daily basis in classes. Students will work on strengthening core content skills in reading, writing and mathematics. They will also address topics such as time management, organization, communication with staff and peers, critical thinking skills, learning styles, note-taking, and test preparation.</p>			

RELIGION DEPARTMENT

Philosophy: A Holy Cross education is not simply measured by a grade, but by the quality of one's character and a commitment to justice. The Religion Department fulfills this commitment through our religious education program. Our approach is primarily informed by the Holy Scriptures, the teachings of the Catholic Church, and the Holy Cross tradition. At the same time, we strive to create an environment where each student, regardless of experience or perspective, can be included and supported on their own unique faith journey. In an increasingly pluralistic and globalized world, our goal is to help our students become mature, well-rounded, and socially responsible people of faith who recognize their unique responsibility to enact Jesus' Gospel vision of peace, justice, and radical love for all.

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| 1054 | FOUNDATIONS OF THE FAITH (Required) | 09 | 1.0 |
| | This is the first course in religion you will take at Holy Trinity High School. Throughout this course you will explore topics related to faith, God, Jesus, and the Church. You will also learn valuable information specific to faith life at Holy Trinity, such as an introduction to the Brothers of Holy Cross and celebrating the Catholic Mass. This course will help you get the most out of your time at Holy Trinity and establish a strong, deep foundation on which to build your lifelong relationship with God through Jesus. | | |
| 1055 | SCRIPTURE (Required) | 10 | 1.0 |
| | This course serves as an introduction to the Jewish and Christian Scriptures. In addition to learning the key stories, characters, and themes of the Holy Scripture, students will also study the social, political, and historical world of the Ancient Near East to better understand the context in which the Bible was written. Students will learn specific literary tools and reading techniques for interpreting the pages of Scripture and apply the teachings of Scripture to their lives and their world | | |
| 1056 | CHRISTIAN MORALITY (Required) | 11 | .50 |
| | This course repeatedly encourages students to ask the important questions in life: Is this true? Is this right? What does it mean to live in the light of Christian morality? In addition, we will learn how an individual develops his/her moral views and conscience as well as the foundation on which Christian morality is based. Current moral issues and the debates surrounding them will be examined and discussed in detail, as it is vital to understand these in an ever-changing world. In short, this course aims to give students practical, life-long knowledge to search for and work toward truth, goodness, and beauty | | |
| 1052 | CHURCH HISTORY (Required) | 11 | .50 |
| | This course is an overview of the fundamental beliefs, practices, and mission of the Catholic Church in relation with other Christian churches and its historical development from the apostolic age to the present time. Topics of particular emphasis will include: the apostolic origins of Christianity, the relationship of the early Church to the Roman world, the age of the martyrs, the establishment of Christianity as the official religion of the Roman Empire, the Protestant Reformation, the development of the major Christian churches in the Americas, the religious worlds of both African Americans, Hispanic Americans, and women in the American Church. | | |

- 1053 WORLD RELIGIONS** 11-12 .50
- The study of the world’s religions will give students the opportunity to explore areas related to the traditions, beliefs, practices, aspirations, and values of millions of people in our world. Through our studies together, students are encouraged to learn about the major religions through the process of inquiry and explanation to develop the ability to think systematically, and to acquire an empathetic understanding of people of various beliefs and religious practices. Major areas of concentration include studying the world’s religions through the primal traditions. Each unit emphasizes the rationale and teachings of religion, explores the influence of its leaders in society and examines its impact on everyday activity. Religion affects many aspects of human life and culture. Therefore, students will both engage and gain appreciation of the search for God and the recognition of both similarities and differences in the world’s religions through explorative study, asking questions, sustaining each student’s search for answers and reflective dialogue.
- 1058 SOCIAL JUSTICE (Required)** 12 .50
- In his 1972 message for the celebration of the Day of Peace, Pope Paul VI famously exclaimed, “If you want peace work for justice!” This course will explore how we, as students of Jesus, can work to create a world of peace defined by justice and radical love. Students will critically examine complex social, political and economic issues such as poverty, racism, violence and peace, immigration, the environment, etc. Through personal experience, the social sciences, the Holy Scriptures, and the social teachings of the Catholic Church, students will gain insight into these issues, foster a sense of compassion for and solidarity with those who suffer from injustice, and discover what they can do to work for justice in their own communities here and now.
- 1059 VOCATIONS/PRAYER & SPIRITUALITY** 11-12 .50
- This course is centered on God’s invitation and call to Christians to prayer life and to carry out specific and unique functions in society. The course will expose students to various ways God calls and communicates with us as an individual, and as a community, especially within the church. The course will also challenge the student’s critical thinking, reading, and writing abilities, while acquiring a stronger knowledge of the meaning of God’s call. At the completion of the course students will be able to acquire the competence to examine the interdependence between prayer and spirituality and participate consciously and actively in prayer and liturgical life of the church, especially the celebration of the Eucharist. Students will be able to demonstrate knowledge of the meaning of God’s call as an invitation to bear witness to Christ.

ENGLISH DEPARTMENT

Philosophy: Citizens of today's world are faced with an information explosion; it is an age in which literacy is more important than ever. The English Department seeks to prepare our students for college and beyond by providing them with the skills to successfully read and understand a variety of texts of different genres, purposes, and levels of complexity. We also seek to provide Holy Trinity students with the writing skills necessary to succeed in college as well as in the worlds of business and the professions. Finally, we try to instill in students a love of reading and an understanding that great books educate the heart as well as the mind.

Placement in courses is determined by the Department.

