



# EVANSTON TOWNSHIP HIGH SCHOOL

DISTRICT 202 | EVANSTON, ILLINOIS

1600 Dodge Avenue, Evanston, Illinois 60201 | 847-424-7000 | [www.eths.k12.il.us](http://www.eths.k12.il.us)

*Home of the Wildkits*



## 2014-15

### COURSE SELECTION GUIDE

# DIRECTORY OF IMPORTANT NUMBERS

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Mark Metz - <i>Vice President</i>	Scott Rochelle
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Email all board members at: [schoolboard@eths.k12.il.us](mailto:schoolboard@eths.k12.il.us)

## ADMINISTRATION

<b>Superintendent</b> Eric Witherspoon.....	(847) 424-7220
<b>Assistant Superintendent/Principal</b>	
Marcus Campbell .....	(847) 424-7043
<b>Assistant Superintendent/Curriculum &amp; Instruction</b>	
Peter Bavis .....	(847) 424-7710
<b>Associate Principal Academic Affairs</b>	
Robert Brown .....	(847) 424-7222
<b>Associate Principal Educational Services</b>	
Vernon Clark .....	(847) 424-7700
<b>Associate Principal Student Services</b>	
Paula Miller .....	(847) 424-7575
<b>Athletic Director</b> Chris Livatino .....	(847) 424-7380
<b>Chief Financial Officer</b> William Stafford .....	(847) 424-7100
<b>Director of Human Resources</b> Toya Campbell .....	(847) 424-7210
<b>Director of Nutrition Services</b> Kim Minestra .....	(847) 424-7225
<b>Director of Safety</b> Sam Pettineo .....	(847) 424-7510
<b>Director of Special Education</b> Maria Smith .....	(847) 424-7010
<b>Director of Technology &amp; Project Manager</b> Paula Frohman...	(847) 424-7326

<b>DEANS</b> – Suite H109/H111 .....	(847) 424-7900
<b>Grade 9*</b> – Matthew Driscoll .....	<b>Grade 11*</b> – Pedro Soriano
<b>Grade 10*</b> – Cynthia Bumbry .....	<b>Grade 12*</b> – Taya Kinzie

\*Grade levels for 2014-15

## DEPARTMENT CHAIRS

<b>Career &amp; Technical Edu.</b> Shelley Gates –A238:.....	(847) 424-7660
<b>English/Reading</b> Scott Bramley – S212:.....	(847) 424-7400
<b>Fine Arts</b> Nicholas Gehl – A119: .....	(847) 424-7130
<b>History/Social Science</b> Jennifer Fisher – S322: .....	(847) 424-7740
<b>Mathematics</b> Peter DeCraene – N214:.....	(847) 424-7600
<b>Physical &amp; Wellness Ed./Driver's Ed.</b>	
Theresa Patterson – G108: .....	(847) 424-7270
<b>Science</b> Terri Sowa-Imbo – H312: .....	(847) 424-7520
<b>Special Education</b> Amy Verbrick – S100: .....	(847) 424-7025
<b>World Languages</b> Rachel Gressel – E312: .....	(847) 424-7450

## DEPARTMENTS / OFFICES

Academic Intervention Team – N124:.....	(847) 424-7043
Alumni Relations Office – W122: .....	(847) 424-7157
Athletic Office – G183: .....	(847) 424-7370
Attendance Office – S124: .....	(847) 424-7800
A/V Media Center – H230: .....	(847) 424-7360
Bilingual Education Coordinator – E308: .....	(847) 424-7470
Book Distribution Center – S112: .....	(847) 424-7255
Box Office (purchase tickets) .....	(847) 424-7848
Business Office – H108: .....	(847) 424-7100
Communications Office – N108: .....	(847) 424-7515
Community Service Office – A233E: .....	(847) 424-7570
ETHS Educational Foundation Office – W122: .....	(847) 424-7157
Health Center (In-School Clinic) – H101:.....	(847) 424-7265
ID Card Center – W100A:.....	(847) 424-7245
Latino Liaison/Minority Lang. Coordinator–H100:.....	(847) 424-7166
Nurses' Office (Health Service) – N100: .....	(847) 424-7260
Registrar's Office – S124: .....	(847) 424-7180
Research, Eval.& Assessment Office - N124: .....	(847) 424-7171
Residency Office – S124: .....	(847) 424-7182
Safety Office – H102: .....	(847) 424-7500
Special Education Office – S100: .....	(847) 424-7010
Special Education Transition Coordinator – E112: .....	(847) 424-7164
Student Accounts Office – H110: .....	(847) 424-7110
Student Activities Center – Beardsley Cafeteria ...	(847) 424-7949

Student Supports (AVID, STAE) – W201 [E212*]: ..	(847) 424-7685
New Student Transition Coordinator – E112: .....	(847) 424-7047
Technology (IIT) Department – A237: .....	(847) 424-7240
Transition House (Lemar House) .....	(847) 328-4640
Transitional Learning Center A139: .....	(847) 424-7380
Truancy Office – S124: .....	(847) 424-7183
Y.O.U. ETHS Outpost – W201:.....	(847) 424-7732
Youth Job Center ETHS Outpost – W201: .....	(847) 424-7873

## COLLEGE & CAREER CENTER – E112 [W201\*]

College & Career Coordinator – Beth Arey.....	(847) 424-7160
Career/Job Coach – Ahmadou Drame.....	(847) 424-8025
Post-Secondary Counselor – Michelle Vázquez ..	(847) 424-7163

## COUNSELORS – SUITE E118: (847) 424-7580

<b>Grade 9 and 11*</b>	<b>Grade 10 and 12*</b>
Alana Amaker	Tina Tiziano Dreher
Denise Chaitkin	Marti Ferrer
Anitra Holloway-Nelson	Traece Graham
Anthony Johnson	Amber Bolden Greer
Karen Morris	Stephen Lucas
Julie Morrow-Soto	Susan Spillane
Leah Piekarz ( <i>Lead</i> )	*Grade levels for 2014-15

## SOCIAL WORKERS, GRADE LEVEL – E100 (847) 424-7230

<b>Grade 9*</b> Aracely Canchola	<b>Grade 11*</b> Anthony King
<b>Grade 10*</b> Martha Zarate-Ortega	<b>Grade 12*</b> Jeff Simon

\*Grade levels for 2014-15

## SOCIAL WORKERS, SPECIAL EDUCATION – W102

Michael Edwards.....	(847) 424-7072
Ben Thullen.....	(847) 424-7060
Melissa Pollack-Valentin.....	(847) 424-7650

## SOCIAL WORKERS, STUDENT ASSIST. PROGRAM – E118

TBD .....	(847) 424-7580
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## SCHOOL PSYCHOLOGISTS – ROOM S100-S122

Jessica Herrmann.....	(847) 424-7153
Petya Todorovska.....	(847) 424-7055
Jim Wilczynski .....	(847) 424-7035

*This Directory of Important Numbers reflects the most up-to-date information as of January 1, 2014*

*\*The room number listed in brackets will be the new location for this space beginning in the 2014-15 school year.*

## INTERPRETING-TRANSLATING SERVICES

Evanston Township High School has a policy on services the school provides for limited English-proficient parents and guardians. Translator and interpreter service for parents and guardians who speak a language other than English will be provided, as requested. **Any parent or guardian who needs these services in any language should contact the Latino Liaison Coordinator at 847-424-7166.**

*La Escuela Secundaria del Municipio de Evanston proporciona servicios de comunicación para padres o tutores con conocimiento limitado del inglés. Tenemos servicios de traductores e intérpretes gratuitos para ayudar a los padres o tutores a asegurar su acceso a programas de la escuela, información académica y servicios sociales. Padres o tutores que necesiten servicios de traducción o interpretación en cualquier idioma, deben contactar a Coordinadora Latina en ETHS al teléfono 847-424-7166.*

Le lycée de la municipalité d'Evanston, Evanston Township High School, a une politique concernant les services fournis par le lycée aux parents et aux tuteurs dont les connaissances de l'Anglais sont limitées. Des services de traduction et d'interprétation seront assurés pour les parents et les tuteurs qui parlent une langue autre que l'Anglais, conformément à leur demande. **Tout parent ou tuteur qui a besoin de services de traduction ou d'interprétation dans n'importe quelle langue doit contacter Coordinateur de liaison avec les Hispaniques au 847-424-7166.**



# EVANSTON TOWNSHIP HIGH SCHOOL DISTRICT 202

## COURSE SELECTION GUIDE 2014-15



### Dear Students & Parents,

This *Course Selection Guide* provides you with a complete description of course offerings for the upcoming school year. ETHS offers a rich diversity of curricular opportunities. Please review the contents carefully, and consult with your counselor, department chairpersons, and teachers to assist you with your choices.

The courses you choose should reflect your own careful planning for your future. Every student should plan to take a strong core academic program, including electives that will allow you to explore possible career options while developing your intellectual, personal and aesthetic interests.

ETHS offers you abundant opportunities to explore many interests and enjoy new learning. I encourage you to examine this guide thoroughly and select courses that will be interesting and challenging for you. We are here to support you. Our System of Supports provides a great deal of additional academic support for students to be successful in your classes and to accelerate learning.

Take the time to plan your schedule carefully. Look over the four-year program planning worksheet to understand the flow of required courses you must take and how you can further enrich and expand your education with elective courses. Every student should be planning a sequence of classes that will prepare you to take some of the honors and Advanced Placement (AP) classes offered at this extraordinary school.

High school is a time to gain academic experiences that help you to identify your talents and strengths. Commit yourself to taking full advantage of maximizing your learning in every class you choose. I hope your studies will prove rewarding.

Eric Witherspoon, Ph.D.  
Superintendent

Sincerely,

<b>Introduction.....</b>	<b>2</b>
Definitions of Course Levels / Credit.....	2
<b>Course Title Key .....</b>	<b>2</b>
 <b>Graduation Requirements .....</b>	 <b>3</b>
 <b>Course Scheduling .....</b>	 <b>4</b>
Schedule Changes & Scheduling Options .....	4
Pass/Fail Courses .....	4
Course Audits.....	4
Independent Study.....	4
Repeating a Course.....	4
 <b>Grading Information, Grade Reports, Conferences.....</b>	 <b>5</b>
Academic Recognition .....	5
 <b>Tours, Exchanges, and Study Abroad .....</b>	 <b>5</b>
 <b>College &amp; Career Planning.....</b>	 <b>6</b>
 <b>Career &amp; Technical Education Programs .....</b>	 <b>7</b>
Public Safety Training.....	7
Pharmacy Technician Training.....	7
National Engineering Program - Project Lead the Way.....	7
Microsoft Office Specialist Certification.....	7
Level 1 Early Care and Education (ECE) Credential .....	7
Automotive Technology Training .....	7
Advanced Manufacturing .....	7
 <b>Admission Requirements Comparison Chart .....</b>	 <b>8</b>
<b>Four-Year Course Planning Worksheet .....</b>	<b>9</b>
<b>Academic Support and Special Programs .....</b>	<b>10</b>
<b>Freshman Transition Support.....</b>	<b>11</b>
<b>Summer School .....</b>	<b>11</b>
<b>System of Supports (SOS) .....</b>	<b>11</b>
 <b>Course Descriptions .....</b>	 <b>12</b>
Bilingual Education.....	12
Career & Technical Education .....	16
Community Service .....	22
Driver's Education .....	22
English/Reading .....	23
Fine Arts .....	27
History & Social Science .....	33
Mathematics.....	37
Physical Education & Wellness.....	41
Science.....	44
Special Education .....	48
World Languages .....	51

***This Course Selection Guide reflects the most up-to-date information as of January 1, 2014.***

ETHS reserves the right to cancel or drop courses for any given year. Inclusion of a course in this catalog does not assure it will be offered at a future date. Course changes are subject to availability and deadlines.

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## INTRODUCTION

Evanston Township High School (ETHS) provides a rigorous career and college preparatory curriculum with over 250 courses. The curriculum includes an extensive range of academic courses, fine arts, career and technical education courses, and electives in all core academic areas. The *Course Selection Guide* is designed to help students choose courses to be studied during their four years at Evanston Township High School. This guide includes a list of all available courses and course descriptions, a four-year planning worksheet and a detailed listing of the graduation requirements. After studying the course offerings and requirements, students are encouraged to fill out the four-year planning worksheet and review it with their parent and counselor.

## DEFINITIONS OF COURSE LEVELS / CREDIT

Evanston Township High School's curriculum offers all students rigorous academic coursework that prepares them for college and career. Many courses allow students to earn regular or honors-level credit.

**Honors (H).** Honors-level credit can be earned in 152 courses in all curricular areas except physical and wellness education. Students are taught the importance of effective effort and are encouraged to earn honors credit. Students who earn honors credit receive a 0.5 increase to their grade. While physical and wellness education courses are not offered for honors credit, all students are taught the importance of effective effort and high expectations.

**Advanced Placement (AP).** ETHS offers 29 AP courses in the areas of English, fine arts, history/social science, mathematics, science and world languages. Students enrolled in an AP course are expected to take the AP exam offered by the College Board. Students who take the AP exam receive a 1.0 point increase to their grade; students who do not take the AP exam, receive a 0.5 point increase in their grade. Students not enrolled in an AP course, who wish to take an AP exam, must declare their intent by early February. This request is made to the department chair. There is a fee for each exam taken that must be paid before testing begins in early May. Students who need financial assistance to take an AP exam should contact the ETHS testing coordinator at 847-424-7085. The AP exams are administered over a two-week period in May. Students with high scores may receive college credit or qualify to place out of first-year college courses. Test fees are partially refunded to students excused from the exams because of personal illness or specific absences approved by the College Board. There are strict guidelines for alternate late test requests. Alternate tests will not be available for AP exam subjects not taught at ETHS.

**Project Lead the Way (PLTW) Engineering.** PLTW courses are rigorous courses focused on applying Science Technology Engineering and Mathematics (STEM) to solve real world problems. The curriculum is developed and maintained by a consortium of leading engineering schools in major universities in conjunction with private industry within the field of engineering. ETHS offers six PLTW courses. As part of this standardized curriculum, students take an End of Course exam to assess their understanding/learning. Like the AP exams issued by the College Board, PLTW affiliated colleges will accept high scores on this exam and award credit for the course taken in high school. Students who successfully complete a course and take the End

of Course exam will receive a 1.0 point increase to their grade; students who do not take the End of Course exam, receive a 0.5 point increase in their grade.

**NCAA Eligibility Courses.** The NCAA (National Collegiate Athletic Association) approves certain courses for establishing initial eligibility of student-athletes. **Only** courses marked with the **N** symbol are NCAA Division I or II approved core courses.

**Northwestern University College Credit.** Students who have exhausted all of the available accelerated courses in an academic area at ETHS may take advanced courses for college credit at Northwestern University through a special scholarship program. Eligible students must have an overall 3.0 GPA. Students must obtain permission from the Assistant Superintendent for Curriculum and Instruction for Northwestern Scholarship courses. For more information, students and parents should contact the Assistant Superintendent for Curriculum and Instruction in the winter when selecting courses.

**Oakton Community College - Dual Credit.** Junior and Senior students may dual enroll in both the ETHS class and the equivalent Oakton Community College (OCC) course and receive college credit. Through articulation agreements with Oakton, students will enroll with the community college and after successfully passing the ETHS class, will receive college credit for the course. Courses marked with the **O** symbol in this guide offer dual credit. Dual credit is currently offered in certain courses in the Career and Technical Education, Fine Arts, and Mathematics Departments. Contact Michelle Vazquez, Post-Secondary Counselor at 847-424-7163 for more information.

**Transfer Credit.** Grade-level placement for transfer students, nonpublic school students, and home-school students is determined by the student's age, credits earned, and courses enrolled as indicated on an official transcript from the student's former school. Students who transfer to ETHS and enroll in the same or a similar course will earn credit and receive a grade based on the transfer grade and the grade earned for the work completed after the date enrolled at ETHS. Students who transfer to ETHS and enroll in a new course not taken at the transferring school will earn a credit and grade provided the student enrolls in the course before the beginning of the 2nd or 4th quarter. Students who enroll after the beginning of the 2nd or 4th quarter will receive a late-entrant grade (LA, LB, etc.). Students may receive credit for a late-entrant grade, upon the approval of the department chair. **To qualify for an ETHS diploma, students who transfer to ETHS must attend the high school full time for at least the final semester before graduation.** Students who are not in full time attendance for the final semester must apply to the transferring school to receive a diploma. **Official and unofficial records for students transferring out of ETHS will not be sent until all fees and obligations are cleared.**

### COURSE TITLE KEY

*These letters/symbols are printed after course titles throughout this guide.*

- (Y)** Year-long course: scheduled for both 1st and 2nd semester
- (S)** Semester-long course: scheduled for 1st or 2nd semester
- (A)** Semester-long course: scheduled for 1st semester only
- (B)** Semester-long course: scheduled for 2nd semester only
- N** NCAA eligibility course: NCAA-approved core courses
- O** Oakton Community College dual credit course

## GRADUATION REQUIREMENTS

Students are expected to take (6) six credits each semester, which should allow you to graduate on time. Unless otherwise exempted, you will not be allowed to carry fewer than six credits per semester. Any plans to carry less than six (6) or more than eight (8) credits must be approved by a student's parent/guardian, counselor, and the AP for Student Services. In general, one credit is given for one semester of work in one course. Your counselor has a complete explanation of requirements. **Students must spend the final semester before graduation at ETHS in order to earn an ETHS diploma. The administration cannot waive any graduation requirements other than exceptions granted by state law.**

**Students must earn a minimum of 48 semester credits and successfully complete the following core requirements to earn an ETHS diploma:**

English	8
Mathematics	6
Science	4
History/Social Science	4
Global Perspective	2
Physical Education	7
Wellness Education	1
Fine Arts/Career and Technical Education	3
Electives	13
Reading ( <i>if required</i> )	-
Consumer Education	-
U.S. Constitution Test and PSAE	-
<b>Total credits for graduation:</b>	<b>48</b>

**ENGLISH**—Eight (8) semester credits are required. Senior Studies and senior-semester English courses count toward this requirement. All freshmen take 1 Humanities/English.

**MATHEMATICS**—Six (6) semester credits are required. Freshmen must take a two-credit math course. Four additional math credits are required to graduate.

**SCIENCE**—Four (4) credits in a lab science are required (two in a physical science, two in a biological science).

**HISTORY/SOCIAL SCIENCE**—Four (4) History/Social Science credits are required. All freshman take 1 Humanities/History; juniors take US History and the **US Constitution test**, which they must pass.

**GLOBAL PERSPECTIVE** — Two (2) Global Perspective credits – an area of study involving a culture different from our own – must be taken in the sophomore year. Courses meeting this requirement are Modern World History: A Global Perspective and 2 Humanities History.

**FINE ARTS / CAREER & TECHNICAL EDUCATION:** All students must fulfill a total of three (3) credits of Fine Arts and Career & Technical Ed. (CTE): 1 in Fine Arts and 2 in CTE **or** 2 in Fine Arts and 1 in CTE. All courses in art, music and speech arts satisfy the Fine Arts requirement. All CTE courses meet the CTE requirement. Broadcast Media, Adv. Broadcast Media, 1 Graphic Design, 2 Graphic Design, 3 Graphic Design, Metal Sculpture, and 1 Stagecraft fulfill Fine Arts **or** CTE credit. All Special Education computer courses meet the CTE requirement.

**WELLNESS EDUCATION**—All students must take a one (1)-credit wellness education course. Sophomores take wellness education one semester and physical education the other semester.

**PHYSICAL EDUCATION**—Seven (7) credits are required. Sophomores take wellness education one semester and physical education the other semester.

**ELECTIVES**— A minimum of 13 elective credits are needed for graduation. Any course that does not meet a specific graduation requirement is considered an elective. Elective courses may be chosen from any department.

**READING**—Students who score below the 50th percentile on a Board-approved assessment will be assigned to a reading class their freshman year. Beyond freshman year, students who continue to read below the 50th-percentile will be placed in reading-supported classes and/or receive defined reading assistance in their English and history classes.

**CONSUMER EDUCATION**—Consumer education is required by state law. There are several ways to fulfill this requirement.

- Personal Finance & Careers in Business Mgt/Info Systems, Personal Finance & Careers in Health Sciences/Human Services, Personal Finance & Engineering Design Thinking, any CTE practicum course, The American Legal System, Economics, Contemporary Adult Life; full-year-Business Law; or any Special Education Job Experience, Consumer Education or Vocational Studies/Training course. In these courses students can receive elective credit in the appropriate department and also meet the consumer education requirement.
- Passing one (1) summer school course that fulfills the consumer education requirement.

**PRAIRIE STATE ACHIEVEMENT EXAM (PSAE)**—Students must take the Prairie State Achievement Exam to earn an Illinois high-school diploma.

**STANDARDS FOR PROMOTION** – You are required to take six classes each semester and earn a minimum of 12 credits a year for promotion to the next grade.

- To become a sophomore, you must have earned at least 12 credits by the end of the 2nd semester in high school.
- To become a junior, you must have earned a minimum of 24 credits by the end of the 4th semester in high school.
- To become a senior, you must have earned a minimum of 36 credits at the end of the 6th semester in high school, and have taken the PSAE or Illinois Alternative Assessment during your junior year.

See “Standards for Promotion” guidelines in “Academic Information” Section 5 of *The Pilot Student Handbook*.



## OTHER ROUTES TO GRADUATION

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**Early College Entrance.** If you are accepted by a college and have completed all ETHS graduation requirements except your last two credits in both English and physical education, you may apply one year of college-level English toward ETHS requirements. You will be eligible for graduation if your college work is accepted and your transcript shows a total of 48 credits (including college-level English). Prior approval for early college entrance must be granted by the AP for Student Services.

**Mid-Year Graduation.** To graduate in January of your senior year, you must have completed at least three years of full-time high school attendance, earned 47 credits, **and** either:

- pass the English requirement in summer school after your third year, -or-
- pass the first semester of senior English and a senior English elective (taken concurrently) or a pre-approved correspondence course for 2nd-semester English credit approved by the AP for Student Services, -or-
- pass two one-semester English courses during the first semester.

Mid-year plans must be approved by your counselor and the AP for Student Services. Deadline: September 15 in the first semester of senior year for January graduation.

## COURSE SCHEDULING

All students select their courses with the guidance of their school counselors. Students are scheduled in 6-8 courses for each academic semester. The academic year is divided into two semesters (two quarters per semester). Students are encouraged to think seriously about each year of high school, plan deliberately to meet college and career goals, and seek advice from counselors, teachers and parents. Educational planning sessions are conducted by counselors to help students become familiar with the details of the course-selection process. Students then meet with their counselors to select courses for the following school year.

Faculty and counselors may recommend certain courses and levels for individual students, based upon past achievement records and test scores. Freshmen and other students new to ETHS are placed in classes based on the department chair's review of multiple sources of information, including previous teachers' recommendations, previous courses completed, performance on standardized tests, and on subject-specific placement exams. Parents/guardians of sophomores, juniors and seniors may request a level of instruction if students meet the course prerequisites. Students wishing to enroll in a class who have not met the prerequisite will need department chair approval. Parents are asked to review their student's final course selections.

## SCHEDULE CHANGES & SCHEDULING OPTIONS

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Students are expected to start each semester with the schedule of classes that was planned with their counselor and parent/guardian. Course changes are subject to deadlines and availability. Teacher and/or department chair input may be required for schedule changes. Students must request schedule changes, including level changes, course adds and drops, by certain deadlines each semester. Check with your counselor for specific dates. **See "Schedule Changes" guidelines in *The Pilot Handbook*.**

## PASS/FAIL COURSES

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Juniors and seniors may take one course per semester on a pass/fail basis. A course required for graduation or an Advanced Placement (AP) course may not be taken for pass/fail. Students who take a course, including an independent-study course, on a pass/fail basis must be enrolled in at least five additional courses per semester including physical education. Pass/fail may not be changed to a grade. If a student would earn a grade of D or better, the student will receive a passing grade. All pass/fail contracts must be approved by the end of the third week of the semester. The contract must be signed and approved by the student, parent/guardian, counselor, teacher, department chair, and the AP for Student Services, and it must be renewed and approved each semester. **A pass/fail contract must be completed each semester for any year-long courses.**

## COURSE AUDITS

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This option is open to juniors and seniors who carry at least five other courses. Only one course may be audited at a time and may not be taken with a pass/fail course. You may not audit a course required for graduation. Applications must be approved by the end of the third week of the semester. The department chair must determine if there is room in the class. The application must be signed and approved by the AP for Student Services, your counselor, the classroom teacher, and your parent. **No credit and no grade (or pass/fail) are given for audited courses. The form must be completed each semester for a year-long course.**

## INDEPENDENT STUDY

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Juniors and seniors may take an independent study course in addition to five other courses. All independent studies are governed by guidelines set by each department. Generally, students earn one credit per semester for successful completion of independent study. You may take the independent study for a grade or for pass/fail; all pass/fail contracts must be approved by the end of the third week of the semester. Independent studies may not be taken for honors or Advanced Placement (AP) credit. You may not have an independent study in a class currently offered unless permission is granted for an intensive study of a specific topic in the course. Courses required for graduation may not be taken as an independent study.

## REPEATING A COURSE

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With prior approval, and based on course availability, students may take a course a second time to earn a better grade. Both the original and repeat grades will appear on the student's transcript, but the better of the two grades will be used in awarding credit and in calculating grade-point average. Credit will be given only for the course with the better grade. The student's parent, counselor, and the AP for Student Services must approve the request to repeat a course.

## GRADING INFORMATION, GRADE REPORTS, CONFERENCES

Grade equivalencies for purpose of GPA calculation are as follows:

A	4.0	C+	2.3	F	0.0
A-	3.7	C	2.0	I	Incomplete
B+	3.3	C-	1.7	P	Pass in Pass/Fail course
B	3.0	D+	1.3	PF	Fail in Pass/Fail course
B-	2.7	D	1.0	NC	No Credit (lack of attendance)

Values are increased by .5 for honors courses (A = 4.5), and by 1.0 for Advanced Placement (AP) courses (A = 5) with completion of the AP exam, and Project Lead the Way courses with completion of the End of Course exam (A = 5). Summer school courses do not offer honors or AP credit. All other grades earned in summer school will be valued the same as those earned during the school year.

**Grade Point Average (GPA).** Grade point averages are obtained by averaging the numerical values of all semester marks for all ETHS courses receiving marks of A, B, C, D, or F, with additional weighting for Honors, Advanced Placement, and Project Lead the Way courses. A student's weighted and unweighted GPAs are listed on 1st semester and 2nd semester report cards, and on transcripts.

**Extracurricular Eligibility.** Students who wish to participate in athletics and other extracurricular activities must earn a minimum 2.0 GPA from the previous semester. Academic study programs are available for students who fall below the minimum GPA.

**Interim Progress Reports.** Interim Progress Reports are sent home to parents/guardians mid-quarter. These reports include interim grades and may have notes of commendation or encouragement, or a warning that classroom performance should improve. Parents/guardians may sign up through Home Access Center to receive these reports via email.

**Report Cards.** Report Cards will be sent home to parents/guardians four times during the school year. These reports will include quarter grades as well as exam and semester grades at the end of each semester. Parents/guardians may sign up through Home Access Center to receive these reports via email. This information is also available online via Home Access Center. Refer questions about grades to your teachers and/or counselor.

**Semester Exams.** Semester exams are given at the end of each semester. Semester exams are a significant portion of the final grade in each course. If you do not take an exam, you may not receive full credit for the course. A semester exam schedule and exam guidelines will be issued near the end of each semester. Taking semester exams early is not permitted. All students (grades 9-12) are expected to be in attendance for their scheduled exams. Students who miss an exam must see the Associate Principal for Academic Affairs to receive a makeup form. Your ETHS student ID is required in order to enter the exam makeup room. Please direct any questions regarding semester exams to the Associate Principal for Academic Affairs.

**Home Access Center (HAC).** Students and parents can access Home Access Center online to view student grades and monitor their daily attendance, as well as sign up to receive interim progress reports and report card grades by email. Incoming freshmen receive a username and password in the summer prior to their freshman year. Transfer students will receive a username and password once registration is complete. Current ETHS parents/guardians can obtain a log-in and password for HAC by calling 847-424-7121, or emailing: [homeaccesscenter@eths.k12.il.us](mailto:homeaccesscenter@eths.k12.il.us). Current students may visit Bacon Computer Center, Central Library or Michael Library for assistance.

**Parent Teacher Conferences.** Each October and March, teachers and counselors devote time to conferences with parents of all students. Most conferences last five minutes. Students are welcome to attend conferences with their parent/guardian(s). Conference dates and hours are announced on the ETHS website, and are listed on the ETHS calendar (print and online versions). Students or parents can register for conferences on the ETHS website ([www.eths.k12.il.us](http://www.eths.k12.il.us)). If you need assistance, or do not have computer access, contact 847-424-7121. Parents/guardians may also request individual conferences with teachers or a counselor anytime during the school year by contacting the appropriate department office.

### ACADEMIC RECOGNITION

**Honor Rolls.** Honor roll is determined at the end of the first and third marking periods and each semester. Grades are used to compute honor roll eligibility for students enrolled in 5+ classes. Grades for non-credit courses are not included in calculating honor roll. Students with a GPA of 2.7 and no more than two grades lower than B- and no grade lower than C- will be listed as Honors. Students with not more than one mark lower than A- and no mark lower than B- will be listed as High Honors. Students with an NC grade will not be eligible for honor roll.

**Honor Societies.** ETHS has three honor societies: The ETHS Chapter of the National Honor Society for juniors and seniors, the Sophomore Honor Society, and the Freshman Honor Society. **Honor society requirements are outlined in the "Academic Recognition" section of the *The Pilot Student Handbook*.**

## TOURS, EXCHANGES, AND STUDY ABROAD

**Tours and Exchanges.** ETHS offers several supervised international tours and school-to-school exchange programs through the World Languages and Fine Arts Departments. Students must be enrolled in courses in the appropriate department to be eligible to participate. **See "Tours and Exchanges" guidelines in *The Pilot Student Handbook*.**

**Study Abroad.** Students who wish to study abroad during the academic year must meet first with their counselor and then with the AP for Student Services to request approval for a study abroad plan. Students need pre-approval to study at an accredited international school and to transfer those credits back to count toward ETHS graduation requirements. **To qualify for an ETHS diploma, all students must attend ETHS full time for at least the final semester before graduation.**

## COLLEGE & CAREER PLANNING

### COLLEGE & CAREER CENTER

**Office: E112 [W201\*] – (847) 424-7160**

**Beth Arey, College & Career Coordinator**

*\*The room number listed in brackets will be the new location for this space beginning in the 2014-15 school year.*

The ETHS College & Career Center (CCC) is an all-in-one resource center for current students, parents/guardians and alumni. The CCC is dedicated to creating greater access to college and careers by providing a variety of tools and personal, one-on-one, assistance to help students plan for their college and career goals.

The CCC maintains an extensive collection of reference materials and hosts more than 200 college representatives each year. Computer stations are available for students to research careers, colleges and scholarships, complete applications and compose essays. The CCC also supports a comprehensive website with resources, announcements of upcoming events and programs and links to other valuable planning tools.

**College and Career Counseling.** Students are urged to discuss their college and career plans with their counselor. College & Career Center staff is available for walk-ins and appointments for supplemental counseling services, assistance completing applications and essays and understanding the financial aid process. Students who plan to work after graduation and/or are undecided about their post-ETHS plans are strongly encouraged to come to the College & Career Center.

It is recommended that students refer to and discuss with their parents and counselor the results from the 8th-grade EXPLORE and 10th-grade PLAN assessments, which include a personalized report that shows the student's preferred career-interest areas on the World-of-Work Map. Numerous college and career planning programs are provided throughout the year to educate students and families about the college search and selection process, including financing higher education.

**Family Connection by Naviance.** Family Connection by Naviance is a comprehensive online college and career planning tool that complements individual appointments, college information seminars, college representative visits, and general College & Career Center resources. *Family Connection allows students to:*

- Complete a resume and postsecondary plan.
- Explore careers to find matches for interests and skills and view majors and educational requirements.
- Look up colleges by name or create a list from a college search.
- View the college visit list to find out which colleges are visiting and sign up to attend sessions.
- Link directly to scholarship applications.
- Analyze GPAs and test scores of ETHS students accepted to colleges and find colleges that accepted similar students through college match.

Each student and parent/guardian is provided with a personal registration code to create a Family Connection account. Family

Connection is easily accessible from the Naviance link on the ETHS home page. Registration codes are available to students in the College & Career Center and from counselors. We encourage students and parents to register as early as the freshman year.

**Targeted emails may be sent to registered students alerting them to deadlines, upcoming events, college visits, and other important information.**

**Career Planning Services.** In cooperation with the Career and Technical Education (CTE) Department, career-planning services are available to all students, including resume writing, interest inventories, job shadowing, internships, summer career exploration, contact with U.S. Armed Services, and ASVAB testing. Students also use career-exploration software (Family Connection by Naviance and Career Cruising) to gain knowledge about occupations, educational requirements and appropriate two- and four-year colleges. Through ETHS career programs, students are introduced to community members working within careers of interest and allow for students' interests to be explored.

**Career and Technical Education Programs.** Career and Technical Education provides students with an opportunity to develop the 21st Century skills needed to be college and career ready, such as critical thinking and problem solving, initiative, creativity, effective oral and written communication, and the ability to access and analyze information. Whether they plan to attend college or pursue non-degree credentials after high school, students need access to innovative classroom experiences and training to develop these skills for both college and the workplace. The Career & Technical Education (CTE) Department at ETHS provides a variety of rigorous academic courses and certification programs that help students develop these skills in a project-based, hands-on environment. These courses and programs introduce students to a variety of career paths, including careers that require college education:

- Automotive Technology
- Business (Accounting, Marketing, etc...)
- Computer Programming/Game Design
- Culinary Arts
- Digital Media (Graphic Design/Video/Web Design)
- Engineering
- Early Childhood Education
- Horticulture
- Manufacturing
- Medical Careers, including Nursing
- Government/Public Safety

The Career and Technical Education programs at ETHS provide students with an opportunity to leave high school with industry-recognized certifications and hands-on experiences. A detailed list of these programs is available on the following page.

