REAVIS HIGH SCHOOL
CURRICULUM GUIDE
2017 - 2018

2016 State Championship
Drama Performance, *Electra*

REAVIS HIGH SCHOOL MISSION STATEMENT

Reavis High School, together with students, staff, and community, provides a student-centered environment. We focus on educational opportunities in activities, athletics, and most importantly, academics. We empower students to respect and be respected, explore career goals, and maximize their full potential. Citizenship, responsibility, and leadership in an ever-changing and diverse society are at the core of every student's education at Reavis High School.

REAVIS HIGH SCHOOL HISTORY

In July of 1940, a successful referendum brought Cook County School District 220 into existence. However, manpower and materials were channeled from the needed school construction into the defense effort. In 1945, the War Production Board authorized the construction of a utility building, which was nearly completed when the Cook County Superior Court issued a restraining injunction halting further progress. It was at this time that a nationally known educator and professor from the University of Chicago entered the picture, resolved the problems, and allowed work to resume. This arbitrator was Dr. William Claude Reavis (1881 - 1955).

Plans were finally made for the high school. By the time construction of the building that would eventually be known as William Claude Reavis High School began in 1949, Dr. Reavis had approved new and revised blueprints which took into account the long range as well as immediate needs of the community's high school population.

On its opening day - September 11, 1950 - Reavis High School welcomed 330 freshmen, sophomores, and juniors. Since its first graduating class in 1952, thousands of young men and women have earned their high school diplomas from Reavis High School and have become productive, responsible members of American society.

REAVIS HIGH SCHOOL TODAY

Reavis High School offers a comprehensive academic program and is fully accredited by the Illinois State Board of Education. Faculty members are both experienced and highly educated. Reavis teachers have, on average, 13 years of experience. More than 87% of the professional personnel hold a master's degree. The campus features:

- 132 classrooms and 12 science labs
- a newly renovated library that boasts state of the art presentation equipment and an array of digital databases
- more than 1000 student laptop and iPad mobile devices that can be utilized throughout the building
- a recently renovated, spacious auditorium and smaller theatre with modern band and choral facilities
- a competition swimming pool and tennis courts that can host regional competitions
- 3 gyms; a lighted football field; several baseball, softball and soccer fields; and a modern all-weather track facility
- a tech center which hosts a curriculum rich in computer-aided drafting, woods, carpentry, electronics, and more
- extensive fine arts offerings including 3-D arts, graphic design, photography, drawing, painting, and more
- a physical education curriculum that includes the use of heart rate monitors to promote target heart rate workouts
- business education classes that focus on computer applications, web design, and accounting principles
- a world languages department that offers programs in German, Spanish, and Spanish for Native Speakers
- a complete automotive workshop and a preschool program that serves the local community
- a foodservice management program affiliated with the nationally recognized Pro-Start program
- a social studies curriculum that reinforces citizenship skills through attendance at local government meetings or the completion of community service
- an English curriculum that focuses on the skills of reading, writing, listening, and communicating while culminating in senior electives that allow students to select specialized literature, writing, and communication topics
- math course selections that introduce students to topics including algebra, geometry, and advanced algebra as well as statistics, trigonometry, and calculus
- a science curriculum rich in topics from biology, chemistry, and physics to anatomy and physiology and forensic science all of which encourage laboratory experiences

More than 40% of our students are involved in the many extracurricular organizations and activities offered at the school. Individual and team accomplishments contributing to a successful athletic program include many conference and regional championships. State championships, state qualifiers, and "All State" selections have been numerous.

GRADUATION REQUIREMENTS

Students must complete the following requirements[1] to graduate.

UNITS OF CREDIT

English[2]		4.0
Mathematics		3.0
Science		2.0
Social Studies		2.0
U.S. History	(1.0)	
Economics[3]	(.5)	
U.S. Government[4]	(.5)	
Art, Music, World Languages, or Career and Technical Education		1.0
Physical Education, Health, Driver Ed.*[5, 6, 7, 8 & 9]		4.0
(*Eight passing semesters within the PE Department are required.)		
Electives		6.0
Minimum Credits for Diploma		***22.0***