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| 1111 FRESHMAN ENGLISH | 09 | 1.0 |
| <p>This is an introductory course covering literature, composition, reading, and oral expression for the student who has demonstrated a basic understanding of the elements of grammar and a basic competence in reading comprehension as exhibited by the entrance test. The student will read the short story, poetry, drama, novel, and essay with structure in mind, discussing and analyzing genre, character, plot, and theme. The student will write various types of essays, refining his/her existing strengths in sentence construction, idea formation, argument support, and introductory library research. Writing will be taught as a process of drafting, revising, and revising once again. The student will also work on refining reading skills through a series of vocabulary and comprehension exercises. The student will be encouraged to strengthen oral skills through participation in class discussions and individual and group projects. Finally, the student will be required to complete a five-paragraph essay to satisfy the completion of the course at a passing level.</p> | | |
| 1121 FRESHMAN ENGLISH – HONORS | 09 | 1.0 |
| <p>This is an introductory course covering literature, composition, reading, and oral expression for the student who has demonstrated superior ability in reading comprehension and writing as exhibited by the entrance test. The student will read the short story, poetry, drama, novel, and essay with structure in mind, discussing and analyzing genre, character, plot, and theme. The student will write various types of essays, refining his/her existing strengths in sentence construction, idea formation, argument, support, and introductory library research. Writing will be taught as a process of drafting, revising, and revising once again. The student will also work on refining reading skills through a series of vocabulary and comprehension exercises. The student will be encouraged to strengthen oral skills through participation in class discussions and individual and group projects. Finally, the student will be required to complete a five-paragraph essay to satisfy the completion of the course at a passing level.</p> | | |
| 1112 SOPHOMORE ENGLISH | 10 | 1.0 |
| <p>This literature and composition course builds on and sharpens skills learned in Freshman English, including reading, writing, vocabulary, grammar, and oral expression. Writing is taught as a process of drafting, revising, and rewriting. Various types of essays are required, but the emphasis is on literary analysis and the research paper. Students will be guided through the full process of writing the research paper. Submission of an original 1,000-word research paper with four or more sources is a requirement for passing this course.</p> | | |

1122	SOPHOMORE ENGLISH – HONORS	10	1.0
	<p><u>Placement in this course requires the approval of the Freshman English instructor.</u></p> <p>This literature and composition course builds on skills learned in Honors Freshman English, with special emphasis on sharpening critical thinking and literary analysis skills, including close reading of difficult texts. Writing is taught as a process of drafting, revising, and rewriting. Various types of essays are required, but the emphasis is on literary analysis and the research paper. Submission of an original 1,000-word research paper with four or more sources is a requirement for passing this course.</p>		
1113	JUNIOR ENGLISH	11	1.0
	<p>In this course, the student will read novels, poetry, short stories, and non-fiction to explore themes such as the individual and society, American identity, and “the pursuit of happiness” in American literature and culture. Material covered comes primarily from the 20th century. The student will learn skills commonly used in the study of literature, writing papers that go beyond basic comprehension to the critical analysis of literary language. The student must also complete a 1,500-word research paper with four or more sources as a requirement for passing this course.</p>		
1123	JUNIOR ENGLISH – HONORS	11	1.0
	<p><u>Placement in this course requires the approval of the Sophomore English instructor.</u></p> <p>In this course, the student will read novels, poetry, short stories, and non-fiction to explore themes such as the individual and society, American identity, and “the pursuit of happiness” in American literature and culture. The approach of the course is historical, tracing the development of these themes in literature from Native American times to the present. The student learns skills commonly used in the study of literature, writing papers that go beyond basic comprehension to the critical analysis of literary language. The student must also complete a 1,500-word research paper with five or more sources as a requirement for passing this course.</p>		
1133	AP LANGUAGE AND COMPOSITION	11-12	1.0
	<p>This is a full year class, satisfying the requirement for Junior English. This class is demanding, meant for students committed to doing college level work and preparing to excel in college. As such, the class will provide the intellectual challenges and workload consistent with a typical first year college comp class. Students in this class will learn about elements of argument and composition and develop critical-reading and writing skills. The readings in this class will be skewed toward non-fiction, including persuasive essay, descriptive essays, philosophical and religious meditations, autobiography, memoirs, personal essays, letters, diaries, editorials, and other journalistic pieces. A few classic works of American fiction are also part of the curriculum. Students will not only read and analyze works, but also, “write essays with different aims: for example, to explain an idea, argue a point, or persuade your reader.” Students will have reading or writing homework every night. They will be required to write major writing assignments in various non-fiction genres, including a research paper. All major writing assignments must be completed and turned in to pass the class. At the end of the school year all students taking this class will be expected to take the AP test unless special arrangements have been made with the approval of teacher, department chair, counselor and principal.</p>		

1114 SENIOR ENGLISH	This is a survey course in British literature. Genres studied include poetry, drama, short story, essay and novel. Discussion, note-taking and oral expression are emphasized. All formal papers must be typed and are required for achieving a passing grade. Students will be required to do several forms of expository writing, including a 2,000-word research paper on an assigned topic. A grade of C- or above on the research paper is required for passing the second semester of the course.	12	1.0
1124 SENIOR ENGLISH – HONORS	<u>Placement in this course requires the approval of the Junior English instructor.</u> This is an intensive survey course in British literature, beginning with Beowulf and continuing on through Shakespeare to the end of the 20TH Century. Works will be studied both thematically and historically. Students entering this class should already be skilled in notetaking, research, critical thinking, expository writing and high-level class discussion. Heavy emphasis is placed on a sophisticated understanding of difficult texts and on the ability to do close textual analysis. All formal papers must be typed and are required for achieving a passing grade. Students will be required to do several forms of expository writing, including a 2,000-word research paper on an assigned topic. A grade of C- or above on the research paper is required for passing the second semester of the course.	12	1.0
1134 AP LITERATURE AND COMPOSITION	This is a college-level literature class. It also is a Dual Credit course in connection with Benedictine University. Students taking this course will be exposed to works of recognized literary merit from a variety of genres, countries, and time periods, but the literature of Great Britain and its former colonies (other than the United States) will be emphasized. The course will provide students with, in the words of the College Board, “the experience of literature, the analysis of literature, and the evaluation of literature.” Analysis of literary works will be guided by traditional critical close reading, but students will also be exposed to other critical approaches. Students will be expected to be able to speak and write intelligently about a work’s structure, style, theme, and tone, as well as its place in a historical context and its underlying philosophical assumptions. In writing about literature, students will learn to produce prose that is persuasive, rhetorically effective, stylistically graceful, and free of errors. Since mastery of the research paper (defined as “achieving a grade of C- or above on an assigned senior research paper”) is a requirement for graduation from Holy Trinity, AP students will meet that requirement. This paper will be graded according to the same rigorous standards as the papers analyzing literature. At the end of the school year all students taking this class will be expected to take the AP test for Literature and Composition unless special arrangements have been made with the approval of teacher, department chair, counselor, and principal.	12	1.0
1152 FILM ANALYSIS	Film Analysis will study the content of films from different eras, genres, and countries; however, the main focus will be American cinema. Students will watch films, analyze them, and write short papers presenting their ideas about the films. Students will also read and analyze reviews of films and submit criticisms and reviews to various publications	11-12	.50

1153	SPEECH AND COMMUNICATION	11-12	.50
	The basics of public speaking, organization, and presentation are offered in a combination of lecture, discussion, and performance. Included are persuasive speaking and utilization of various appeals, speeches to entertain and inspire demonstrative speeches, oral interpretation and non-verbal communication. Individual and group activities are taught as well as evaluative technique.		
1154	CREATIVE WRITING	11-12	.50
	<u>This course requires a recommendation from the student's current English teacher and permission from the English Department chairperson.</u>		
	This course explores various avenues of written expression, including journaling, creative nonfiction, poetry, drama and fiction.		
1157	PUBLICATIONS/CREATIVE WRITING	11-12	.50
	<u>This course requires a recommendation from the student's current English teacher and permission from the English Department Chairperson.</u>		
	This course combines a thorough grounding in all aspects of journalism and the production of the student newspaper, literary magazine, and yearbook with an exploration of all aspects of creative writing, including poetry, drama, fiction, creative nonfiction, and journaling.		