**A complete list of CTE courses can be found in the “Career & Technical Education” department section of this guide.**



## CAREER & TECHNICAL EDUCATION PROGRAMS

The Career and Technical Education (CTE) programs at ETHS provide students with an opportunity to leave high school with industry-recognized certifications and hands-on experiences. For example, ETHS students can earn Level 1 Early Care and Education (ECE) credentials, or Microsoft Office Specialist (MOS) certification. In addition, they can pursue training in public safety careers, complete a Walgreens Pharmacy Technician internship, or learn Automotive Technology in our National Automotive Technicians Education Foundation (NATEF) accredited state-of-the-art Auto Technology Lab.

For more information, contact your counselor or call the ETHS Career & Technical Education Department at 847-424-7670.

	<b>PUBLIC SAFETY TRAINING</b> Designed specifically for students interested in exploring three public safety career areas (fire, police and Emergency Medical Services), this course is offered in partnership with the Evanston Police and Fire Departments and Oakton Community College (OCC). Students earn 2 CTE credits and 6 Oakton credits (Oakton credits can be applied toward either a Fire Science or Law Enforcement A.S. degree or a certificate program) and earn their Pharmacy Technician Certification. <i>Open to juniors and seniors.</i>
	<b>PHARMACY TECHNICIAN TRAINING</b> In partnership with Walgreen Company, ETHS offers Pharmacy Technician Internships to students interested in health careers. Walgreen's Pharmacy Technician Interns have the opportunity to explore pharmaceutical careers. <i>Open to juniors and seniors.</i>
	<b>NATIONAL ENGINEERING PROGRAM - PROJECT LEAD THE WAY</b> ETHS is a certified Project Lead the Way (PLTW) high school. Our PLTW program integrates national academic and technical learning standards and Science, Technology, Engineering, Mathematics (STEM) principles for students interested in a comprehensive engineering curriculum. PLTW courses offer students an in-depth, hands-on, reality-based knowledge of engineering and engineering technology careers. <i>Open to all grade levels.</i>
	<b>MICROSOFT OFFICE SPECIALIST CERTIFICATION</b> ETHS offers three courses that lead to Microsoft Office Specialist (MOS) certification, recognized throughout the business world. At the completion of each semester-long course, students will take the certification exam. <i>Open to all grade levels.</i> <ul style="list-style-type: none"> <li>• Computer Applications: Microsoft Word</li> <li>• Computer Applications: PowerPoint/Excel</li> </ul>
	<b>LEVEL 1 EARLY CARE AND EDUCATION (ECE) CREDENTIAL</b> Students who successfully complete Introduction to Child Development and Advanced Child Development courses at ETHS can earn the Level 1 Early Care and Education (ECE) credential as designated by the State of Illinois. This credential is for individuals interested in entering the field of early child care and education and school-age care. <i>Open to all grade levels.</i>
	<b>AUTOMOTIVE TECHNOLOGY TRAINING</b> ETHS is accredited by the National Automotive Technicians Education Foundation (NATEF). Our automotive technician training courses are taught in our state-of-the-art Auto Technology Lab. Students completing 1 and/or 2 Auto Technology can earn Automotive Service Excellence (ASE) Certification. <i>Open to sophomores, juniors and seniors.</i>
	<b>ADVANCED MANUFACTURING</b> Students completing 1 Manufacturing and 2 Manufacturing/CIM can earn certifications offered by the National Institute of Metalworking Skills (NIMS). These are highly valued certifications for those students seeking positions in the advanced manufacturing career field. <i>Open to sophomores, juniors and seniors.</i>

## ADMISSION REQUIREMENTS COMPARISON CHART

This chart illustrates the level of coursework recommended to be a competitive applicant at the sample schools. Colleges may consider several or all of the following factors in determining admission eligibility: pattern of high school coursework, grades in academic courses, grade point average, test scores, essay, college major, talents, leadership roles, community activities, evidence of exceptional motivation, letters of recommendation, and athletic ability. Exact admission requirements will vary by school and program.

Log in to Family Connection by Naviance to see the application outcomes of ETHS students (classes of 2009-2014). Compare yourself to other ETHS applicants in your “colleges I’m thinking about” list.

**Standardized Testing.** More than 815 four-year colleges and universities across the U.S. admit a substantial number of academically strong students without regard to ACT or SAT test scores. These institutions range widely in size and mission. These schools can be found at [www.fairtest.org](http://www.fairtest.org)

SAMPLE U.S. COLLEGES AND UNIVERSITIES	ETHS AVG. ACT SCORES*	CORE ACADEMIC RECOMMENDATIONS**	ETHS GRADUATION REQUIREMENTS
Amherst, Berkeley, Carleton College, Duke, Harvey Mudd, Ivy League, Johns Hopkins, Northwestern, Pomona, Stanford, Swarthmore, Tufts, University of Chicago, Washington University in St. Louis, Wesleyan University	32-35	4 yrs. English 4 yrs. Advanced Mathematics 4 yrs. Laboratory Science 4 yrs. World Language 3 yrs. Social Science	4 yrs. English 3 yrs. Mathematics 2 yrs. Laboratory Science <i>World Language Not Required</i> 3 yrs. Social Science 1.5 yrs. Fine Arts or CTE
American University, Boston University, Claremont McKenna, Colby, George Washington, Macalester, Michigan, New York University, Oberlin, Skidmore, Tulane, UCLA, University of Rochester, University of Virginia, Vanderbilt	29-32	4 yrs. English 4 yrs. Advanced Mathematics 4 yrs. Laboratory Science 4 yrs. World Language 3 yrs. Social Science	4 yrs. English 3 yrs. Mathematics 2 yrs. Laboratory Science <i>World Language Not Required</i> 3 yrs. Social Science 1.5 yrs. Fine Arts or CTE
<b>MAJOR PUBLIC UNIVERSITIES AND LIBERAL ARTS COLLEGES, including:</b> College of Wooster, Dayton, DePaul, DePauw, Indiana University, Iowa, Loyola, Marquette, Miami University, Northeastern University, St. Louis University, Syracuse, University of Denver, University of Illinois, University of Missouri, University of Vermont	25-28	4 yrs. English 4 yrs. Advanced Mathematics 3 yrs. Laboratory Science 2-4 yrs. World Language 3 yrs. Social Science	4 yrs. English 3 yrs. Mathematics 2 yrs. Laboratory Science <i>World Language Not Required</i> 3 yrs. Social Science 1.5 yrs. Fine Arts or CTE
<b>MOST ILLINOIS PUBLIC UNIVERSITIES, MID-SIZE UNIVERSITIES, AND SMALL PRIVATE SCHOOLS, including:</b> Augustana College, Bradley University, Columbia College, Dominican University, Howard University, Illinois State, Indiana State, Lewis University, Northeastern Illinois University, Roosevelt University, Southern Illinois University-Carbondale/Edwardsville, University of Illinois-Chicago, University of Kansas, Western Illinois University, Western Michigan University	20-24	4 yrs. English 3-4 yrs. Adv. Mathematics 3 yrs. Laboratory Science 2 yrs. World Language 3 yrs. Social Science	4 yrs. English 3 yrs. Mathematics 2 yrs. Laboratory Science <i>World Language Not Required</i> 3 yrs. Social Science 1.5 yrs. Fine Arts or CTE
<b>COMMUNITY COLLEGES</b> College of DuPage, Harper College, Oakton Community College, Parkland College, Triton College, Truman College, Kirkwood Community College	ACT not required; may be used for placement	High school diploma or equivalent.	4 yrs. English 3 yrs. Mathematics 2 yrs. Laboratory Science <i>World Language Not Required</i> 3 yrs. Social Science 1.5 yrs. Fine Arts or CTE
<b>TRADE &amp; TECHNICAL SCHOOLS</b> Antonelli College, Coyne College, Environmental Technical Institute, Pivot Point Academy, Tricoci University of Beauty Culture, Soma Institute, Universal Technical Institute	ACT not required	High school diploma or equivalent.	4 yrs. English 3 yrs. Mathematics 2 yrs. Laboratory Science <i>World Language Not Required</i> 3 yrs. Social Science 1.5 yrs. Fine Arts or CTE

\* Average ACT scores of ETHS students who were admitted to sample schools as reflected in Naviance reporting.

\*\*ALL institutions recommend students take the most challenging coursework available to them, particularly courses that relate to a student's individual interests and passion. “Advanced Mathematics” would include Algebra 1, Algebra 2, geometry and any higher math course at ETHS.

Note: Meeting ETHS graduation requirements and college entrance requirements does not equal NCAA Division I or Division II athletic eligibility.

## FOUR-YEAR COURSE PLANNING WORKSHEET

All students, whether going directly to work upon graduation or planning on college, should take a strong academic program that enables them to apply to an Illinois college if they choose to do so. The courses listed indicate minimum graduation requirement subject areas and the grade levels in which they are typically taken.

SUBJECT AREA	REQ. CREDITS		FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
ENGLISH	8		Humanities (English) (2)	English (2)	English (2)	English (2)
MATHEMATICS	6		Math (2)	Math (2)	Math (2)	
HISTORY AND SOCIAL SCIENCE <i>Humanities</i> <i>Global Perspective</i> <i>U.S. History</i>	6		Humanities (History) (2)	Global Perspective (2)	U.S. History and Constitution Test (2)	
Constitution Test	Pass					
SCIENCE <i>Biology</i> <i>Physical Science</i>	4		Biology (2)	Biology (2) -or- Chemistry (2)		
PHYSICAL EDUCATION	7		1 Phys. Ed. (2)	2 Phys. Ed. (1)	3-4 Phys. Ed. (2)	3-4 Phys. Ed.(2)
WELLNESS EDUCATION	1			Wellness Ed. (1)		
FINE ARTS <i>Art</i> <i>Music</i> <i>Speech Arts</i>	1 or 2	3 crs. total				
CAREER & TECHNICAL EDUCATION <i>Arts/Communications</i> <i>Bus. Mgmt./Info. Systems</i> <i>Health Sci./Human Services</i> <i>Industry/Engineering</i> <i>Environ/Natural Resources</i>	1 or 2					
CONSUMER EDUCATION	Pass					
PSAE* (Prairie State Achievement Exam)	Pass				PSAE Test	
READING <i>(if required)</i>						
WORLD LANGUAGES <i>(Not an ETHS graduation requirement, but often a requirement for college.)</i>						
SUMMER SCHOOL						
TOTAL CREDITS: <i>(Min. required for graduation)</i>	48					

\*Students must take the Prairie State Achievement Exam (PSAE) to earn a diploma from an Illinois public high school.



## ACADEMIC SUPPORT AND SPECIAL PROGRAMS

ETHS offers several focused support programs as well as an array of academic supports that are open to all students.

### AVID: Advancement Via Individual Determination

Tenesha Williams, AVID Coordinator - (847) 424-7685

AV0000–Freshmen	2 Credits
AV0010–Sophomores	2 Credits
AV0020–Juniors	2 Credits
AV0030–Seniors	2 Credits

The **AVID College Readiness System** is a four-year elective class, open by invitation only to students who are in the academic middle. The major goals of the system are to help students to be successful in rigorous honors-level courses by teaching them organizational, critical thinking, writing, and collaborative skills.

The specific AVID curriculum focuses on note-taking skills, the Socratic method of inquiry and knowledge acquisition, and the collaborative learning process. Students are supported in the AVID curriculum by teachers and tutors who are specifically trained in AVID methodology. Students participate in college visits each semester, all four years of high school. All AVID juniors participate in a quarter-long ACT-preparatory program as well as grade-level, College Board test-readiness units. Students participate in weekly tutorial sessions in small groups. Students must maintain a 2.5 grade point average to maintain AVID status; AVID is not for remediation.

The criteria for receiving an invitation to participate in AVID include:

- A desire to improve academic performance
- A willingness of parents and students to commit to the terms of admission
- EXPLORE composite score in the 15 through 17 range
- Recommendation by middle school teachers or high school personnel
- Student essay and interview
- The absence of behavior problems or truancy problems

### STAE: Steps Toward Academic Excellence

Sabrina Ehmke, STAE Coordinator - (847) 424-7685

This two-year guided study hall is by **invitation only**. The STAE Program is committed to helping high-potential students achieve success in the honors English and/or Mathematics curriculum.

The criteria for invitation are:

- A desire to be in honors courses
- Composite score between 17 and 20 on the EXPLORE test
- Recommendations by middle school or high school personnel
- Successful completion of STAE's summer program preceding freshman year and recommendation by STAE's summer staff

STAE program goals:

- To encourage students to work up to their full potential
- To increase the number of minority students in honors classes

- To create a network of colleges and universities that will provide experiences and other support for these students
- To provide academic and motivational support
- To forge a close relationship between parent and school

It is our desire that our students receive personal satisfaction from the knowledge they gain about the world in which they live. We encourage them to aim high and to strive for excellence. Our job is to support them in their efforts to become independent and successful students.

### Homework Center

Nicole Parker, Homework Center Coordinator

The Homework Center provides students with an after-school academic environment to focus on completing homework. Tutors are available at the Homework Center to provide assistance with questions. The Homework Center is run in collaboration with Y.O.U. and is open to all current ETHS students (grades 9-12) after school. ***Homework Center hours are printed on the inside back cover of this guide.***

### Wildkit Academy Academic Support Program

Nichole Boyd, Wildkit Academy Coordinator - (847) 424-7380

Wildkit Academy is a free academic support program available to all current ETHS students (grades 9-12) on select Saturdays throughout the regular school year. During Wildkit Academy, teachers and staff provide academic support in the following content areas:

English • History/Social Science • Math • Science  
Physical Education (make up participation points and written quizzes/homework) • World Languages • Writing Lab in BCC

ACT test prep and college and career planning support is available at each Wildkit Academy session. Other special programs are hosted on certain Saturdays. [www.eths.k12.il.us/wildkitacademy](http://www.eths.k12.il.us/wildkitacademy).

### teamASAP

Team Access & Success in Advanced Placement

Dale Leibforth, AP Recruitment & Retention Coord. - (847) 424-7118

teamASAP provides tutoring, mentorship, informational sessions, programs and encouragement to current and prospective Advanced Placement students across all grade levels throughout the year. teamASAP supports students academically, socially and emotionally as they work through the challenges of a rigorous curriculum together. Particular attention is paid to the needs of increasing AP awareness, readiness, access and success for first time AP students and our Black and Latino students. (teamASAP coaches are any students who have completed an AP course or are currently enrolled in AP).

## FRESHMAN TRANSITION SUPPORT

ETHS offers a number of opportunities to support the transition from eighth grade to Evanston Township High School.

### **Access ETHS** - *Optional Summer School course*

**Alicia Hart, New Student Transition Coordinator - (847) 424-7047**

The Access ETHS course is available to incoming freshman students during Summer School. This introductory, one-credit course is designed to guide incoming students through a variety of activities and skills-based learning with the goal of accessing the resources, skills, and support they need to experience a successful transition to high school. Access ETHS teachers will introduce students to key ETHS staff members and teach them how to access various school-based supports and resources. Students will learn test prep, research, note-taking, and organizational skills to prepare them for ETHS's academically rigorous courses. Through a series of fun and collaborative activities, students will become familiar with the culture of ETHS, explore the campus and building, and learn school procedures while building a sense of community with other incoming freshman students. By the end of the course, students will have developed a high school success plan with long and short-term goals. **For information on course fees and how to sign up for the Access ETHS course, refer to the ETHS Summer School handbook.**

### **Freshman Advisory Study Hall** - *Guided study hall for all freshmen*

**Alicia Hart, New Student Transition Coordinator - (847) 424-7047**

Freshman Advisory Study Hall is a guided study hall that is scheduled for all freshman students at ETHS. This guided study hall is designed to provide freshmen with connections to the academic and extracurricular resources and social-emotional support they need to successfully navigate their first year in high school. School counselors will collaborate closely with advisory teachers to support students, and will be accessible during advisory on a regular basis to promote strategies for academic success, college and career planning, and student well-being. Through weekly programming, students will receive in-depth information about school resources and tools, extracurricular opportunities, and a variety of academic and social-emotional supports. The freshman advisory study hall model provides an opportunity for students to establish a meaningful connection with their advisory teacher and counselor that will benefit them during their freshman year and beyond. For more information, visit [http://www.eths.k12.il.us/academics/advisory\\_study\\_hall.aspx](http://www.eths.k12.il.us/academics/advisory_study_hall.aspx).

### **Campus Tour Days** - *Optional one-hour tours on select days*

ETHS Campus Tour Days are designed to provide an overview of ETHS's building and facilities and provide answers to frequently asked questions. Tours are scheduled on select Saturdays during the school year. Each tour is approximately 60 minutes followed by an optional 20-minute Q&A session. Tours are hosted by ETHS staff with support from ETHS Student and Parent Ambassadors. The tours are open to prospective, incoming, and transfer families and students, District 202 community members, business owners, and people who work in Evanston/Skokie organizations or businesses. **Visit [www.eths.k12.il.us/community/tours/](http://www.eths.k12.il.us/community/tours/) for more information or to RSVP for a tour.**

## SUMMER SCHOOL

**Bill Farmer, Summer School Co-Principal**

**Jill Korshak, Summer School Co-Principal**

Summer school at ETHS provides incoming freshmen, newly transferred students, and currently enrolled ETHS students in grades 9-12 with an opportunity to accelerate their four-year educational program, enrich their learning, or recover credits toward graduation. All students, including incoming freshmen, are encouraged to participate in Summer School. Students who successfully complete the core graduation requirements and the required minimum of 48 total credits during Summer School will be eligible to participate in the Summer School Commencement. **To find out more about summer school requirements and eligibility, see the Summer School catalog for details.**

## SYSTEM OF SUPPORTS (SOS)

ETHS offers an array of academic supports for all students including AM Support, departmental study centers, a Homework Center, media centers, and one-on-one tutoring.

**AM Support.** This support period is held at the beginning of the school day to provide time outside of class for those students most in need of personalized time with their teachers to work directly on a particular issue or skill. Students are typically assigned AM Support by teachers.

**Departmental Study Centers.** Each core academic subject area at ETHS has its own study center with staff members assigned to support students throughout the day. Any student may use the study centers during any time not scheduled to be in class. In addition, teachers may assign a student to attend a study center on a particular day of the week.

**Libraries & Media Centers** provide students with a variety of media resources, such as books, computers and printers. Any student may use the media centers during any time not scheduled to be in class.

An overview of all supports can be found via the System of Supports link on the ETHS website. **A complete list of study center locations and hours is available on the inside back cover of this guide.**

BILINGUAL EDUCATION

Office: E308, (847) 424-7470  
Rachel Gressel, World Languages Department Chair  
Jenny Neal, Program Coordinator

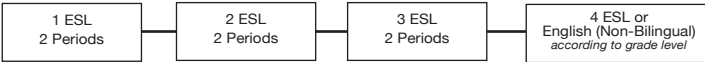
The Bilingual Program is designed to meet the needs of students with limited language fluency in speaking and understanding English. Students have the opportunity to:

- learn English as a second language (ESL), with emphasis on reading, writing and speaking
- become familiar with American culture and institutions, as well as those of their native countries
- receive instruction, in some cases, by native teachers in their own language
- receive individual tutoring and counseling for all courses in the total school program.

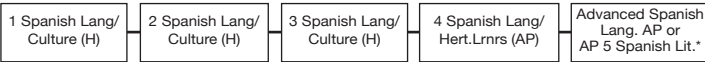
The program works to increase the student’s self-image, self-confidence and sense of cultural identity, while striving to improve relations among members of different cultural groups. Bilingual program courses enable students with limited English to keep up with their peers in all subjects through instruction using sheltered English or native language, which facilitates acquisition of language and content simultaneously. The instructional program is highly flexible and is interpreted and implemented according to each student’s intellectual ability and scholastic achievement.

BILINGUAL COURSE OFFERINGS

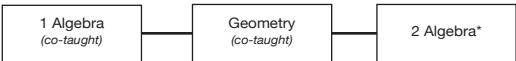
ENGLISH AS A SECOND LANGUAGE (ESL)



SPANISH FOR HERITAGE LEARNERS



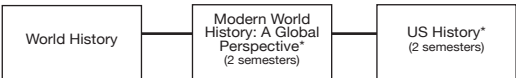
MATHEMATICS



SCIENCE



HISTORY/SOCIAL SCIENCE



\* Non-bilingual course

REQUIREMENTS

All students must earn eight English credits to graduate. 1, 2 and 3 ESL are double-period courses: one period (BE-0000, BE-0010, BE-0020) counts toward the English graduation requirement; the other period (BE-5000, BE-5010, BE-5020) counts as an elective. 4 ESL is a single-period course and counts as an English credit.

All transfer credit earned in an approved bilingual program in an accredited U.S. secondary school is accepted toward the eight-credit English graduation requirement. Transfer credit from foreign schools shall be evaluated by the Assistant Superintendent/Principal who will confer with the World Languages Department Chair as needed. Transfer students entering after 9th grade and placed in 1 ESL are recommended to complete additional ESL course work each summer. This will help further build and develop their language and academic skills in English to facilitate meeting requirements for graduation.

Students in good academic standing who are transitioning from 3 or 4 ESL in grades 11 or 12 may, with English and World Languages department chair approval, concurrently enroll in an English course for credit. Both ESL and the English course earn English credits. Concurrent enrollment in Transition Support is strongly recommended. In addition, students may need to enroll in one English class in summer school or the following semester, to fulfill English graduation requirements.

In their first year of transition from the ESL program, students are provided with the following supports: ESL Transition Support and/or a co-taught English or Humanities class, according to their individualized needs and based on their performance in 3 or 4 ESL and on English language proficiency tests.

COMMON ASSESSMENTS

Common assessments are a required part of bilingual history/ social science, mathematics, and science courses. Students in these Bilingual Program classes are tested on the same skills and standards as their counterparts in History/Social Science, Mathematics, and Science Department courses.



**ENGLISH AS A SECOND LANGUAGE****1 English as a Second Language (Y)***BE0000, BE5000**All grades**Prerequisite: Dept. recommendation**4 credits (2 Eng. +  
2 elective credits)*

A two-period beginner's course that offers instruction to students who do not speak, understand, or write English. It includes the study of basic interpersonal communication skills and cognitive academic-proficiency skills. While basic skills are being developed, lessons introduce essential academic concepts to help students build their knowledge to achieve in content-area classes.

**2 English as a Second Language (Y)***BE0010, BE5010**All grades**Prerequisite: Dept. recommendation**4 credits (2 Eng. +  
2 elective credits)*

A two-period intermediate course that continues development of skills in listening, speaking, reading, and writing. Thematic-based lessons and content-related instruction along with authentic and culturally relevant materials are used to further develop communicative and cognitive skills. Students demonstrate learning through performance-based tasks as well as traditional measures.

**3 English as a Second Language (Y)***BE0020, BE5020**All grades**Prerequisite: Dept. recommendation**4 credits (2 Eng. +  
2 elective credits)*

A two-period advanced course that stresses the development of academic and social writing and academic reading in literature and other content areas. Both periods focus on strategies to expand vocabulary. A variety of writing genres are taught and practiced: expository, comparison-contrast, fiction, poetry, letters, and a research paper. Reading strategies to improve comprehension and fluency are taught and practiced, using a variety of genres: fiction, non-fiction, and academic.

**4 English as a Second Language (Y)***BE0030**Grades 11, 12**Prerequisite: 3 ESL and Dept. recomb.**2 credits*

This one-period class will provide an opportunity to meet English graduation requirements for students who have not yet met the exit criteria on the state-required assessment, ACCESS. It provides an additional year of development of English literacy skills while exploring issues of race, equity, and identity in the U.S. The course will work toward mainstream curriculum, English Common Core Standards and college/career readiness skills.

**Literacy Development and Intro. to US Culture***BE1200–1st, BE2200–2nd**All grades**Prerequisite: Newcomer, concurrently  
enrolled in 1 ESL**1 or 2 credits*

Addresses the needs of English-language learners in their first year in the U.S. Builds basic literacy skills, helps students assimilate to the American school system, and offers added opportunities for acculturation. Students take this course along with 1 ESL in their first year enrolled as a newcomer to the bilingual program.

**ESL Transition Support***BE6000**All grades**Prerequisite: Completion of 3 ESL or  
equivalent and dept. recommendation**1/2 credit  
(1 credit for year)*

The year-long Transition Support Class class is offered only to students who have completed ESL and/or who are being mainstreamed for the first time into regular English classes. The class supports students in their first year of mainstream English by providing guidance in class work to ensure high academic achievement. Students are clustered in English classes and also placed in ESL Transition Support. The Support teacher meets with English teachers 3 to 4 times each quarter to discuss the students' progress and to offer assistance. Students earn 1/2 credit each semester on a pass/fail basis.

**Summer ESL Enriched**

This one-credit, elective course, offered only in the summer, is for students (grades 9-12) who have earned a C or lower in one or more semesters of ESL, or for students who enrolled in ESL after the beginning of the school year. The course is designed to strengthen students' language skills in English. The course may be taken one or two summers. Refer to the Summer School course catalog for enrollment information.

**SPANISH FOR HERITAGE LEARNERS****1 Spanish for Heritage Learners (Y)***FS0152, FS0153-honors**All grades* **N***Prerequisite: Placement test;**2 credits**Meets the ISBE requirement for first language/culture  
development in Spanish*

Foundations of reading, writing, and culture for Heritage Learners. Offers students from a home where Spanish is spoken instruction in language arts and culture in their native language. Reading skills, oral expression, writing mechanics, composition, historical, cultural and social understandings are stressed. Foundation course in reading and writing in Spanish for heritage speakers. The honors level stresses the development of reading and writing skills at a more advanced level.

**2 Spanish for Heritage Learners (Y)***FS0252, FS0253-honors**All grades* **N***Prerequisite: Placement test or**2 credits**1 Spanish Heritage. Also, concurrent enrollment in Freshman  
Humanities or completion of Humanities Enriched with a C- or  
higher is required. Meets the ISBE requirement for first language/  
culture development in Spanish.*

Development of reading, writing, and culture for Heritage Learners. Offers students from a home where Spanish is spoken language arts, literature and culture in Spanish. Literary interpretation, composition, mechanics, oral expression and historical, cultural and social understandings are stressed. Students compose descriptive and narrative works. The honors-level component of the course stresses the development of analytical and interpretive skills at a more advanced level, in preparation for the AP level work in 4 AP Spanish Heritage and 5 AP Spanish.

**3 Spanish for Heritage Learners (Y)**

FS0352, FS0353—honors

All grades **N**

Prerequisite: 2 Spanish for HL;

2 credits

Placement test; meets the ISBE requirement for first language/culture development in Spanish

Intermediate reading, writing, interpretative skills, and culture for Heritage Learners. Offers students from a home where Spanish is spoken language arts, literature and culture in Spanish. Composition, mechanics, literary interpretation, oral expression and historical, cultural and social understandings are stressed. The honors-level component of the course stresses the development of analytical and interpretive skills at a more advanced level, in preparation for the AP level work in 4 AP Spanish Heritage and 5 AP Spanish.

**4 Spanish for Heritage Learners (Y)**

FS0452

Grades 10, 11, 12 **N**

Prerequisite: 3 Spanish for HL

2 credits

Credit for 2nd semester only may go to fulfill the Global Perspective requirement.

Advanced reading, writing, interpretative skills and culture for Heritage Learners. This advanced-level course is for students from a home where Spanish is spoken. Focus is on reading development, vocabulary expansion and formal grammar including speaking, spelling and writing skills. Different Spanish literary genres are explored. Students develop a better understanding of Latino culture and history through selected readings.

**AP 4 Spanish for Heritage Learners (Y)**

FS0455

Grades 10, 11, 12 **N**

Prerequisite: 3 Spanish for HL with a

2 credits

grade of B+ or better; credit for 2nd semester only may go to fulfill the Global Perspective requirement; meets the ISBE requirement for first language/culture development in Spanish

The first course in the two-year AP sequence. Heritage Learners and other students with extensive academic background in Spanish begin the study of college-level reading materials in preparation for AP exams. Extensive study of required AP literature from Spain and Latin America beginning with medieval Spain through contemporary era. Students demonstrate more advanced skills in reading and writing in preparation for AP exams. Class is conducted entirely in Spanish; students are expected to use Spanish at all times. Students do not take AP exams following this course and are expected to enroll the following year in 5 AP Spanish. If they do not successfully complete all course requirements for 5 AP Spanish and take all required AP exams, the credit for 4 AP Spanish will be changed to honors.

**Advanced Spanish AP Language (Y)**

FS0555

Grades 11, 12 **N**

Prerequisite: 4 Spanish for HL,

2 credits

4 Spanish or 5 Spanish with second semester grade of C or better

This advanced level course is for both native and non-native speakers of Spanish. It focuses on developing skills in Spanish for real-life uses and purposes, and consists of a series of high level communicative experiences using authentic sources that allow for and expand the student's expressive use of spoken and written Spanish at a native-like level. Students are expected to use Spanish at all times in this class. Learning will be demonstrated through performance-based assessments in interpersonal, interpretive and presentational modes. Students will be prepared to take the AP Spanish Language exam in spring.

**HISTORY & SOCIAL SCIENCE****Bilingual World History: A Global Perspective (Y)**

BS0200—Spanish speakers

All grades **N**

BO0200—Other languages

2 credits

Prerequisite: Department recommendation

An introductory world history course concentrating on global events after 1800. This course meets the requirement for global perspectives.

**Latin American History (S)**

BS2410, BO2410

Grades 10, 11, 12 **N**

Prerequisite: Department recommendation; 1 credit

Meets Global Perspective requirement

Explores the history and rich legacy of Mexico, Peru, Brazil and other Latin American countries. Covers their literature, art and music, geography, ethnic diversity, social classes, political and religious institutions. The growing importance of this region in world affairs and its historical, cultural and economic relationship with the United States is studied.

**United States History (Y)**

BS0300—Spanish speakers

Grades 11, 12 **N**

BO0300—Other languages

2 credits

Prerequisite: Department recommendation

Emphasizes the history of the United States from 1492 to the present, including the study of the federal and state constitutions. This course meets state and ETHS requirements for US History.

**MATHEMATICS****Pre-Algebra (Y)***BS0100—Spanish speakers**All grades**BO0100—Other languages**2 credits**Prerequisite: Department recommendation*

1 period, 2-semester course that includes basic algebraic concepts. Focuses on problem solving and skill development in an algebraic context. Prepares students for taking 1 Algebra.

**1 Algebra (Y, Double Period)***BS0042, BO0042**All grades* **N***Prerequisite: Department recommendation**3 credits (2 math + 1 elective credit)*

A standard course in beginning Algebra that includes linear and quadratic functions and equations. There is a focus on making connections between verbal, numeric, graphical, and algebraic representations of these functions. Additional topics include exponential growth and decay, operations on polynomial expressions, and solving systems of linear equations. The double-period course provides extensive support for 1 Algebra and extra time to explore topics for further understanding. ELL students may be placed in an Algebra class in the Math Department co-taught by a bilingual teacher. Co-taught classes are taught by two teachers who plan and teach the class together.

**1 Algebra (Y)***BS0052, BO0052**All grades* **N***Prerequisite: Department recommendation* *2 credits*

A standard course in beginning Algebra that includes linear and quadratic functions and equations. There is a focus on making connections between verbal, numeric, graphical, and algebraic representations of these functions. Additional topics include exponential growth and decay, operations on polynomial expressions, and solving systems of linear equations. ELL students may be placed in an Algebra class in the Math Department co-taught by a bilingual teacher. Co-taught classes are taught by two teachers who plan and teach the class together.

**Geometry (Y)***BS0120—Spanish speakers**All grades* **N***BO0120—Other languages**2 credits**Prerequisite: Department recommendation*

A geometry course that focuses on plane geometry, emphasizes experimental approach to geometric properties, and uses algebra as an integral part of the course. ELL students may be placed in a Geometry class in the Math Department co-taught by a bilingual teacher. Co-taught classes are taught by two teachers who plan and teach the class together.

**SCIENCE****Biology (Y)***BO0710—Other languages**Grades 9, 10, 11* **N***BS0710—Spanish speakers**2 credits**Prerequisite: Department recommendation; 2 periods per day; all students will also be placed in AM0710 Study Support.*

This is a lab course with seven periods per week of science plus three periods of study hall support. Topics include plant and animal structures, life processes, basic chemistry, cell physiology, genetics and relationships among living things.

**Chemistry (Y)***BO0402—Other languages**Grades 10, 11, 12* **N***BS0402—Spanish speakers**2 credits**Prerequisite: Algebra, department recommendation; 2 periods per day; all students will also be placed in AM0402 Study Support.*

This is a lab course with seven periods per week of science plus three periods of study hall support. Work done in the lab develops an understanding of the fundamental theories and concepts of chemistry. Areas covered: general, physical, inorganic, organic, biochemistry, nuclear/environmental chemistry. ELL students are clustered in Chemistry classes and supported by bilingual program staff. ELL students attend the bilingual Chemistry study hall support AM0402 during the 3 periods each week that Chemistry does not meet.



# CAREER & TECHNICAL EDUCATION

**Office: A238, (847) 424-7660**  
**Shelley Gates, Department Chair**


The mission of the ETHS Career & Technical Education (CTE) Department is to provide students with real-world career and job-related skills so they can successfully pursue post-secondary options upon graduation.


All CTE courses (except independent studies and summer school) are taught at the honors level, students may earn regular or honors credit and are able to transition from the regular level to the honors level within the same class without a schedule change.

## Standards

ETHS standards for Career & Technical Education reflect applied communications and problem solving skills within career oriented contexts. The standards also reflect the mastery of knowledge and skills required within several broad career pathways. Those pathways focus on different career sectors of our economy. **The complete list of CTE standards can be found on the Career & Technical Education Department page of the ETHS website.**

## Dual Credit

Career & Technical Education courses marked with the  symbol offer dual ETHS and college credit through Oakton Community College.