[1] All students must take the state-mandated College Board SAT assessment prior to graduation.
[2] Students are required to take English courses in sequence. Students who fail English must attend summer school. If they do not, they will be placed in the next sequenced English course available for which they need credit and must make up the missing credit(s) in summer school the following year. In extraordinary circumstances, students starting their fourth year of high school who are out of sequence in English may petition for concurrent English classes by submitting a written request to the Division Chair for Humanities.
[3] Economics can be fulfilled by enrolling in Consumer Economics; however, students must continue to meet the social studies requirement of 2.0 credits by taking an additional .5 credit social studies elective.
[4] All students must pass tests on the *Constitution of the United States* and the *Constitution of the State of Illinois*, plus complete the citizenship component of the United States Government course by performing community service and attending government meetings. The contents of this course also meet PA 99-0434 course content requirements including current and controversial issues discussions, service learning, and democratic simulations.
[5] Students will not be allowed to take two (2) physical education classes in the same semester except by permission of the Division Chair for PE/CTE.
[6] Students exempt from physical education will not be required to complete this number of PE credits. The requirements of physical education and/or driver education may be waived by the administration for students presenting medical certification.
[7] A student must have passed at least eight (8) courses in his/her previous two semesters of enrollment to register for driver education. Summer school courses will be treated as an extension of the second semester of the school year.
[8] If taking physical education during Zero Hour, students can miss no more than six (6) days of class, or the student may be dropped from the class. Once dropped, students will have the choice of dropping an elective and replacing it with a P.E. class or making up the .5 credit in summer school.
[9] Students entering their senior year and registering for their fourth year of Reavis Marching Band may apply for a P.E. waiver for the fall semester of his/her senior year. This would permit a student to register for an extra semester elective. Students may not use the waiver to take a study hall. Interested students must have pre-approval from the Division Chair for Fine Arts and the Director of Student Services.

ACADEMIC PROGRESS REPORTS/GRADE REPORTS

Reavis High School formally assesses student progress three (3) times each semester. The sixth and twelfth week progress grades indicate student progress at that point in the course. The final semester grade will indicate cumulative achievement for the semester and will be posted to the student's report card and transcript. Honor roll is determined at the end of each semester based on final semester grades. Parents and students may access course progress at any time by using the *Parent Portal* online service.

ADVANCED PLACEMENT (AP) PROGRAM

Reavis High School participates in the Advanced Placement Program sponsored by the College Board. The purpose of this program is to allow qualified students to earn credit in college level courses while still in high school. Each student enrolled in an AP class is expected to take the Advanced Placement examination in May, and the scores are sent to the student's colleges of choice. Student scores may result in a college granting credit or advanced standing to the student. The full Advanced Placement fee for these courses is charged at the time of registration to defray the cost of the test for the district. Reavis High School has a discount policy for students and immediate family members enrolled in more than one AP course. Per academic year: 1st class - $93.00 (full price), 2nd class - $46.00, 3rd and all subsequent classes - $30.00. This applies to individual students and siblings. Families will pay full price for only one AP course per academic year. This fee is non-refundable (see page 7 and individual course descriptions). See your counselor for more information.

ALTERNATIVE EDUCATION PROGRAM

Alternative Education is offered as an intervention program to those students who, for various reasons, are not experiencing academic success in the regular school program. The option for students to participate in Alternative Education is based on a recommendation from the Dean, Counselor, Director of Student Services, or Principal. The student will have the option to earn three credits in the program while receiving social work and counseling services. The Alternative Education program runs Monday through Friday from 1:30-6:30 p.m. Students are required to provide their own transportation.

ATTENDANCE

Reavis High School recognizes the importance of daily attendance. Students who are frequently absent from school can expect to encounter academic difficulty. If frequent absences occur, parents and students can expect adverse results in classroom performance and grades. See the "Rights and Responsibilities" section of the *Reavis High School Student Handbook/Planner.*

AUDIT

Students may elect to audit a class. Attendance in class is required daily, but the student will not receive a grade or credit for the class. A student may not later apply for credit in the course nor may he/she change status during the time he/she is attending the class from that of auditing to that of earning credit.

To audit a class, the student must pick up the audit form in Guidance prior to the first day of the class and must secure the permission of the appropriate division chair and counselor. This permission must be in writing and must be presented to the student's counselor no later than the first day of class. If there is a lack of space in a class that a student is auditing, the place in class may be taken by a student who needs the course for credit.