HISTORY AND SOCIAL STUDIES DEPARTMENT

Philosophy: A strong, stable democracy depends on an active and informed citizenry. It is the purpose of the Department of History and Social Studies to help all students of Holy Trinity to develop a knowledge set, analytical tools, and zeal for Judeo-Christian principles, so that they will make a positive impact on their local and global communities.

1211	WORLD GEOGRAPHY	09-10 11-12	1.0
	The students will study the physical and cultural geography of the various regions of the world. Topics include: topography, flora, fauna, natural resources, climate, and demography, as well as, various human cultural features including language, religions, economics, technology, governments systems, and everyday customs. Students will become familiar with the unique ways that human beings have adapted to various environmental conditions, the locations of various countries in the world, and the economic and cultural interdependence among them that continues to define our world today.		
1212	WORLD HISTORY	10	1.0
	The student will discover and learn that people and civilizations have always been interdependent. People have exchanged products, skills, and ideas from the beginning of history until the present. The student will learn to appreciate and respect the entire world's people. S/he will learn to be not only tolerant, but also curious about other peoples' ways of life in our shared quest for meaning, freedom, and human rights. This is a required course. (Transfer students' proficiency levels will be determined by counselors, department chair and administration.)		
1222	WORLD HISTORY HONORS	10	1.0
	<u>Placement in this course requires a grade of B or better in CP and a grade of C or better in Honors, as well as the approval of the previous social studies instructor.</u> The student will discover and learn that people and civilizations have always been interdependent. People have exchanged products, skills, and ideas from the beginning of history until the present. The student will learn to appreciate and respect all of the world's people. S/he will learn to be not only tolerant, but also curious about other people's ways of life in our shared quest for meaning, freedom, and human rights. Students will be prepared and encouraged to take the AP test in World History in May. This is a required course.		
1236	AMERICAN HISTORY SINCE 1865 DC	11	1.0
	<u>Prerequisite: 3.5 GPA, grade of "B" or better in previous social studies courses and department approval. Online dual credit course from Illinois Benedictine University. One Holy Trinity credit and 3 Illinois Benedictine credits.</u> HIST 112 American History since 1865: This course covers the rise of the United States as a global power. We examine the economic, political, and social dimensions of U.S. culture and policy in a global context. Several of the topics of the class include: Reconstruction, industrialization, the rise of the labor movement, the Civil Rights Movement, the Cold War and the War on Terror. Honors U.S. History would be taken the first semester. This course would be offered as a second semester option.		

1213	UNITED STATES HISTORY <u>Prerequisite: World History.</u> The student will gain a fundamental understanding of American history both as a body of knowledge and as a living presence in life by comparing vital documents in whole and in excerpt; by creating timetables on specific historical themes; by striving to understand American society, American institutions, and their evolution; by appreciating the sacrifices necessary to keep the ideals and values of American democracy alive; and by practicing reading, writing, and critical thinking skills. This is a required course.	11	1.0
1223	UNITED STATES HISTORY – HONORS <u>Prerequisite: World History, and recommendation of current social studies instructor and a grade of B College Prep and a grade of C or better in World History Honors.</u> The student will gain a fundamental understanding of American history both as a body of knowledge and as a living presence in life by comparing vital documents in whole and in excerpt; by creating timetables on specific historical themes; by striving to understand American society, American institutions and their evolution; by appreciating the sacrifices necessary to keep the ideals and values of American democracy alive; and by practicing reading, writing, and critical thinking skills. The student in the honors section must be able to write logically organized essays as assignments and on tests. This is a required course. *(Transfer students' proficiency levels will be determined by counselors, department chair and administration.)	11	1.0
1226	UNITED STATES HISTORY – HONORS <u>Prerequisite: 3.5 GPA, grade of “B” or better in previous social studies courses and department approval.</u> This semester course is followed by 1236 American History since 1865, semester two.	11	.50
1234	AP U.S. GOVERNMENT AND POLITICS Students in this course will learn concepts and theories related to U.S. government and politics, analyze data, and apply relevant theories and models to current government and political situations. This is a required course. This course meets the graduation requirements for Government and Law and the state required Constitution tests and Consumer Economics curriculum. This course also provides a dual credit option from Benedictine University. The Advanced Placement exam in May will be optional for this course.	12	1.0
1214	GOVERNMENT AND LAW <u>Prerequisite: United States History.</u> The student will learn about legal rights and responsibilities and how to analyze and evaluate legal disputes. There will be units on constitutional law and on the practical aspects of criminal, tort, family, and civil rights law. This course meets the graduation requirements for Government and Law and the state required Constitution tests and Consumer Economics curriculum.	12	1.0
1251	AFRICA, ASIA, AND LATIN AMERICA TODAY The dominance of Western Europe and the United States in world affairs is being challenged by the rise of Africa, Asia, and Latin America. Students will explore current problems and future developments in these regions and how they are impacting the world community. Internet access is necessary.	11-12	.50