**Project Lead the Way Courses** marked with the PLTW logo  offer engineering-related college credit through PLTW affiliated engineering colleges/universities subject to course grade and End-of-Course exam performance. PLTW courses also carry additional grade weighting equal to Advanced Placement courses.

## ARTS & COMMUNICATIONS

### Broadcast Media, Advanced Broadcast Media

*(Listed in Fine Arts under Speech Arts)*

*Each course earns either Career/Tech or Fine Arts credit*

### Advanced Journalistic Writing and Media Production

*(Listed in English)*

*Earns 2 credits in English, Career/Tech, or Fine Arts.*

### 1 Graphic Design (S)

*IT3250, IT3253–honors*

*All grades*

*No prerequisite;*

*1 credit (CTE or Fine Arts)*

*Ind/Engr Tech Smart Lab or 1 Art helpful*

An entry-level, computer-based courses covering the basics of visual design from both a commercial and fine arts perspective. Projects will investigate creative and functional uses of design principles, typography and layout. Students will use Adobe Photoshop and Adobe Illustrator.

### 2 Graphic Design (S)

*IT0300, IT0303–honors*

*Grades 10, 11, 12*

*Prerequisite: 1 Graphic Design 1 credit (CTE or Fine Arts)*

An intermediate course that applies and expands skills in photomontage, typography, color theory and logo design. Adobe Photoshop and Adobe Illustrator will be used. Students will work with real world clients in the private sector.

### 3 Graphic Design (S)

*IT0312, IT0313–honors*

*Grades 10, 11, 12* 

*Prerequisite: 2 Graphic Design 1 credit (CTE or Fine Arts)*

*Oakton Community College dual credit*

Further exploration of design with an emphasis on two and three dimensional forms as related to communication. Introduction to Adobe InDesign. Students have the opportunity upon completion of 3-course strand to earn 3 dual credits at Oakton Community College and create a college-level portfolio.

### Digital Photography (S)

*(Listed in Fine Arts; Earns Fine Arts credit)*

### Practicum: Arts & Communications

*CO0970–class, CO0973–class/honors*

*Grades 11, 12*

*CO5970–work*

*6 credits*

*Prerequisite: Age 16, counselor, program coordinator recommendation. Credit or concurrent enrollment in a course in area of study. Applications in A238. Meets Consumer Education requirement.*

Designed for students interested in careers in the field of arts and communications, radio and TV, audio and visual technology, graphic communications technology, architectural, interior and fashion design, etc.

## BUSINESS/MGMT.-INFORMATION SYSTEMS

### Personal Finance & Careers in Business Mgt. & Info Systems (S)

*BU1100, BU1103–honors*

*All grades*

*No prerequisite*

*1 credit*

*Meets Consumer Education requirement*

Students explore careers in business areas such as marketing, advertising, finance, and entrepreneurship. The class integrates and reinforces research, math and language arts skills. This course also covers personal finance topics including: banking, credit/loans, savings/investment, taxes and payroll deductions, housing/cars, insurance and effective consumer practices in fulfillment of the consumer education requirement.

### Early Bird Personal Finance & Careers in Business Mgt. & Info Systems (S)

*BU1120, BU1123–honors*

*Grades 11, 12*

*No prerequisite*

*1 credit*

*Meets Consumer Education requirement*

This early bird option allows students to take a consumer education course prior to the start of the normal school day.

***See course listing above for complete course description.***

### Sports and Entertainment Marketing (S)

*BU3820, BU3823–honors*

*Grades 10, 11, 12*

*No prerequisite*

*1 credit*

Explores the basic principles of marketing with an emphasis on the sports and the entertainment world. Students learn about the components for the marketing mix, target marketing, marketing research, sponsorship, brands, promotions, and the development of marketing plans. Emphasizes strong decision-making, critical-thinking, and collaborative skills to complete group projects throughout the semester. Guest speakers, field-trip opportunities, and case studies are used to enhance student learning.

**Entrepreneurship & Business Management (S)**

BU3720, BU3723–honors

Grades 10, 11, 12

No prerequisite

1 credit

Covers essentials of successfully starting and managing a small business, including store location, organization, merchandise control, layout, buying, pricing, advertising, government regulations, taxes, labor relations, and public relations. Provides an excellent background for students wishing to pursue a business major in college.

**1 Accounting (Y)**

BU0200, BU0203–honors

Grades 10, 11, 12

No prerequisite

2 credits

An introductory accounting course for students considering careers in the business world. Focus is on financial accounting and financial statement analysis with an emphasis on a wide range of real-world business scenarios. In this class students prepare and analyze basic financial documents such as journals, ledgers, balance sheets, and income statements, and complete practical, hands-on projects using computer programs such as Excel. Students in this class will also be exposed to the Advanced Placement (AP) Accounting Course Pilot Program. In this class students will learn about high-paying, high-demand careers in accounting, actuarial science, and finance.

**2 Accounting Honors (Y)**

BU0213

Grades 11, 12

Prerequisite: Department recommendation 2 credits

This course is part of a National Advanced Placement (AP) Accounting Course Pilot Program. This course includes both financial and managerial accounting. Among the units studied are cost-volume profit analysis, accounting information systems, accounting for sales and inventory, time value of money/capital investments, accounting for fixed assets, accounting for long-term liabilities and cash flow statements. The course offers greater depth of study for those who expect to study accounting or finance in college or plan a career in the accounting or finance field.

**Business Law (Y)**

BU0550, BU0553–honors

Grades 10, 11, 12

No prerequisite

2 credits

Meets Consumer Education requirement

Develops an awareness of how various legal problems affect individuals and businesses. Covers civil and criminal law, constitutional law, bankruptcy, contracts, torts, property, and current topics in law. Students are involved in legal debate and mock trials. An excellent survey course for students interested in business and law. Honors students compete in “We the People: Constitutional Hearings,” a rigorous competition focusing on legal writing and legal argument culminating in an interschool contest.

**AP U.S. Government & Politics (Y)**

IN0305

Grades 10, 11, 12 **N**Prerequisite: Completion of  
1 Humanities History if Grade 10

2 credits

Students gain a critical perspective on US politics and government. The course content is used to interpret United States politics and examine the various institutions, groups, beliefs, and

ideas that make up American politics. Topics covered include: constitutional underpinnings of U.S. government; political beliefs and behaviors; political parties, interest groups, and mass media; institutions of national government; public policy; and civil rights and civil liberties. In addition, a primary purpose of the course is to explore careers and career pathways in government and politics. The course is taught with college-level texts. Summer assignments are given. Course assessments include weekly quizzes, unit tests, cooperative group projects and Document Based Question (DBQ) papers with the goal of preparing students for the AP exam which is a key focus of the course. This is a college-level course. AP credit will be awarded upon completion of the AP Exam in May and completion of the course.

**Technology Applications for Young Adults (S)**

BU3640, BU3643–honors\*

All Grades

No prerequisite

1 credit

\*Honors section is unavailable during Summer School

Introduces students to computer and internet technology to support young adult learning and creativity. Students will learn the basics of keyboarding. They will create basic business documents such as resumes, letters, essays, presentations and financial spreadsheets. Students will also learn to use other technology communication tools such as blogs, web sites, chat rooms and social networking media that is appropriate to the educational setting and which will reinforce 21st century workplace skills. Lessons on developing an online persona, social media do's and don'ts, being safe while online and dealing with cyber-bullying will also be covered.

**Computer Applications: Microsoft Word (A)**

BU1250–1st semester

All grades

BU1253–1st semester/honors

1 credit

No prerequisite

Students can earn an industry-recognized credential while building key word processing skills for high school and beyond using Microsoft Word. Students prepare for the Microsoft Office Specialist (MOS) exam in Word. Students who successfully complete the exam earn MOS Word certification, recognized throughout the business world. Emphasizes applied working-world examples to create complex documents which include text, paragraph, page and document formatting; bullets/numbering; headers/footers; and the incorporation of tables and graphics.

**Computer Applications: Excel/PowerPoint (B)**

BU2250–2nd semester

All grades

BU2253–2nd semester/honors

1 credit

No prerequisite

Students can earn an industry-recognized credential while learning how to use the power of spreadsheet software – a key skill for college and the working world. Students prepare for the Microsoft Office Specialist (MOS) exam in Microsoft Excel. Students who successfully complete the exam will earn MOS Excel certification, recognized throughout the business world. Emphasizes applied working-world examples such as inserting and formatting data, development of formulas, workbooks, functions, and graphics. In addition, PowerPoint presentation skills are developed stressing powerful skill areas that are not routinely known by basic users.

**Web Design (S)***BU3750, BU3753–honors**All grades**No prerequisite**1 credit*

Using a variety of tools, students will create web pages and multi-page websites. Students will learn: practical site and page planning design principles; how to select, edit and prepare images for use in web projects; and the creation of web pages using the underlying technologies of the web - HTML/CSS. Honors level work includes accelerated pacing and the preparation and incorporation of animation within web pages.

**Intro. to Computer Programming (S)***BU1050, BU1053–honors**All grades**No prerequisite**1 credit*

Introduction to computer programming using Visual Basic, a Windows-based language and the tool of choice for developing user-friendly business applications. Students create, enter, edit and run computer programs in class. Topics include input-output operations, syntax, program structure, data types, arithmetical operations, functions, loops, conditional statements, and other topics. Students may use this course to begin a career strand in computer programming (*see next course - Game Design & Programming in Flash as well as 1 Computer Programming and AP Computer Science in the Math Department and Software Engineering in Industry/Engineering section of Career & Technical Education*).

**Game Design & Programming in Flash (S)***BU3910, BU3913–honors**All grades**Prerequisite – One of the following:**1 credit**BU1050, BU3753, MA1150, MA1153, AR2122, or AR2123*

Students will learn the basics of game design through the use of Adobe Flash and its built-in programming language – ActionScript. Students will work individually and on teams to review, revise and build game programs. Concepts explored will include – basic animation; computer decision-making; randomness; object oriented programming; and collision-detection. This course is intended for experienced graphic design and/or programming students to further explore their interests in an applied manner.

**Practicum: Business Mgt. & Info. Systems (Y)***CO0450–class, CO5450–work**Grades 11, 12**CO0453–class/honors**6 credits*

*Prerequisite: Age 16; counselor, program coordinator recommendation. Credit or concurrent enrollment in course in area of study. Applications in A331.*

*Meets Consumer Education requirement*

For those interested in business and related career fields such as accounting, management, banking and finance, sales, marketing, computer programming, office systems, medical records, etc. Employment opportunities are available in a variety of businesses and organizations.

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**ENVIRONMENTAL/NATURAL RESOURCES****Biology; Chemistry; AP Environmental Science**

*(Course options listed in Science)*

**Urban Agriculture (Y)***IN0502, IN0503–honors**Grades 10, 11, 12**No prerequisite**2 credits (1 CTE, 1 Community Service)*

Students learn sustainable agricultural practices as the primary caretakers of the ETHS “Edible Acre” garden. Course units include an overview of the urban agriculture movement, sustainable agricultural practices, US and local food systems, plant biology and plant families, seed starting/transplanting, site planning, growing seasons, plant health, soil management, post-harvest handling, and cooking with produce. Students will learn about local efforts to increase production of organic produce and address hunger. Course includes field work at the “Edible Acre” garden as well as field trips to see sustainable agriculture in action around the Chicagoland area. Careers in the “Green Industry” are explored.

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**HEALTH SCIENCES/HUMAN SERVICES****Personal Finance & Careers in Health Sciences/Human Services (S):***HO1100, HO1133–honors**All grades**No prerequisite**1 credit*

*Meets Consumer Education requirement*

Explores careers such as healthcare management, culinary arts, and child care. Includes units on food science, restaurant and hotel management, textiles, fashion design, medical services, biotechnology, interior design, health management, and child care. Each unit integrates and reinforces math, language and science principles. Students explore the research process and various technologies with the instructor and make presentations on selected career fields. This course also covers personal finance topics including: banking, credit/loans, savings/investment, taxes and payroll deductions, housing/cars, insurance and effective consumer practices in fulfillment of the consumer education requirement.

**1 Culinary (S)***HO1360, HO1363–honors**All grades**No prerequisite**1 credit*

Learn basic cooking skills and techniques through classroom and lab experiences. Food categories such as meats, breads, desserts, fruits and vegetables are included. Emphasis is on nutrition, food science and meal planning.

**2 Culinary–Advanced Skills (A)***HO1402, HO1403–honors (1st ONLY)**Grades 10, 11, 12**Prerequisite: 1 Culinary**1 credit*

Learn advanced cooking procedures and techniques through classroom and lab experience. Emphasis on foundation culinary skills such as baking and knife techniques, and preparation of sauces, stocks, soups and salads. The class also focuses on menu planning and food presentation.



**2 Culinary–Regional/International Foods (B)***HO2402, HO2403–honors (2nd ONLY)      Grades 10, 11, 12**Prerequisite: 1 Culinary; 2 Culinary–      1 credit**Advanced Skills recommended*

Travel around the world through food. Foods from other countries and regions of the United States are prepared. The course develops more advanced skills in food preparation, expands knowledge of nutrition, and explores foreign and regional cultures and customs.

**3 Culinary (A, B)***HO1452-1st, HO1453-1st, honors      Grades 11, 12**HO2452-2nd, HO2453-2nd, honors      2 or 4 credits**Prerequisite: 2 Culinary-Adv. Skills; 2 Culinary-Reg'l/Internat'l Foods is recommended; may be taken 1st, 2nd or both semesters*

Students acquire entrepreneurship training in operating a mini-catering and restaurant business within ETHS. Emphasis is on advanced skills and techniques, safety and sanitation, and commercial procedures and equipment. This course gives students realistic experience and knowledge for advanced training programs in the food industry.

**Introduction to Child Development (S)***HO2102, HO2103 – honors      Open to all grades; rec. for 9, 10**No prerequisite      1 credit*

Students are introduced to topics relating to the growth and care of infants and toddlers. Emphasis is on the social, emotional, physical, language, and cognitive development of young children. Curriculum includes RealityWorks computerized infant simulators to help students understand what it is really like to care for children, aged 1 to 3 months. Students will begin the process of earning the Illinois Level 1 Early Childhood Credential which can be completed by taking the Advanced Child Development course.

**Advanced Child Development (Y)***HO0052, HO0053–honors      Grades 10, 11, 12**Prerequisite:      2 credits**Introduction to Child Development or teacher recommendation*

This is an advanced course for students interested in an in-depth, laboratory experience teaching and working with pre-school aged children. Students' time is divided between classroom work and teaching/assisting children in the ETHS day care center. Beneficial for those considering career fields related to child development such as teaching, social work, pediatrics, child psychology, and recreation. Students complete the process of earning the Illinois Level 1 Early Childhood Credential which is highly valued by employers such as preschools and day care centers.

**Introduction to Teaching (A, B)***A: HO1202, HO1203–honors      Grade 12**B: HO2202, HO2203–honors      2 or 4 credits**Prerequisite: Intro to Child Development, Advanced Child Development, or Child Psychology; or CTE Dept. Chair approval; double-period class; may be taken for one or two semesters*

This course is designed for students who wish to explore a career in education. Similar to a college-level student teaching experience, students perform a variety of tasks representative of the daily activities of a teacher, including large- or small-group

instruction, one-to-one tutoring, preparation of instructional materials, and clerical tasks. Students may choose to work with a certified teacher at ETHS or at a local pre-school, elementary, or middle school and will be at this site during class time approximately four days per week.

**Child Psychology (S)***HO1102, HO1103–honors**Grades 11, 12**No prerequisite**1 credit*

Provides an overview of the theory and principles of human development from birth. Includes in-depth study of biological beginnings (genetics, heredity, stages of prenatal development). Special emphasis is placed on child development theories and the significance of family, peers, culture, and school. Addresses the physical, cognitive, and social-emotional development of adolescents.

**Introduction to Public Safety (Y)***IN0350, IN0353–honors**Grades 11, 12**No prerequisite**2 credits**Oakton Community College dual credit*

This course introduces students to two areas of public safety: law enforcement and fire science. Fire content instructs the student on fire department organization and operations and general aspects of fire science. Law enforcement content covers police department organization and operations and a variety of criminal justice careers. The course, which includes field trips to local fire and police stations, is co-sponsored by Oakton Community College and the Evanston Fire and Police Departments. Students have the opportunity to earn 6 credits in either law enforcement or fire science through Oakton.

**Contemporary Adult Life (S)***HO3702, HO3703–honors**Grades 11, 12**No prerequisite**1 credit**Meets the Consumer Education requirement*

Examines problems adults and teenagers face in our complex society. Units cover the changing role of marriage and family, career development, personality development, money management, consumer economics and contemporary social issues. Activities are designed to promote self awareness and independence.

**Practicum: Human & Consumer Services (Y)***CO0350–class, CO5350–work,**Grades 11 and/or 12**CO0353–class/honors**6 credits**Prerequisite: Age 16; counselor, program coordinator recommendation; applications in A176 or A238**Meets Consumer Education requirement*

Designed for students interested in careers in a range of human and consumer services fields such as child care, restaurant/food service, psychology, education, and social work. Students attend class one period per day and work in a paid or unpaid job at least 10 hours per week. Students learn skills needed to be successful in the world of work.

**Rotation: Health Sciences (Y)**

CO0202, CO0203–honors

Grades 11, 12

Prerequisite:

4 credits (2 CTE, 2 Sci.)

Completion of biology and enrollment in math and/or chemistry;  
Two periods; counselor, program coordinator recommendation;  
applications in A233W or A238

Offered in partnership with local hospitals, healthcare facilities, and non-profit agencies, provides an overview of a wide range of healthcare careers. Students will become knowledgeable on numerous aspects of the human body via anatomy and physiology instruction, labs, class activities, field trips, and project-based learning assessments. Specimen dissection is also an integral part of the course. Students may be eligible for summer internships.

**NOTE: Students must have a social security number, and may require medical clearance for associated activities.**

**Practicum: Health Sciences (Y)**

CO0252–class, CO0253–class/honors

Grades 11 and/or 12

CO5250–work

6 credits (4 CTE, 2 Sci.)

Prerequisite: Age 16; counselor, program coordinator recommendation; 1 Science and 2 CTE credits are earned each semester; applications in A176 or A238

Meets Consumer Education requirement

Designed for those interested in medical careers. Previous work sites include veterinary clinics, hospitals, nursing homes, dental offices, medical labs, physicians' offices, and pharmacies. Students attend class one period per day and work in a paid or unpaid job at least 10 hours per week. They learn skills needed to be successful in the world of work.

**Pharmacy Technician option** — A partnership with Walgreen Company offers Pharmacy Technician internships for students to explore pharmaceutical careers. They receive a workbook with a structured curriculum and attend classes offered by Walgreen's pharmacists to help them prepare for the National Pharmacy Technician Certification Examination.

**INDUSTRY/ENGINEERING****Personal Finance & Engineering Design Thinking (S)**

IT1100, IT1103–honors

All grades

No prerequisite

1 credit

Meets Consumer Education requirement

Do you like to solve problems? Are you curious about the field of engineering? In this semester long introductory course, you will be able to explore a variety of fields of engineering such as industrial, manufacturing, architectural, and aerospace engineering using Design Thinking, a problem solving process. This course also covers personal finance topics including: banking, credit/loans, savings/investment, taxes and payroll deductions, housing/cars, insurance and effective consumer practices in fulfillment of the consumer education requirement.

**Metal Sculpture (S)**

IT3790, IT3793–honors

All grades

No prerequisite

1 credit (CTE or Fine Arts)

Students will develop artistic and technical skills by creating projects out of metal. Students will safely use welding and metal-working tools and equipment.

**1 Manufacturing (Y)**

IT0700, IT0703–honors

All grades

No prerequisite

2 credits

Introduces the tools, machines, materials and processes used in the manufacturing industry. Provides safe experiences with machine tool operations using metal and wood. Explores careers in the manufacturing field.

**Geometry in Construction (Y)**

MA0222-MA0233–honors

All Grades

IT0222-IT0223–honors

4 credits (2 CTE, 2 Math)

Prerequisite: 1 Algebra

Geometry in Construction is an interdisciplinary course that integrates Geometry and Construction topics through the building of a significant construction project. The purpose of the course is to provide students with a better understanding of both the Geometry and the Construction content through the combination of the academic and work-world contexts. The Geometry content matches that of the other Geometry courses taught in the Math Department, and prepares students for the subsequent 2 Algebra courses. Students will be exposed to and gain hands-on experience in the following areas of Construction: safety, framing, HVAC, plumbing, roofing, windows, exterior doors, and siding. Additional emphasis is given to teamwork, problem-solving, and the promotion of STEM education. Students earn credit for Geometry and for Construction in this double-period course.

**Introduction to Engineering Design (Y)**

IT0235

All grades



No prerequisite

2 credits

Oakton Community College dual credit

**A foundation course of the national Project Lead the Way**

**pre-engineering program.** Using computer modeling software, students learn the process of product design. They solve design problems as they develop, create, and analyze product models. Project-based, hands-on experiences teach students key elements and skills of engineering and technology-based careers. Students are encouraged to take this course as a prerequisite to Principles of Engineering. Students may earn 3 dual credits in "Basic AutoCAD" and 3 dual credits in "Intermediate AutoCAD" through Oakton. Students who take the PLTW end of course exam receive a 1.0 increase to their grade. Students who do not take the PLTW end of course exam receive a 0.5 point increase in their grade upon successful completion of the course.

**Principles of Engineering (Y)**

IT0505

Grades 11, 12



Prerequisite: 2 yrs. math, 2 yrs. science

2 credits


or Intro to Engineering Design

**A foundation course of the national Project Lead the Way**

**pre-engineering program.** The course is designed to help students understand the field of engineering technology. Explores various technology systems and manufacturing processes and how engineers and technicians use math, science, and technology in an engineering problem-solving process to benefit people. Project-based, hands-on learning is emphasized. Students who take the PLTW end of course exam receive a 1.0 increase to their grade. Students who do not take the PLTW end of course exam receive a 0.5 point increase in their grade upon successful completion of the course.

**Digital Electronics (Y)**


IT0405

Grades 10, 11, 12 *Prerequisite: C or better in 1 Algebra 2 credits*

**A foundation course of the national Project Lead the Way pre-engineering program.** Introduces students to applied digital logic, the basics of electronics and digital systems. Students learn about engineering design and troubleshooting techniques used in the electronics field. Computer simulations teach the logic of electronics and enable students to design, test, and construct circuits and devices. Students who take the PLTW end of course exam receive a 1.0 increase to their grade. Students who do not take the PLTW end of course exam receive a 0.5 point increase in their grade upon successful completion of the course.

**Civil Engineering and Architecture (Y)**


IT0205

Grades 10, 11, 12 *Prerequisite: Intro to Engineering Design 2 credits or Principles of Engineering or teacher recommendation*

**A specialized course of the national Project Lead the Way pre-engineering program.** Ever think about building a house, store, or restaurant, and wondered how to go about it? This is the course for you. The major focus is a long-term project that involves the development of a local property site. As you learn about various aspects of civil engineering and architecture, you apply what you learn to the design and development of this property. The course covers project and site planning, building design, and project documentation/presentation. Students who take the PLTW end of course exam receive a 1.0 increase to their grade. Students who do not take the PLTW end of course exam receive a 0.5 point increase in their grade upon successful completion of the course.

**2 Manufacturing/CIM (Computer Integrated Manufacturing) (Y)**

IT0735

Grades 10, 11, 12 *Prerequisite: 1 Manufacturing, Intro to Engineering Design, Principles of Engineering, Digital Electronics or teacher recommendation*

**A specialized course of the national Project Lead the Way pre-engineering program.** Students explore fundamentals of computerized manufacturing technology. Using a 3-D model, students use automation, control systems, sensing devices, computer programming, and robotics to solve design problems. They will modify their designs and then use prototype equipment to create models in 3-D. Students who take the PLTW end of course exam receive a 1.0 increase to their grade. Students who do not take the PLTW end of course exam receive a 0.5 point increase in their grade upon successful completion of the course.

**Software Engineering (Y)**

IT0605

Grades 10, 11, 12 *Prerequisite: C or better in Algebra 2 credits*

**A specialized course of the national Project Lead the Way pre-engineering program.** This introductory hands-on project based learning course explores major topical areas of information technology to develop computational thinking and generate excitement about learning more about this high demand career field. Working in teams, students will use a broad spectrum of software tools that foster creativity in an applied manner to solve real world problems. Topical areas include: object oriented graphics programming using Scratch; web development

technologies; data mining while creating a mobile Android app; and making predictions using computer modeling while learning the Python language. Students who take the PLTW end of course exam receive a 1.0 increase to their grade. Students who do not take the PLTW end of course exam receive a 0.5 point increase in their grade upon successful completion of the course.

**Automobile Maintenance (S)**

IT3800, IT3803–honors

Grades 10, 11, 12

*No prerequisite**1 credit*

Intended for current or future car owners and drivers. Covers the vehicle operation, care and maintenance with hands-on experiences involving the most commonly performed maintenance and service operations used in auto upkeep. Weekly class time is divided between manipulative shop work on vehicles and their components and classroom instruction and demonstration.

**1 Auto Technology (Y)**

IT0820, IT0823–honors

Grades 10, 11, 12

*Automobile Maintenance**2 credits**or teacher recommendation*

Beginning course for students serious about working in auto technology or a related field. The course provides an overview of the function and operation of the automobile with an emphasis on two important areas: electricity and electronics, and suspension and steering. Students gain the knowledge and hands-on skills needed to diagnose, service, and repair automotive suspension and steering systems. Course content combines theory with hands-on experiences and is correlated with the National Automotive Technicians Education Foundation standards. Students can earn Automotive Service Excellence (ASE) student certifications.

**2 Auto Technology (Y)**

IT0830, IT0833–honors

Grades 11, 12

*Prerequisite: 1 Auto Technology**2 credits*

A continuation of 1 Auto Technology, the course focuses on enhancing skills in electricity/electronics and suspension/steering, as well as brakes and engine performance/driveability. Course content combines theory with hands-on experiences and is correlated with the National Automotive Technicians Education Foundation standards. Students can earn Automotive Service Excellence (ASE) student certifications.

**Practicum: Industry/Engineering (Y)**

CO0850–class, CO5850–work

Grades 11, 12

*CO0853–class/honors**6 credits**Prerequisite: Age 16; counselor, program coordinator recommendation; applications in A238**Meets Consumer Education requirement*

For students interested in careers such as engineers, draftsmen, machinists, technicians. Job areas include, but are not limited to, automotive, engineering, electronics, metals fabrication, welding, carpentry, machine tool operations, etc.



## OTHER CAREER/TECH COURSES

### Indep. Study: Bus. Mgmt./Info. Systems (Y, A, B)

BU0990, BU1990–1st, BU2990–2nd Grade 12  
Prerequisite: Dept. recommendation Var. credit/duration

Seniors desiring to pursue advanced topics in business-related careers for credit should present a study proposal to the department chair for approval.

### Indep. Study: Health Sci/Human Serv (Y, A, B)

HO0990, HO1990–1st, HO2990–2nd Grades 11, 12  
Prerequisite: Dept. recommendation; Var. credit/duration  
completion of courses in interest area

For those with a demonstrated interest or achievement level in health science/human services-related areas. Students work independently, under teacher guidance, with individually designed requirements on advanced topics.

### Indep. Study: Industry/Engineering (Y, A, B)

### Indep. Study: Arts/Communications (Y, A, B)

IT0990, IT1990–1st, IT2990–2nd Grades 11, 12  
Prerequisite: Dept. recommendation Var. credit/duration

For students who: 1) show high interest and superior talent in any Industry/Engineering or Arts/Communications-related area; 2) desire other specialized experiences; 3) have taken all courses in

a given area; or 4) finish an independent study or individualized directed project. The student arranges time with the teacher once classes begin in the fall, providing the student's schedule has sufficient time without rescheduling other courses.

### Indep. Study: Internship Practicum

CO0990–class, CO5990–work Grade 12  
Prerequisite: Department recommendation; Var. credit/duration  
successful completion of an internship course and enrollment in a related subject-area course

For a student who wants work-based learning experiences but cannot be scheduled into a regular internship class. The student will be directed and evaluated by the subject-area teacher and the internship coordinator in conjunction with the employer.

### Parenting (A, B)

HO1800–1st, HO2800–2nd All grades  
No prerequisite 1 or 2 credits  
Offered for a full year (2 credits) or either semester (1 credit);  
for ETHS students enrolled in the Transitional Learning Center  
(TLC) Program

This course emphasizes effective parenting skills. Daily sessions staffed by infant care professionals and partnering child welfare agencies focus on topics such as pre-and post-natal care, early literacy, healthy relationships, nutrition, parent/child attachment, financial planning, and family recreation.

## COMMUNITY SERVICE

### Office: A233E, (847) 424-7570

Shelley Gates, Career & Technical Education Department Chair  
Mary Collins, Community Service Coordinator

### Community Service (S)

CM3900 Grades 11, 12  
No prerequisite 1 credit

The course provides students an opportunity to become involved in a wide range of service projects in the local community. Students work with the Community Service Coordinator to arrange a placement. Credit is earned through work with one agency or through a variety of projects. Examples of projects include volunteer efforts at local hospitals, retirement homes, Family Focus, Foster Reading Center, Evanston Animal Shelter, soup kitchens, tutoring programs, or preschools. An elective credit is earned when a student completes 40 hrs. of community service during one semester. Students are required to keep a journal of their experiences, participate in monthly meetings, and write a summary essay. This course is offered for pass/fail elective credit.

### Senior Studies (Y)

IN0422 Grade 12  
Prerequisite: Sr. standing with excellent 6 credits  
attendance record. Successful completion of junior courses in English and history; Global Perspective requirement fulfilled. Earns 2 English, 2 History and 2 Community Service credits.

A full-year, interdisciplinary, experientially based study of the Evanston/Chicago communities. First semester, students examine and participate in various aspects of the community: its issues and culture. During second semester, students propose,

design, complete, present, and evaluate their own community based project. This course is designed for self-motivated and self-directed learners. Faculty and community members serve as advisors and mentors to each student and his/her independent study project.

## DRIVER'S EDUCATION

### Office: G106, (847) 424-7270

Theresa Patterson, Department Chair

### Driver's Education (A, B)

DR3001 Grades 10, 11, 12  
Prerequisite: 1 credit

**Students must receive a passing grade in at least eight (8) academic courses during the previous two (2) semesters prior to enrolling in Driver's Education. As a prerequisite, successful completion of "Rules of the Road" and vision examinations are required the first week of class. Age Requirements: 15 years of age by 1st day of class for the semester.**

This course is an integrated, two phase Driver's Education program that includes practice and instruction in the classroom and behind the wheel lessons. Students will demonstrate knowledge of state driving laws along with safe, responsible driving skills in various driving environments. All students must complete the entire semester course. Senior students enrolled in this class must continue past the official last day for seniors in order to meet the minimum State of Illinois requirements. There is a required course fee of \$50 and a \$50 permit fee payable to Secretary of State. A total of \$50 is required during registration and another \$50 due on the first day of class; do not combine the course fee with the permit fee. There are no monetary waivers for Driver's Education.

## ENGLISH/READING

Office: S212, (847) 424-7400  
Scott Bramley, Department Chair

### Standards

The English curriculum focuses on the following standards:

- **Reading.** Students will read to comprehend a variety of texts using appropriate strategies.
- **Literature.** Students will read, understand, interpret, and appreciate a variety of contemporary and classic works of literature and non-print texts that represent diverse cultures, eras, and perspectives.
- **Writing.** Students will write to communicate for a variety of purposes and audiences.
- **Research.** Students will use the Language Arts for inquiry and research to acquire, organize, analyze, evaluate, and communicate information.
- **Listening and Speaking.** Students will listen actively and speak effectively in a variety of situations.

### Common Assessments

Common assessments for English are given as follows:

- Freshman year—Assessments for Earned Honors Credit
- Sophomore year—Literary analysis paper
- Junior year—Research paper
- Senior year—College essay

### Themes

- Freshman year – **Elements of Civilization**
- Sophomore year – **Diverse Cultural Perspectives**
- Junior year – **American Experience**
- Senior year – **Critical Studies**

### Requirements

Eight credits in English are required for graduation. Students who fail one or both semesters of a required English course must earn the lost credit by enrolling in summer school, or by taking 1-2 Composition Survey, 1-2 Literature Survey, 3-4 Composition Survey, or 3-4 Literature Survey.

## JOURNALISM & MEDIA PRODUCTION

These **elective** courses are designed to teach students to think, write, and plan in a variety of production media. Students are introduced to the “real world” academic skills of editing, proofreading, focusing, thesis writing, research, interviewing, organization, deadlines, advertising, layout, and design. Students not taking these journalism classes may still submit work for possible inclusion in *The Evanstonian* and other publications.

These courses address several learner outcomes, including the ability to...

- Apply reading strategies to a variety of news media.
- Write, edit and critique in a journalistic format.
- Understand and practice advanced newswriting and newspaper production.
- Produce journalist news in a variety of media platforms.
- Format writing, photo, and art into a cohesive layout.
- Deal with all the ethical issues involved in journalistic writing and reporting.

### Journalistic Writing and Production (S)

EN0512, EN0513—honors

Grades 9, 10, 11

No prerequisite

1 Eng. elective credit

This one-semester course is offered in Summer School and both semesters during the school year. The course focuses on basic news writing, the history of journalism, journalism ethics, and newspaper production and layout. The class will produce quarterly freshman and sophomore newspaper publications as inserts to *The Evanstonian* school newspaper.

### Advanced Journalistic Writing and Media Production (Y)

EN3512, EN3513—honors

All grades

Prerequisite: Any of the following:

2 credits

**Editors:** Journalistic Writing/Production; **Others:** 1 Photography, Graphic Design, Computer Application-Microsoft Word, OR department chair approval. Two elective credits may be earned in English, Fine Arts, or CTE. Course may be taken all four years.