CLASS RANK

All courses earning credit are used to compute class rank. Class rank is computed three times a year (January for fall semester, June for spring semester, and September for summer courses) according to the following procedure:

1. Each letter grade is converted to grade points (see Grade Reporting).
2. The grade points earned for each course are totaled and then divided by the number of courses taken to produce the student's Grade Point Average (GPA).
3. Within each grade level, students are ranked from highest to lowest.

Eighth semester class rank is used to determine the honor of being named the Valedictorian or Salutatorian. All credit earning courses are included in the class rank with the exception of *Resource Homeroom* and *Ram Academy Homeroom.*

EXTRA-CURRICULAR ELIGIBILITY

A student must be passing at least two and one-half (2.5) credits of coursework to be eligible for participation in Illinois High School Association contests. A weekly grade check is made to determine current eligibility. Refer to the "Rights and Responsibilities" section of the *Student Handbook* for further details.

COLLEGE ENTRANCE REQUIREMENTS

Two of the most important decisions a high school student makes involve choosing which classes to take and where to go for his or her post-secondary education. There are more than one hundred eighty (180) colleges and universities in Illinois alone. Each college has its own individual entrance requirements, and students should realize that these academic requirements are becoming more stringent. Therefore, the Illinois Board of Higher Education strongly encourages a secondary school college prep program that includes the following:

English	*(4) four credits*	emphasizing written and oral communication and English literature
Mathematics	*(3) three credits*	including Algebra I, Geometry I, and Algebra II
Science	*(3) three credits*	of laboratory science – including a combination of Biology I, Chemistry I, Physics, Anatomy & Physiology, AP Chemistry, AP Biology, and AP Physics
Social Studies	*(3) three credits*	including U.S. History, U.S. Government, Economics, and 1 credit (2 semesters) social studies electives (some universities are less stringent about requiring 3 credits of social studies)
Art, Music, World Languages or Career and Technical Education	*(2) two credits*	Selective colleges may require at least two (2) credits or completing the second level in the same language when pursuing World Language credit

See each university's website for specific college requirements.

COLLEGE ENTRANCE AND STANDARDIZED TESTING

Below is a general timeline of the standardized tests offered at Reavis High School. These tests are used to measure student growth, learned skills, and increase students' opportunities to attend college and receive scholarships.

Students who plan to enroll in a two-year or four-year college or university will complete their college entrance testing by participating in and scoring well on the exams.

SAT or ACT scores are requested by many colleges and universities for admission. Strong test scores are one of several important factors in the college admission process.

GRADE	EXAM	TEST DATE	DESCRIPTION
Freshmen	GMADE/GRADE	September and May	Pre- and Post-Diagnostic tests in math and reading
	PSAT 8/9	Spring	First level of SAT suite of exams
Sophomores	PSAT	October	Practice, Qualifying test for scholarships(Optional)
	PSAT 10	Spring	Practice, Aligned with college entrance exam
Juniors	PSAT/NMSQT	October	Practice, Qualifying test for scholarships (Optional)
	SAT	April (Consider additional dates and the ACT)	Opportunities to establish and increase scores for college admission
Seniors	ACT	September, October, and December	More opportunities to establish or increase scores
	SAT	See collegeboard.org	More opportunities to increase scores

Preparation for college entrance and scholarship qualifying tests is extremely important. The SAT is an aptitude test which tests a student's critical reading, writing/language, and mathematics skills. It is important that a student's course selections include as many of these courses as possible. More information on testing is located on the Guidance Page of the Reavis website at www.reavisd220.org.

COMMENCEMENT EXERCISES

1. Only those students who have completed all graduation requirements may participate in the commencement exercises.

2. Students who participate in commencement exercises will be required to adhere to all rules and regulations.

3. Special students are honored at commencement. The honorees include the following:

   a. *Valedictorian* - The Valedictorian is the student who has the highest grade point average in the class. If two or more students are tied, each will be designated a Valedictorian. In order for a transfer student to be considered for this honor, the student must have completed a minimum of two consecutive semesters at Reavis High School.

   b. *Salutatorian* - The Salutatorian is the student who has the next highest grade point average in the class. If two or more students are tied, each will be designated a Salutatorian. In order for a transfer student to be considered for this honor, the student must have completed at least two consecutive semesters at Reavis High School.

   c. *Honor Stole* - Members of the National Honor Society will be recognized at commencement by special honor stoles worn during the ceremony.

   d. *Honor Tassel* - Students who have maintained at least a 3.500 GPA will be awarded an honor tassel.

   e. *Hickory Stick* - This award is given to the male and female graduates who most supported Reavis High School during their four years.

   f. *John Fitzgerald Citizenship Award* - This award is given to a student who has been extremely active in community service.

   g. *Perfect Attendance* – This award is given to students who have maintained perfect attendance throughout their four years.