1252 HOLOCAUST	In this interesting and very timely course, the student will learn how the Holocaust happened and why. Films, discussions, readings, and classroom activities will be used to convey the sufferings of the victims of the Holocaust and other genocides throughout the 20th century.	11-12 .50
1215 PSYCHOLOGY	Psychology is an introductory course mirroring the topics in a typical college class in Psychology. At the conclusion of the course, the students will have a basic understanding of the various areas studied in psychology including such topics as, brain physiology, human development, cognitive, behavioral, and social psychology, mental illness, and treatment. Under the direction of the instructor, students will research topics and engage in projects to enhance their understanding of the concepts.	11-12 1.0
1224 PSYCHOLOGY – HONORS	<u>Prerequisite: 2.8 GPA and Department Recommendation.</u> This course is an advanced placement option for students who are enrolled in Psychology. The student will attend regular psychology class, read supplementary materials in addition to regular reading assignments, and will lead the class and small group discussions on various topics. The student will be evaluated using practice A.P. materials. The student will meet with the instructor on a weekly basis while the class is in session, and must agree to prepare for the A.P. exam by attending 5 sessions of test preparation prior to the A.P. exam. To get the full benefit of taking Psychology Honors, it is strongly advised that students take the AP Psychology test in May which includes payment of the cost of the exam. Credit is not dependent on earning a particular score on the A.P. exam. Under the direction of the instructor, students will research topics and engage in projects to enhance their understanding of the concepts.	11-12 1.0
1216 ECONOMICS – HONORS	<u>Prerequisite: Approval of Instructor/Department.</u> Economics underlies many national and world issues. The Honors Economics course develops a basic understanding of the general principles of economic thinking, modern economic theory, and the interdependent nature of the current world economy. The course will cover such topics as: supply and demand, inflation, unemployment, the business cycle, national fiscal and monetary policies, dependence on natural resources, trade and surplus and deficit, and international agreements such as NAFTA.	11-12 .50

MATHEMATICS AND SCIENCE DEPARTMENT

Philosophy: Mathematics and Science should be accessible to every student. Our goal is for each student to reach his or her maximum potential in both the mastery of these skills and understanding of concepts. Math and science education should not terminate in high school. Our objective is to imbue every student with an appreciation of the beauty of mathematics and science and the practical knowledge to succeed in college and beyond.

Placement in courses is determined by the Department

MATHEMATICS DEPARTMENT

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| 1309 FOUNDATIONS OF ALGEBRA | 09-10 | 1.0 |
| Course Description Foundations of Algebra will provide many opportunities to revisit and expand the understanding of foundational algebra concepts, will employ diagnostic means to offer focused interventions, and will incorporate varied instructional strategies to prepare students for required high school courses. The course will emphasize both algebra and numeracy in a variety of contexts including number sense, proportional reasoning, quantitative reasoning with functions, and solving equations and inequalities. | | |
| 1311 ALGEBRA I | 09-10 | 1.0 |
| The student will learn to add, subtract, multiply and divide positive and negative numbers in order to solve equations and evaluate algebraic expressions. The student will be introduced to the graphing of linear equations. The student will learn to solve equation inequalities and use problem solving strategies to solve real world problems. | | |
| 1321 ALGEBRA I – HONORS | 09 | 1.0 |
| This course is intended for the student who has a facility for performing the four basic operations on rational numbers. The student will learn to solve equations, inequalities, and systems; simplify rational expressions; graph linear equations and systems; use problem solving strategies, such as looking for and using patterns and inductive reasoning; and develop generalizations and algorithms that may be used in solving real world problems. | | |
| 1312 GEOMETRY | 09-10 | 1.0 |
| <u>Prerequisite: Algebra I.</u>
The student will discover properties of geometric figures using a variety of methods. Using construction tools and everyday objects, s/he will apply these properties to everyday situations and evaluate these properties using algebraic skills and basic concepts and formulas dealing with space geometry. | | |

1322	GEOMETRY – HONORS <u>Prerequisite: Algebra I Honors or Algebra I.</u> The student will be introduced to proofs of theorems that apply to geometric figures. S/he will use concepts from algebra, geometric theorems, and reasoning to solve problems involving congruency, similarity, parallelism, area and the special properties of various figures. Problems using logic and other strategies will also be touched upon, and basic trigonometry ratios. A strong background in algebra is required	09-10	1.0
1313	ALGEBRA II <u>Prerequisite: Algebra 1 – Honors or Algebra I.</u> The student will review the basics of first year algebra. S/he will perform operations on rational numbers, algebraic expressions, irrational numbers and complex numbers and will study linear, quadratic, exponential and logarithmic functions. The student will work on graphing and analyzing linear, quadratic and special functions as well as solving systems of equation problems.	10-11	1.0
1323	ALGEBRA II – HONORS <u>Prerequisite: Algebra 1 – Honors or Algebra I and recommendation of current math instructor.</u> The student will review the basics of first year algebra. S/he will perform operations on rational numbers, algebraic expressions, irrational numbers and complex numbers and will study linear, quadratic, exponential and logarithmic functions. The student will work on graphing and analyzing linear, quadratic and special functions as well as solving systems of equation problems.	10-11	1.0
1315	DISCRETE MATHEMATICS <u>Prerequisite: Algebra II.</u> In this course students will learn to represent problems with discrete structures such as matrices, finite graphs, and recurrence relations. Topics also include election theory enumeration, and probability.	12	1.0
1316	INTERMEDIATE MATH <u>Prerequisite: Algebra I, Geometry and Teacher Recommendation.</u> This course is designed for the student who needs a more solid foundation in core algebra and geometry concepts before continuing on to more advanced algebra and other advanced math classes. The course will reinforce techniques for solving equations and inequalities. Linear functions from an algebraic and geometric viewpoint will be coalesced. Methods for solving systems of linear equations will be practiced. Facilities with exponents and exponential functions will be enhanced as will the skills for factoring polynomials and solving quadratic equations.	11-12	1.0
1314	PRECALCULUS <u>Prerequisite: Algebra II.</u> In this course the student will study linear, quadratic, polynomial, rational, exponential and logarithmic functions and their graphs. The student will know the basic trigonometric identities and functions. This knowledge will be used to analyze equations and solve problems.	11-12	1.0

1324	PRECALCULUS – HONORS <u>Prerequisite: Algebra II and recommendation of current math instructor.</u> In this course the student will study linear, quadratic, polynomial, rational, exponential and logarithmic functions and their graphs. The student will know the basic trigonometric identities and functions. This knowledge will be used to analyze equations and solve problems.	11-12	1.0
1334	AP CALCULUS AB <u>Prerequisite: B or higher in Pre-calculus and recommendation of Pre-calculus instructor.</u> In this course students will explore the key concepts of single-variable calculus including functions, limits, derivatives, integrals, and the Fundamental Theorem of Calculus, as well as important methods and applications. Students will use technology regularly to help solve problems, experiment, interpret results, confirm written work, and reinforce the relationships among the multiple representations of functions. This course is equivalent to a semester of college calculus. Students in this course should plan to take the AP Calculus AB exam in May. This course also provides a dual credit option from Benedictine University.	12	1.0