The course emphasizes writing skills, design skills, and digital photography. Students will be responsible for the publication of *The Evanstonian* newspaper. This includes writing, layout, art, photography, and design.

### Broadcast Media, Advanced Broadcast Media

(Listed in Fine Arts under Speech Arts)

Each course earns either Career/Tech or Fine Arts credit.

## FRESHMAN HUMANITIES

Freshman Humanities is an interdisciplinary course that integrates World History and English through the study of human culture. The purpose of the course is to establish an academic foundation for freshman students in both English and History that will provide the basis for future studies throughout high school. Freshman Humanities is anchored by the chronology of World History, from ancient civilization to 1800, through which the English curriculum connects and intersects via classical and contemporary literature. Powerful and meaningful academic experiences can happen when students connect the contemporary world in which they live to events in the past and then project how current events will shape the future. Throughout the year, students will be challenged to question and think critically about how ancient and modern stories shape their own thoughts, philosophy and culture.

### 1 Humanities English with Support (Y)

EN0011 Grade 9 **N**  
*No prerequisite* 2 credits

This program provides academic support for freshmen who score below the 40th percentile in reading. Instruction in the English and History content areas includes explicit literacy strategies embedded in the curriculum. Emphasis in this course is on continued growth in the areas of writing, reading, speaking, critical thinking and literary analysis.

### 1 Humanities English 2/Honors (Y)

EN1012, EN2012 Grade 9 **N**  
 EN1013, EN2013–honors 2 credits  
*No prerequisite*

Emphasis in this course is on continued growth and acceleration in the areas of writing, reading, speaking, critical thinking and literary analysis. Taught at the honors level, students may earn 2-level or honors credit in this class. Honors credit is determined at the end of each semester.

## SOPHOMORE YEAR

### 2 Humanities English Enriched (Y)

EN0031 Grade 10 **N**  
*Prerequisite: Department recommendation* 2 credits

This is a two-period course for students who need extra support and skill development. The course explores Africa, Latin America, and Asia. It also focuses on literacy skill development within the History and English curriculum.

### 2 Humanities English 2/Honors (Y)

EN0202, EN0203–honors Grade 10 **N**  
*No prerequisite* 2 credits

This is a two-period course for students who enjoy an interrelated study of history, social science, art, literature, and music. Team taught by an English and a History teacher, 2 Humanities explores world cultures and global perspectives. Honors credit is an option, and students are able to transition from 2-level to honors within the same class.

### 2 English 2 (Y)

EN0252 Grade 10 **N**  
*No prerequisite* 2 credits

Develops skills in all areas of English: in reading, by studying and discussing the meaning and structure of literature (selected works of drama, fiction, and nonfiction); in language usage, by studying effective use of words, grammar, punctuation, capitalization, and spelling; and in writing, by studying the effective organization of ideas in descriptive, narrative, and expository single and multi-paragraph papers.

### 2 English Honors (Y)

EN0253 Grade 10 **N**  
*No prerequisite* 2 credits

Discussion, literature, composition, and language are emphasized in works of nonfiction, plays, short stories, novels, and poetry. Students write descriptions, stories, expository paragraphs, and multi-paragraph themes, including an information essay involving research. Grammar, usage skills, and dictionary and other reference skills are practiced. A high degree of self-directed learning and independence is expected.

### 1-2 Composition Survey (S)

EN3402 All grades  
*Prerequisite: A grade of F in 1 semester* 1 credit  
*of 1 Humanities or any 2 English class and concurrent enrollment in an appropriate grade-level English course. Exiting ESL students may take the course with the recommendation of the World Language Dept. Chair. It may be taken only once. Students who fail this course may not repeat it.*

This course is designed to allow students to make up one failed semester of required English with the emphasis on compositional skills. The curriculum includes the common assessment writing of timed essays and literary analysis papers as well as other areas of the writing curriculum for freshman and sophomore year.

### 1-2 Literature Survey (S)

EN3602 All grades  
*Prerequisite: A grade of F in 1 semester* 1 credit  
*of 1 Humanities or any 2 English class and concurrent enrollment in an appropriate grade-level English course. Exiting ESL students may take the course with the recommendation of the World Language Dept. Chair. It may be taken only once. Students who fail this course may not repeat it.*

This course is designed to allow students to make up one failed semester of required English with the emphasis on the study of literature and the practice of advanced reading strategies. The curriculum includes the study of the genres of literature.

## JUNIOR YEAR

### 3 English Enriched (Y)

EN0301 Grade 11 **N**  
*Prerequisite: Department recommendation* 2 credits

This course emphasizes basic skills in reading, writing, and correct use of language. Novels, plays, short stories, poetry, and nonfiction are studied. Compositions include expository paragraphs, auto-biographical essays, multi-paragraph themes, job applications, research, and creative writing. Research paper required.



**3 English 2 (Y)**

EN0302

Grade 11 **N**

No prerequisite

2 credits

This course includes a wide range of literary types—novels, short stories, poetry, drama, and nonfiction, both contemporary and classic, as well as grammar, usage, and language. Composition assignments stress expository, analytical, research, and creative writing. Research paper required.

**3 English Honors (Y)**

EN0303

Grade 11 **N**

No prerequisite

2 credits

This course emphasizes composition, reading, language, discussion; it features all types of literature—novels, plays, short stories, poetry, and nonfiction. Research paper required.

**AP 3 English: Language & Composition (Y)**

EN0305

Grade 11 **N**

Prerequisite: 2 English H

2 credits

This course is designed to help students read and write effectively in a variety of contexts and situations, including the synthesis of rhetorical techniques, source materials, and texts. The writing is based on actual AP test questions, and students complete 5-6 in-class essays of this type per quarter. Each quarter focuses on one of the three areas of study: open argument, argument with sources, and rhetorical analysis. Research paper, out-of-class essays, and assigned readings are required, including a summer reading and writing assignment. This is a college-level English course. AP credit will be awarded upon completion of the AP Exam in May and completion of the course.

**AP 3 English/APUSH: Block Period Option (Y)**

ENHS3AP

Grade 11 **N**

Prerequisite: 2 English H

2 credits

**Students planning to enroll in both AP United States History and AP 3 English: Language & Composition may request to take these classes in a block. Team taught by an English and History teacher, this blocked course inter-relates the study of American literature and history. Fulfills the requirements for US History, including the Constitution and junior year English.**

**American Studies 2/Honors (Y)**

EN0112, EN0113—honors

Grade 11 **N**

No prerequisite

2 credits

Team taught by an English and History teacher, American Studies interrelates American literature, history, art, music, drama, religion, architecture, and philosophy to show the development of contemporary American life and the American character. It traces the contributions of various ethnic and racial groups and their cultures. Composition assignments stress expository, analytical, and creative writing. Research paper required. Failure to do the research paper will result in the loss of honors credit. *Fulfills the requirements for US History, including the Constitution, and junior-year English.*

**3-4 Composition Survey (S)**

EN3412

Grades 11, 12

Prerequisite: A grade of F in 1 semester 1 credit

*of any 3 or 4 English class and concurrent enrollment in an appropriate grade-level English course. Exiting ESL students may take the course with the recommendation of the World Language Dept. Chair. It may be taken only once. Students who fail this course may not repeat it.*

This course is designed to allow students to make up one failed semester of required English with the emphasis on composition skills. The curriculum includes the common assessment writing of timed essays, literary analysis papers, the research paper, and other areas of the writing curriculum for junior and senior year.

**3-4 Literature Survey (S)**

EN3612

Grades 11, 12

Prerequisite: A grade of F in 1 semester 1 credit

*of any 3 or 4 English class and concurrent enrollment in an appropriate grade-level English course. Exiting ESL students may take the course with the recommendation of the World Language Dept. Chair. It may be taken only once. Students who fail this course may not repeat it.*

This course is designed to allow students to make up one failed semester of required English with the emphasis on the study of literature and the practice of advanced reading strategies. The curriculum includes the study of the themes of literature.

**SENIOR YEAR****4 English Enriched (Y)**

EN0401

Grade 12 **N**

Prerequisite: Department recommendation 2 credits

This course is designed for seniors who need additional instruction in basic reading and writing skills. Much time is given to spelling, grammar, writing exercises, and basic literary interpretation and analysis. Special emphasis is on practical writing activities, such as job applications, college applications and essays, business letters, and creative writing.

**4 English 2/Honors (Y)**

EN4022, EN4033—honors

Grade 12 **N**

No prerequisite

2 credits

This course is designed for seniors who are at or above competency in the skills of reading, composition, and language. The course includes instruction in grammar, several types of composition, and reading and interpreting literature. It features intensive study of all literary genres, as well as themes of process and persuasion, critical analysis, college application essays, research, and creative writing.

**AP 4 English: Literature & Composition (Y)**

EN0405

Grade 12 **N**

Prerequisite: 3 English H or AP

2 credits

This course emphasizes the development and use of critical-thinking skills in the discipline of English. Its focus is the study of literature including literary analysis and criticism. Students read at an accelerated pace and write on a weekly basis. Writing is based on actual AP test questions; students complete 2-6 in-class essays per quarter. Other writing must be the product of multiple drafts;

students complete major papers (1,000-1,500 words) of this type each semester. Students should expect to read 30-50 pages every night, to occasionally read an entire text over the weekend, and to be given quarterly independent reading assignments. Students are required to complete a summer reading and writing assignment. This is a college-level English course. AP credit will be awarded upon completion of the AP Exam in May and completion of the course.

### **Critical Thinking in the Modern Age (1, 2, H) (S)**

*EN3501-1, EN3502-2, EN3503-honors* Grade 12

*No prerequisite* 1 credit

Students learn to evaluate different media and their messages. They analyze TV, radio, movies, magazines, newspapers, and literature to see how they affect the quality of our lives. Reading, writing, discussion, and projects are key elements of this course.

### **Ethnic American Literature (1, 2, H) (S)**

*EN3001-1, EN3002-2, EN3003-honors* Grade 12 **N**

*No prerequisite* 1 credit

This course focuses on the diversity of the American people. Students read works from different ethnic groups and look at the difficulty one faces in trying to maintain a cultural identity while fitting into the larger society. Reading, writing, discussion, and projects are important elements of this course.

### **Writing I (1, 2, H) (S)** (formerly *Expository and Creative Writing*)

*EN3211-1, EN3212-2, EN3213-honors* Grade 12 **N**

*No prerequisite* 1 credit

Students study a survey of writing genres, including creative non-fiction, fiction, drama, and poetry. Students write short stories, poems, plays, essays, and personal narratives. They analyze examples of excellent writing and read texts about the writing process. Students participate in generating ideas, discussions, and critiques, and confer about revisions with peers and the teacher. All students will prepare manuscripts for writing contests.

### **Writing II: Portfolio (1, 2, H) (S)**

*EN3221-1, EN3222-2, EN3223-honors* Grade 12 **N**

*Prerequisite: One of the following:* 1 credit

*EN3101, EN3102, EN3103, or Department recommendation*

Students focus on a deep development of skills in one or more genres of writing. Students engage in a critical, extensive study of one or more genres of their choice, building a portfolio of their works in that genre. They analyze examples of excellent writing and read texts about the writing process. Students participate in generating ideas, discussions, and critiques, and confer about revisions with peers and the teacher.

### **World Literature (1, 2, H) (S)**

*EN3301-1, EN3302-2, EN3303-honors* Grade 12 **N**

*No prerequisite* 1 credit

Students study great writers from every continent along with the cultures in which they have written. Modern authors may include: Chinua Achebe, Yuko Mishima, Gabriel Garcia Marquez, Naguib Mahfouz, Lu Xun, Anchee Min, Carlos Fuentes, Jamaica Kincaid, Anita Desai, Odysseus Elytis, Le Ly Hayslip, Rosario Castellanos, Jomo Kenyatta, Stanislaw Lem, Mark Mathabane, Pablo Neruda, Abioseh Nicol, Dahlia Ravikovitch, etc. Reading, writing,

discussion, and projects are important parts of the course.

### **Senior Studies (Y)**

*IN0412, IN0413-honors*

Grade 12

*Prerequisite: Sr. standing with excellent* 6 credits

*attendance record. Successful completion of junior courses in English and history; Global Perspective requirement fulfilled. Earns 2 English, 2 History and 2 Community Service credits.*

A full-year, interdisciplinary, experientially based study of the Evanston/Chicago communities. First semester, students examine and participate in various aspects of the community: its issues and culture. During second semester, students propose, design, complete, present, and evaluate their own community based project. This course is designed for self-motivated and self-directed learners. Faculty and community members serve as advisors and mentors to each student and his/her independent study project. Taught at the honors level, students may earn 2-level or honors credit and are able to transition from 2- to honors level within the same class.

### **English Independent Study (Y, A, B)**

*EN0990, EN1990-1st, EN2990-2nd* Grades 11, 12

*Prerequisite: Department recomm.* Var. credit/duration

May not be taken in place of any of the 8 semesters of required English. Students may earn a maximum of four independent study credits in English. Each student must write a proposal, have it approved by an English teacher who becomes the student's adviser, and have it approved by the English Department Chair. Evaluation is a team effort with the student, adviser, and department chair involved.

### **READING PROGRAM**

The goal of the Reading Program is to provide reading instruction that will enable students to be successful academically at ETHS. All entering freshmen must satisfy a reading standard that is fulfilled through the EXPLORE test or other standardized assessments approved by ETHS. Incoming freshmen who test below the 50th percentile in reading will be enrolled in a reading class.

### **Freshman Reading (Y)**

*RE0050*

Grade 9

*Prerequisite:*

2 credits

*Reading test score: 50th-40th percentile*

This year-long course provides reading instruction to enable students to be successful in their freshman Humanities classes. It includes reading strategies across the content areas, vocabulary, writing, study skills, and technology skills.

### **Reading Enriched (Y)**

*RE0180*

Grade 9

*Prerequisite:*

2 credits

*Reading test score: below 40th percentile*

This year-long course provides intensive reading instruction for those students who need extensive help in reading. It includes independent reading, word attack skills, vocabulary, and reading strategies, as well as small-group reading, writing, and discussion activities.

# FINE ARTS

**Office: A119, (847) 424-7130**  
**Nicholas Gehl, Department Chair**

The Fine Arts program at Evanston Township High School provides a wide variety of experiences for students in visual art, vocal music, band, orchestra, debate, and theatre. The Fine Arts curriculum provides all students with opportunities to explore the arts through presentation or performance. The department attempts to further the artistic development of every participant through aesthetic experiences based upon individual or group creativity and self-expression. The intention of Fine Arts courses is to instill a lifelong involvement in and appreciation of the arts.

## Standards

ETHS standards for the visual and performing arts reflect our belief that all students should have access to challenging curriculum content, exhibit a high level of performance proficiency, and be prepared for the world of tomorrow.

For the three disciplines of visual arts, music, and theatre/speech arts — each with its own body of knowledge and skills — the standards are organized into strands that are woven throughout all artistic experiences. The standards incorporate both traditional means of artistic expression and newer media, such as video and computer-generated art. **The complete list of Fine Arts standards can be found on the Fine Arts Department page of the ETHS website.**

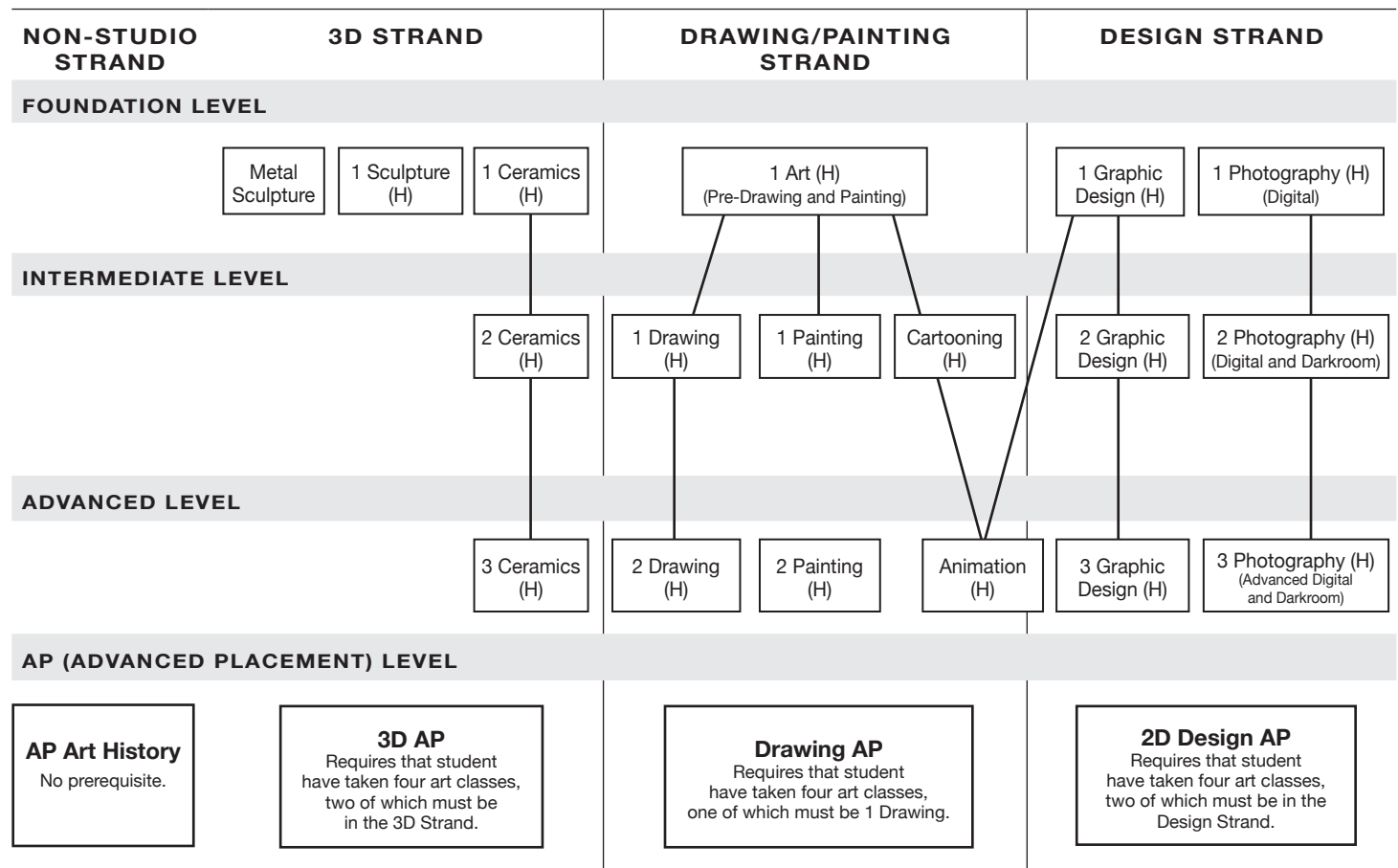
## Common Assessments

The 1 Art and entry-level music classes common assessments involve a test on elements and principles of the discipline and a culminating project that incorporates these concepts.

## Dual Credit

Fine Arts courses marked with the  symbol offer dual ETHS and college credit through Oakton Community College.

## VISUAL ARTS COURSE SEQUENCES





**VISUAL ARTS****1 Art (Pre-Drawing and Painting) (S)**

AR1110, AR1113–honors *All grades*  
*No Prerequisite* *1 credit*

An entry-level course that covers a range of two-dimensional (flat) projects and materials with an emphasis on drawing and painting.

**1 Sculpture (S)**

AR1260, AR1263–honors *All grades*  
*No Prerequisite* *1 credit*

A traditional sculpture course exploring the principles and techniques of three-dimensional form. Techniques include construction, carving, and modeling. Materials include plaster, wire, wood, clay, and found objects.

**Cartooning (S)**

AR1120, AR1123–honors *All grades*  
*Prerequisite: 1 Art* *1 credit*

Explores basic skills used in cartooning from lettering to character design, inking and page layout. This class also focuses on comics as a storytelling medium with an emphasis on the graphic novel.

**Animation (S)**

AR2122, AR2123–honors *All grades*  
*Prerequisite: Cartooning or 1 Graphic Design* *1 credit*

This course is an introduction to 2-D computer-generated animation. It emphasizes the basic skills used in the production of animated cartoons. Students learn to use various hardware and software to create characters, scenes and short movies.

**1 Ceramics (S)**

AR1160, AR1163–honors *All grades*  
*No prerequisite* *1 credit*

Develops an understanding of working with clay including hand-building, wheel throwing and glaze applications. Functional pottery techniques will be emphasized.

**2 Ceramics (S)**

AR2172, AR2173–honors *All Grades*  
*Prerequisite: 1 Ceramics* *1 credit*

Applies and expands skills and processes learned in 1 Ceramics, including kiln loading and improved proficiency in wheel throwing, hand-building and glazing techniques. Emphasis on functional, sculptural and decorative pottery techniques.

**3 Ceramics (S)**

AR3172, AR3173 *Grades 10, 11, 12*  
*Prerequisite: 2 Ceramics* *1 credit*

Applies and expands skills and processes learned in 2 Ceramics. Emphasis on advanced wheel throwing and hand-building as well as glaze chemistry and advanced glazing techniques.

**1 Drawing (S)**

AR0252, AR0253–honors *Grades 10, 11, 12*  
*Prerequisite: 1 Art* *1 credit*

A semester of observational drawing, improving skill and technique. Still life, nature drawing and figure drawing emphasized. Sketchbooks required.

**2 Drawing (S)**

AR0352, AR0353–honors *Grades 10, 11, 12*  
*Prerequisite: 1 Drawing* *1 credit*

Developing personal imagery and style through distortion, collage, mixed materials and referenced sources will expand the creative process. Sketchbooks required.

**1 Painting (S)**

AR0402, AR0403–honors *Grades 10, 11, 12*  
*Prerequisite: 1 Art* *1 credit*

Explores the basic principles used in painting with an emphasis on color theory and application. Acrylic paints and painting techniques will be covered. Subjects include observational work, still-life and portrait. Sketchbooks required.

**2 Painting (S)**

AR0502, AR0503–honors *Grades 10, 11, 12*  
*Prerequisite: 1 Painting* *1 credit*

Applies and expands skills and processes learned in 1 Painting. Acrylic, water color, gouache and preparing canvas will be emphasized. Subjects include abstraction and personal narrative. Sketchbooks required.

**1 Graphic Design (S)**

IT3250, IT3253–honors *All grades*  
*No prerequisite* *1 credit (CTE or Fine Arts)*


An entry-level, computer-based courses covering the basics of visual design from both a commercial and fine arts perspective. Projects will investigate creative and functional uses of design principles, typography and layout. Students will use Adobe Photoshop and Adobe Illustrator.

**2 Graphic Design (S)**

IT0300, IT0303–honors *Grades 10, 11, 12*  
*Prerequisite: 1 Graphic Design* *1 credit (CTE or Fine Arts)*

An intermediate course that applies and expands skills in photomontage, typography, color theory and logo design. Adobe Photoshop and Adobe Illustrator will be used. Students will work with real world clients in the private sector.

**3 Graphic Design (S)**

IT0312, IT0313–honors *Grades 10, 11, 12*   
*Prerequisite: 2 Graphic Design* *1 credit (CTE or Fine Arts)*  
*Oakton Community College dual credit*

Further exploration of design with an emphasis on two and three dimensional forms as related to communication. Introduction to Adobe InDesign. Students have the opportunity upon completion of 3-course strand to earn 3 dual credits at Oakton Community College and create a college-level portfolio.

**1 Photo (Digital) (S)***AR1482, AR1483—honors**All grades**No Prerequisite**1 credit*

This entry-level class is an introduction to photography, the digital camera, and Adobe Photoshop. Using digital cameras provided by the ETHS Fine Arts Department, students will explore camera functions, photo composition, digital ink-jet printing, and photographic manipulation. Most photographs will be taken during class in and around the ETHS campus. Students will often work in teams and have a variety of experiences both in front of and behind the camera.

**2 Photo (Digital and Darkroom) (S)***AR1460, AR1463—honors**All grades**Prerequisite: 1 Photo (Digital)**1 credit*

This class introduces students to a film camera while continuing to explore digital photography. Students will investigate proper camera use, black and white film processing, and darkroom printing. In-depth exploration of the digital camera, Adobe Photoshop techniques, and photographic conceptualization will also be covered. This course requires an out-of-class time commitment to acquire supplies/materials and to photograph assignments. Students will need their own 35mm SLR film camera. (A limited number are available for check-out from the ETHS Fine Arts Department.) Students using a school-owned camera are responsible for repair or replacement and must post a \$25 refundable deposit. Supply costs approx. \$75 per student; financial assistance is available.

**3 Photo (Advanced Digital and Darkroom) (S)***AR2272, AR2273—honors**Grades 10, 11, 12**Prerequisite: 2 Photo (Digital and Darkroom)**1 credit*

Students will explore advanced photographic skills emphasizing conventional and experimental camera techniques, film processing, and creative darkroom procedures. Students will use 35mm SLR cameras along with medium and large format film cameras while advancing their darkroom printing to a higher level. Digital cameras will be used for experimental photographing techniques. Alternative methods of photography, experimentation, advanced concepts, set-ups, lighting, and narratives will all be pursued. Students are expected to be motivated and engage in some independent learning. A substantial out-of-class time commitment is needed. Supply costs approx. \$75 per student; financial assistance is available.

**Metal Sculpture (S)***IT3790, IT3793—honors**All grades**No prerequisite**1 credit (CTE or Fine Arts)*

Students will develop artistic and technical skills by creating projects out of metal. Students will safely use welding and metal-working tools and equipment.

**AP Studio Arts Portfolio (Y)***AR0505**Grade 12**Prerequisite: 4 visual arts courses**2 credits*

*Students who plan to develop a drawing/painting portfolio must complete drawing or be concurrently enrolled; students who plan to develop a 2D Design portfolio must have successfully completed either 3 Graphic Design or 2 Photography*

This course encourages the serious art student to pursue creative as well as systemic investigation of formal and conceptual ideas. The emphasis is on making original art as an ongoing process involving critical decision making with weekly class critiques as a means of assessing the artwork. Students follow the guidelines of the College Board and spend the year preparing the three part portfolio for final submission as evidence of completion of the course. Summer assignments are required. A three week summer-school only course will be available for students as a bridge to unique approaches towards making art. AP credit will be awarded upon completion of the AP Exam in May and completion of the course.

**AP Art History (Y)***AR0605**Grade 10, 11, 12**No Prerequisite**2 credits*

This course is comparable to a college-level art history course. AP Art History emphasizes understanding works of art within their historical context by examining issues such as politics, class, religion, audience, gender, function, and ethnicity. Students learn to visually analyze works of art, and practice advanced critical thinking as they hone their analytical writing skills. Group projects and some hands-on experiences will be included. A variety of media are covered including drawing, painting, architecture, sculpture, and alternative media. AP credit will be awarded upon completion of the AP Exam in May and completion of the course.

**Independent Study in the Visual Arts (Y, A, B)***AR0990, AR1990—1st, AR2990—2nd**Grades 11, 12**Prerequisite: Completion of at least**Variable credit*

*4 semesters of art, prior completion of the highest-level art course that corresponds to the proposed study; faculty recommendation*

Before registering for this course, the student must present a written proposal outlining the work to be done, by semester, and obtain faculty recommendation. Once enrolled, student and teacher refine the proposal to include studio work, on-site visits for out-of-class work, written critiques, exhibitions and portfolio presentation. Studio space is provided, as available. General supplies are provided; student provides any specialized materials.

## MUSIC

Students may earn honors credit by involvement in additional performance groups or related activities. Students must be initially enrolled in one of the department's core ensembles (i.e., Concert Bands, ETHS Choir, Symphony Orchestra). Requirements for honors credit in non-performing classes are established on an individual basis with the instructor. Private vocal lessons are offered in the Music Division. Interested students should inquire about fees for private lessons.

### 1 Music Technology: Recording and Composition (S)

*MU1400* *Grades 10, 11, 12*

*No prerequisite* *1 credit*

Designed to teach musical composition through the medium of computer-generated sounds. Students learn to operate the electronic synthesizer and computers, and gain facility in the compositional techniques of the electronic composer.

### 2 Music Technology: Recording and Composition (S)

*MU2452, MU2453–honors* *Grades 10, 11, 12*

*Prerequisite: 1 Music Technology* *1 credit*

Designed to build upon the skills learned in 1 Music Technology through emphasis on increased development of compositional skills and understanding of additional technology and software.

### Chorale (Y, S)

*Semester: MU1352, MU1353–honors* *All grades*

*Year: MU0352, MU0353–honors* *1 or 2 credits*

*Prerequisite: May be taken for the full year or 2nd semester only; 8 credits may count toward graduation requirements*

A singing group of mixed voices for students whose musical talents and interests are equal to a varied and challenging musical diet of choral literature ranging from early chant to popular music, including music of various cultures sung in different world languages. Chorale performs in regular public concerts and school performances.

### ETHS Concert Choir (Y)

*MU0372, MU0373–honors* *Grades 10, 11, 12*

*Prerequisite: Faculty recommendation* *2 credits*  
*based on participation in Chorale, or by audition; 8 credits may count toward graduation requirements*

A singing group of mixed voices who qualify musically and vocally to study and perform challenging choral literature ranging from Renaissance madrigals to avant-garde 20th-Century works, including music of various cultures sung in different world languages. The ETHS Choir performs in regular public concerts and school performances.

### Concert Bands (Y)

*MU0202, MU0203–honors* *All grades*

*Prerequisite: Faculty recommendation* *2 credits*  
*by ETHS or jr. high/mid. school music teacher; 8 credits may count toward graduation requirements*

Focuses on the study and performance of standard and contemporary works for band. During the 1st quarter, students participate in the ETHS Marching Band or the fall concert band. The rest of the year, students meet in the three ETHS concert

bands. Students audition for placement in either Symphonic Band or Concert Bands according to their performance level. Students perform in several concerts during the school year.

### Beginning Guitar (A, B)

*MU1180*

*All grades*

*No prerequisite*

*1 credit*

Guitar class provides all students the opportunity to learn technical elements of playing lead and rhythm guitar in varying styles of music. Through class lessons and supervised practice in a group setting, students will learn traditional music notation as well as tablature, rehearsal techniques, and general music theory as applied to guitar playing. No prior guitar or music experience is required for this course.

### Intermediate Guitar (B)

*MU2180, MU2183–honors*

*All grades*

*Prerequisite: Semester grade of C or better* *1 credit*

*in Beginning Guitar or instructor's permission*

A continuation of Beginning Guitar, this hands on course traces the progression of rock and roll guitar from the 1950's to present day. Through class lessons and supervised practice, students will learn ensemble skills, intermediate playing techniques, and aural skills as applied to guitar through performance of rock literature. Students are required to perform in ensembles for class performances and Music Division concerts.

### String Orchestra (Y)

*MU0160, MU0163–honors*

*All grades*

*Prerequisite: Recommendation of middle- or high-school music teacher; 8 credits may count toward graduation requirements*

Stresses fundamentals of ensemble playing, intonation, balance and interpretation of literature for string ensemble.

### Symphony Orchestra (Y)

*MU0252, MU0253–honors*

*All grades*

*Prerequisite: Faculty recommendation; 8 credits may count toward graduation requirements*

Designed for students whose musicianship and playing skills are adequate to the demands of standard orchestral literature. Orchestra performs in regular public and school concerts. Wind and percussion students wishing to play in Orchestra must sign up for Concert Band instead of Orchestra and must audition to be selected for Orchestra.

### Seminar in American Music (A)

*MU1542, MU1543–honors*

*All grades*

*No prerequisite*

*1 credit*

This one semester course uncovers the history of jazz music in America from 1900 to the present. Students will explore jazz music's connection to modern culture and its influences on society through reading, listening, and analyzing musical examples from the era. In addition, students will learn basic jazz piano, rhythm guitar, upright bass, and jazz drum set fundamentals. This may be considered as part of a sequence of music courses, including Seminar in Western Music, and 1 and 2 Music Technology.



**Seminar in Western Music: Music Theory (B)**

MU2642, MU2643–honors

All grades

No prerequisite

1 credit

This one-semester course addresses the basic elements of music such as rhythm, scales, notation, chords, forms, and composition. Technology is used to enhance student learning and exploration of music theory in an historical context. While there is no prerequisite, the course may be considered as part of a sequence that begins with Seminar in American Music.

**AP Music Theory (Y)**

MU0805

Grade 11, 12

No Prerequisite

2 credits

This course focuses on the fundamentals of music theory including the study of tonality, melodic and harmonic analysis, analysis of form and structure, ear training, composition and arranging, and four part choral writing. This class will prepare students to take the AP Music Theory exam given in May. This course is highly recommended for students planning to major or minor in music during their post-secondary studies.

**Music Independent Study (Y, A, B)**

MU0990, MU1990–1st, MU2990–2nd

Grades 11, 12

Prerequisite: Faculty recommendation

Var. credit/duration

Primarily for students who are oriented to music as a career choice. With guidance from the music faculty, students plan a course of study and work independently in an area of music not included in the Music course offerings.

**Music Laboratory**

See listings below

All grades

Prerequisite:

No credit

Groups requiring an audition also require concurrent enrollment in a credit-bearing music course; confers pass/fail as a grade

Designed for students who want to develop their musical skills beyond the scope of regular music classes. Meeting times/places for some groups will be set after the regular school year begins. Most of these groups meet once a week.