COUNSELING SERVICES AND GUIDANCE HOMEROOM PROGRAM

Guidance counselors are available to assist students in educational and career planning. As part of their mission to provide developmental counseling that addresses the career interests of Reavis students, counselors provide students, parents, and staff members with a comprehensive software program, *Career Cruising*. This program contains assessment tools, career profiles, and comprehensive post-secondary information. *Career Cruising* will assist with researching and planning appropriate courses for each student's individual career and educational interests in accordance with the Career Clusters Model adopted by the State of Illinois. Students will be instructed during the developmental Guidance homeroom program how to navigate through *Career Cruising* and utilize its many features to create a post-secondary plan.

FEATURES OF *CAREER CRUISING*:

- Assessments (Matchmaker, Learning Styles, and My Skills Inventories)
- Careers (Career Selector, Search by School Subject or Career Cluster)
- Education (School Selector and Personal College Profile)
- Financial Aid (Local and National Scholarship Search; Financial Aid Selector)
- 16 Career Clusters
- Employment (Employment Guide, Job Search, and Résumé Builder)

STUDENTS AND PARENTS CAN ACCESS *CAREER CRUISING*:

- Go to: www.careercruising.com
- **User Name:** RHS-Reavis ID# (Example: RHS-170123)
- **Password:** Student's Reavis email password

Counselor assignments are determined according to the student's last name.

COURSE LOAD

A normal course load for any one academic year consists of six (6) units of credit, including physical education. The normal school day for students is from 7:55 a.m. to 3:05 p.m. This includes seven (7) full periods with one of the periods used for a lunch/homeroom combination plus the half hour Reavis Academic Mastery (RAM) period at the end of the day.

CREDIT DEFICIENCIES

Students who are deficient in credits for graduation during their four (4) years of attendance must enroll in summer school to make up the deficiency. No student will be allowed to earn credits toward graduation requirements through enrollment in a credit recovery program unless the student **first** has been enrolled in the Reavis summer school program to remedy credit deficiencies.

CREDIT RECOVERY PROGRAM

The Credit Recovery Program has been designed to help students earn the necessary number of credits to graduate. This program is for 4th year seniors who have taken one credit in summer school the summer before senior year and who will be eligible to graduate in May by taking these late afternoon classes for a maximum of two credits. Core subjects (math, English, social studies, science, and select electives) may be offered, depending on enrollment, one (1) day each week from 3:30-6:30 p.m., Monday through Thursday. Students may miss no more than two (2) days. Upon the third absence, the student may be dropped from the program. A $175 fee is charged for each course.

DRIVER EDUCATION

Upperclassmen are given priority seating in Driver Education classes. Available space in second semester Driver Education classes will be offered to 10th grade students on the basis of age. Specifically, the oldest 10th grade students will be offered the first available spots and so on until classes are filled. If a student is absent for more than eight (8) days during a semester, the student may be removed from the class. Students must demonstrate regular school attendance in Driver Education in order to meet the legal requirements and to develop good driving skills through adequate practice and observation. If a student fulfills the Driver Education requirement at an outside facility, the student must provide a certificate of completion for the course or a valid driver's license to their counselor. Those who fulfill the Driver Education requirement outside the Reavis High School curriculum are also required to pass an additional semester of physical education. Please see the Fees section of this document for information regarding the costs associated with this course.

DUAL CREDIT PROGRAM (AP CLASSES)

The purpose of the Dual Credit Program is to provide transferable college credit for knowledge and skills students have mastered in selected high school courses. AP Biology is currently the only AP course for which we provide dual credit opportunities. The cost of this (optional) credit is $139 per semester. If a student earns a grade of "A" or "B" in the high school course, Moraine Valley Community College (MVCC) will record the grade for the corresponding college course on the student's Moraine Valley college transcript. If the student earns a grade of "C" or lower in any one of the courses, he/she will be withdrawn from the corresponding MVCC course, but the registration fee will not be refunded. (See individual course descriptions for fee information.) Please be aware that the $93.00 fee for the AP Exam is <u>required in addition to the dual credit fee</u>. (See page 2 for Advanced Placement Exam information.)