SCIENCE DEPARTMENT

1411	PHYSICAL SCIENCE This course introduces the student to the basic principles of science through an exploration of chemistry and physics. Students will learn to use the scientific method, make measurements, create data tables, and design experiments. The relationships and interactions of matter and energy will be investigated through hands-on activities, laboratory work, group work, and projects.	09	1.0
1409	PHYSICAL SCIENCE – HONORS This course introduces the conceptual aspects of chemistry and physics, with the material of each subject spanning approximately one semester. Students will also learn to use the scientific method, make measurements, create data tables, and design experiments. The relationships and interactions of matter and energy will be investigated through hands-on activities, laboratory work, group work, and projects.	09	1.0
1412	BIOLOGY In this course the student will explore the diversity of life on our planet. Emphasis is on the interrelation of all living things, their common features and essential differences, and the role living things play in the everyday lives of humans.	10	1.0
1422	BIOLOGY – HONORS <u>Prerequisite: Recommendation of Physical Science Instructor.</u> In this course, the principle theories of modern biology, cell theory, biogenesis and evolution, form the foundation from which the student will explore the variety of organisms on earth. Emphasis is on the biochemical, genetic and cellular similarities shared by all members of the living world.	09-10	1.0

1413 CHEMISTRY	10-11-12	1.0
<u>Prerequisite: Algebra I Honors or Algebra I.</u>		
This course will introduce the student to the theories and laws of general chemistry. The student will use the theories and laws to solve problems and understand the world around them. Laboratory experiments will assist the student in learning the basic theories and laws.		
1423 CHEMISTRY – HONORS	11-12	1.0
<u>Prerequisite: Algebra I – Honors or Algebra I.</u>		
This course will introduce the student to the theories and laws of general chemistry. The student will use the theories and laws to solve in-depth word and mathematical problems. The student will perform and design laboratory experiments to obtain a deeper knowledge of the theories and laws studied.		
1415 PHYSICS	11-12	1.0
<u>Prerequisite: Geometry.</u>		
In this course, the student will learn about forces, energy, and momentum. A large emphasis will be on Newton’s laws of motion in both linear and rotational systems. We will study the fundamental forces of gravity, electricity, and magnetism. There will be an emphasis on learning to use mathematics to solve problems in physics.		
1435 AP PHYSICS I	11-12	1.0
<u>Prerequisite: B or higher in Chemistry, Biology, Geometry and recommendation of science teacher.</u>		
AP Physics 1 is equivalent to a one semester, algebra-based college level physics course. The goal of the course is to establish a solid foundation in the core principles governing the interactions of objects in the mechanical world, and an introduction to electrostatics and electric current. The course will use hands-on explorations to support inquiry-based learning. Through these explorations, and challenging problem solving, students will develop critical thinking skills necessary for more advanced studies in science. Students in this course should plan to take the AP Physics 1 exam in May. Topics include: kinematics, Newton’s laws of motion, work, energy, power, impulse, momentum, uniform circular motion, torque, rotation, simple harmonic motion, Newton’s law of gravity, electrostatics, DC circuits, mechanical waves and sounds. This course also provides a dual credit option from Benedictine University.		
1416 EARTH AND SPACE SCIENCE	11-12	1.0
<u>Prerequisite: Biology.</u>		
Students will undertake the study of the earth’s place in the universe. This will include topics from astrophysics and astronomy such as the universe and its stars, formation of the solar system, and the history of the planet Earth. The next big idea covered will be Earth processes in which students will study aspects of geology and atmospheric science. Finally, human interaction with the Earth will be studied with concepts from environmental science. The course will feature hands-on inquiry and exploratory labs		

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| 1424 | ANATOMY/PHYSIOLOGY – HONORS | 11-12 | 1.0 |
| | <u>Prerequisites: “B” in Biology or a “C” in Biology Honors and Chemistry and recommendation of Biology and Chemistry instructors.</u> | | |
| | This course is designed to build on the comparative animal anatomy and physiology studied in biology. The focus of this course is on the structure and function of the most complex animal: humans. Students will explore the main systems of the human body, their component parts and the way in which they work together to allow humans to survive. | | |
| 1437 | ASTRONOMY DC | 11-12 | 1.0 |
| | <u>Prerequisite: 3.0 GPA and Department Chair approval. Online dual credit course from Illinois Benedictine University.</u> | | |
| | PHYS 106 Astronomy. Examines astronomical phenomena and concepts including the solar system, stars, galaxies, planetary motion and the evolution of the universe. Physical-Scientific Mode of Inquiry QPS. 3 semester college credit hours. Physical Science Core Elective. | | |
| 1448 | INTRODUCTION TO ENGINEERING | 11-12 | .50 |
| | Introduction to Engineering is a one semester course with three main goals. The first is to introduce students to the engineering profession and provide students with a broad understanding of what various types of engineers actually do. This goal will be accomplished by reading and studying and in part by hearing firsthand from professional engineers. The second goal of the course is to familiarize the student with the engineering mindset and the engineering process such as problem definition, and scope, research, design, planning building, testing, deployment, and maintenance. The third goal of the course is to build engineering skills and knowledge through hands-on project-based learning experiences. | | |

WORLD LANGUAGE DEPARTMENT

Philosophy: We believe that the best way to learn a language is to use it. The target language is spoken most of the time in class. Students will appreciate not only the language, but the culture as well. Practices and strategies are provided to help students gain skills and confidence while using the language to communicate in and out of school. It is the intention of this department that every student attending Holy Trinity has the opportunity to become proficient by the end of his/her high school career.

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| 1516 | LATIN I
This course is an introduction to the Latin language, history, and culture of ancient Rome. Language structures are learned by the reading method. The first semester focuses heavily on vocabulary building and will include an introduction to the grammar from each chapter. The second semester includes both grammar and continued vocabulary building. Basic grammatical features include morphology of nouns, active verbs in the present, future, imperfect, and perfect tenses; adjectives, pronouns, dependent clauses, and participles. Emphasis is on basic vocabulary, translation, and comprehension as a preparation for the ultimate goal of reading classical Latin literature. | 09-10-
11 | 1.0 |
| 1517 | LATIN II
<u>Prerequisite: Latin I.</u>
During the first semester of this course, the reading and comprehension skills developed in Latin I are reinforced and expanded. The historic and cultural focus will be life in the city of Rome. New grammar includes dependent subjunctive clauses, passive verbs, indirect statements, gerunds, and gerundives. During the second semester, students will begin the transition to unadapted Latin readings. | 10-11
12 | 1.0 |
| 1518 | LATIN III – HONORS
<u>Prerequisite: Latin I and II.</u>
Latin III will be a continuation of Latin II, rounding out the major grammatical concepts of the Latin language. By the end of the academic year, students will begin to read selections from unadapted texts, including Scripture, Caesar’s Gallic Wars, and some of Rome’s greatest poets, such as Martial and Catullus. | 10-11-
12 | 1.0 |
| 1511 | SPANISH I
This course is an introduction to the Spanish Language and Culture. Essential vocabulary, basic grammar structures are introduced along with everyday conversations. The first semester vocabulary’s focal points are greetings and goodbyes, identifying yourself and others, expressions of courtesy, school environment, family and professions, and occupations. Grammar includes nouns and articles, adjectives, telling the time, present tense regular verbs. Second semester includes more vocabulary topics; grammar content continues with present irregular verbs, present progressive, direct and indirect objects and pronouns, and preterite | 09-10-
11 | 1.0 |

regular tense. The cultural section is presented from some Hispano-American countries.