- **MU0500 Jazz/Show Choir:** An extracurricular, mixed-vocal ensemble specializing in jazz and popular repertoire. Open to all students. *Audition required.*
- **MU0510 Master Singers:** A men's vocal ensemble specializing in the performance of choral works for male voices. *Open to all men.*
- **MU0560 Chamber Singers:** A women's ensemble specializing in the performance of choral works for female voices. *Open to all women.*
- **MU0540 Vocal Ensembles:** Male, female and mixed vocal ensembles of various sizes. Usually stylized repertoire: a cappella groups, madrigals, caroling ensembles. Open to all by audition.
- **MU0550 Voice Class:** Group voice lessons on using the voice in solo and ensemble singing.
- **MU0640 Handbell Choir:** Handbell ensembles with 3 octaves of handbells. Full ensemble, solo and small group ringing. *Audition required.*

- **MU0520 Orchestra Winds/Percussion:** Performs full orchestra works with the Symphony Orchestra. *Audition required.*
- **MU0700 Basketball Pep Band:** Performs at ETHS basketball games for entertainment and in support of the teams.
- **MU0670 Chamber Strings:** Study and performance of the finest string literature. *Audition required.*
- **MU0610 Woodwind Choir:** Study and performance of the finest literature for woodwinds. *Audition required.*
- **MU0620 Brass Choir:** Study and performance of the finest literature for brasses. *Audition required.*
- **MU0630 Jazz Bands/Jazz Combos:** Performance experience in contemporary jazz techniques. *Audition required.*
- **MU0650 Clarinet Choir:** Study and performance of the finest literature for all ranges of clarinets. *Audition required.*
- **MU0660 Instrumental Ensemble:** All families of instruments, trios through octets.
- **MU0680 Flute Choir:** Study and performance of the finest literature ranges of flutes. *Audition required.*

**SPEECH ARTS**

Students who wish to explore a Speech Arts career or study possibilities beyond ETHS should talk with a teacher or department chair to prepare a four-year program. Students are not limited to courses in one Speech Arts area. They may choose courses in all areas provided they fulfill the necessary prerequisites. Independent study is provided for those who demonstrate particular talent in their chosen area. Numerous performance opportunities are available through class projects and extracurricular activities in theatre productions, oral interpretation performances, television and radio productions, debate and forensics tournaments, and in-service opportunities to the school, such as announcing and onstage technical work.

**Broadcast Media (S)**

SA1110; SA1113–honors

All grades

No prerequisite

1 credit (CTE or Fine Arts)

This course explores the industry of Broadcast Media and is an introductory course. Students learn the basic fundamentals of broadcast production, including writing, producing, and computer editing. They receive basic training in videography techniques using digital technology to create various broadcasts for TV and radio. Students study the history of broadcasting, as well as advertising techniques through a media-literacy component.

**Advanced Broadcast Media (S)**

SA2110, SA2113–honors

Grades 10, 11, 12

Prerequisite: Teacher approval

1 credit (CTE or Fine Arts)

The course builds on fundamentals covered in Broadcast Media. Students learn how to operate all the equipment in the TV studio and control room. More in-depth studies include writing, producing, and editing for television; and creating TV broadcasts, including talk shows and documentaries. Students gain specific knowledge on how to anchor a TV news broadcast, refine videography skills, and produce student newscasts. For students who want to join the KIT-TV News staff, this course offers higher-level concepts for entry into the advanced course.

**Advanced Journalistic Writing and Media Production (Y)***(Listed in English)**Earns either Career/Tech or Fine Arts credit.***Public Speaking (S)**

SA1100

*No prerequisite*

This course focuses on public speaking, group discussion and persuasion. Major emphasis is on improving the elements of organization and content of various types of speeches, and sharpening speaking skills and speech delivery, both as an individual and within a group.

**SUMMER SCHOOL ONLY***All grades**1 credit***1 Debate (S)**

SA1010

*No prerequisite*

Introduction to the speaking, research, listening and strategic skills required by successful debaters. Students participate in policy, value and student congress debates. Emphasis on current social, political and economic issues.

*All grades**1 credit***2 Debate (S)**

SA2010, SA2013–honors

*Prerequisite: 1 Debate*

Advanced techniques of argumentation and research are emphasized. Class and tournament competitions are integral to class. Students may enroll more than once.

*All grades**1 credit***1 Theatre (S)**

SA1440

*No prerequisite*

Introduces acting fundamentals, concentrating on the instrument of the actor: the voice and body. The course includes pantomime, improvisation, theatre games and working with scripts by modern American writers, dealing mostly with characterization.

*All grades**1 credit***2 Theatre (Y)**

SA2440, SA2443–honors

*Prerequisite: 1 Theatre or teacher recomm.*

A performance-oriented course in the study of theatre emphasizing acting and improvisation as a means of discovering a self-concept of theatre as a performing art. Explores various types of dramatic literature through script study, school and professional productions, and group and individual performances.

*All grades**2 credits***3-4 Advanced Theatre: Theatre Production (Y)**

SA3330, SA3333–honors

*Prerequisite: 2 Theatre or teacher recomm.*

For the theatre student who has demonstrated a high degree of involvement in theatre production/performance. Students work extensively on projects such as adaptation, musical theatre, and dialects, with a particular focus on directing. Students enrolled in this course have several opportunities to see theatre outside of ETHS and to build a personalized acting methodology.

*Grades 10, 11, 12**2 credits***NOT OFFERED IN 2014-15****3-4 Adv. Theatre: Playwriting/Adv. Acting (Y)**

SA3340, SA3343–honors

*Grades 10, 11, 12**Prerequisite: 2 Theatre or teacher recomm. 2 credits*

For theatre students who have demonstrated a high degree of involvement in theatre production/performance. This course features an extensive playwriting unit, dialect acting and scene work, period pieces, and other topics. Extensive outside-of-class time is required to participate fully in the curriculum and creative experiences of the course.

**1 Stagecraft (S)**

SA1330

*No prerequisite*

An introduction and basic hands-on knowledge of most areas of technical theater including stage design, set construction, set decoration, properties, costume design, light design and execution, sound design and execution, make-up, and running crew. Students complete practical projects related to current ETHS production and design in theory. Includes some painting, carpentry, and inventory management. *May be taken twice for credit.*

*All grades**1 credit (CTE or Fine Arts)***NOT OFFERED IN 2014-15****Speech Arts Independent Study (Y, A, B)**

SA0990, SA1990–1st, SA2990–2nd

*Grades 11, 12**Prerequisite: Enrollment in or completion Var. credit/duration of the advanced Speech Arts courses; written proposal*

For the mature student who has demonstrated exceptional ability and interest in the course and extracurricular work of Speech Arts. Assisted by a faculty adviser, the student plans and carries out a program of self-directed learning. Students should be prepared to devote up to at least six periods of work each week to this course.

# HISTORY & SOCIAL SCIENCE

Office: S322, (847) 424-7740

Jennifer Fisher, Department Chair

The study of history and the social sciences is essential to preserving human dignity, justice and democracy. ETHS and our department believe that students should not only be introduced to other cultures, but helped to understand the universal concerns among people who differ in many respects. The varied course selections and graduation requirements reflect these goals. The diversity of the ETHS student body is a unique asset for teaching about the human community. Through a variety of teaching styles and techniques, students are given opportunities to exchange ideas, and to learn the facts, concepts and skills necessary to become effective citizens. These skills are formally evaluated in both English and History classes.


## Standards

The standards that the History and Social Science Department address in our courses include:

- **Politics and Government.** Students will describe and explain responsibilities of citizens; analyze the roles and influences of individuals and interest groups in the political systems of Illinois and the United States. Students will understand the basic principles of government structures and functions of the political systems of Illinois, United States, and other nations.
- **History.** Students will understand and analyze events, trends, individuals, and movements shaping the history of Illinois, the United States, and other nations.
- **Geography.** Students will locate, describe, and explain places, regions, and features of the earth using geographic terms, methods, and representation.
- **Culture.** Students will identify and compare characteristics of culture as reflected in language, literature, the arts, tradition, and history.
- **Civility.** Students will demonstrate knowledge and use of appropriate civil behavior and understand how it impacts the balance of rights and responsibilities in our society.
- **Economics.** Students will develop skills to become a powerful, knowledgeable, and active participant in the economy. Students will demonstrate an understanding of basic economic concepts and terms, characteristics of different economic systems, government's role/influence in the economy, and trade and international economies.

## HISTORY & SOCIAL SCIENCE COURSE OFFERINGS:

FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
Core Knowledge, Skills and Attitudes			Enlargement of Understanding
1 Humanities	2 Humanities Enriched	American Studies	African-American Studies
	2 Humanities	American Legal System	American Legal System
	Modern World History: A Global Perspective	United States History	AP European History
	American Legal System	AP United States History	AP Psychology
			Economics
			Sociology of Class, Gender and Race
			Human Behavior
			Independent Study
			Philosophy
			Senior Studies

 = Fulfills Global Perspective requirement



## FRESHMAN HUMANITIES

Freshman Humanities is an interdisciplinary course that integrates World History and English through the study of human culture. The purpose of the course is to establish an academic foundation for freshman students in both English and History that will provide the basis for future studies throughout high school. Freshman Humanities is anchored by the chronology of World History, from ancient civilization to 1800, through which the English curriculum connects and intersects via classical and contemporary literature. Powerful and meaningful academic experiences can happen when students connect the contemporary world in which they live to events in the past and then project how current events will shape the future. Throughout the year, students will be challenged to question and think critically about how ancient and modern stories shape their own thoughts, philosophy and culture.

### 1 Humanities History with Support (Y)

*HS5011* Grade 9 **N**  
*No prerequisite* 2 credits

This program provides academic support for freshmen who score below the 40th percentile in reading. Instruction in the English and history content areas includes explicit literacy strategies embedded in the curriculum. Emphasis in this course is on continued growth in the areas of writing, reading, speaking, critical thinking and historical analysis for students who are working below grade level.

### 1 Humanities History 2/Honors (Y)

*HS1012, HS2012* Grade 9 **N**  
*HS1013, HS2013—honors* 2 credits  
*No prerequisite*

Emphasis in this course is on continued growth and acceleration in the areas of writing, reading, speaking, critical thinking and literary analysis for students who are working at and above grade level. Taught at the honors level, students may earn regular or honors credit in this class. Honors credit is determined at the end of each semester.

## GLOBAL PERSPECTIVE STUDIES

The following courses meet the Global Perspective requirement.

### 2 Humanities History Enriched (Y)

*HS0031* Grade 10 **N**  
*No prerequisite* 2 credits  
*Credit given for both sophomore English and History*

This is a two-period course that is taught for students who need extra support and skill development. The course explores Africa, Latin America, and Asia. It also focuses on literacy skill development within the History and English curriculum.

### Modern World History: A Global Perspective (Y)

*HS0302, HS0303—honors* Grade 10 **N**  
*No Prerequisite* 2 credits

This course builds on the content and skills students experienced in their freshman humanities course. Through a thematic approach, the curriculum will cover from 1800 to the present using a global perspective lens. Students will be challenged to question and think critically about how modern world history has

shaped their own thoughts, philosophy and culture. Taught at the honors level, students may earn regular or honors credit and are able to transition from the regular to honors level within the same class without a schedule change.

### 2 Humanities History 2/Honors (Y)

*HS5202, HS5203—honors* Grade 10 **N**  
*No prerequisite* 2 credits  
*Credit given for both sophomore English and history*

An interdisciplinary course that integrates World History and English through the study of human culture in a two period elective. Team taught by an English and History teacher, the course is aligned to 1 Humanities so that students may complete the *World History For Us All* curriculum. Taught at the honors level, students may earn regular or honors credit and are able to transition from the regular to honors level within the same class without a schedule change.

## UNITED STATES HISTORY

The purpose of U.S. History is to inform students of America's past. With the knowledge and skills taught in this course, students are better able to understand the complex issues which face the American nation today. An exam on the principles of the American Constitution required by the State is included in each course. Students should meet their U.S. History requirement during their junior year by taking one of the following courses.

### United States History Team (Y)

*US History Team classes have students enrolled at the 1, 2, and honors level.*

*US History 1: HS0101* Grade 11 **N**  
*US History 2: HS0102*  
*US History H: HS0103*  
*No prerequisite* 2 credits

Team taught by two History teachers, this course examines the political, economic and social development of the American nation. Classes often meet as large group for simulations, lectures, and role plays, and during each unit students receive targeted instruction based on their needs. Emphasis throughout the class is on developing historical thinking skills—including historical interpretation of key eras, events and individuals. Examination of primary and secondary sources, clear analytical writing, and in-depth discussion are central elements of this course. Honors credit is an option, and students are able to transition from one level to another within the same class. Taught at the honors level, students may earn regular or honors credit and are able to transition from the regular level to the honors level within the same class without a schedule change.

### American Studies 2/American Studies H (Y)

*HS5112, HS5113—honors* Grade 11 **N**  
*No prerequisite* 2 credits  
*Credit given for both junior English and US History*

Team taught by English and History teachers, this course interrelates American literature, history, art, music, drama, religion, architecture and philosophy to show the development of contemporary American life and the American character. It traces the contributions of various ethnic and racial groups and their cultures. Taught at the honors level, students may earn regular or

honors credit and are able to transition from the regular level to the honors level within the same class without a schedule change.

### AP United States History (Y)

HS0105

No prerequisite

Grade 11 **N**

2 credits

The course covers chronologically structured units which stress major trends and concepts that illuminate the meaning of our national past. Insights from economics, sociology and other social sciences are used to analyze key problems of the American experience. Much attention is given to important historical interpretations. Students are trained in the techniques of analytical discussion and in-depth case studies. Extensive research and writing is integral to this course. Students are expected to read at least one chapter from the textbook a week, each comprising 20-30 pages. Students have outside readings related to the chapters including primary source documents and writings by other historians. Course assessments include 3-4 research papers, 5-6 Document-Based Questions (DBQs), and tests that reflect some or all parts of the AP US History Exam administered in May. The AP Exam is 80 multiple-choice questions, 1 DBQ essay, and 2 free-response essays. AP credit will be awarded upon completion of the AP exam in May and completion of the course.

### APUSH/AP 3 English: Block Period Option (Y)

ENHS3AP

Prerequisite: 2 English H

Grade 11 **N**

2 credits

Students planning to enroll in both AP United States History and AP 3 English: Language & Composition may request to take these classes in a block. Team taught by an English and History teacher, this blocked course inter-relates the study of American literature and history. Fulfills the requirements for US History, including the Constitution and junior year English.

## HISTORY/SOCIAL SCIENCE ELECTIVES

### The American Legal System (S)

HS3152, HS3153-honors

No prerequisite

Grades 10, 11, 12 **N**

1 credit

Meets the Consumer Education requirement

Explores the nature of crime, its causes, prevention and consequences as well as those who work within the criminal justice system, while teaching students their rights and responsibilities under the U.S. Constitution. Also covers economic strategies such as budgeting money; figuring income tax; renting an apartment; and purchasing insurance, a home and a car. Taught at the honors level, students may earn regular or honors credit and are able to transition from the regular level to the honors level within the same class without a schedule change.

### AP U.S. Government & Politics

(Listed in Career & Technical Education. Earns 2 credits in Career/Tech or as History/Social Science elective.)

### African-American Studies (S)

HS3552, HS3553-honors

No prerequisite

Grades 11, 12 **N**

1 credit

Familiarizes students with various aspects of African-American history and life including civil rights, educational achievements, political and social movements, and contemporary African-American culture, enabling them to analyze past and current social conditions and problems and develop the skills to recognize and solve social problems within their community. Frequent opportunities exist for independent interdisciplinary projects. Taught at the honors level, students may earn regular or honors credit and are able to transition from the regular level to the honors level within the same class without a schedule change.

### Economics (S)

HS3652, HS3653-honors

No prerequisite

Grade 12 **N**

1 credit

Meets Consumer Education requirement

An advanced analysis of economic principles. Topics covered are capitalism, price determination, business cycles, monetary/fiscal policies, international trade, and current stock markets. Important economic problems are analyzed. Emphasizes economic reasoning and utilizes novel learning techniques, including computer simulations of the stock market. Taught at the honors level, students may earn regular or honors credit and are able to transition from the regular level to the honors level within the same class without a schedule change. AP exam available.

### Inquiries into Human Behavior (S)

HS3762, HS3763-honors

No prerequisite

Grade 12 **N**

1 credit

Introduces the field of psychology and examines the major theories of human behavior while seeking to answer such questions as: Why do humans behave the way they do? What motivates them? How can we better understand individual and group behavior? What types of psychology are practiced in society today? Taught at the honors level, students may earn regular or honors credit and are able to transition from the regular level to the honors level within the same class without a schedule change.

### Philosophy (S)

HS3782, HS3783-honors

No prerequisite

Grade 12 **N**

1 credit

Examines the nature of knowledge and truth, the mind and soul, good and evil, free will and determinism, etc. The course acquaints students with the questions and issues typical to philosophy, encourages self-reflection, and focuses on critical thinking and written expression. The course includes classical and modern texts, the application of philosophical thinking to current issues, and elements of logic necessary to the understanding of philosophy. Taught at the honors level, students may earn regular or honors credit and are able to transition from the regular level to the honors level within the same class without a schedule change.

**Sociology of Class, Gender and Race (S)**

HS3772, HS3773—honors  
No prerequisite

Grade 12 **N**  
1 credit

Introduction to the field of sociology with an emphasis on how class, gender and race impact social identity and opportunities for success. Examines classical and contemporary sociological theories and research methods and use them to develop solutions to social problems we face in our community and beyond. Taught at the honors level, students may earn regular or honors credit and are able to transition from the regular level to the honors level within the same class without a schedule change.

**AP European History (Y)**

HS0705  
No prerequisite

Grade 12 **N**  
2 credits

This course is an in-depth study of the political, economic and ideological forces from the Renaissance on that still influence modern Europe. Emphasis is on major trends such as the rise of nation-states, development of the scientific method, and political and economic theory. Course readings, especially primary source documents, help students study critically important ideas, understand them as products of their times, and analyze their immediate relevance. Course assessments include 8-10 primary source annotations per semester, unit tests, at least one Document-Based Question (DBQ) per semester, quarter exams, group and individual presentations each semester, and tests that reflect some or all parts of the AP European History exam administered in May. The AP exam is 80 multiple-choice questions, 1 DBQ essay, and 2 free-response essays. Summer assignment given. AP credit will be awarded upon completion of the AP exam in May and completion of the course.

**AP Psychology (Y)**

HS0765  
No prerequisite

Grade 12 **N**  
2 credits

This course covers 10 units on the behavior and mental processes of human beings and other animals. Psychological facts, principles, and phenomena associated with each of the major subfields within psychology are also examined. Students learn about the ethics and methods psychologists use in their science and practice as well. Students write 10-15 free responses/essays and complete between 5-10 formal presentations and projects. Content quizzes are given about twice a week to check for understanding of material discussed in class and readings completed outside of class. Popular literary sources such as *Time*, *Newsweek*, and *The New York Times* are used to enhance classroom discussions and lessons. Each unit is followed by a test that is in the same format as the AP exam, which consists of multiple-choice questions and a free-response essay. Summer assignment given. AP credit will be awarded upon completion of the AP exam in May and completion of the course.

**History/Social Science Indep. Study (Y, S)**

HS0990, HS1990—1st, HS2990—2nd      Grade 12  
Prerequisite: Senior standing, department Var. duration/credit recommendation, department chair approval

Designed for mature students who have completed the H/SS requirements and demonstrated exceptional interest in history/social science. Students work with a faculty advisor to explore an area of interest, identify specific learning goals and outcomes, organize the content and approach, determine the final project, and take responsibility for the completion of the program. A contract, developed and signed by the student and faculty advisor, must be approved and signed by the dept. chair. Independent study may not be taken in place of any currently offered course.

**Senior Studies (Y)**

IN0402, IN0403—honors      Grade 12  
Prerequisite: Sr. standing with excellent 6 credits

attendance record. Successful completion of junior courses in English and history; Global Perspective requirement fulfilled. Earns 2 English, 2 History and 2 Community Service credits.

A full-year, interdisciplinary, experientially based study of the Evanston/Chicago communities. First semester, students examine and participate in various aspects of the community: its issues and culture. During second semester, students propose, design, complete, present, and evaluate their own community based project. This course is designed for self-motivated and self-directed learners. Faculty and community members serve as advisors and mentors to each student and his/her independent study project. Taught at the honors level, students may earn 2-level or honors credit and are able to transition from 2- to honors level within the same class.



# MATHEMATICS

**Office: N214, (847) 424-7600**

**Peter DeCraene, Department Chair**

The content and habits of mind developed in Mathematics courses are becoming more and more important in our information and technology-rich world. Students are encouraged to take as much math as their schedules allow, and must have at least six math credits to graduate. Depending on the class in which a student is placed as a 9th grader, the typical course sequence would be one of the following: 1 Algebra, Geometry, 2 Algebra, Trigonometry/Analysis; or Geometry, 2 Algebra, Trigonometry/Analysis, and a choice of Calculus, Statistics, or Finite Math. Students interested in science, engineering, economics, business, math, or computer science should take four years of mathematics, including Calculus, Statistics, and/or Computer Science.

Freshmen are placed into courses in the math sequence based on courses taken and grades earned in middle school, teacher recommendation, standardized test scores, and ETHS Math placement test scores. The placement process also determines whether incoming 9th graders will be placed into honors or regular level courses. After 9th grade, students may take courses at the honors level with a recommendation from their current teacher; students should be maintaining grades of A or B if currently in an honors-level math class or grades of A if currently in a regular-level math class. Teachers provide recommendations at the start of the course selection process.

Courses beyond Geometry require the use of a graphing calculator. It is suggested that students purchase their own calculator (TI-83 or TI-84 versions are recommended for all courses unless specified otherwise). The Math Department loans graphing calculators to students in financial need.

## Standards

Courses in the Math Department follow the Content Standards of the Common Core State Standards for Mathematics, and additionally emphasize the Standards for Mathematical Practice outlined in that document:


1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

The complete Common Core State Standards for Mathematics can be found online.

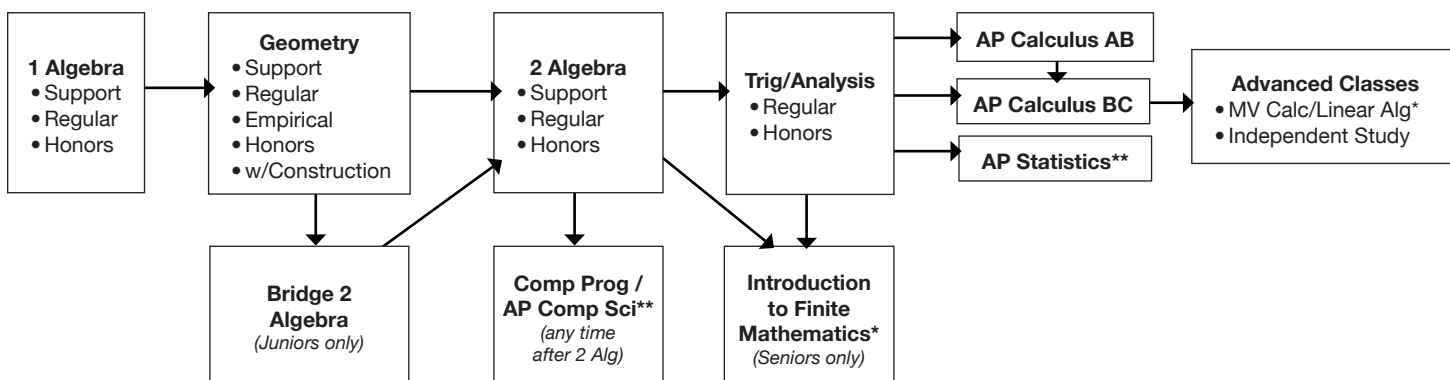
## Common Assessments

Department semester exams focusing on course content and mathematical practices are given in each course.

## Dual Credit

Mathematics courses marked with the  symbol offer dual ETHS and college credit through Oakton Community College.

## MATH COURSE SEQUENCES



\* Offers dual-credit with Oakton Community College.

\*\*AP Statistics and the Computer Science courses may be taken concurrently with other math classes.

## MATH COURSES

**1 Algebra (Y)**

MA0052

No prerequisite

All grades **N**  
2 credits**1 Algebra (Y, Double Period)**

MA0042

No prerequisite

All grades **N**  
3 credits  
(2 math, 1 elective)

A standard course in beginning Algebra that includes linear and quadratic functions and equations. There is a focus on making connections between verbal, numeric, graphical and algebraic representations of these functions. Additional topics include exponential growth and decay, operations on polynomial expressions, and solving systems of linear equations. The double-period course provides extensive support for 1 Algebra and extra time to explore algebra topics for further understanding.

**1 Algebra Honors (Y)**

MA0053

No prerequisite

Grade 9 **N**  
2 credits

An enhanced course in first-year algebra that is faster paced and has more complex, multistep problems than 1 Algebra. Intended for students who have mastered Pre-Algebra. A major focus is on problem solving.

**Empirical Geometry (Y)**

MA0230

Prerequisite: 1 Algebra

Grades 10, 11, 12 **N**  
2 credits

Focuses on plane geometry; includes coordinate and space geometry, and using algebra to solve geometric problems. Introduces students to aspects of formal proof. Reinforces abstract concepts with lab activities and computer lessons.

**Geometry (Y)**

MA0202

Prerequisite: 1 Algebra; recommend  
grade of C or better in a 1 Algebra courseAll grades **N**  
2 credits**Geometry (Y, Double Period)**

MA0152

Prerequisite: 1 Algebra

All grades **N**  
3 credits (2 math, 1 elective)

Focuses on plane geometry. Reasoning and justification using paragraph and two-column proofs, applying geometric principles on the coordinate plane, and using algebra in geometric situations are integral parts of the course. The double-period course includes a second period that provides support for the geometry course and extra time to explore geometric topics for further understanding. The second period is elective and may be taken with teacher recommendation.

**Geometry Honors (Y)**

MA0203

Prerequisite: 1 Algebra H; recommend  
grade of B or better in 1 Algebra HGrades 8, 9, 10 **N**  
2 credits

An enhanced geometry course with considerable depth that is faster paced and has more complex, multistep problems than Geometry. Intended for students who have mastered 1 Algebra Honors and can process abstract concepts quickly. Major focus is on using algebra in a geometric context, problem solving and writing original proofs.

**Geometry in Construction (Y)**

MA0222-MA0233-honors

IT0222-IT0223-honors

Prerequisite: 1 Algebra

All Grades  
4 credits (2 CTE, 2 Math)

Geometry in Construction is an interdisciplinary course that integrates Geometry and Construction topics through the building of a significant construction project. The purpose of the course is to provide students with a better understanding of both the Geometry and the Construction content through the combination of the academic and work-world contexts. The Geometry content matches that of the other Geometry courses taught in the Math Department, and prepares students for the subsequent 2 Algebra courses. Students will be exposed to and gain hands-on experience in the following areas of Construction: safety, framing, HVAC, plumbing, roofing, windows, exterior doors, and siding. Additional emphasis is given to teamwork, problem-solving, and the promotion of STEM education. Students can earn credit for Geometry and for Construction in this double-period course.

**Bridge 2 Algebra (Y)**

MA0062

Prerequisite: Geometry, Empirical

Geometry; recommended for students with grades of C- or below  
in 1 Algebra and Geometry.Grade 11  
2 credits

Designed to prepare students for 2 Algebra. Students strengthen their algebra/geometry skills and preview many advanced algebra topics. Includes the study of linear, quadratic, and exponential functions, some trigonometry topics, probability, statistics, and preparation for standardized tests. A graphing calculator is required.

**2 Algebra (Y)**

MA0252

Grades 10,11,12 **N**

*Prerequisite: Geometry; recommend grade of C or better in Geometry and 1 Algebra course* 2 credits

**2 Algebra (Y, Double Period)**

MA0242

Grades 11, 12 **N**

*Prerequisite: Geometry or Empirical Geometry* 3 credits (2 math, 1 elective)

An advanced algebra course. Includes complex numbers, logarithms, polynomials, probability, rational expressions and conics. A graphing calculator is required. The double-period course includes a second elective period that supports 2 Algebra. The second period may be taken with teacher recommendation, and will serve students who struggled in 1 Algebra.

**2 Algebra Honors (Y)**

MA0253

All grades **N**

*Prerequisite: Geometry H; recommend grade of B or better in Geometry H* 2 credits

A course of greater depth than 2 Algebra, including topics like matrices and transformations, with an emphasis on functions and graphing. A graphing calculator is required.

**Introduction to Finite Mathematics (Y)**

MA0450

Grade 12 **N** **O**

*Prerequisite: 2 Algebra* 2 credits  
*Oakton Community College dual credit*

Designed to enable students to reason quantitatively from a variety of mathematical perspectives. Topics include probability, statistics, logic, algebra, geometry, estimation, and the process of problem solving. College credit is available through Oakton Community College. A grade of C or higher in this course will fulfill the general education requirements for the Bachelor of Arts except for math, science and business majors in Illinois public colleges and universities. A graphing calculator is required.

**Trigonometry-Analysis (Y)**

MA0502

Grades 11, 12 **N**

*Prerequisite: 2 Algebra; recommend grade of C or better in 2 Algebra* 2 credits

A precalculus course, including trigonometry, function analysis, series, and limits. A major focus is on solving multipart problems in context. A graphing calculator is required.

**Trigonometry-Analysis Honors (Y)**

MA0503

Grades 10, 11, 12 **N**

*Prerequisite: 2 Algebra H; recommend grade of B or better in 2 Algebra H* 2 credits

An honors-level precalculus course, including trigonometry, vectors, sequences, series, limits, induction, graphing and probability. Intended for students with mastery of the skills and theorems of advanced algebra and geometry. A graphing calculator is required.

**AP Calculus A/B (Y)**

MA0555

Grades 11, 12 **N**

*Prerequisite: Trig-Analysis H or Trig-Analysis; recommend grade of B or better in Trig-Analysis* 2 credits

This course is the equivalent of one semester of college calculus. It begins with a brief review of exponential, logarithmic, and trigonometric functions. Topics include limits, continuity, derivatives and their applications, slope fields, and integrals and their applications. Students will be able to create appropriate models for word problems, as well as use technology to explore new problems. AP Calculus AB requires that students learn some topics independently. They are expected to read the text book and complete homework (45-60 minutes every night). In addition to taking in-class quizzes and tests, students may complete collaborative projects with classmates outside of class. Requires the use of a graphing calculator with functions of the TI-83 Plus or TI-84 Plus. AP credit will be awarded upon the completion of the AP exam in May and completion of the course.

**AP Calculus B/C (Y)**

MA0605

Grades 11, 12 **N**

*Prerequisite: Trig-Analysis H; recommend grade of B or better in Trig-Analysis H* 2 credits

This course is the equivalent of a full year of college calculus. Topics studied in the course include all of the topics in AP Calculus AB as well as: motion in the plane; Euler's and Newton's methods; techniques of integration including partial fractions, trig substitution, and integration by parts; parametric and polar functions; improper integrals; numerical approximations of integrals and error measures; sequences and series; Taylor's series; and beginning work with separable differential equations. Students are expected to learn a significant amount of mathematics from reading the college-level text and to complete 20-30 homework problems every night. In addition to taking in-class quizzes and tests, students are expected to complete collaborative problems outside of class on each chapter. Some of the homework problems and test problems will be multilevel, non-routine problems. The course is both conceptual and application-based with an emphasis on understanding the key ideas of calculus and applying them to various situations. Requires the use of a graphing calculator with functions of the TI-83 Plus or TI-84 Plus. AP credit will be awarded upon the completion of the AP exam in May and completion of the course.

**AP Statistics (Y)**

MA0675

Grades 11, 12 **N**

*Prerequisite: Trig-Analysis H or Trig-Analysis; recommend grade of B or better in Trig-Analysis* 2 credits

This is an introductory, non-calculus-based college-level statistics class. Emphasis is placed on the collection, analysis, and interpretation of real-world categorical and quantitative data. For example, students can use tools of the class to assess the relationship between a college's acceptance rate and its tuition. The course emphasizes written and verbal communication concerning what data mean in context so that the data can inform decisions about real-world problems such as whether Vitamin C really prevents illness. Course topics include univariate and bivariate data analysis and interpretation, linear and non-linear regression, understanding and comparing distributions



(particularly the normal distribution), probability, discrete and continuous random variables, sampling and experiment design, and statistical inference (including confidence intervals and significance tests).

Workload includes daily homework and reading (45-60 minutes per night), weekly short assessments in class and outside of class, and a major test every unit (approximately three each quarter). There are quarterly projects that emphasize collection and analysis of real-world data using statistical software (MINITAB). Each project requires an in-depth paper including analysis and interpretation of findings. The 4th-quarter project is a synthesis of ideas of the course and includes an oral presentation in addition to a final paper. Requires the use of the TI-83 Plus or TI-84 Plus graphing calculator. AP credit will be awarded upon completion of the AP exam in May and completion of the course.

### Multivariable Calculus/Linear Algebra (Y)

MA0655 Grade 12 **N O**  
*Prerequisite:* AP Calculus B/C; 2 credits  
*should be attempted only by students scoring 4 or 5 on the AP BC Calculus exam*  
*Oakton Community College dual credit*

A college-level course for students who have successfully completed a year's study in calculus. Topics in vectors, vector analysis, partial differentiation, multiple integration and Green's theorem are covered. Linear algebra includes matrices, vector spaces, eigenvalues, linear transformations, and writing original proofs. A graphing calculator with a symbolic manipulator is required. The TI-Nspire CAS is preferred, but the TI-89, TI-92, and TI-Voyage 200 are acceptable.

### Mathematics Independent Study (Y, A, B)

MA0990, MA1990–1st, MA2990–2nd Grades 11, 12  
*Prerequisite:* Dept. recomm. Var. credit/duration

Students wishing to do independent study in math should complete an Independent Study contract. They must find a math teacher to serve as an advisor and must obtain approval from the department chair. Independent Study contract forms are available in the department office. Available only on a pass/fail basis.