DUAL CREDIT PROGRAM (CAREER AND TECHNICAL EDUCATION)

The Career and Technical Education program provides students with a variety of course selections to prepare them for meaningful employment in various technical fields. A core curriculum in math, English, science, and social studies should be coupled with a sequential program in one of the various Career and Technical Education areas.

Career and Technical Education begins in high school, allows for opportunities to continue at a post-secondary institution, and culminates in an Associate of Applied Science degree, one-year certificate, or two-year apprenticeship that leads to a related career. Dual credit programs support both college and career pathways. The Moraine Area Career System (MACS) and Moraine Valley Community College have established articulation agreements with Reavis High School; therefore, college credit can be earned by a Reavis student if the student completes a designated course with a grade of "B" or higher.

The following information (*College Credit for High School CTE Coursework*) depicts the match-up between Reavis High School courses currently articulated with Moraine Valley Community College, South Suburban College, Robert Morris College, and Lewis University. Please note that the articulation process is ongoing with review and revision of course curricula occurring annually. Dual credit through MVCC is subject to change and has been approved through May of 2017. For additional information, see www.macspartnership.com. The most up-to-date information is also available through the CTE Department.

Reavis High School Courses	***Moraine Valley Community College Courses***	***College Credit***
Business Education		
Accounting I	OSA-249 Quick Books for Office Professionals	3
Digital Literacy (formerly EmergCompTech)	IMS-115 Introduction to PC Applications	3
Computer Applications I	OSA-145 PC Word Processing	3
Industrial Technology		
Computer Aided Design	MDT-101 Introduction to Drafting	3
Mechanical Computer Aided Design	MDT-145 Introduction to Computer Aided Drafting	3
MDT Careers (Part of a CAD course)	MDT-103 Orientation to MDT Careers	1
Auto Mechanics II	AUT-112 Introductory Automotive Technology	4
Computer Repair	LAN-101 Orientation to IT Professionals	1
Computer Repair	LAN-111 IT Essentials A+	3
Computer Repair	LAN-112 Managing IT A+	3
Computer Systems	LAN-121 Network Essentials-Network +	3
Computer Systems	LAN-122 Network Services	3
Electronics I	ELT-101 Electricity and Electronics	3
Health Sciences		
Medical Terminology	MRT-110 Medical Terminology	3

Reavis High School Courses	***South Suburban College***	***Credit***
Industrial Technology		
Carpentry/Frame Construction	BLD-101 Construction Materials & Methods I	3

Reavis High School Courses	***Kendall College Courses***	***Credit***
Family & Consumer Sciences		
Foodservice: ProStart I & II (+field hours)	HOS 118 and 119	4

Reavis High School Courses	***Lewis University Courses***	***Credit***
Industrial Technology		
Aviation Power Plant	46-310 Reciprocating Engine Theory	4

EARLY GRADUATION

Reavis High School does not encourage early graduation for our students. We suggest that the student consider very carefully the educational opportunities that will be lost by leaving school early. However, circumstances may exist on an individual basis that would suggest the need for a waiver of the four-year attendance requirement. The following steps must be completed to be eligible for early graduation status:

1. The student must file a written request with the counselor, signed by both the student and parent, explaining the reason for seeking permission for early graduation. The request must be completed and on file in the Guidance Department by the end of junior year.
2. A request will be granted if one of the following three criteria can be met: a) proof of economic need, b) proof of firm plans to pursue additional education, or c) proof of unique circumstances. The Principal will make decisions regarding early graduation.
3. If the request has been approved, the student must complete early graduation requirements including summer school over the summer BEFORE senior year. Fulfillment of these requirements assures that graduation fees are paid and appropriate school offices are notified of the student's change of graduation status.
4. Only courses taken for credit during the regular school year or summer school may be used to meet credit requirements.
5. All graduation requirements must be met.
6. All students must complete the early graduation checklist issued by the counselor prior to the end of fall semester. Diplomas will not be issued until June, but transcripts will be issued confirming that the student has met all graduation requirements in January.
7. No mid-term commencement exercises are held. Students who elect mid-term graduation may participate in June commencement exercises if they desire.