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| 1512 | SPANISH II
<u>Prerequisite: Spanish I.</u>
This course is a continuation of Spanish I. The first semester vocabulary's focal points are daily routines, personal hygiene, time expressions, food, meals, parties and celebrations, personal relationships, and stages of life. Grammar includes reflexive verbs, indefinite and negative words verbs like gustar, preterite irregular verbs, double object pronouns, comparatives and superlatives, and verbs that change meaning in the preterite. The second semester includes vocabulary about health, parts of the body, home electronics, computers and internet, car and accessories, parts of the house, and household chores. Grammar includes the imperfect tense, familiar commands, reciprocal reflexives, stressed possessive adjectives and pronouns, and the introduction of the present subjunctive Cultural section is presented from some Hispano-American countries. | 10-11-
12 | 1.0 |
| 1524 | SPANISH III – HONORS
<u>Prerequisite: Spanish I and II with a C or above in Spanish II and teacher's recommendation.</u>
This course is a continuation of Spanish II. The first semester vocabulary is about nature, the environment, city life, money and banking, health and well-being, nutrition, exercise, and well-being. Grammar includes the present subjunctive, present perfect, past perfect, and present perfect subjunctive. The second semester includes professions and occupations, the workplace, the arts, movies, TV, current events and politics, the media and natural disasters; grammar content continues the future, the future perfect, the past subjunctive, the conditional, the conditional perfect, and the past perfect subjunctive. The cultural section is presented from Hispano-American countries. | 11-12 | 1.0 |
| 1513 | SPANISH I FOR NATIVE SPEAKERS
This course is designated specifically for native or heritage speakers with oral, but little or no formal instruction in the language. The emphasis of this course is the development of reading and writing. The first semester's major points are the main topic and details, sequences, cause and effect, facts, and opinion. Grammar and orthography include cognates, stressed syllables, diphthongs and hiatus, accent marks, nouns, gender and number of the words, adjectives, verbs simple tenses, direct and indirect objects, and pronouns. The second semester includes graphs and tables on texts, persuasive texts and advertisements, figurative meaning, and inferences. The grammar contains conjunctions, prepositions, sentence structures, adverbs, and circumstantial complement. | 10 | 1.0 |
| 1514 | SPANISH II FOR NATIVE SPEAKERS
<u>Prerequisite: Spanish I for Native Speakers.</u>
This course is a continuation of Spanish I for Native Speakers and it is a Pre-AP course. The emphasis of this course is the development of reading and writing at a high level. The first semester's main points are the cause-effect, journals, poetry 1, and facts-opinions; grammar content includes nouns, adjectives, verbs tenses, simple and perfect, past participle, and reflexive verbs. The second semester includes poetry 2, graphs and tables on texts, making inferences, and making conclusions. Grammar covers adverbs, circumstantial complement, conditional tense, imperative and subjunctive moods, and simple, compound and complex sentences. | 11 | 1.0 |

1534 AP SPANISH LANGUAGE AND CULTURE

12

1.0

Prerequisite: Spanish III-H or Spanish II for Native Speakers.

This course is designed to provide a plentiful amount of practice and strategies that help students to gain the skill and the confidence to successfully perform on the AP Exam. The activities include interpretive communication print and audio texts, interpersonal writing and speaking, and presentational writing and speaking. All activities are connected to six broad-based themes, Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Family and Communities, beauty and Aesthetics, that provide a meaningful context for the communication tasks students will face on the Exam.

BUSINESS/TECHNOLOGY DEPARTMENT

Philosophy: The Business and Technology Department believes that every student has potential to be a creator, builder, or visionary. We meet the learner where they are and push them to achieve personal excellence. We do not judge a student by his or her past accomplishments or failures. We encourage each student to see his or her failure as fertilizer for future success. We help them to build on their strengths and take their abilities to a higher level. Our goal is to create innovative and intrepid thinkers and problem solvers who embrace the impossible with a sense of excitement.

		09-10		
1651	COMPUTER APPLICATIONS			.50
	<p>This course will introduce and enhance student’s abilities to utilize the basic Microsoft office software package, conduct Internet research and develop a basic understanding of computer ethics. Course content will include understanding various hardware, software, operating systems, and care/operations for a PC. The software applications covered include word processing (MS Word), presentation (MS PowerPoint), spreadsheets (MS Excel), database management (MS Access), Desktop Publisher, and electronic communication (Internet and E Mail). Special attention will be devoted to legal issues, copyright law, social networks and safety. Application of technology in the workplace will be emphasized.</p>			
1652	B-STEM – APPLICATION DESIGN AND IMPLEMENTATION			.50
	<p><u>Requires recommendation from computer teacher.</u></p> <p>This course will introduce students to computer applications and app development. Students will learn advanced computer application skills through cloud-based technology. In addition, students will learn website design principles, and how to design and build their own computer app to be used with smart devices. Topics include abstraction, algorithms, data structures, Boolean logic, software engineering, and web development. Languages introduced include JavaScript, HTML, CSS, and Python.</p>			
1653	B-STEM II – INTRODUCTION TO TECHNOLOGICAL ENTREPRENEURSHIP			.50
	<p><u>Requires recommendation from computer teacher.</u></p> <p>This course introduces the fundamentals of technology entrepreneurship, using lessons from companies started in Silicon Valley that have ignited a revolution across the world. Students will study how the evolution of technology has changed 21st century business. The focus of this course is for students to gain a real world understanding of business concepts. Students will learn financial literacy and collaborate on team-based projects. In addition, students will gain practical experience by working with mentors from a variety of business fields. Students will work in teams to develop a working concept for a start-up business and participate in business competitions.</p>			