## MATH ELECTIVES

**These computer-programming courses are offered through the Math Department. None of these computer classes may count toward the math requirement.**

### 1 Computer Programming (S)

MA1150, MA1153–honors All grades  
*Prerequisite:* Intro to Computer 1 credit  
*Programming (in CTE) and Geometry; or completion of or concurrent enrollment in 2 Algebra (or H)*

An introductory Java programming course. Students learn structured and object-oriented design of programs using Java computer language through classroom discussion and intensive lab experience. Includes program design, Java syntax, loops, conditionals and classes. Recommended for college-bound students pursuing science, engineering, math or computer science majors. Intended as the first step toward gaining Advanced Placement credit in computer science. *May be taken for either CTE or elective credit. Honors credit available.*

### AP Computer Science (S)

MA2805 Grades 10, 11, 12  
*Prerequisite:* 1 Computer Programming; 1 credit  
*competence in written and oral communication.*

This is a college-level course in computer science. Topics include object-oriented program design, algorithms, and algorithm analysis, data representations, and control structures. Special attention is paid to the analysis of a large “case study” program and object-oriented programming. The course is geared towards the enhancement of the students’ analytical and problem-solving skills. Students complete several projects each semester and written assignments weekly, in addition to unit tests. Several days each week are spent in the computer lab designing and modifying projects. AP credit will be awarded upon the completion of the AP exam in May and completion of the course. *May be taken for either CTE or elective credit.*

# PHYSICAL EDUCATION & WELLNESS

Office: G108, (847) 424-7270

Theresa Patterson, Department Chair

The mission of the Physical Education and Wellness Department is to educate, inspire, and motivate students to gain a deeper knowledge of, and appreciation for, physical activity and wellness as a lifelong endeavor.

Swimming is an integral part of the Physical Education program. A vital goal of the PE/Wellness Department is to ensure that all students are water safe before they graduate from Evanston Township High School.

Seven credits are required for Physical Education and one credit is required for Wellness Education. Students must take one physical education course per semester. During the sophomore year, students are required to take one semester of P.E. and one semester of Wellness Education.

## 1-2 PHYSICAL EDUCATION COURSES

### 1 Physical Education (Y)

PE0050 (female); PE0060 (male) Grade 9

Prerequisite: Freshman standing 2 credits

1 Physical Education is a required, year-long course. The curriculum emphasizes fitness, wellness and nutrition. These activities include but are not limited to swimming, functional fitness, team sports and individual sports. The freshman curriculum also includes units in human sexuality (sex education), social/emotional health, and drug and alcohol education.

### 2 Physical Education (S)

PE3100 Grade 10

Prerequisite: Sophomore standing 1 credit

2 Physical Education is a required semester course.

The curriculum emphasizes nutrition, fitness, wellness, fitness development through team and individual sports and swimming. The curriculum also includes personal fitness planning and development.

## 3-4 PHYSICAL EDUCATION COURSES

### 1 Adventure Education and High Ropes (S)

PE0200 Grades 11, 12

Prerequisite: Junior or senior standing 1 credit

An adventure experience that may include but is not limited to: Backpacking, canoeing/kayaking, hiking, biking, journal writing, archery, **wall climbing**, knots and splices, first aid, **high and low ropes**, orienteering, fitness and conditioning, camping, menu planning, equipment repair and care. This course includes a weekend camping trip with unique educational projects and community service projects such as cleaning area parks and waterways. Due to the nature of this class, it is not recommended for students who have experienced seizures or have been diagnosed with a seizure disorder. Students cannot repeat this course within the same school year.

### 2 Adventure Education (S)

PE0210

Grade 12

Prerequisite: 1 Adventure Education and department recommendation

1 credit

Skills learned in 1 Adventure Education are built upon in 2 Adventure Education. The course also explores Survival Techniques and the many educational/employment opportunities available in such areas as forestry, ecology, wildlife conservation, outdoor recreation, and parks and recreation. Due to the nature of this class, it is not recommended for students who have experienced seizures or have been diagnosed with a seizure disorder. Community Service activities are required in 2 Adventure Education.

### Healthy Lifestyles and Fitness (Y)

PE0550

Grades 11, 12

Prerequisite: Department recommendation 2 credits

This is a year-long course designed to teach students how to eliminate and modify unhealthy behaviors by focusing on improving their own personal nutrition and exercise routines. There is a major emphasis on health, fitness and wellness activities. This course will have an aquatic component related to swimming skills, swim fitness, swim sports and water safety.

### 3-4 Early Bird Fitness (A, B)

PE1350—1st, PE2350—2nd

Grades 11, 12

Prerequisite: Junior or senior Standing 1 credit

The Early Bird P.E. curriculum emphasizes personal fitness, wellness and nutrition. Students participate in functional fitness activities, conditioning, and resistance training activities. Other possible activities include ice skating (\$20 skate rental and professional ice skating instructor) and aqua fitness/sports.

### Competitive Sports and Fitness (S)

PE0332

Grades 11, 12

Prerequisite: Junior or senior standing 1 credit

This course will have a focus on competition, tactics, sport history, conditioning, nutrition, and fitness. Activities include but are not limited to football, soccer, volleyball, basketball, badminton, softball, etc. This course will have an aquatic component related to swimming skills, swim fitness, swim sports and water safety.

### Fusion Fitness (S)

PE0602

Grades 11, 12

Prerequisite: Junior or Senior Standing 1 credit

This total fitness course will include a variety of health related fitness activities such as Pilates, yoga, stability balls, core workouts, resistance bands, aerobics, and concepts such as stress relief, body awareness and nutrition. This course will expose students to a spectrum of group fitness activities. This course will have an aquatic component related to swimming skills, swim fitness, swim sports and water safety.

**Global Dance (S)***PE0482* *Grades 11, 12**Prerequisite: Junior or senior standing* *1 credit*

This course is a combination of high-energy world dances infused with fitness, nutrition, and resistance training. Students will learn the basic movements and history to dance from around the world. Dance genres include but are not limited to Latin, West African, Hip Hop, stepping, and Bollywood.

**1 Martial Arts (S)***PE0382* *Grades 11, 12**Prerequisite: Junior or senior standing* *1 credit*

This course offers exposure to a variety of disciplines within martial arts. Students will explore the skills and concepts that comprise Yoga, Tai Chi, Jiu-jitsu, Judo, Capoeira, Tae Kwon Do, and self-defense. Fitness and wellness concepts are also incorporated throughout the curriculum.

**2 Martial Arts (S)***PE0392* *Grade 12**Prerequisite: 1 Martial Arts* *1 credit*

This course offers advanced Martial Art fitness routines and techniques for a variety of disciplines within martial arts. Students will explore basic sparring techniques and concepts of combative self-defense. Major Martial Art disciplines covered will include but are not limited to Jiu-jitsu, Judo, Capoeira, Tae Kwon Do, and self-defense. Fitness and wellness concepts are also incorporated throughout the curriculum. Recommended for students interested in Martial Arts after graduation.

**Sports Officiating (S)***PE0372* *Grades 11, 12**Prerequisite: Junior or senior standing* *1 credit*

This course may offer each student the opportunity to become certified to officiate the following sports: soccer, volleyball, flag football, basketball, baseball, and softball. Students learn the rules, signals, and techniques involved in officiating, and attend athletic contests to evaluate and observe certified officials' performance. Students take the written tests to learn how to be certified in each of the sports listed above, and are also assessed on their officiating skills while refereeing games. When not officiating, students participate in sports with an emphasis on fitness and wellness. Students must have a whistle or may purchase one from the P.E. department.

**Advanced Dance (Y)***PE0472—Advanced* *Grades 11, 12**Prerequisite: Junior or senior standing* *2 credits*

This is a year-long course in the art, craft and science of dance. The role of dance in historical, social and cultural context will be explored. Dance genres include but are not limited to Ballet, Modern, Jazz, and social styles of dance. The curriculum is designed to further develop students' artistic appreciation and creative dance experience. Students' movement experience will include technique work, movement combinations, improvisation, choreography and performance, fitness, and nutrition.

**Advanced Lifeguard Training (S)***PE0342* *Grades 11, 12**Prerequisite: Junior or senior standing* *1 credit*

*Prerequisite: the ability to swim 300 yards in the pool using the breast and free-style strokes, tread in deep water for two minutes, retrieve a 10-pound weight from the pool bottom and swim 20 yards with the weight.*

This is an advanced course that focuses on the completion of the American Red Cross Lifeguard Training Course. Participants have the potential to become lifeguard certified, which also includes certifications in CPR for the Professional Rescuer, Community First Aid, and use of the AED. The class includes water work as well as written and skill testing. To obtain life guarding certification, a student must earn 80% or better on all testing. Students are required to purchase a \$15 CPR mask for this course.

**Advanced Strength Training (S)***PE0362* *Grades 11, 12**Prerequisite: Junior or senior standing* *1 credit*

This course is designed for the student/athlete and advanced fitness enthusiast. The P.E. teacher and student will collaborate to create an individualized strength-training program. Topics and activities may include, but are not limited to biomechanics, rigorous weight training, cardiovascular and respiratory function during exercise, nutritional factors in health and performance, flexibility, resistance training, spotting, plyometric training, and aerobic endurance training. This course will have an aquatic component related to swimming skills, swim fitness, swim sports and water safety.



**Junior Leadership Training (Y)**

PE0203

Grade 11

*Prerequisite: 1 and 2 Physical*

2 credits

*Education, department recommendation.*

This course prepares junior students to become a reliable and responsible Senior P.E. leader. Students are expected to display superior attitude and effort towards all physical education activities. Each student must demonstrate positive leadership and solid citizenship skills while in school as well as in the community. All students are expected to have a positive attitude with students and teachers. Students must remain in good social and academic standing the entire school year as well as summer vacation. Students will learn the following for each activity:

- Skill development
- Sports as it relates to health and skill related fitness
- Drill organization and preparation
- Safety rules and concerns
- Game rules and tactics
- Intermediate to advanced level in team and individual sports
- Use of appropriate static and dynamic warm ups
- Class and gymnasium organization
- Demonstrate excellent communications skills with teacher and student
- Demonstrate positive role model skills
- Demonstrate ability to be water safe

**Senior Leadership Experience (Y)**

PE0253

Grade 12

*Prerequisite: Junior Leadership Training,*

2 credits

*and department recommendation.*

This course offers senior P.E. students an opportunity to demonstrate leadership skills acquired by successfully completing the Junior Leadership Training Program. All students will assist with freshmen and sophomore physical education classes as well as working with the ETHS mentally and physically challenged students and Park School students. Senior leaders are expected to be dependable and responsible at all times within the school and within the community of Evanston. Students are expected to show a positive attitude and caring environment toward their peers and supervising instructors. All senior leaders are required to attend bi-monthly meetings on Thursdays or Fridays 7:40am for the 1st semester and then monthly meetings during the 2nd semester.

**ADAPTED PHYSICAL EDUCATION****3-4 Physical Education (DLP/Interactive) (Y)**

PE0900

All grades

*Prerequisite: Advice or written request*

2 credits

*by student's physician OR Special Education/P.E. department recommendation*

This course emphasizes on developing cooperation, team building, eye-hand coordination, large-muscle development, and recreational activities.

**Adapted Physical Education (Y, A, B)**

PE0500

Grades 9, 11, 12, 2 credits

PE1500—1st, PE2500—2nd

Grade 10, 1 credit

*Prerequisite: Advice and written request by the student's physician OR Special Education/P.E. department recommendation*

Offered for those students whose activity should be modified as determined by the student's physician and a review of the student's medical record. Each semester fulfills one credit towards the physical education graduation requirement.

**3-4 Physical Education Adapted/(DLP Assistant) (S)**

PE0999

Grades 11, 12

*Prerequisite: Junior or senior standing*

1 credit

*and interview with the lead P.E. teacher of this course department recommendation*

Mainstream students who work with Special Education students in the Adaptive or DLP Physical Education classes.

**JUNIOR/SENIOR ELECTIVES****Introduction to Sports Medicine (S)**

PE3600

Grades 10, 11, 12

*No prerequisite.*

1 credit

*This course counts as an elective credit and not a Physical Education graduation requirement.*

This is an ideal class for students interested in the medical profession, and is an opportunity for students to gain basic knowledge in the care and prevention of sport-related injuries. Topics include anatomy, physiology, basic kinesiology, medical terminology, taping/bracing, first aid, and basic rehabilitation techniques.

**Driver's Education (Listed on page 22)****WELLNESS EDUCATION****Wellness Education (S)**

HE3000

Grades 10, 11, 12

*No prerequisite.*

1 credit

This course studies total wellness, mental health, stress management, nutrition, fitness, drug and alcohol education, communicable and chronic diseases, human sexuality, and CPR training.

# SCIENCE

Office: H310-312, (847) 424-7520

Terri Sowa-Imbo, Department Chair

## General Science Information

Two years of science are required to graduate, but three to four years of science are recommended for all students. Required courses are one biology course and one physical science which can be fulfilled by chemistry, physics, astronomy or geoscience.

*Prerequisites and course recommendations are typically accurate indicators of student success and achievement. These are based on the experience of ETHS Science dept. faculty.*

The many science course offerings and sequences are planned to meet the needs of each student, whether he or she considers science as a future career, an interesting avocation, or a necessity in our technological society. **All science offerings are lab courses. Good conduct in science laboratory courses is non-negotiable.** In courses where field trips are part of the science program, qualifications for entry include academic prerequisites and a student's agreement to practice accepted standards of behavior. To protect the safety and welfare of all students, anyone unable to demonstrate good conduct in lab and on field trips may be dropped from the course. Level changes are based on academic placement criteria. Cut-off dates for changes are set by the school. These guidelines are strictly adhered to.

## Animal Dissection Policy

Dissection of animal specimens may occur in some ETHS science courses. Students who object to performing, participating in, or observing the dissection of dead animals may negotiate without penalty an alternative project with their teacher.

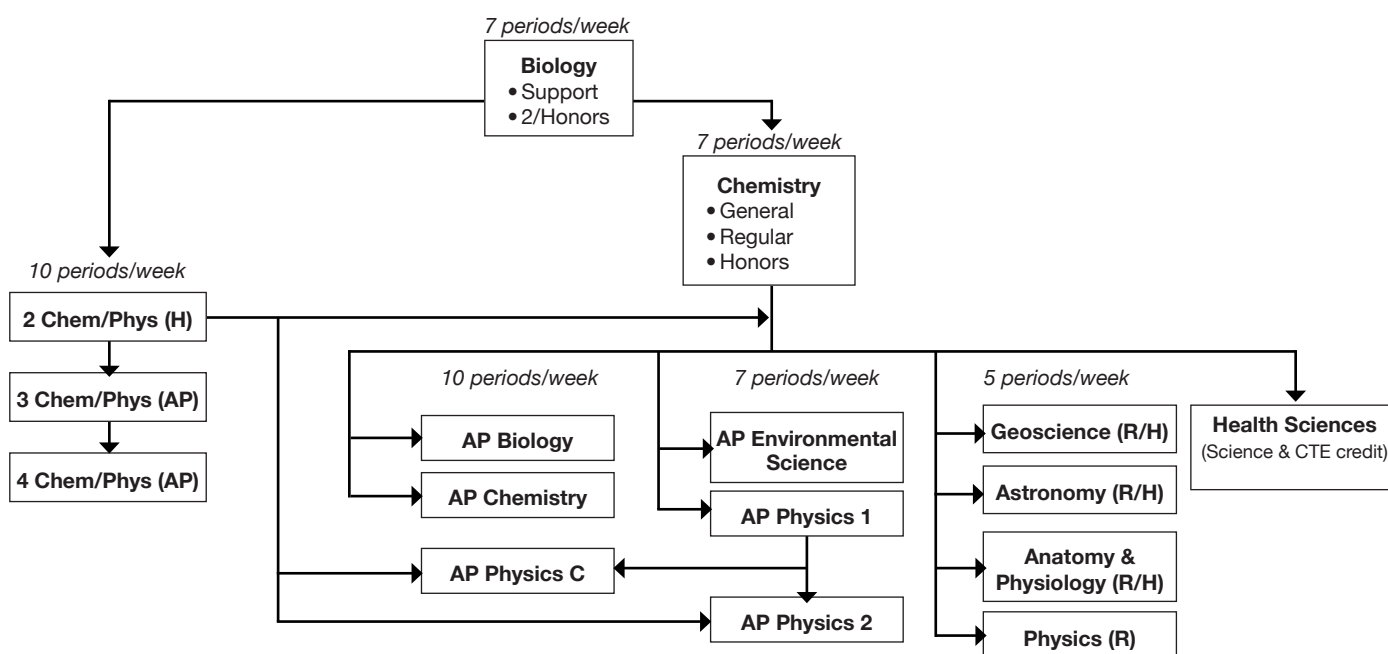
## SCIENCE COURSE SEQUENCES

## Standards

- **Science as Inquiry.** Students combine processes and scientific knowledge as they use scientific reasoning and critical thinking to develop their understanding of science.
- **Physical Science, Life Science, and Earth and Space Science.** Subject matter focuses on the science facts, concepts, principles, theories and models that are important for all students to know.
- **Science and Technology.** Establish connections between the natural and designed worlds and provide students with opportunities to develop decision-making abilities. An emphasis is placed on science's various linkages with technology.
- **Science in Personal and Social Perspectives.** Help students develop decision-making skills needed to be responsible in a global society.
- **History and Nature of Science.** Students need to understand that science reflects its history and is an ongoing, changing enterprise. History is used to clarify different aspects of science inquiry, the human aspects of science and the role that science played in the development of various cultures.

## SCIENCE DEPARTMENT COURSES

All science students engage in a rigorous curriculum. Biology courses include field work. To be successful, science students are required to complete homework on a regular basis. Students are expected to make use of additional resources like AM Support (with their designated science teacher) and the Science Study Center in E217.



\*\*\*See individual course descriptions for science and math prerequisites for each of the above courses.

## BIOLOGY

Biology is an introductory science course that is the foundation course for science at ETHS. The curriculum is aligned to the Advanced Placement (AP) biology curriculum and focuses on four big ideas. Students in biology will develop an understanding of plant and animal structures, life processes, biochemistry, cell biology, genetics, and relationships among living things. Students will also be instructed in basic science skills and scientific inquiry that will apply to all science classes.

### Biology with Support (Y)

SC0201

Grades 9, 10 **N**

No prerequisite

2 credits

7 periods per week

Emphasis in this course is on biology content and skill for students who are working below grade level. This program provides academic support for students who score below grade level in reading. Instruction includes explicit literacy strategies embedded in the curriculum.

### Biology 2/Honors (Y)

SC1222, SC2222

Grades 9, 10 **N**

SC1223, SC2223–honors

2 credits

No prerequisite

7 periods per week

Emphasis in this course is on biology content and skill for freshmen and sophomores who are working at or above grade level. Taught at the honors level, students may earn regular or honors credit in this class. Honors credit is determined at the end of each semester.

## CHEMISTRY

These courses use the same textbook and focus on developing an understanding of chemistry. There is an emphasis on laboratory and problem-solving skills. Instruction is differentiated by ability to work independently and by level and degree of math skills.

### General Chemistry (Y)

SC0421

Grades 10, 11, 12 **N**

Prerequisite: Biology

2 credits

7 periods per week

Chemistry focuses on an understanding of the structure of atoms, the structure and properties of matter, the periodic table, bonding, chemical reactions, stoichiometry, the behavior of gases, and additional topics. These sections of chemistry are for students who may need additional organizational and skill support in math and/or reading. This course is for students who are taking Empirical Geometry.

### Chemistry (Y)

SC0402

Grades 10, 11, 12 **N**

Prerequisite: Biology; grade of C or better in Algebra; 7 periods per week

Chemistry focuses on an understanding of the structure of atoms, the structure and properties of matter, the periodic table, bonding, chemical reactions, stoichiometry, the behavior of gases, and additional topics. All applications involving math are modeled and fully developed for students.

### Chemistry Honors (Y)

SC0403

Grades 10, 11, 12 **N**

Prerequisite: grade of A in Biology

2 credits

(B or better in Biology H), concurrent enrollment in Geometry H with grade of B or better in 1 Algebra H; grade of B in Geometry H and enrolled in 2 Algebra H; 7 periods per week

Chemistry focuses on an understanding of the structure of atoms, the structure and properties of matter, the periodic table, bonding, chemical reactions, stoichiometry, the behavior of gases, and additional topics. This course prepares students for success in beginning college-level chemistry. Students are expected to have a high level of algebraic skills.

### 2 Accelerated Science-2 Chemistry/Physics H (Y)

SC0623

Grade 10 **N**

Prerequisite: B or better in Biology H;

4 credits

B or better in Geometry H and concurrent enrollment in 2 Algebra H or higher; 10 periods per week

This is an accelerated science course designed to challenge sophomores in Chemistry H and Physics H. Students take both courses simultaneously at a faster pace than either course taken separately. An introductory level college text is used for both courses. Students must show strength in an honors math course, be self-motivated and independent learners, and have a passion for math and science. Students do not have the study hall that accompanies Chemistry H and Physics H. Expect 1 to 1.5 hours of homework per night.

## SCIENCE ELECTIVES

### Anatomy and Physiology (Y)

SC0802, SC0803–honors

Grades 11, 12 **N**

Prerequisite: Biology, Chemistry or

2 credits

current enrollment; 5 periods per week

Lab and class work are designed to develop skills and concepts in this anatomy and physiology class, including specimen dissection. *This course is not recommended for students unwilling to do dissections.* Professional opportunities beyond high school are discussed. Assessments include: traditional tests, lab practicals, and essays. This course requires memorization of scientific terms and their structure and function. Honors students are expected to display high skill levels in writing, take leadership roles in class, and complete honors projects. When class space is limited, preference in placement is given to seniors.

### Astronomy (Y)

SC0700, SC0703–honors

Grades 11, 12 **N**

Prerequisite: Biology, C or better in

2 credits

Algebra, recommend Chemistry or concurrent enrollment; 5 periods per week

This is an investigative course exploring the solar system, other celestial bodies found in our galaxy and many of the recent advances in space science through lectures and demonstrations which emphasize techniques astronomers use to probe the nature of the universe. Extensive use of the Internet is used to access current information. Honors students are expected to display high skill levels in math and writing and to work in greater depth on required projects and tests. When class is limited, preference in placement is given to seniors.



**Geoscience and the Environment (Y)**SC0102, SC0103–honors Grades 11, 12 **N***Prerequisite: Biology; 5 periods per week; 2 credits recommended chemistry or concurrent enrollment*

This course involves an in-depth treatment of geology, meteorology, oceanography, and environmental science including basic physics and chemistry relevant to these areas. It emphasizes an investigative approach to learning as well as extensive use of computers and the Internet. Honors students are expected to display high skill levels in math and writing and to work in greater depth on required projects and tests.

**Physics (Y)**SC0552 Grades 11, 12 **N***Prerequisite: C+ or better in 1 Algebra and Geometry. Concurrent enrollment in 2 algebra or higher; 5 periods per week; (Not open to students with credit in 2 Chem/Phys H)*

This college preparatory course covers: motion, forces, momentum, energy, sound, light, electricity, magnetism, atomic physics, and nuclear physics. The course is structured around lab experiences.

**SCIENCE AP COURSES**

The science AP (Advanced Placement) courses offered at ETHS are designed to provide students the opportunity to learn college level material and interact with science content at a more sophisticated level. Students should have successfully completed Biology and Chemistry prior to enrollment in AP courses.

**AP Biology (Y)**SC0265 Grades 11, 12 **N***Prerequisites: Biology and Chemistry or Biology and 2 Chem/Phys; 10 periods per week*

AP Biology is a college-level course. Both laboratory exercises and classroom work are emphasized, and the topics covered will be the equivalent of those covered in a traditional college course and include cell biology, plant biology, biodiversity, genetics, reproduction and development, evolution, anatomy and physiology, biochemistry, behavior, and ecology. Twelve formal lab reports will be required. Course grade is determined by test performance and class work and laboratory investigations. Tests consist of essay and multiple choice questions and occur every 2 weeks over 4-5 chapters of information. A minimum of 5 hours/week preparation time outside of class is expected. It is the dual goal of this course that students will be prepared to do well on the AP examination and also be prepared to continue education in biology beyond a first-level course in college. AP credit will be awarded upon completion of the AP exam in May and completion of the course.

**AP Environmental Science (Y)**SC0755 Grades 11, 12 **N***Prerequisites: Biology and Chemistry or Biology and 2 Chem/Phys; 7 periods per week*

AP Environmental Science provides an introductory college-level course experience. Students explore topics in the areas of energy resources, ecology, geology, meteorology, oceanography, toxicology, and human populations. Global warming, acid rain, and population growth are examples of large scale environmental

concerns that are studied. Students are expected to participate in class discussions and field research investigations as well as to complete required quarterly projects and presentations. Basic proficiencies in biology, chemistry and math are expected. Grading is based upon testing, project performance, laboratory work, home work and class participation. AP credit will be awarded upon completion of the AP exam in May and completion of the course.

**AP Chemistry (Y)**SC0405 Grades 11, 12 **N***Prerequisites: Chemistry H, concurrent enrollment in Trigonometry or higher; 10 periods per week*

Advanced Placement Chemistry meets the objectives of a general college chemistry course. Topics in AP Chemistry are the same as those covered in an honors chemistry course, but with greater depth of concept, breadth of application, quality of laboratory work, and quantitative rigor. There is also an emphasis on developing scientific inquiry and technical writing skills. Grading consists predominantly of a unit exam every two weeks, laboratory work, projects, and homework. Students should expect to spend at least 5 hr per week outside of class on these topics. Successful students exhibit strong math and visualization skills. AP credit will be awarded upon completion of the AP exam in May and completion of the course.

**AP Physics 1 (Y)**SCC0515 Grades 11, 12 **N***Prerequisite: B+ or better in Chemistry H, Geometry/Geometry H, and 2 Algebra/2 Algebra H; concurrent enrollment in Trig Analysis or higher; 7 periods per week*

This course is the equivalent to a first-semester lab based college course in algebra-based physics. The course covers Newtonian mechanics; work, energy, and power; mechanical waves and sound. It will also introduce electric circuits. A college-level, non-calculus text is used. Almost every week, a laboratory report and homework problems are due and a quiz takes place. At least five hours per week of time outside of class should be allotted for this course. Students are encouraged take the Summer School Bridge to AP Physics course. Students will be encouraged to work on a summer packet of work prior to beginning the course. AP credit will be awarded upon completion of the AP exam in May and completion of the course. *NOTE: Due to the changes made by AP College Board - AP Physics 1 will replace Physics H beginning with the 2014-2015 school year.*

**AP Physics 2 (Y)**SC0525 Grades 11, 12 **N***Prerequisite: B+ Geometry/Geometry H, 2 Algebra/2 Algebra H, and Physics H or 2 Chem/phys; concurrent enrollment in Trig Analysis or higher; 7 periods per week*

This course is the equivalent to a second-semester lab based college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; atomic and nuclear physics. A college-level, non-calculus text is used. Almost every week, a laboratory report and homework problems are due and a quiz takes place. At least five hours per week of time outside of class should be allotted for this course.

AP credit will be awarded upon completion of the AP exam in May and completion of the course. *NOTE: Due to the changes made by AP College Board - AP Physics 2 will replace AP Physics B beginning with the 2014-2015 school year.*

### AP Physics C (Y)

SC0565 Grades 11, 12 **N**

*Prerequisites: concurrent enrollment in 2 credits or completion of AP Calculus AB or BC, Physics H (B+ or better); 10 periods per week*

This course is comparable to a first-year, college-level, laboratory course that covers all topics listed in the introduction to physics above plus great depth in the areas of Mechanics, Electricity and Magnetism. While this course reviews Calculus concepts as applied to Physics, basic understanding of Calculus is expected. In this college-paced course, students should expect to cover approximately one chapter every 6-8 days of class, and major exams are given every two weeks, with smaller quizzes approximately once per week. Exams will be composed of AP level problems. The majority of the grade will be from the quiz/exam scores, although some weight will be given to homework and lab assignments. Students should expect to spend an average of at least one hour per night on homework, note taking, and studying. A typical week includes about 7-8 hours of work total. Students in this course are also encouraged, but not expected, to take part in outside projects and competitions such as the bridge building competition, JETS, and others. AP credit will be awarded upon completion of the AP exam in May and completion of the course.

### 3 Accelerated Science-AP 3 Chem/Physics (Y)

SC0655 Grade 11 **N**

*Prerequisites: 2 Chem/Phys H; 2 credits concurrent enrollment in or completion of Trig-Analysis H; 10 periods per week*

This is a two-year course sequence. *Students are expected to enroll subsequently in 4 Chem/Phys* as a senior. Students study college level chemistry and calculus-based physics, integrating the two topics throughout the year. Topics in chemistry are the same as those covered in an honors chemistry course, but with greater depth of concept, breadth of application, quality of laboratory work, and quantitative rigor. Topics in physics focus on the first two semesters of engineering physics at the college level, which include classical mechanics in 3 Chem/Phys and electricity and magnetism in 4 Chem/Phys. A number of other topics outside the AP curriculum are incorporated in this course, including: relativity, topics in quantum mechanics, and topics in cosmology.

Grading consists predominantly of unit exams every two weeks, laboratory work, projects, and homework. Students should expect to spend at least 5 hours per week outside of class on these topics. Successful students exhibit strong math and visualization skills. While not required, most 3 and 4 Chem/Phys students participate in extracurricular activities and state/national contests, including independent research, JETS, WYSE, and Olympiads. Students taking 3 Chem/Phys students will take the Mechanics AP exam.

### 4 Accelerated Science-AP 4 Chem/Physics (Y)

SC0685 Grade 12 **N**

*Prerequisites: 3 Chem/Physics; 2 credits concurrent enrollment in or completion AP Calculus AB or BC; 10 periods per week*

4 Chem/Phys students will take **both** Chemistry and Electricity and Magnetism AP exams. AP credit will be awarded upon completion of the AP exam in May and completion of the course.

### Science Independent Study (Y, A, B)

SC0990, SC1990-1st, SC2990-2nd Grades 11, 12

*Prerequisite: 4 credits in science; Var. credit/duration agreement of science teacher; interview with Science Chair for recommendation, and written proposal*

In this course, the student defines an original research project, finds an interested teacher-sponsor, gets specific objectives approved by the Science department chair and pursues a research project to a logical conclusion. Over a period of one to two years, a well-documented research study may lead to state and national competitions with recognition and/or scholarships as possible rewards.

### SCIENCE AND CAREER & TECHNICAL ED. COURSES

*Course descriptions are found in the Career & Technical Education department section.*

#### Rotation: Health Sciences

CO0202, CO0203-honors Grades 11, 12

*Prerequisite: Completion of biology 2 credits (1 CTE, 1 science) and enrollment in math and/or chemistry; counselor, program coordinator recomm.; applications available in A233W or A238*

#### Practicum: Health Sciences

CO252-class, CO255-class/honors, CO5250-work Grs 11, 12

*Prerequisite: Age 16; counselor, 6 credits (4 CTE, 2 science) program coordinator recommendation; applications available in A176 or A238; meets consumer education requirement*

## SPECIAL EDUCATION

**Office: S100, (847) 424-7010**

**Dr. Maria Smith, Director**

**Amy Verbrick, Department Chair**

The standard education program at ETHS offers a variety of resources and support services for students. However, in some cases, students with very complex needs require the specialized programs and resources available through the Special Education Department.

The department offers special education programs and services for students with the following special needs:

- Auditory, visual, physical or health impairments
- Speech or language impairments
- Learning disabilities
- Cognitive disabilities
- Emotional disabilities
- Autism spectrum disorders
- Multiple handicapping conditions

The Special Education Department also provides home/hospital instruction for students with health impairments who are unable to attend school for extended periods of time. In addition, the department offers counseling, psychological and psychiatric services, and other services designed to meet the unique needs of students with disabilities who are eligible for special education.

### LEARNING STRATEGIES

Learning Strategies is a resource program taught by a special education teacher and designed to provide instruction and support for students who experience academic and/or social and emotional difficulties. Students are assessed as they make progress in increasing effective effort, self advocacy, test-preparation strategies, literacy skills, organization, and post-high-school transition planning. Learning Strategies teachers are responsible for the implementation of the Individualized Education Plan (IEP). This class is available to students, grades 9-12, upon recommendation of the IEP team.

<b>9 Learning Strategies (SE0106)</b>	<i>2 credits</i>
<b>10-12 Learning Strategies (SE0206)</b>	<i>2 credits</i>
<b>Learning Strategies Consult (SE5206)</b>	<i>No credit</i>

### INSTRUCTIONAL PROGRAM

Courses in the Instructional Program are taught by a special education teacher and designed to mirror the general education program to as great a degree as possible. These classes have fewer numbers of students and provide individualized and specialized instruction to provide rigorous learning opportunities for students with disabilities.

### English/Reading

<b>1 Humanities English (SE0219) N</b>	<i>2 credits</i>
<small>(taken in conjunction with Humanities History)</small>	
<b>2 English (SE0229) N</b>	
<b>3 English (SE0239) N</b>	
<b>4 English (SE0249) N</b>	
<b>English Survey (SE0209)</b>	

These courses provide specialized support for continued growth in the areas of writing, reading, speaking, critical thinking, and literary analysis.

<b>Read 180 (SE0180)</b>	<i>3 credits</i>
<b>System 44 (SE0044)</b>	

These double-period courses provide intensive reading instruction. Instruction includes independent reading, word-attack skills, vocabulary, and reading strategies, as well as small-group reading, writing, and discussion activities. Students may be enrolled in either the System 44 program or the Read 180 program. This class may be open to students beyond their freshman year.

<b>Freshman Reading (SE0109)</b>	<i>2 credits</i>
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This year-long course provides reading instruction to enable students to be successful in their freshman Humanities IP classes. It includes reading strategies across the content areas, vocabulary, writing, study skills, and technology skills.

<b>10-12 Reading (SE0119)</b>	<i>2 credits</i>
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Open to all grades 10-12. Improves reading skills for students whose reading proficiency levels are significantly below grade level. Emphasizes improved word recognition and analysis, vocabulary, independent and silent reading, and study skills.

### History & Social Science

<b>1 Humanities History (SE0509) N</b>	<i>2 credits</i>
Presents the world in a geographic, historical and political sense. Through highly structured and consistent teaching, students acquire a basic knowledge of past and present world affairs, as well as the use of the media as communication for understanding. This course is taken in conjunction with Humanities English.	
<b>2 Humanities History (SE0531) N</b>	<i>2 credits</i>
Emphasizes ethics, religious and familial patterns indigenous to Africa, Latin America, and Asia. Meets the Global Perspective requirement.	
<b>U.S. History (SE0519) N</b>	<i>2 credits</i>
Introduces the origin, structure and function of American government from 1492 to the present. Students must pass the U.S. Constitution Test.	