EXTENDED ILLNESS

If a student is absent for any extended period of time, the Attendance Office should be notified and homework should be requested by the parent/guardian from the student's counselor. If it is known that a student will be absent for an extended period of time due to a medical excuse, the student may be eligible for homebound services. A medical certification form must be completed by the attending physician and returned to the student's counselor. Contact the counselor for further information.

FEES

The following fees can be anticipated each school year:

Textbook	$200.00
Lost/Damaged Textbook	Replacement cost
Graduation	$50.00 (non-refundable)
Credit Recovery	$175.00 per class each semester
Zero Hour	$175.00 per year
Yearbook	$45.00
Technology	$25.00
Device Fee✷	$50.00
Device Non-Returned/Damaged Fee	$350.00
Freshman/Transfer Student PE	$40.00
Sophomore/Junior/Senior PE	$10.00
Driver Education✷	$200.00 (plus $20.00 permit fee)
Advanced Placement Exam*	$93.00 (non-refundable)
Art Studio Advanced Placement	$128.00 (Exam +$35 Studio Fee)
AP U.S. Government Study Guide	$18.00
Photography	$35.00
Advanced Digital Imaging	$35.00
World Literature-Honors Book	$50.00
Best Sellers Book	$40.00
Senior English Book◊	$35.00 (per semester)
Parking Pass	$50.00
ID Replacement	$5.00

*This fee may be adjusted for students and/or immediate family members enrolled in more than one AP course. See AP Program section.
✷The $20 permit fee to the Secretary of State and Device Fee cannot be waived by Reavis High School.
◊Does not apply to all classes. See individual course descriptions.

FINAL (SEMESTER) EXAM ABSENCE POLICY

Absences will be excused and finals will be made up only if a doctor's note is approved by administration upon the student's return to school. When a student has an *excused* absence on the day of the final exam, an Incomplete (INC) is given and no grade or credit will be granted until the examination has been taken. Incomplete work (including the final exam) must be made up within two (2) weeks following the last day of the marking period. When the student makes up the exam, 100% of the credit will be given. When a student has an *unexcused* absence on the day of the final exam, no credit will be given for the exam. In addition, students will not be allowed to take final exams prior to the scheduled exam dates.

GRADE REPORTING

Progress reports are available on *Parent Portal* at six and twelve weeks, and grade reports are issued at the end of each semester. The following symbols are used to report levels of achievement to parents and students:

		POINT VALUES			
LETTER	***PERCENTAGE***	***STANDARD***	***HONORS***	***AP***	***MEANING***
A+	97-100	4.000	4.667	5.000	
A	93-96	4.000	4.333	4.667	Superior
A-	90-92	3.667	4.000	4.333	
B+	87-89	3.333	3.667	4.000	
B	83-86	3.000	3.333	3.667	Above Average
B-	80-82	2.667	3.000	3.333	
C+	77-79	2.333	2.667	3.000	
C	73-76	2.000	2.333	2.667	Average
C-	70-72	1.667	2.000	2.333	
D	60-69	1.000	1.000	1.000	Below Average
F	Below 60	0	0	0	Failure
INC		NA	NA	NA	Incomplete
WV		NA	NA	NA	Waiver
WD		NA	NA	NA	Withdrawal
MX		NA	NA	NA	Medical Excuse
NC		NA	NA	NA	No Credit (Audit)

An Incomplete (INC), usually used only at the end of a semester with approval of the Director of Student Services, indicates that the teacher is providing additional time for makeup work. **Incomplete work must be made up within one (1) week following the marking period,** except for those situations meriting special consideration. See the section on "Withdrawal from Class" in this *Curriculum Guide* for an explanation of (WD).

At the end of the semester, the sixth and twelfth week grades are not to be averaged or to be considered as representing a segment of work that stands independently from the semester as a whole. The semester grade is the cumulative grade for the total eighteen-week period.

The final semester grade given at the end of each semester represents the evaluation of the student's cumulative work for the entire semester including the semester exam and is posted on the transcript. A student's Grade Point Average (GPA) is computed using semester grades and based on a 4.0 scale. Any grade changes must be initiated by the teacher not later than one (1) semester after the final semester grades are posted.