1654	ADVANCED COMPUTER APPLICATIONS – HONORS <u>Prerequisite: Computer Applications I with a “C” or better, and permission from the department chairperson.</u> This course will introduce students to the fundamental principles of programming and game design. Students use a variety of different 2D and 3D engines to design and implement games that they create. Students explore game logic and compare game designs across a variety of genres. In teams, students design, develop and test games they made to understand the interaction and evolution of game rules. In addition, students are introduced to game engine scripting, JavaScript and python. This is an excellent class for a budding game designer.	10-11- 12	.50
1657	NFTE/CORPORATE EXPERIENCE This course will offer entrepreneurship curricula that teach math and literacy skills in the context of building a business plan. The program is rigorous, experiential and practical to students’ futures. The students will compete with their business plans at various levels that include local, up to regional and national competition. In addition, this course will offer discussion and individual group activities to prepare the student as a candidate for a summer internship in the Holy Trinity School Friends for a Future program. The student will learn and practice skills including resume preparation, business etiquette, interviewing, and critical thinking activities for the world of work. Teamwork and commitment will be emphasized as part of the training. This call will also satisfy the consumer economics requirement. An additional ½ credit is earned after the student has successfully completed the summer internship program.	11	1.0
1661	AP COMPUTER SCIENCE PRINCIPLES This course is project and problem-based, with students working in teams to develop computational thinking and solve open-ended, practical problems that occur in the real world. It also aims to generate excitement about the field of computing, and to introduce computational tools that foster creativity. The course will expose students to the high demand career paths within Computer Science and Information Technology. Students will learn fundamental programming concepts using both Scratch and Python, create an interactive web page, develop simple device apps, and engage in problems involving predictions based on computer models.	10-11- 12	1.0
1662	ROBOTICS APPLICATIONS This course is designed to spark student excitement for the fields of engineering, mechatronics, and software development. Throughout the course, students will design, construct, and program autonomous robots to accomplish a variety of real-world applicable goals. The engineering and computational thinking principles students will learn closely parallel the process that engineers use to develop and deploy industrial applications. The robots used in the course are constructed using modular Lego kits which, in addition to standard Lego Technic parts, include production-grade digital sensors and servo motors. Qualifying students will enjoy the opportunity to compete in the regional and national robotics competitions.	10-11- 12	.50

1663	ROBOTICS AND CIRCUIT DESIGN	10-11- 12	.50
	Robotics & Circuit Design builds on the foundation students developed in Robotics Applications. In the course, students will work in teams to create autonomous robots to accomplish challenging student-directed tasks. They will be introduced to circuit design and electronics principles by prototyping circuits on breadboards and will deepen their software development skills by writing programs in the widely deployed C programming language. Students will manage memory and processor cores, learn advanced debugging techniques, and handle real-time sensor data and software states.		
1664	DESIGN THINKING – HONORS	12	.50
	This course is an outgrowth of our developing relationship with Northwestern University through the Farley Center. Design Thinking is a design methodology that provides a solution-based approach to solving problems. Through the use of Project Based Learning (PBL), students will embrace the Design Thinking concept in a semester long class, taught in conjunction with Northwestern University EPIC Program personnel. Ultimately, students will create a feasible solution to address their identified problems. Students may enter competition, complete their capstone project, or complete an independent study project during this course. The course will be offered in semester one with the option to extend to semester two, for students who wish to continue their research and/or complete their capstone projects. Opportunities for the Design Thinking workshops may occur outside of regularly scheduled class times. The Design Thinking course is recommended for honors students completing a capstone project and seeking an honors diploma, but open to all students.		
1666	CYBER SOCIETY	10-11- 12	.50
	Cyber Society is a set of liberal arts units designed to introduce students to how the world of cyber affects their lives every day. The skills they learn from these modules will help them be more confident in how they interact with the ever-growing and connected world around them. The modules throughout this course will better prepare students to become educated members of the future cyber workforce. The course would prompt students to engage in a dialog with contemporary technological development, particularly through an ethical lens, and reflect on the social consequences of digital technology.		

VISUAL AND PERFORMING ARTS DEPARTMENT

Philosophy: There is no place in which art has not shaped society. Art is the expression of the human condition and through creativity; invention, and emotion, artists have shaped our perspectives and lives. It is the mission of the Art Department of Holy Trinity High School to provide each student with a strong foundation of skills, techniques, and processes to producing art. We seek to educate both art majors and non-majors to develop into critical thinkers, creative problem solvers, innovators, and compassionate human beings who are life-long learners.

- 1706 ART 1** **09-10-
11-12 1.0**
- In this yearlong course to art, students will gain exposure to the visual arts through a variety of 2- and 3-dimensional media. Emphasis will be placed on the basic elements and principles of art and the development of fundamental skills in visual literacy and art creation. First semester will focus on developing skills to draw. Students use pencil, charcoal, and ink to learn to coordinate the eyes and hands in drawing accurately from observation. Basic skills of texture, line, value, proportion, perspective, and design are studied in this first semester of art. By the end of the semester, students will have improved their drawing skills and understanding of the principles of 2-dimensional art. Second semester is a continuation of the development of skills by working in color. Students will sharpen their sense of design in still life subjects and photos as well as student interpretations of themes assigned while using watercolor, pastel, acrylic, and oil pastel.
- 1708 ART 2** **10-11-
12 1.0**
- Prerequisite: B average in Art I (Previously known as Art 1A or Art Foundations)
This course is designed to meet the continuing artistic needs of the advanced art student. It is an individually directed study designed to create a body of work for presentation to an art school or university. Students will strengthen their mastery of personalized media and techniques. At the end of this session, students will have completed 15 art pieces that will demonstrate an increased understanding of art history, creativity, artistic purpose, media, visual storytelling and composition.
- 1750 CERAMICS 1** **09-10-
11-12 1.0**
- Ceramics provides an introduction to working in clay with hand-built projects using pinch, coil, and slab methods during the first quarter. Working on the wheel is introduced in the second quarter, along with glazing techniques, design, and functional objects. Second semester continues work in 3D design with an emphasis on wheel-thrown pottery and some hand building. Complex structures in wheel-thrown work such as teapots are achieved. Short fingernails are required all year.