### Job Experience

<b>Job Skills &amp; Transition Planning (SE0779)</b>	<i>1 credit</i>
<i>Meets the Consumer Education requirement</i>	
Students engage in a systematic process of skill building and experiential activities leading to student-led, family-included, community-linked transition plans for well-developed post-high school goals for education, leisure activities, employment, and independent living skills.	



**Job Experience & Transition Planning (SE0769)** 1 credit*Prerequisite: Job Skills & Transition Planning**Meets the Consumer Education requirement*

Through in-class, school, and community experiences, students implement goals developed in Job Skills & Transition Planning class and as developed in their Individual Education Plans for post-high school transition. Students may participate in various activities including job shadowing, campus and community-based work experiences, and other activities that support their skill development and self-awareness leading to more highly developed transition plans.

**Vocational Training Program (SE5759)** 3 credits*Prerequisite: Department recommendation only**Meets the Consumer Education requirement*

This program develops work sites with job coaching assistance. Work attitudes, keeping schedules, work rate and basic vocational skills are emphasized.

**Contemporary Adult Life (SE0555)***Meets the Consumer Education requirement* 2 credits

Examines problems adults and teenagers face in our complex society. Units cover the changing role of marriage and family, career development, personality development, money management, consumer economics and contemporary social issues. Activities are designed to promote self awareness and independence.

**Math****Pre-Algebra (SE0369)** 2 credits

For students who possess basic math skills, yet need additional preparation before they enroll in an algebra course.

**1 Algebra (SE0139)** 2 credits

A standard course in beginning Algebra.

**Geometry (SE0389)** 2 credits*Prerequisite: 1 Algebra*

Focuses on plane geometry; The course includes coordinate and space geometry, and using algebra to solve geometric problems. Introduces students to aspects of formal proof.

**Bridge 2 Algebra (SE0062)** 2 credits*Prerequisite: Geometry*

Students strengthen their algebra/geometry skills and preview many advanced algebra topics.

**Consumer Math (SE0359)** 2 credits*Meets the Consumer Education requirement*

Helps students to master skills essential for the demands of adult life, such as earning money, buying food, shopping for clothes, managing a household, buying and maintaining a car, making home improvements, traveling, and keeping a checking and savings account.

**Science****Biology (SE0459) N** 2 credits

Facilitates individualized learning of the basic biologic systems while reinforcing strong study and reading skills. Covers the systems of living organisms: skeletal, muscular, circulatory, respiratory, reproductive and nervous.

**Chem-Phys (SE0429) N** 2 credits

Investigates, through text and experiments, societal issues which involve chemistry and physics.

**Computer Education****1 Computer Applications A - Word (SE1779)** 1-2 credits**1 Computer Applications B - Excel/PowerPoint (SE2779)****2 Computer Applications A - Word (SE1789)****2 Computer Applications B - Excel/PowerPoint (SE2789)****3 Computer Applications A (SE1799)****3 Computer Applications B (SE2799)***Meets the Career & Technical Education (CTE) requirement*

Introduces basic computer literacy, computer use in the world of work, and basic computer applications such as telecommunications, word processing and data bases, with an emphasis on Microsoft Word or Excel/PowerPoint. Subsequent courses enhance abilities developed in the first course and provide in-depth training in computer skills. This experience provides a transition from concepts learned in the classroom to skills needed in the world of work or higher education.

**Wellness Education****Wellness Education A (SE1809)** 1 credit**Wellness Education B (SE2809)***No prerequisite. A one-semester course required for graduation.*

Studies human wellness concepts, mental health, stress management, nutrition, fitness, drug and alcohol education, communicable and chronic diseases, human sexuality, and CPR training. Illinois school law allows a student to be exempted from certain health-related units or material (i.e. human sexuality, issues in family life, transmission and spread of AIDS). A parent must submit a written objection to the department chair and the associate principal. If parents have questions about the content of a health program or the process for exempting a student, they should call the Director of Special Education.

**Physical Education****1 Physical Education (SE0859)** 2 credits**2 Physical Education (A) (SE1869)****2 Physical Education (B) (SE2869)****3-4 Physical Education (SE0879)**

Emphasizes movement, fitness, team activities, as well as team building.

**TRANSITION HOUSE**

The ETHS Transition House is designed to facilitate the independent functioning and self-determination of young adults ages 18-22 with disabilities through skill development, technology use and supportive participation in vocational, social, recreational and other community-based activities. Placement is made by determination of the IEP team.

**Adult Living (SE0997)** 2 credits**Culinary for Every Day Living (SE0998)** 2 credits**Math for Every Day Living (SE0999)** 2 credits

**ADOLESCENTS REACHING THEIR CAPABILITIES (ARC)**

This highly structured modified self-contained program supports students with externalizing and internalizing behaviors to reintegrate into the larger school environment. Students are provided with highly individualized curriculum and therapeutic supports to provide a positive learning community. Students' placement in this program is based on IEP decision.

**DIMENSIONS OF LEARNING PROGRAM**

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The Dimensions of Learning Program (DLP) is designed to serve students who function within moderate to severe range of mental impairment, or who have multiple impairments including cognitive disabilities. DLP students receive instruction in academics, physical education, vocation training, daily living and social skills. These individualized programs accrue course credit toward a diploma and meet each student's unique needs. Emphasis is placed on activities that prepare students for adult life in the community.

**Art**

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**Art DLP (SE160D) (A), (SE260D) (B)**

This art course covers a range of two-dimensional materials and projects. Balance, line, value, color, texture, composition, and space are emphasized.

**Computer Survey**

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**Computer Survey DLP (A) (SE177D)** *1 or 2 credits***Computer Survey DLP (B) (SE277D)**

*Meets the Career & Technical Education (CTE) requirement*

Introduces basic computer literacy, computer use in the classroom, and computer use in the world of work.

**Consumer Education**

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**Consumer Education DLP (A) (SE150D)** *1 or 2 credits***Consumer Education DLP (B) (SE250D)**

*Meets the Consumer Education requirement*

This course can be individualized or repeated. It develops the retention of shopping skills, banking concepts and other skills necessary for being an informed and independent consumer.

**English/Reading**

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**1 Humanities/English DLP (SE011D)** *2 credits***2 English DLP (SE012D)****3 English DLP (SE013D)****4 English DLP (SE014D)****English Survey DLP (SE010D)****Reading DLP (A) (SE100D)****Reading DLP (B) (SE200D)**

These courses help students develop skills to support adult life in the community, including communication and social language, vocabulary development, literature-based learning, reading mechanics comprehension and literacy, and written language.

**Health Education**

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**Life Science/Health (A) (SE140D)** *1 credit***Life Science/Health (B) (SE240D)**

These courses help students develop basic knowledge of health and fitness, including self-care, nutrition, exercise, disease prevention, and public health issues.

**Independent Living Skills**

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**Independent Living Skills DLP (A) (SE165D)** *1 or more cdt.***Independent Living Skills DLP (B) (SE265D)**

This course promotes the development of independent living skills including time management, use of community resources, problem-solving and communication.

**Math**

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**Mathematics DLP (SE030D)** *2 credits*

Math courses are designed to meet students' individual needs. Topics covered are numerical recognition, counting, basic computation involving whole numbers, fractions and story problems, development of basic computation of calculator skills, and the concepts of money, time and calendar.

**Physical Education**

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**3-4 Physical Ed. (DLP/Interactive) (PE0900)** *1 credit*

*(Listed in Physical Education & Wellness)*

**Science**

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**Physical Science DLP (SE025D)** *2 credits*

Open to all grade levels, these concepts encompass plant and animal life, human development, weather forecasting, and other basic science concepts.

**Social Skills**

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**Social Skills DLP (A) (SE105D)** *1 credit***Social Skills DLP (B) (SE205D)**

Promotes the development of appropriate social behaviors. Communication skills, peer relationships, social cueing and self-esteem are emphasized.

**Social Studies**

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**Social Studies DLP (SE020D)** *2 credits***Global History DLP (SE022D)****US History DLP (SE021D)**

These courses provide students with skill development in the areas of current events, citizenship, law, government, community, geography, and world cultures.

**Vocational Studies**

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**Careers/Jobs DLP (SE060D)** *2 credits***Vocational Training (SE070D)****Vocational Work DLP (SE570D)**

*Meets the Consumer Education requirement*

This sequence of courses provides hands-on training for students who are developing job skills and preparing for the world of work. Students begin the training sequence on campus, with a supervised daily work assignment in the building. Emphasis is on developing job skills and building a work repertoire. As work competency develops, students are given opportunities to work off-campus with job coaching assistance. Work attitudes, work production and mobility are emphasized in preparation for transition to the community.

# WORLD LANGUAGES

Office: E310, (847) 424-7450

Rachel Gressel, World Languages Department Chair

World Languages study encompasses the skills of listening, speaking, writing and reading in the chosen language within the context of the various cultures, their characteristics and contributions. Effective communication in the language studied is an explicit goal of the World Languages program. Although English will be used at times in the first and second year of spoken languages and American Sign Language, beyond this, classes are taught using the second language for communication.

Students may choose any of the eight languages offered and may enter the sequence at any point based on placement exams and department chair recommendation. Several course levels are available for incoming students. Freshmen who studied a world language in middle school are tested to assess their achievement. Based on the results, recommendations from middle school teachers, and ETHS department recommendations, freshmen may be placed in a second-year course, if they choose to continue studying the same language.

Most World Language classes combine regular and honors levels in the same class, and students are able to transition to or from the honors level within the same class. To advance to the next course in the sequence, a student needs to pass both semesters and have a second semester grade of C or better. If a student earns an NC in either semester, he/she needs department chair approval to advance to the next course in the sequence.

All language classes use the Language Laboratory for further practice and to develop communication skills in the language studied. The Language Lab is also used for completion of additional listening practices as assigned in advanced classes.

## Standards

- **Listening.** Students will develop listening skills in order to understand and interpret oral communication in the target language. For ASL, this applies to receptive skills. (This standard does not necessarily apply to Latin.)
- **Speaking.** Students will speak effectively in the target language for a variety of purposes and audiences. For ASL, this applies to signing. (This standard does not apply to Latin.)
- **Reading.** Students will develop reading skills to understand and interpret written passages in the target language.
- **Writing.** Students will write effectively in the target language for a variety of purposes and audiences.
- **History.** Students will understand history of areas where the target language is/was spoken.
- **Geography.** Students will demonstrate knowledge and understanding of geography.
- **Customs.** Students will develop an understanding of and appreciation for the customs of the peoples who speak the target language.
- **Arts.** Students will exhibit an understanding of the arts.
- **Literature/Media.** Students will demonstrate knowledge and

understanding of literature and the media.

- **Connections.** Students will reinforce and expand their knowledge of other disciplines through the target language.
- **Career Benefits.** Students will explore the career benefits derived from acquiring a foreign language.

## Common Assessments

All World Language classes have common semester exams. A common oral assessment is a required part of all first-year language classes, except Latin. Second- and third-year Spanish and French students are also required to complete at least one common assessment per semester. The oral common assessments measure students' speaking skills in the language on familiar material that is essential to succeed in the study of the language. Often, the assessments are given in the language laboratory. Students are allowed the opportunity to retake the test if they do not pass on the first attempt.

## 4-year Course Sequence for French or Spanish

	7th and 8th	9th	10th	11th	12th
<b>3 or 4 Year</b> College Prep.	No World Language	1/1 honors	2/2 honors	3 or 3 honors	4 or 4 honors
<b>3 or 4 Year</b> College Prep.	2 yrs. French or Spanish	2/2 honors	3 or 3 honors	4 or 4 honors	5/5 honors or Adv. Spanish Lang. AP
<b>AP</b> (Advanced Placement) 4 Year	2 yrs. French or Spanish	2 honors	3 honors	4 French Adv. H 4 Spanish AP Lit/Lang	5 French AP 5 Spanish AP Lit/Lang

## 4-year Course Sequence for Spanish Speakers

From D65 Spanish Heritage Learners (SHL) and Two-Way Immersion (TWI) programs

(ETHS placement test required)

	9th	10th	11th	12th
<b>SHL/TWI</b> Native Speaker	2 SHL -or- 3 SHL	3 SHL -or- 4/4 AP SHL	4/4 AP SHL -or- 5 AP Spanish Lit	Adv. Spanish Lang. AP -or- Independent Study -or- NU course
<b>SHL/TWI</b> Non-native Speaker*	2 or 2 Honors -or- 3 Honors	3 Honors -or- 4 AP Spanish	4 AP Spanish -or- 5 AP Spanish	5 AP Spanish -or- Independent Study -or- NU course
<b>Beginning Academic Spanish</b>	1 SHL	2 SHL	3 SHL	4 SHL

\*Non-native speakers will be placed in the SHL program on a case-by-case basis in consultation with the World Languages Department Chair.



## AMERICAN SIGN LANGUAGE

### 1 American Sign Language (Y)

FA0102, FA0103–honors

No prerequisite

All grades **N**

2 credits

Offered to any student interested in learning sign language. Provides basic instruction in fingerspelling, basic vocabulary, and fundamental grammatical structures of American Sign Language, and exposure to deaf culture. This is a mixed-level course and students may transition to or from the honors level within the course. For honors credit, students complete more complex and independent tasks and assignments to a greater degree of mastery. Students must pass Semester 1 to continue in Semester 2.

### 2 American Sign Language (Y)

FA0202, FA0203–honors

Prerequisite: 1 Am. Sign Language with  
2nd-semester grade of C or better

Grades 10, 11, 12 **N**

2 credits

Focuses on advanced techniques and improved conversational skills and incorporates practical experience using sign through Deaf literature and receptive video skills. Students increase fluency and grammatical accuracy and reinforce vocabulary. This is a mixed-level course and students may transition to or from the honors level within the course. For honors credit, students complete more complex and independent tasks and assignments to a greater degree of mastery.

### 3 American Sign Language (Y)

FA0302, FA0303–honors

Prerequisite: 2 Am. Sign Language with  
2nd-semester grade of C or better or dept. recommendation

Grades 11, 12 **N**

2 credits

Covers grammar and syntax review, stressing expressive and receptive skills as well as interpreting. Expressive performance is emphasized and selected works of literature are viewed and discussed. This is a mixed-level course and students may transition to or from the honors level within the course. For honors credit, students complete more complex and independent tasks and assignments to a greater degree of mastery.

## CHINESE

### 1 Chinese (Y)

FC0102, FC0103–honors

No prerequisite

All grades **N**

2 credits

This is the introductory course in the study of Mandarin Chinese designed to teach basic skills in listening, speaking, reading, and writing Chinese. Students learn the vocabulary and fundamental grammar necessary for further study of the language. They also learn about Chinese culture and how it compares and relates to their lives. A greater degree of mastery is expected for honors credit. This is a mixed-level course, and students may transition to or from honors level within the class.

### 2 Chinese (Y)

FC0202, FC0203–honors

Prerequisite: 1 Chinese with  
2nd semester grade of C or better

Grades: 10, 11, 12 **N**

2 credits

Continues the essentials of Chinese grammar and further stresses oral development, listening comprehension and understanding a greater number of characters with an increasing emphasis on reading and writing. Further exposure to learning about Chinese

culture and people. A greater degree of mastery is expected for honors credit.

### 3 Chinese (Y)

FC0302, FC0303–honors

Prerequisite: 2 Chinese with  
2nd semester grade of C or better

Grades: 11, 12 **N**

2 credits

In this course, language structures and vocabulary learned in 2 Chinese are reviewed, expanded, and refined. New communicative and thematic topics are introduced, along with grammar concepts, including directional complements, commands, resultative complements, and 把 (bǎ) structures. Listening comprehension and speaking skills will be further enhanced through consistent daily use of Chinese whenever possible. Cultural topics focus on Chinese calligraphy, medicine, housing, opera, and economic development. Students increase their language proficiency and cultural awareness by further studying various topics, listening to audio resources, watching video and film clips, and reading more selections in Chinese. Learning will be demonstrated through performance-based assessments in interpersonal, interpretive and presentational modes.

### 4 Chinese (Y)

FC0402, FC0403–honors

Prerequisite: 3 Chinese with  
2nd semester grade of C or better

Grades: 11, 12 **N**

2 credits

Enables qualified students to continue developing their ability to communicate in Chinese. Language structures and vocabulary learned in 3 Chinese are elaborated. New communicative and thematic topics are introduced. Listening comprehension and speaking skills will be enhanced through consistent use of Chinese. Cultural topics from 1-3 Chinese will be expanded upon. Students will increase their language proficiency and cultural awareness by watching videos, listening to audio, and reading longer selections in Chinese. Learning will be demonstrated through performance-based assessments in interpersonal, interpretive, and presentational modes.

## FRENCH

### 1 French (Y)

FF0102, FF0103–honors

No prerequisite

All grades **N**

2 credits

Designed to teach a basic vocabulary and the fundamental grammar necessary for further study of the language, as well as introduce students to the French-speaking cultures and civilization. Students develop basic conversational skills about relevant topics. A greater degree of mastery is expected for honors credit. This is a mixed-level course, and students may transition to or from the honors level within the class.

### 2 French (Y)

FF0202, FF0203–honors

Prerequisite: 1 French with 2nd semester  
grade of C or better.

All grades **N**

2 credits

Continues the essentials of French grammar and further stresses oral development, listening comprehension and readings on French-speaking cultures and civilizations. A greater degree of mastery is expected for honors credit. This is a mixed-level course, and students may transition to or from the honors level within the class.

**3 French (Y)**

FF0302, FF0303–honors

Grades 10, 11, 12 **N**

Prerequisite: 2 French with 2nd semester grade of C or better

2 credits

Students learn and practice communication in French through the practical application of grammar. Oral and written idiomatic French are stressed. Includes study of French daily life and French-speaking culture. A greater degree of mastery is expected for honors credit. This is a mixed-level course, and students may transition to or from the honors level within the class.

**4 French (Y)**

FF0402, FF0403–honors

Grades 11, 12 **N**

Prerequisite: 3 French with 2nd semester grade of C or better

2 credits

This course is a practical application of content from 1-3 French. Through thematic units, students explore the questions “Who am I, and how do I express my identity in another language?” Project-based assessments require students to perfect their speaking, listening, reading and writing skills. Students will keep a journal in French, read an assortment of authentic texts from Francophone cultures and have multiple opportunities to use technology. This is a mixed-level course, and students may transition to or from the honors level within the class. A greater degree of mastery must be demonstrated for honors credit.

**4 French Advanced Honors (Y)**

FF0404

Grade 11 **N**

Prerequisite: 3 French H with a grade of B+ or better

2 credits

Especially designed for those students anticipating enrollment in 5 French Advanced Placement. Students develop listening, speaking, reading, and writing through the study of advanced grammar topics and class discussion. Students also read, analyze, and discuss contemporary French literature.

**5 French (Y)**

FF0502, FF0503–honors

Grade 12 **N**

Prerequisite: 4 French with 2nd semester grade of C or better

2 credits

This course is a more specialized study of French and Francophone culture. Through thematic units, students will explore media and current events, modern art, the French education system, multiculturalism in France and cuisine. Grammar concepts will be reviewed as needed in order to facilitate study of these topics. Project-based assessments require students to perfect their speaking, listening, reading and writing skills. At least one work of French literature is studied in-depth. This is a mixed-level course, and students may transition to or from the honors level within the class. A greater degree of mastery must be demonstrated for honors credit.

**AP 5 French Language (Y)**

FF0505

Grade 12 **N**

Prerequisite: 4 French Advanced H

2 credits

Enables qualified students to develop their ability to understand formal and conversational French; speak with accuracy and fluency; acquire the vocabulary and structure necessary to read French newspapers, literature, etc., with ease; and express ideas

accurately and fluently in writing. Study of Francophone culture is inherent in the course. Students successfully completing the course are prepared to take the AP French Language exam. AP credit will be awarded upon completion of the AP exam in May and completion of the course.

**GERMAN****1 German (Y)**

FG0102, FG0103–honors

All grades **N**

No prerequisite

2 credits

A beginning course designed to teach a basic vocabulary and the grammar necessary for further study of the language, as well as introduce students to German culture and civilization. This is a mixed-level course and students may transition to or from the honors level within the course. A greater degree of mastery is expected for honors credit.

**2 German (Y)**

FG0202, FG0203–honors

All grades **N**

Prerequisite: 1 German with 2nd

2 credits

semester grade of C or better or department recommendation

Completes the study of fundamentals and stresses the systematic review of German grammar. Readings cover a wide variety of cultural and literary topics. Much opportunity for speaking conversational German. This is a mixed-level course and students may transition to or from the honors level within the course. A greater degree of mastery is expected for honors credit.

**3-4 Advanced German (Y)**

FG0302, FG0304–honors

Grades 10, 11, 12 **N**

Prerequisite: 2 German with 2nd

2 credits

semester grade of C or better; may be taken for 2 consecutive years; maximum of 4 credits

Covers grammar review, readings on present-day life in German-speaking countries, and some literature, composition and oral work. This is a mixed-level course and students may transition to or from the honors level within the course. A higher degree of oral proficiency and greater mastery of written German is expected for honors credit.

**AP 4 German Language (Y)**

FG0405

Grade 12 **N**

Prerequisite: 3-4 Advanced German H with a grade of B+ or better

2 credits

Enables qualified students to develop their ability to understand formal and conversational German; speak with accuracy and fluency; acquire the vocabulary and structure necessary to read German newspapers, literature, etc., with ease; and express ideas accurately and fluently in writing. Study of German culture is inherent in the course. Students successfully completing the course are prepared to take the AP German Language exam. AP credit will be awarded upon completion of the AP exam in May and completion of the course.

**HEBREW****1 Modern Hebrew (Y)***FH0102, FH0103–honors**No prerequisite**All grades* **N***2 credits*

Offered to any student interested in learning to communicate in modern spoken Hebrew. During the first year, students learn to master the basic reading of the Hebrew alphabet to write short phrases in Hebrew script. Students use common nouns and adjectives to communicate in the present tense about daily activities related to their lives. This is a mixed-level course and students may transition to or from the honors level within the course. The honors component stresses more extensive development of writing and speaking skills to a greater degree of mastery.

**2 Modern Hebrew (Y)***FH0202, FH0203–honors**Prerequisite: 1 Hebrew H or regular with a grade of C- or better**All grades* **N***2 credits*

Students learn to read short texts and poems related to Israel's history, geography, and social demography. Students communicate in the present and past tense using all the active forms of the verb PAAL, PIEL, HIFIIL and the reflexive form of HITPAEL, as well. This is a mixed-level course and students may transition to or from the honors level within the course. The honors component stresses more extensive development of writing and speaking skills to a greater degree of mastery.

**3 Modern Hebrew (Y)***FH0302, FH0303–honors**Prerequisite: 2 Hebrew H or regular with a grade of C- or better**All grades* **N***2 credits*

Students learn to read, write about, and discuss selected works of literature and informational texts connected to Israeli history and culture. A higher degree of oral and written language is acquired, and students learn and apply the three active forms and the one reflexive form in the present, past, and future tense. This is a mixed-level course and students may transition to or from the honors level within the course. The honors component stresses more extensive development of writing and speaking skills to a greater degree of mastery.

**4 Modern Hebrew (Y)***FH0402, FH0403–honors**Prerequisite: 3 Hebrew H or regular with a grade of C- or better**All grades* **N***2 credits*

Students develop extensive vocabulary and read authentic Hebrew texts and short stories. Students learn and apply the active forms of the verb PAAL, PIEL, HIFIIL, the passive form of NIFAL, and reflexive form of HITPAEL in the four tenses. This is a mixed-level course and students may transition to or from the honors level within the course. For honors credit, students use all facets of grammatical structures to a higher degree of accuracy and with greater mastery.

**Advanced Hebrew Language/Literature (Y)***FH0504–honors**All grades* **N***Prerequisite: dept. chair recommendation* *2 credits*

This course is taught at an advanced level; students are expected to comprehend and interact with novels and other authentic texts written for native speakers. Previously learned grammar concepts are reviewed and advanced structures are taught. Students are expected to master and apply all forms of Hebrew verbs. Presentation skills and writing are emphasized. Students prepare to take the SAT II in Hebrew. Class is taught entirely in Hebrew; students are expected to use Hebrew at all times. This course is honors level and may only be taken once for credit.

**JAPANESE****1 Japanese (Y)***FJ0102, FJ0103–honors**No prerequisite**All grades* **N***2 credits*

A beginning course designed to teach basic vocabulary, writing, and the cultural settings which determine their use. Students are expected to communicate in spoken and written forms on topics of self, school, family, preferences, clothing, and descriptions. Students learn to write all hiragana, katakana, and some kanji. More emphasis is placed on the writing system in the honors class.

**2 Japanese (Y)***FJ0202, FJ0203–honors**Prerequisite: 1 Japanese with 2nd semester grade of C or better**Grades 10, 11, 12* **N***2 credits*

Students learn more advanced vocabulary and grammar on topics of self, dining, school, family, geography, daily routine, and current trends through frequent e-mail communication with students at our sister school in Japan, culminating in a Power Point presentation in 4th quarter. Greater emphasis placed on natural expression of self in topics mentioned above.

**3-4 Japanese: A Trip to Japan (Y)***FJ0302, FJ0303–honors**Prerequisite: 2 Japanese with 2nd semester grade of C or better**Grades 11, 12* **N***2 credits*

Students plan and budget the imaginary trip to Japan. Topics encountered are geography, climate, transportation, accommodations, and shopping. There is a heavy focus on Internet research of Japanese Web pages. Students may opt to sit for the Japanese Language Proficiency Exam in December.

**3-4 Japanese: What is Japanese? (Y)***FJ0312, FJ0313–honors**Prerequisite: 2 Japanese with 2nd semester grade of C or better**Grade 11, 12* **N***2 credits*

Students explore the topic of what it means for something to be Japanese. Topics studied are houses/homestay, cities, signage, food/drink, marketing, and folktales. Authentic media will be utilized for research. Students may opt to sit for the Japanese Language Proficiency Exam in December.



**LATIN****1 Latin (Y)***FL0102, FL0103–honors**All grades* **N***No prerequisite**2 credits*

Focuses on developing a firm grammatical foundation in Latin. Readings deal with a Roman family who live in Baiae and Rome in 80 A.D. Legends, myths, history and geography are incorporated as well. This is a mixed-level course and students may transition to or from the honors level within the course. A greater degree of mastery is expected for honors credit.

**2 Latin (Y)***FL0202, FL0203–honors**All grades* **N***Prerequisite: 1 Latin with 2nd semester**2 credits**grade of C or better*

Completes the essentials of grammar and vocabulary through extensive reading in Latin, following the same family from 1 Latin. Family life, customs and politics are examined more thoroughly. This is a mixed-level course and students may transition to or from the honors level within the course. A greater degree of mastery is expected for honors credit.

**3 Latin: Poetry & Prose of the Late Republic (Y)***FL0302, FL0303–honors**Grades 10, 11, 12* **N***Prerequisite: 2 Latin with 2nd semester**2 credits**grade of C or better*

Prose and poetry selections of classical authors during the Late Republican period are read. The meters of the poems and histories of the periods of the authors are also thoroughly examined. Classical figures of speech and Latin textual analysis are introduced. This is a mixed-level course and students may transition to or from the honors level within the course. A greater degree of mastery is expected for honors credit.

**4 Latin: Poetry & Prose of the Early Empire (Y)***FL0402, FL0403–honors**Grades 11, 12* **N***Prerequisite: 3 Latin with 2nd semester**2 credits**grade of C or better*

Prose and poetry selections of classical authors during the Early Empire are read. The meters of the poems and histories of the periods of the authors are also thoroughly examined. There is a focus on mastering classical figures of speech and Latin textual analysis. This is a mixed-level course and students may transition to or from the honors level within the course. A greater degree of mastery is expected for honors credit.

**AP Latin (Y)***FL0415**Grades 11, 12* **N***Prerequisite: 3 Latin or 4 Latin**2 credits**with a grade of B+ or better*

Intensive study of select Latin lines from four books of the *Aeneid*, as well as sections of the work in English. In addition students read prose selections from Caesar's *Gallic War* in both Latin and English. The course also includes extensive background reading emphasizing literary appreciation and a knowledge of the life and customs of the Augustan age. Mastery of meter and figures of speech are emphasized. Students are required to

complete a summer reading and writing assignment. Students successfully completing the course are prepared to take the AP Latin exam.

**SPANISH****1 Spanish (Y)***FS0102, FS0103–honors**All grades* **N***No prerequisite**2 credits*

A beginning course designed to teach a basic vocabulary and the fundamental grammar necessary for further study of the language, as well as introduce students to Hispanic culture and civilization. Strong emphasis on communication within the classroom, reinforced by written assignments. A greater degree of mastery is expected for honors credit. This is a mixed-level course, and students may transition to or from the honors level within the class.

**2 Spanish (Y)***FS0222**All grades* **N***Prerequisite: 1 Spanish, or equivalent and teacher recommendation**2 credits*

Continues the essentials of Spanish grammar and further stresses oral development, listening comprehension and learning about various aspects of Hispanic life. This course is taught in a highly interactive way using a very communicative style. Students are expected to participate actively in class and demonstrate learning through speaking, acting and repeating dialogues and stories. Students will also read and write using the vocabulary and grammar learned through the interactive stories.

**2 Spanish (Y)***FS0202, FS0203–honors**All grades* **N***Prerequisite: 1 Spanish with 2nd semester grade of C or better**2 credits*

Continues the essentials of Spanish grammar and further stresses oral development, listening and reading comprehension and learning about various aspects of Hispanic life. This course is vertically aligned with the Literature/Language strand of Spanish AP and will begin introduction to literary selections leading to the AP Spanish courses. This is a mixed level course and students may transition to or from the honors level within the class. A greater degree of mastery must be demonstrated for honors credit.

**3 Spanish (Y)***FS0302**Grades 10, 11, 12* **N***Prerequisite: 2 Spanish with 2nd semester grade of C or better**2 credits*

Students will learn via contextual vocabulary acquisition related to a variety of themes including visual and performing arts, health and wellness, and how to describe people with sophisticated descriptors. The course covers grammatical concepts such as the past tense, commands, and the present progressive and reviews present tense verbs, interrogative expressions and recycles vocabulary from first and second year courses. Students will gain an appreciation for the diversity of the Spanish-speaking world by studying cultural highlights of individual countries.



**3 Spanish Honors (Y)**

FS0303

*Prerequisite: 2 Spanish H with 2nd semester grade of C or better*

Grades 10, 11, 12 **N**

2 credits

Similar to 3 Spanish but more extensive and faster paced with a greater expected degree of mastery. Written composition is introduced. Selected complete works of literature are read and discussed, as well as aspects of Hispanic life and culture. Preparatory course for the 2-year AP sequence. This course includes study and analysis of several literary selections vertically aligned with the AP Spanish Literature/Language strand. Must have a grade of A- or better to take 4 Spanish AP. Class is conducted entirely in Spanish. Students are expected to use Spanish for communication at all times.

**4 Spanish (Y)**

FS0402

*Prerequisite: 3 Spanish with 2nd semester grade of C or better*

Grades 11, 12 **N**

2 credits

Further develops communicative skills, listening and speaking as well as advanced syntax and writing. Skits, oral presentations and cultural readings are stressed. Class is conducted entirely in Spanish. Students are expected to use Spanish for communication at all times.

**4 Spanish Honors (Y)**

FS0403

*Prerequisite: 3 Spanish H with 2nd semester grade of C or better*

Grades 11, 12 **N**

2 credits

Similar to 4 Spanish but more extensive and faster paced with a greater expected degree of mastery. Several works of literature are studied. Class is conducted entirely in Spanish. Students are expected to use Spanish for communication at all times.

**AP 4 Spanish Literature and Language (Y)**

FS0405

*Prerequisite: 3 Spanish H with a grade of A- or better*

Grade 11 **N**

2 credits

The first course in the two-year AP sequence. Students begin the study of college-level reading materials in preparation for AP exams. Extensive study of required AP literature from Spain and Latin America beginning with medieval Spain through contemporary era. Strong emphasis on advanced grammatical structures and extensive essay writing in preparation for AP exams. Class is conducted entirely in Spanish; students are expected to use Spanish at all times. Students do not take AP exams following this course, and are expected to enroll the following year in 5 AP Spanish. If they do not successfully complete all course requirements for 5 AP Spanish and take all required AP exams, the credit for 4 AP Spanish will be changed to honors.

**5 Spanish (Y)**

FS0502, FS0503–honors

*Prerequisite: 4 Spanish or 4 Spanish H with a semester grade of C or better*

Grade 12 **N**

2 credits

A proficiency oriented course in Spanish, designed around the development and demonstration of advanced level language skills in the areas of listening, speaking, reading and writing. Previously learned grammar concepts are reviewed and advanced structures are taught. Students will demonstrate their skills in presentational, interpretative and interpersonal communication. More sophisticated communication skills will be built through the study of literature and culture. Class is conducted entirely in Spanish and students are expected to use Spanish at all times.

**AP 5 Spanish Literature/Language (Y)**

FS0505

*Prerequisite: 4 Spanish AP or 4 Spanish HL AP*

Grade 12 **N**

2 credits

Representative works from Spanish and Latin American literature are studied in depth. Oral and listening skills are further developed through daily use of Spanish. Composition is emphasized through writing analytical essays related to the literary readings. AP exams in both Spanish Language and Spanish Literature are required to earn AP credit. Class is taught entirely in Spanish; students are expected to use Spanish at all times. Summer assignment. AP credit will be awarded upon completion of the AP exam in May and completion of the course.