GRADE REPORTING (WEIGHTED GRADE COURSES)

A number of courses are designated as "weighted grade" courses because of their challenging nature. These courses are listed below. Participation in these weighted grade courses results in higher grade point averages (GPA). See “Class Rank” and “Grade Reporting” sections in this *Curriculum Guide* for an explanation of how GPA is calculated.

Accounting II Honors
Algebra I - Honors
Algebra II/Trigonometry - Honors
American Literature - Honors
Biology I - Honors
Chemistry I - Honors
English I - Honors
English II Oral Communication and Critical Thinking - Honors
World Literature - Honors
Geometry I - Honors
German I - Honors
German II - Honors
German III - Honors
German IV - Honors
Physics - Honors
Pre-Calculus & Advanced Topics - Honors
Spanish I – Honors
Spanish II – Honors
Spanish III – Honors
Spanish IV – Honors
World History – Honors
Art History Advanced Placement (AP)
Art Studio Advanced Placement (AP)
Biology Advanced Placement (AP)
Calculus Advanced Placement (AP)
Chemistry Advanced Placement (AP)
English Language & Composition Advanced Placement (AP)
English Literature & Composition Advanced Placement (AP)
Macroeconomics Advanced Placement (AP)
Physics I Advanced Placement (AP)
Spanish Language (AP)
Statistics (AP)
U.S. Government and Politics Advanced Placement (AP)
U.S. History Advanced Placement (AP)

GRADING POLICY

A course grade is viewed as a teacher's evaluation of a student's cumulative academic achievement in a given class or subject. The teacher is expected to be fair and consistent in assigning grades for work completed and to explain in detail the method that will be used in evaluating student work. Many samples of student work will be evaluated by the teacher to determine the grade.

HONOR ROLL

At the end of each semester, Honor Rolls are compiled based upon final semester grades for students enrolled in a minimum of four classes in that semester. If the student has a 3.000 to a 3.499 average, the student is placed on the Honor Roll. If a student has an average of 3.500 or higher, the student is placed on the High Honor Roll.

INDEPENDENT STUDY

Independent Study is an option for those students who have taken all the coursework offered in a particular curricular area but would like to continue their studies in order to acquire a deeper and broader understanding. In an independent study, teachers become both mentors and resources for a student, and the teacher maintains daily contact with the student in order to monitor the progress of mutually agreed upon projects. To be eligible for independent study, a student should demonstrate a strong interest in a career related field. The student initiates the request with the counselor and then communicates with the proposed teacher to complete the form. After the student submits the paperwork to the counselor conforming to document deadlines, the Student Services Director then secures Division Chair approval with approved forms being forwarded to the Curriculum Office with copies of Independent Study course outlines. The course outlines will include statements of advanced projects and a description of the parameters surrounding those approved projects. A rubric which clearly explores the nature and scope of the project will be the basis for grading.

NCAA APPROVED COURSES

Courses approved by the NCAA Clearinghouse are indicated by ◄ in Curriculum Guide course listings. The most up-to-date information is also available through the Guidance Department.

NON-CREDIT STATUS

All students who are unexcused for the first twenty (20) school days of a semester, or who are non-attending, will receive no credit for courses taken during that particular semester.

PARENTAL RIGHTS

Parents have many rights guaranteed by IDEA (*The Individuals with Disabilities Education Act*) and Section 504, *The Rehabilitation Act of 1973*. These rights include:

- The right to preview records
- The right to challenge the accuracy of records
- The right to confidentiality regarding the contents of the records
- The right to an impartial Due Process Hearing
- The right to education in the least restrictive environment for their student

More information is available from the Student Services Division.

PHYSICAL EXAMINATIONS REQUIREMENT

Per the requirements cited in *Chapter 105 ILCS, Article 5, Section 27-8.1*, a physical examination and record of immunization by a licensed physician is required of every student entering ninth grade and every student entering an Illinois public high school for the first time. The required school physical may be used to satisfy the I.H.S.A. requirement that every student have a satisfactory physical to participate in an interscholastic sports program for that school year.

Please note that no incoming 9th grade student will be allowed to complete final registration in the fall without a fully completed immunization record and a physical. A dental examination is also recommended. The form may be mailed to Reavis High School or brought to the Nurse's Office no later than August 1. The Board of Education allows a period of twenty (20) school days for a transfer student to complete this requirement.