1763	CERAMICS 2 <u>Prerequisite: B average in Ceramics 1 or Advanced Ceramics.</u> This class is a continuation of the hand building and sculpture techniques learned in ceramics. Students will create independent and advanced clay projects involving sculptural problem-solving and aesthetic concepts. Students will explore and research current and historical sculptors and potters. The students will also develop skills on the pottery wheel, wheel throwing and pottery design. <u>Short fingernails are required all year.</u>	10-11- 12	1.0
1770	CERAMICS 3 <u>Prerequisite: B average in Ceramics 2.</u> This class is a continuation of advanced hand building, sculpture and wheel techniques learned in Ceramics 2. Students will create independent and advanced clay projects involving sculptural problem-solving and aesthetic concepts. Students will explore and research current and historical sculptors and potters. The students will also continue to develop advanced skills on the pottery wheel, wheel throwing and pottery design. <u>Short fingernails are required all year.</u>	11-12	1.0
1736	AP ART: Drawing, 2D and 3D <u>Prerequisite: B Average in Art II.</u> The AP Art courses are designed for students who are seriously interested in art and wish to develop mastery in the concept, composition, and execution of their ideas. AP Art is not based on a written exam; instead, students submit portfolios or evaluations at the end of the school year. In building the portfolio students experience a variety of concepts, techniques, and approaches designed to help them demonstrate their abilities as well as their versatility with techniques, problem-solving, critical thinking, and illumination of ideas. Students develop a body of work for the Concentration and Quality sections for analysis of their portfolio.	12	1.0
1759	THEATER ARTS This project-based course will allow the student to explore the foundations of storytelling through theater. Through the lens of various theatrical roles – such as designer, director, playwright, and actor – the student will analyze various theatrical works, and styles. The student will then make choices to bring these works to life. The student will demonstrate what has been learned through writing, presenting, and performance.	09-10- 11-12	.50
1760	THEATER ARTS II <u>Prerequisite: Theater Arts I.</u> This is an intermediate course which builds upon the skills developed in Theater Arts I. The focus of this courses' work is on the scripted word, and how the actor interprets and presents the words of others on stage and storytelling through theater. As in Theater Arts I, students will study this through the lens of various theatrical roles – such as designer, director, stage crew, and playwright. Students will demonstrate what has been learned through writing, presenting, and performance.	09-10- 11-12	.50

1769 BEGINNING BAND	09-10- 11-12 1.0
<p>Open to any student without any previous musical training who would like to learn to read music and play a band instrument in an ensemble setting. Depending on personal interest and the instructor's recommendation based on preliminary try-outs, students will be able to learn one of the following instruments: flute, oboe, bassoon, clarinet, alto saxophone, tenor saxophone, trumpet, French horn, trombone, baritone, tuba, or percussion. Students are expected to practice their chosen instrument on a daily basis outside of school and will perform at a minimum of two formal concerts during the school year. Smartmusic computer software will be used as a practice aid and for testing.</p>	
1768 CONCERT BAND	09-10- 11-12 1.0
<p><u>Prerequisite: 9th grade by permission and audition only.</u></p> <p>Open to any student with a minimum of one year of successful previous playing experience on a concert band instrument in a school band setting. Students will continue their study of music theory and history along with the study of progressively more difficult band literature. Students will be expected to practice their chosen instrument on a daily basis outside of school and will perform, at a minimum, of three formal concerts during the school year. Students might also have additional opportunities to study and perform outside of school in small groups. Smartmusic computer software will be used as a practice aid and for testing.</p>	

PHYSICAL EDUCATION DEPARTMENT

Philosophy: We believe that the quality of students' physical fitness and overall health is an important factor in their readiness to learn. Physically fit students perform better academically, and our program focuses on personal improvement in all areas of fitness: cardiovascular endurance, body composition, muscular strength and endurance, and flexibility. In an atmosphere that emphasizes cooperation rather than competition, students are encouraged to have an active role in their education and take personal responsibility in making healthy decisions in regard to their overall well-being. The students will be exposed to a wide range of activities and health-related topics, which will empower them to be well-rounded individuals able to lead a healthy lifestyle. The courses will help learn, develop, and hopefully maintain healthy habits for life.

1851	PHYSICAL EDUCATION I This course places emphasis on physical fitness and fundamentals of team sports, while teaching the importance of taking care of one's physical and mental wellness. Among the activities offered are flag football, soccer, basketball, volleyball, floor hockey, ultimate frisbee, weight training, and other fitness activities.	09-10- 11-12	.50
1852	PHYSICAL EDUCATION II <u>Co-requisite: Health.</u> This course is a continuation of Physical Education I. The goal is to improve students' fitness level as they expand their knowledge on weight training and various fitness activities as well as master the fundamentals of team sports. Students are also required to discuss the principles of team play and strategy related to that area.	09-10- 11-12	.50
1853	HEALTH <u>Co-requisite: Physical Education II.</u> In this course the student will demonstrate an adequate knowledge and understanding of the basic principles of health and how it affects his/her life. The student will cover a health curriculum that will include topics on physical fitness, nutrition, mental health, first aid, drugs and addiction, body systems, STIs and reproductive health, and social wellness.	10	.50
1854	WELLNESS/PERSONAL FITNESS <u>Prerequisite: Physical Education I.</u> This course fulfills the requirements for the second Physical Education class and can be taken in place of or as an additional physical education course for students in grades 10, 11, 12. Students in this course will participate in a strength and conditioning program and fitness-related activities. Free weights, exercise machines, and conditioning activities will be incorporated to promote improvement in strength, balance, agility and speed. This class will also provide students with information regarding nutrition and diet, components of fitness, types of fitness programs and wellness concepts. Proper technique, safety precautions and proper applications of the Principles of Training will be emphasized.	11-12	.50

STATE OF ILLINOIS DRIVERS EDUCATION CLASS

Philosophy: The Driver Education Department is dedicated to developing the safest, most courteous, knowledgeable, and skillful drivers. The information and skills learned in Driver Education will help students maneuver successfully in the complex environment in which we drive today.

STATE OF ILLINOIS, DRIVERS EDUCATION CLASS:

1950 PHASE I/CLASSROOM INSTRUCTION

.0

Prerequisite: Each student must be enrolled in high school and receive a passing grade in at least eight courses during the previous two semesters prior to enrolling in a driver education course. If a pupil is a freshman, school districts may count passing grades from the last semester of the student's eighth grade school year. Statutory Citation: 105 ILCS 5/27-24.2 Administrative Rule: 23 Ill. Admin. Code Part 252.25(a)(1) . By the age of 15 students may apply for their permits.

Participating students will complete the required 30 hours of classroom training needed to obtain a license. Note, the class will prepare students for the state permit test but it will not provide the permit or the second phase, which is behind-the-wheel (BTW) training. However, students will be informed on the process of obtaining a permit and the BTW training options. This course is usually offered after school or during the summer.