**Advanced Spanish AP Language (Y)**

FS0555

*Prerequisite: 4 Spanish for HL, 4 Spanish or 5 Spanish with second semester grade of C or better*

Grade 12 **N**

2 credits

This advanced level course is for both native and non-native speakers of Spanish. It focuses on developing skills in Spanish for real-life uses and purposes and consists of a series of high level communicative experiences using authentic sources that allow for and expand the student's expressive use of spoken and written Spanish at a native-like level. Students are expected to use Spanish at all times in this class. Learning will be demonstrated through performance-based assessments in interpersonal, interpretive and presentational modes. Students will be prepared to take the AP Spanish Language exam in spring.

## SPANISH FOR HERITAGE LEARNERS

### 1 Spanish for Heritage Learners (Y)

FS0152, FS0153–honors

All grades **N**

*Prerequisite:* placement test; meets the ISBE requirement for first language/culture development in Spanish

Offers students from a home where Spanish is spoken instruction in language arts and culture in their native language. Reading skills, oral expression, writing mechanics, composition, historical, cultural and social understandings are stressed. Foundation course in reading and writing Spanish for heritage speakers. The honors component stresses the development of reading and writing skills at a more advanced level.

### 2 Spanish for Heritage Learners (Y)

FS0252, FS0253–honors

All grades **N**

*Prerequisite:* Placement test or 2 credits

1 Spanish Heritage. Also, concurrent enrollment in Freshman Humanities or completion of Humanities Enriched with a C- or higher is required. Meets the ISBE requirement for first language/culture development in Spanish.

Development of reading, writing, and culture for Heritage Learners. Offers students from a home where Spanish is spoken language arts, literature and culture in Spanish. Literary interpretation, composition, mechanics, oral expression and historical, cultural and social understandings are stressed. Students gain understanding of syntax and parts of speech, and compose descriptive and narrative works. The honors-level component of the course stresses the development of analytical and interpretive skills at a more advanced level, in preparation for the AP level work in 4 AP Spanish Heritage and 5 AP Spanish.

### 3 Spanish for Heritage Learners (Y)

FS0352, FS0353–honors

All grades **N**

*Prerequisite:* 2 Spanish for Heritage 2 credits

*Learners; placement test; meets the ISBE requirement for first language/culture development in Spanish*

Intermediate reading, writing, interpretative skills and culture for heritage Learners. Offers students from a home where Spanish is spoken and those with extensive academic background in Spanish language arts, literature and culture in Spanish. Composition, mechanics, literary interpretation, oral expression and historical, cultural and social understandings are stressed. The honors-level component of the course stresses the development of analytical and interpretive skills at a more advanced level, in preparation for the AP level work in 4 AP Spanish Heritage and 5 AP Spanish.

### 4 Spanish for Heritage Learners (Y)

FS0452

Grades 10, 11, 12 **N**

*Prerequisite:* 3 Spanish for HL 2 credits

*Credit for 2nd semester only may go to fulfill the Global Perspective requirement; meets the ISBE requirement for first language/culture development in Spanish*

Advanced reading, writing, interpretative skills and culture for Heritage Learners. This advanced-level course is for students from a home where Spanish is spoken. Focus is on reading development, vocabulary expansion and formal grammar including speaking, spelling and writing skills. Different Spanish literary genres are explored. Students develop a better understanding of Hispanic culture and history through selected readings.

### AP 4 Spanish for Heritage Learners (Y)

FS0455

Grades 10, 11, 12 **N**

*Prerequisite:* 3 Spanish for HL with a 2 credits  
grade of B+ or better; credit for 2nd semester only may go to fulfill the Global Perspective requirement; meets the ISBE requirement for first language/culture development in Spanish

The first course in the two-year AP sequence. Heritage Learners and other students with extensive academic background in Spanish begin the study of college-level reading materials in preparation for AP exams. Extensive study of required AP literature from Spain and Latin America beginning with medieval Spain through contemporary era. Students demonstrate more advanced skills in reading and writing in preparation for AP exams. Class is conducted entirely in Spanish; students are expected to use Spanish at all times. Students *do not* take AP exams following this course and are expected to enroll the following year in 5 AP Spanish. If they do not successfully complete all course requirements for 5 AP Spanish and take all required AP exams, the credit for 4 AP Spanish will be changed to honors.

### Advanced Spanish AP Language (Y)

FS0555

Grade 12 **N**

*Prerequisite:* 4 Spanish for HL, 2 credits  
4 Spanish or 5 Spanish with second semester grade of C or better

This advanced level course is for both native and non-native speakers of Spanish. It focuses on developing skills in Spanish for real-life uses and purposes and consists of a series of high level communicative experiences using authentic sources that allow for and expand the student's expressive use of spoken and written Spanish at a native-like level. Students are expected to use Spanish at all times in this class. Learning will be demonstrated through performance-based assessments in interpersonal, interpretive and presentational modes. Students will be prepared to take the AP Spanish Language exam in spring.

## WORLD LANGUAGE INDEPENDENT STUDY

### World Language Independent Study (Y, A, B)

FO0990, FO1990–1st, FO2990–2nd

Grades 11, 12

*Prerequisite:* Department recommendation Var. duration/credit

Students may earn credit for independent study in two ways: 1) Juniors who complete the most advanced course in a language sequence may continue this study senior year on an individual basis by choosing a literary, cultural, linguistic or historical topic related to a country whose people speak the language being studied. All work must be done in the target language. Students must present a proposal to the department chairman. 2) Juniors and seniors participating in a teacher-directed tutorial program may apply for independent study credit if the program involves planning seminars with the teacher and the tutoring of underclassmen. The teacher involved and department chair must approve the proposal.

# COURSE INDEX

AVID.....	10
STAE: Steps Toward Academic Excellence .....	10
Access ETHS.....	11
Freshman Advisory Study Hall .....	11

## BILINGUAL EDUCATION..... 12

### ENGLISH AS A SECOND LANGUAGE

1 English as a Second Language (Y).....	13
2 English as a Second Language (Y).....	13
3 English as a Second Language (Y).....	13
4 English as a Second Language (Y).....	13
Literacy Development and Intro. to US Culture	13
ESL Transition Support.....	13
Summer ESL Enriched .....	13

### SPANISH FOR HERITAGE LEARNERS

1 Spanish for Heritage Learners (Y) .....	13
2 Spanish for Heritage Learners (Y) .....	13
3 Spanish for Heritage Learners (Y) .....	14
4 Spanish for Heritage Learners (Y) .....	14
AP 4 Spanish for Heritage Learners (Y).....	14
Advanced Spanish AP Language (Y).....	14

### HISTORY & SOCIAL SCIENCE

Bilingual World History: A Global Persp. (Y).....	14
Latin American History (S).....	14
United States History (Y) .....	14

### MATHEMATICS

Pre-Algebra (Y) .....	15
1 Algebra (Y, Double Period).....	15
1 Algebra (Y).....	15
Geometry (Y) .....	15

### SCIENCE

Biology (Y) .....	15
Chemistry (Y) .....	15

## CAREER & TECHNICAL EDUCATION ..... 16

### ARTS & COMMUNICATIONS

Adv. Journalistic Writing/Media Production .....	16
1 Graphic Design (S).....	16
2 Graphic Design (S).....	16
3 Graphic Design (S).....	16
Digital Photography (S).....	16
Practicum: Arts & Communications .....	16

### BUSINESS/MGMT.-INFO. SYSTEMS

Personal Finance & Careers in Business	
Mgt. & Info Systems (S).....	16
Early Bird Personal Finance & Careers in Business	
Mgt. & Info Systems (S).....	16
Sports and Entertainment Marketing (S) .....	16
Entrepreneurship & Business Management (S).....	17
1 Accounting (Y) .....	17
2 Accounting Honors (Y) .....	17
Business Law (Y) .....	17
AP U.S. Government & Politics (Y).....	17
Technology Applications for Young Adults (S).....	17
Computer Applications: Microsoft Word (A).....	17
Computer Applications: Excel/PowerPoint (B).....	17
Web Design (S) .....	18
Intro. to Computer Programming (S) .....	18
Game Design & Programming in Flash (S) .....	18
Practicum: Business Mgt. & Info. Systems (Y).....	18

### ENVIRONMENTAL/NATURAL RESOURCES

Urban Agriculture (Y) .....	18
-----------------------------	----

### HEALTH SCIENCES/HUMAN SERVICES

Personal Finance & Careers in Health Sciences/	
Human Services (S): .....	18
1 Culinary (S) .....	18
2 Culinary-Advanced Skills (A) .....	18
2 Culinary-Regional/International Foods (B) .....	19
3 Culinary (A, B) .....	19
Introduction to Child Development (S) .....	19
Advanced Child Development (Y).....	19

Introduction to Teaching (A, B) .....	19
Child Psychology (S) .....	19
Introduction to Public Safety (Y).....	19
Contemporary Adult Life (S) .....	19
Practicum: Human & Consumer Services (Y).....	19
Rotation: Health Sciences (Y).....	20
Practicum: Health Sciences (Y).....	20

### INDUSTRY/ENGINEERING

Personal Finance/Engineer. Design Thinking (S)20	
Metal Sculpture (S).....	20
1 Manufacturing (Y) .....	20
Geometry in Construction (Y).....	20
Introduction to Engineering Design (Y).....	20
Principles of Engineering (Y).....	20
Digital Electronics (Y).....	21
Civil Engineering and Architecture (Y).....	21
2 Manufacturing/CIM (Y) .....	21
Software Engineering (Y).....	21
Automobile Maintenance (S) .....	21
1 Auto Technology (Y) .....	21
2 Auto Technology (Y).....	21
Practicum: Industry/Engineering (Y).....	21

### OTHER CAREER/TECH COURSES

Indep. Study: Bus. Mgmt./Info. Sys. (Y, A, B).....	22
Indep. Study: Health Sci/Human Serv (Y, A, B).....	22
Indep. Study: Industry/Engineering (Y, A, B) .....	22
Indep. Study: Arts/Communications (Y, A, B) .....	22
Indep. Study: Internship Practicum.....	22
Parenting (A, B).....	22

## COMMUNITY SERVICE ..... 22

Community Service (S).....	22
Senior Studies (Y) .....	22

## DRIVER'S EDUCATION..... 22

Driver's Education (A, B).....	22
--------------------------------	----

## ENGLISH/READING..... 23

### JOURNALISM & MEDIA PRODUCTION

Journalistic Writing and Production (S) .....	23
Adv. Journalistic Writing/Media Production (Y).....	23

### FRESHMAN HUMANITIES

1 Humanities English with Support (Y) .....	24
1 Humanities English 2/Honors (Y).....	24

### SOPHOMORE YEAR

2 Humanities English Enriched (Y) .....	24
2 Humanities English 2/Honors (Y).....	24
2 English 2 (Y).....	24
2 English Honors (Y).....	24
1-2 Composition Survey (S) .....	24
1-2 Literature Survey (S).....	24

### JUNIOR YEAR

3 English Enriched (Y).....	24
3 English 2 (Y).....	25
3 English Honors (Y).....	25
AP 3 English: Language & Composition (Y) .....	25
AP 3 English/APUSH: Block Period Option (Y) .....	25
American Studies 2/Honors (Y).....	25
3-4 Composition Survey (S) .....	25
3-4 Literature Survey (S).....	25

### SENIOR YEAR

4 English Enriched (Y).....	25
4 English 2/Honors (Y).....	25
AP 4 English: Literature & Composition (Y).....	25
Critical Thinking in the Modern Age (1, 2, H) (S)26	
Ethnic American Literature (1, 2, H) (S) .....	26
Writing I (1, 2, H) (S) .....	26
Writing II: Portfolio (1, 2, H) (S) .....	26
World Literature (1, 2, H) (S) .....	26
Senior Studies (Y).....	26
English Independent Study (Y, A, B).....	26

### READING PROGRAM

Freshman Reading (Y) .....	26
Reading Enriched (Y).....	26

## FINE ARTS..... 27

### VISUAL ARTS

1 Art (Pre-Drawing and Painting) (S).....	28
1 Sculpture (S).....	28
Cartooning (S).....	28
Animation (S) .....	28
1 Ceramics (S).....	28
2 Ceramics (S).....	28
3 Ceramics (S).....	28
1 Drawing (S) .....	28
2 Drawing (S) .....	28
1 Painting (S) .....	28
2 Painting (S) .....	28
1 Graphic Design (S).....	28
2 Graphic Design (S) .....	28
3 Graphic Design (S).....	28
1 Photo (Digital) (S).....	29
2 Photo (Digital and Darkroom) (S).....	29
3 Photo (Advanced Digital and Darkroom) (S).....	29
Metal Sculpture (S).....	29
AP Studio Arts Portfolio (Y) .....	29
AP Art History (Y).....	29
Independent Study in the Visual Arts (Y, A, B).....	29

### MUSIC

1 Music Technology: Recording/Comp. (S).....	30
2 Music Technology: Recording/Comp. (S).....	30
Chorale (Y, S).....	30
ETHS Concert Choir (Y).....	30
Concert Bands (Y) .....	30
Beginning Guitar (A, B) .....	30
Intermediate Guitar (B) .....	30
String Orchestra (Y) .....	30
Symphony Orchestra (Y) .....	30
Seminar in American Music (A) .....	30
Seminar in Western Music: Music Theory (B).....	31
AP Music Theory (Y).....	31
Music Independent Study (Y, A, B).....	31
Music Laboratory .....	31

### SPEECH ARTS

Broadcast Media (S).....	31
Advanced Broadcast Media (S).....	31
Public Speaking (S) .....	32
1 Debate (S).....	32
2 Debate (S).....	32
1 Theatre (S).....	32
2 Theatre (Y).....	32
3-4 Advanced Theatre: Theatre Production (Y).....	32
3-4 Adv. Theatre: Playwriting/Adv. Acting (Y).....	32
1 Stagecraft (S).....	32
Speech Arts Independent Study (Y, A, B).....	32

## HISTORY & SOCIAL SCIENCE.... 33

### FRESHMAN HUMANITIES

1 Humanities History with Support (Y) .....	34
1 Humanities History 2/Honors (Y) .....	34

### GLOBAL PERSPECTIVE STUDIES

2 Humanities History Enriched (Y).....	34
Modern World History: A Global Persp. (Y).....	34
2 Humanities History 2/Honors (Y) .....	34

### UNITED STATES HISTORY

United States History Team (Y).....	34
American Studies 2/American Studies H (Y).....	34
AP United States History (Y) .....	35
APUSH/AP 3 English: Block Period Option (Y) .....	35

### HISTORY/SOCIAL SCIENCE ELECTIVES

The American Legal System (S) .....	35
African-American Studies (S) .....	35
Economics (S) .....	35
Inquiries into Human Behavior (S).....	35
Philosophy (S).....	35
Sociology of Class, Gender and Race (S) .....	36
AP European History (Y).....	36
AP Psychology (Y) .....	36
History/Social Science Indep. Study (Y, S) .....	36
Senior Studies (Y).....	36



**MATHEMATICS ..... 37****MATH COURSES**

1 Algebra (Y).....	38
1 Algebra (Y, Double Period).....	38
1 Algebra Honors (Y).....	38
Empirical Geometry (Y).....	38
Geometry (Y).....	38
Geometry Honors (Y).....	38
Geometry in Construction (Y).....	38
Bridge 2 Algebra (Y).....	38
2 Algebra (Y).....	39
2 Algebra (Y, Double Period).....	39
2 Algebra Honors (Y).....	39
Introduction to Finite Mathematics (Y).....	39
Trigonometry-Analysis (Y).....	39
Trigonometry-Analysis Honors (Y).....	39
AP Calculus A/B (Y).....	39
AP Calculus B/C (Y).....	39
AP Statistics (Y).....	39
Multivariable Calculus/Linear Algebra (Y).....	40
Mathematics Independent Study (Y, A, B).....	40

**MATH ELECTIVES**

1 Computer Programming (S).....	40
AP Computer Science (S).....	40

**MATH COURSE SEQUENCES****PHYSICAL EDUCATION &****WELLNESS ..... 41****1-2 PHYSICAL EDUCATION COURSES**

1 Physical Education (Y).....	41
2 Physical Education (S).....	41

**3-4 PHYSICAL EDUCATION COURSES**

1 Adventure Education and High Ropes (S).....	41
2 Adventure Education (S).....	41
Healthy Lifestyles and Fitness (Y).....	41
3-4 Early Bird Fitness (A, B).....	41
Competitive Sports and Fitness (S).....	41
Fusion Fitness (S).....	41
Global Dance (S).....	42
1 Martial Arts (S).....	42
2 Martial Arts (S).....	42
Sports Officiating (S).....	42
Advanced Dance (Y).....	42
Advanced Lifeguard Training (S).....	42
Advanced Strength Training (S).....	42
Junior Leadership Training (Y).....	43
Senior Leadership Experience (Y).....	43

**ADAPTED PHYSICAL EDUCATION**

3-4 Physical Education (DLP/Interactive) (Y) ..	43
Adapted Physical Education (Y, A, B).....	43
3-4 Physical Ed. Adapted/(DLP Assistant) (S) ..	43

**JUNIOR/SENIOR ELECTIVES**

Introduction to Sports Medicine (S).....	43
Driver's Education (Listed on page 22).....	43

**WELLNESS EDUCATION**

Wellness Education (S).....	43
-----------------------------	----

**SCIENCE ..... 44****SCIENCE COURSE SEQUENCES****BIOLOGY**

Biology with Support (Y).....	45
Biology 2/Honors (Y).....	45

**CHEMISTRY**

General Chemistry (Y).....	45
Chemistry (Y).....	45
Chemistry Honors (Y).....	45
2 Accelerated Science-2 Chem/Physics H (Y) ..	45

**SCIENCE ELECTIVES**

Anatomy and Physiology (Y).....	45
Astronomy (Y).....	45
Geoscience and the Environment (Y).....	46
Physics (Y).....	46

**SCIENCE AP COURSES**

AP Biology (Y).....	46
AP Environmental Science (Y).....	46
AP Chemistry (Y).....	46
AP Physics 1 (Y).....	46
AP Physics 2 (Y).....	46
AP Physics C (Y).....	47
3 Accelerated Science-AP 3 Chem/Physics (Y) ..	47
4 Accelerated Science-AP 4 Chem/Physics (Y) ..	47
Science Independent Study (Y, A, B).....	47

**SCIENCE AND CTE COURSES**

Rotation: Health Sciences.....	47
Practicum: Health Sciences.....	47

**SPECIAL EDUCATION ..... 48****LEARNING STRATEGIES ..... 48****INSTRUCTIONAL PROGRAM**

English/Reading.....	48
History & Social Science.....	48
Job Experience.....	48
Math.....	49
Science.....	49
Computer Education.....	49
Wellness Education.....	49
Physical Education.....	49

**TRANSITION HOUSE ..... 49****ADOLESCENTS REACHING THEIR****CAPABILITIES (ARC) ..... 50****DIMENSIONS OF LEARNING PROGRAM**

Art.....	50
Computer Survey.....	50
Consumer Education.....	50
English/Reading.....	50
Health Education.....	50
Independent Living Skills.....	50
Math.....	50
Physical Education.....	50
Science.....	50
Social Skills.....	50
Social Studies.....	50
Vocational Studies.....	50

**WORLD LANGUAGES ..... 51****AMERICAN SIGN LANGUAGE**

1 American Sign Language (Y).....	52
2 American Sign Language (Y).....	52
3 American Sign Language (Y).....	52

**CHINESE**

1 Chinese (Y).....	52
2 Chinese (Y).....	52
3 Chinese (Y).....	52
4 Chinese (Y).....	52

**FRENCH**

1 French (Y).....	52
2 French (Y).....	52
3 French (Y).....	53
4 French (Y).....	53
4 French Advanced Honors (Y).....	53
5 French (Y).....	53
AP 5 French Language (Y).....	53

**GERMAN**

1 German (Y).....	53
2 German (Y).....	53
3-4 Advanced German (Y).....	53
AP 4 German Language (Y).....	53

**HEBREW**

1 Modern Hebrew (Y).....	54
2 Modern Hebrew (Y).....	54
3 Modern Hebrew (Y).....	54
4 Modern Hebrew (Y).....	54
Advanced Hebrew Language/Literature (Y).....	54

**JAPANESE**

1 Japanese (Y).....	54
2 Japanese (Y).....	54
3-4 Japanese: A Trip to Japan (Y).....	54
3-4 Japanese: What is Japanese? (Y).....	54

**LATIN**

1 Latin (Y).....	55
2 Latin (Y).....	55
3 Latin: Poetry & Prose/Late Republic (Y).....	55
4 Latin: Poetry & Prose/ Early Empire (Y).....	55
AP Latin (Y).....	55

**SPANISH**

1 Spanish (Y).....	55
2 Spanish (Y).....	55
2 Spanish (Y).....	55
3 Spanish (Y).....	55
3 Spanish Honors (Y).....	56
4 Spanish (Y).....	56
4 Spanish Honors (Y).....	56
AP 4 Spanish Literature and Language (Y).....	56
5 Spanish (Y).....	56
AP 5 Spanish Literature/Language (Y).....	56
Advanced Spanish AP Language (Y).....	56

**SPANISH FOR HERITAGE LEARNERS**

1 Spanish for Heritage Learners (Y).....	57
2 Spanish for Heritage Learners (Y).....	57
3 Spanish for Heritage Learners (Y).....	57
4 Spanish for Heritage Learners (Y).....	57
AP 4 Spanish for Heritage Learners (Y).....	57
Advanced Spanish AP Language (Y).....	57

**WORLD LANGUAGE INDEPENDENT STUDY**

World Language Independent Study (Y, A, B) ..	57
---	----



## COURSE INDEX (ALPHA)

Accelerated Science-2 Chem./Physics H (2) ...45	Civil Engineering and Architecture .....21	Modern Hebrew (1,2,3,4).....54
Accelerated Science-AP 3 Chem/Physics (3) ...47	Community Service.....22	Modern World History: A Global Perspective...34
Accelerated Science-AP 4 Chem/Physics (4) ...47	Competitive Sports and Fitness.....41	Multivariable Calculus/Linear Algebra.....40
Access ETHS.....11	Composition Survey (1-2).....24	Music Independent Study .....31
Accounting (1) .....17	Composition Survey (3-4).....25	Music Laboratory .....31
Accounting Honors (2).....17	Computer Applications: Excel/PowerPoint .....17	Music Technology: Recording/Comp. (1,2) .....30
Adapted Physical Education .....43	Computer Applications: Microsoft Word .....17	Painting (1,2).....28
Advanced Broadcast Media.....31	Computer Programming (1).....40	Parenting .....22
Advanced Child Development.....19	Concert Bands .....30	Personal Finance & Careers in Business Mgmt. & Info. Systems.....16
Advanced Dance .....42	Concert Choir .....30	Personal Finance & Careers in Health Sciences/ Human Services .....18
Advanced German (3-4) .....53	Contemporary Adult Life .....19	Personal Finance & Engineer. Design Thinking .20
Advanced Hebrew Language/Literature.....54	Critical Thinking in the Modern Age (1, 2, H).....26	Philosophy .....35
Advanced Lifeguard Training .....42	Culinary (1).....18	Photo (Advanced Digital and Darkroom) (3) .....29
Advanced Spanish AP Language.....56	Culinary (3) .....19	Photo (Digital) (1) .....29
Advanced Spanish AP Language (HL) .....14, 57	Culinary-Advanced Skills (2) .....18	Photo (Digital and Darkroom) (2) .....29
Advanced Strength Training.....42	Culinary-Regional/International Foods (2) .....19	Physical Edu. Adapted/(DLP Assistant) (3-4) ...43
Advanced Theatre: Theatre Production (3-4) ...32	Debate (1,2).....32	Physical Education (1,2) .....41
Adventure Education (2).....41	Digital Electronics.....21	Physical Education (DLP/Interactive) (3-4) .....43
Adventure Education and High Ropes (1) .....41	Digital Photography.....16	Physics .....46
Adv. Journalistic Writing/Media Production .....23	Drawing (1,2) .....28	Practicum: Arts & Communications .....16
Adv. Theatre: Playwriting/Adv. Acting (3-4) .....32	Driver's Education .....22	Practicum: Business Mgmt. & Info. Systems ....18
African-American Studies .....35	Early Bird Fitness (3-4) .....41	Practicum: Health Sciences .....20
Algebra (1, 1 Double Period) .....38	Early Bird Personal Finance & Careers in Business Mgmt. & Info. Systems .....16	Practicum: Human & Consumer Services .....19
Algebra (2, 2 Double Period) .....39	Economics.....35	Practicum: Industry/Engineering .....21
Algebra Honors (1).....38	Empirical Geometry.....38	Principles of Engineering.....20
Algebra Honors (2).....39	English 2 (2, 3) .....24, 25	Public Speaking .....32
American Sign Language (1,2,3) .....52	English 2/Honors (4) .....25	Reading Enriched .....26
American Studies 2/American Studies H .....34	English Enriched (3, 4).....24, 25	Rotation: Health Sciences .....20
American Studies 2/Honors .....25	English Honors (2, 3) .....24, 25	Science Independent Study .....47
Anatomy and Physiology.....45	English Independent Study .....26	Sculpture (1) .....28
Animation .....28	Entrepreneurship & Business Management .....17	Seminar in American Music.....30
AP 3 English: Language & Composition.....25	Ethnic American Literature (1, 2, H).....26	Seminar in Western Music: Music Theory.....31
AP 4 English: Literature & Composition .....25	French (1,2).....52	Senior Leadership Experience .....43
AP 4 German Language .....53	French (3,4,5).....53	Senior Studies .....22, 26, 36
AP 4 Spanish for Heritage Learners .....14, 57	French Advanced Honors (4).....53	Sociology of Class, Gender and Race .....36
AP 4 Spanish Literature and Language.....56	Freshman Advisory Study Hall .....11	Software Engineering .....21
AP 5 French Language.....53	Freshman Reading .....26	Spanish (1,2,3).....55
AP 5 Spanish Literature/Language.....56	Fusion Fitness .....41	Spanish (4,5) .....56
AP Art History.....29	Game Design & Programming in Flash .....18	Spanish for Heritage Learners (1,2,3,4) ..13,14, 57
AP Biology.....46	Geometry.....38	Spanish Honors (3,4).....56
AP Calculus A/B.....39	Geometry, Empirical .....38	Special Education: ARC .....50
AP Calculus B/C.....39	Geometry Honors.....38	Special Education: DLP .....50
AP Chemistry.....46	Geometry in Construction .....20, 38	Special Education: Instructional Program .....48
AP Computer Science.....40	Geoscience and the Environment .....46	Special Education: Learning Strategies .....48-49
AP Environmental Science .....46	German (1,2).....53	Special Education: Transition House.....49
AP European History .....36	Global Dance .....41	Speech Arts Independent Study.....32
AP Latin .....55	Graphic Design (1,2,3).....16, 28-29	Sports and Entertainment Marketing .....16
AP Music Theory .....31	Guitar (Beginning, Intermediate).....30	Sports Officiating .....42
AP Physics (1, 2).....46	Healthy Lifestyles and Fitness.....41	STAE .....10
AP Physics C.....47	History/Social Science Indep. Study.....36	Stagecraft (1) .....32
AP Psychology .....36	Humanities English 2/Honors (1, 2) .....24	String Orchestra .....30
AP Statistics.....39	Humanities English Enriched (2) .....24	Symphony Orchestra .....30
AP Studio Arts Portfolio .....29	Humanities English with Support (1) .....24	Technology Applications for Young Adults.....17
AP United States History.....35	Humanities History 2/Honors (1, 2) .....34	The American Legal System.....35
AP U.S. Government & Politics .....17	Humanities History Enriched (2) .....34	Theatre (1,2).....32
Art (Pre-Drawing and Painting) (1) .....28	Humanities History with Support (1).....34	Trigonometry-Analysis.....39
Astronomy .....45	Independent Study in the Visual Arts .....29	Trigonometry-Analysis Honors .....39
Automobile Maintenance.....21	Indep. Study: Arts/Communications .....22	United States History Team.....35
Auto Technology (1,2).....21	Indep. Study: Bus. Mgmt./Info. Systems .....21	Urban Agriculture .....18
AVID.....10	Indep. Study: Health Sci/Human Serv .....22	Web Design .....18
Bilingual Ed., Algebra (1) .....15	Indep. Study: Industry/Engineering.....22	Wellness Education .....43
Bilingual Ed., Biology.....15	Indep. Study: Internship Practicum.....22	World Language Independent Study.....57
Bilingual Ed., Chemistry .....15	Inquiries into Human Behavior .....35	World Literature (1, 2, H).....26
Bilingual Ed., Eng. as a Second Lang. (1) .....13	Introduction to Child Development .....19	Writing I .....26
Bilingual Ed., Eng. as a Second Lang. (2,3,4) ...13	Introduction to Computer Programming .....18	Writing II: Portfolio .....26
Bilingual Ed., ESL Transition Support.....13	Introduction to Engineering Design .....20	
Bilingual Ed., Geometry.....15	Introduction to Finite Mathematics.....39	
Bilingual Ed., Latin American History .....14	Introduction to Public Safety .....19	
Bilingual Ed., Literacy Dev./Intro. to US Culture 13	Introduction to Sports Medicine.....43	
Bilingual Ed., Pre-Algebra .....15	Introduction to Teaching.....19	
Bilingual Ed., Summer ESL Enriched .....13	Japanese (1,2).....54	
Bilingual Ed., United States History .....14	Japanese: A Trip to Japan (3-4).....54	
Bilingual Ed., World History: A Global Persp....14	Japanese: What is Japanese? (3-4) .....54	
Biology 2/Honors.....45	Journalistic Writing and Production .....23	
Biology with Support.....45	Junior Leadership Training .....43	
Bridge 2 Algebra .....38	Latin (1,2).....55	
Broadcast Media .....31	Latin: Poetry & Prose of the Early Empire (4) ...55	
Business Law .....17	Latin: Poetry & Prose of the Late Republic (3) .55	
Cartooning.....28	Literature Survey (1-2) .....24	
Ceramics (1,2,3) .....28	Literature Survey (3-4) .....25	
Chemistry .....45	Manufacturing (1) .....20	
Chemistry, General.....45	Manufacturing/CIM (2).....21	
Chemistry Honors.....45	Martial Arts (1,2) .....42	
Child Psychology.....19	Mathematics Independent Study .....40	
Chinese (1,2,3,4) .....52	Metal Sculpture .....20	
Chorale.....30		

# PLACES TO GO @ ETHS: STUDY CENTERS & MEDIA CENTERS

What	Where	When
Bacon Computer Center	2nd Floor, Bacon	Monday T, W, Th, Fri 7:30 AM – 2:36 PM 7:30 AM – 4:00 PM
Central Library	2nd Floor H-Corridor	Monday T, W, Th Friday 7:30 AM – 2:36 PM 7:30 AM – 6:30 PM 7:30 AM – 4:00 PM
College & Career Center	E112 [W201*]	Monday-Friday 8:00 AM – 4:30 PM
Fine Arts Open Studios	Teachers' rooms	Monday-Friday Periods 1 - 9
Homework Center	W201	Monday T, W, Th (Closed Friday) 2:45 PM – 5:00 PM 3:35 PM – 5:00 PM
Language Lab	E314	Monday-Friday Monday-Friday T, W, Th 8:00 AM – 8:27 AM Periods 4, 5, 6 3:45 PM – 4:30 PM
Math Study Center	N212	M, T, W, Th Friday 8:00 AM – 4:00 PM 8:00 AM – 3:35 PM
Michael Library	2nd Floor East Hall	Monday T, W, Th, Fri 8:00 AM – 2:36 PM 8:00 AM – 4:00 PM
Physical Ed./Wellness Resource Center	G180	Monday-Friday 8:00 AM – 3:35 PM
Science Study Center	E217	M, T, W, Th Friday 8:00 AM – 4:00 PM 8:00 AM – 3:35 PM
The Point (English & History Writing Center)	S308 [W201*]	Monday T, W, Th Friday 8:00 AM – 2:36 PM 8:00 AM – 4:00 PM 8:00 AM – 3:35 PM
World Languages Study Center	H302	Monday T, W, Th, Fri 8:00 AM – 2:36 PM 8:00 AM – 3:35 PM

Current schedule for the 2013-14 school year. Locations, days and times are subject to change each school year.

\*The room number listed in brackets will be the new location for this space beginning in the 2014-15 school year.

# EVANSTON TOWNSHIP HIGH SCHOOL

## MISSION STATEMENT

Embracing its diversity, ETHS dedicates itself to educating all students to their fullest potential.

## VISION STATEMENT

Evanston Township High School (ETHS) commits itself to excellence and equity in education. Each student will achieve at a high level of academic performance, function effectively in the community, and make contributions to the broader society.

To accomplish this goal, ETHS commits itself to involving school personnel, community members, students, and their families as partners in an ongoing process of educational improvement. We will construct an environment of excellence and responsibility which fosters intellectual, social, physical, emotional, and ethical growth for all. Students, faculty and staff must all continue to learn and grow.

ETHS will design curriculum, instructional strategies, and assessment methods to motivate and prepare all students to become skilled and knowledgeable...

- Problem solvers/critical thinkers
- Self-directed learners
- Effective communicators
- Collaborative workers
- Quality producers
- Technology users
- Community contributors

ETHS will guide all students in planning for their progress both during and after high school. All students will complete an educational program that meets the requirements for admission to an Illinois public college or university. While students' choices will vary, we will prepare students to pursue both a career direction and continued education.

All members of the ETHS community will work together to realize this vision in an atmosphere of mutual respect where the contributions of all are valued.

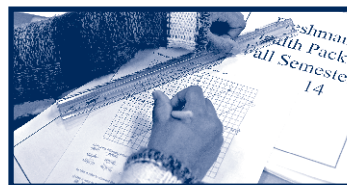
*Adopted by the ETHS School Improvement Team, May 21, 1996*

## VISIT OUR WEBSITE

For online information about Evanston Township High School, please visit our website:

**[www.eths.k12.il.us](http://www.eths.k12.il.us)**

1600 DODGE AVENUE  
EVANSTON, ILLINOIS 60201  
(847) 424-7000



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