PLAGIARISM AND CHEATING

In cases of plagiarism, wherein it is clear that the student has copied written work from another source without giving credit to that source, the teacher will confer with the division chair. If warranted, the student will receive a zero on the assigned paper. The student will *not* have the opportunity to make up the assignment for credit. When it has been determined that a student is guilty of cheating on a homework assignment, in-class assignment, test, or quiz, the student will receive a zero for the work. The teacher and/or division chair will notify the parent by telephone, email, or via *Parent Portal*. See the student handbook for more details.

RAM ACADEMY

The RAM Academy is a key special education program designed specifically for Reavis High School to provide intensive, individualized academic and behavioral supports and resources for students who have difficulties with emotional processing, attendance, anxiety, and other at-risk behaviors. Students enrolled in the program have the opportunity to earn academic credits through direct instruction and the online Acellus program. Students will receive individual and group social work, along with goal setting skills in accordance with their IEP. A level system and points sheet will also be utilized. The program includes highly qualified teachers, instructional aides, a social worker, behavior coach, and program coordinator.

RECORDS

The *Family Educational Rights and Privacy Act (FERPA)* affords parents and students over 18 years of age certain rights with respect to the student's educational records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the Principal a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the school to amend a record that they believe is inaccurate or misleading. They should write the Principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member; a person serving on the School Board; a person or company with whom the school has contracted to perform a special task; or a parent or student serving on an official committee (such as a disciplinary or grievance committee), or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue
Washington, DC 20202-4605

The Illinois Freedom of Information Act Access to District's Public Records: The School Board recognizes its obligations under the *Illinois Freedom of Information Act* to respond to written requests from all persons desiring access to and copying of the district's public records. Requests for access to the district's public records shall be in writing and shall be made to the Superintendent. A fee of twenty-five cents per page will be charged for all copying.

REPEATING COURSEWORK

Students who wish to retake a course in order to improve their understanding will be allowed to include this course on their schedule and will audit the class. Students will not receive credit for any repeated coursework unless the course is being repeated to replace a failure from a previous attempt. Please see the Audit section on page 2 for more information regarding audits.

STUDENT SCHEDULES

SCHEDULING PROCEDURES FOR CLASS OF 2021 (8th grade)

1. A 9th Grade Registration Packet will be mailed home to every Liberty and Charles J. Sahs student as well as parochial students who have indicated interest in attending Reavis High School.

2. Students and parents will receive information regarding the freshman curriculum and a copy of this *Curriculum Guide* at Step-Up Day and 8th Grade Parent Night.

3. Incoming 9th grade students will be scheduled into the appropriate levels of English, mathematics, science, and Reading for Mastery (if needed) based on their standardized test scores and the recommendation of the 8th grade English, math, and science teachers. Reavis High School counselors and administrators are committed to placing students in the levels at which they can perform successfully. If parents feel that an error in placement has been made, they are encouraged to discuss concerns with their student's high school counselor and appropriate division chair at their registration appointment.

4. Parents and students will register with counselors at Reavis High School. Specific dates and times for registration will be communicated through a mailing.

5. **NO STUDENT WILL BE ALLOWED TO COMPLETE FINAL REGISTRATION (TO PICK UP A SCHEDULE AND/OR BOOKS) UNTIL THE STUDENT TURNS IN A COMPLETED PHYSICAL EXAMINATION FORM AND A BIRTH CERTIFICATE, ESTABLISHES PROOF OF RESIDENCY, AND PAYS ALL REGISTRATION FEES.**

6. Once the above conditions have been satisfied, the student will be issued a course schedule and will be permitted to attend classes.

SCHEDULING PROCEDURES FOR CLASSES OF 2018, 2019, AND 2020

1. Each student will receive a copy of this *Curriculum Guide* and a copy of the course registration form in December.

2. In January, current freshmen and sophomore students will register with counselors during PE classes. Current juniors will have individual appointments with counselors to assist in the registration process.

3. Students will receive information regarding placement recommendations from counselors and/or classroom teachers.

4. All students must complete the appropriate course registration form with their counselor.

5. If a student does not meet with the counselor by the deadline, the counselor will complete the registration for the student.

6. Students and/or parents must contact the counselor prior to the scheduling deadline to request a schedule change. **No schedule changes will be made after the designated scheduling deadline without administrative approval.**

7. Schedule pickup occurs in August.

8. Any questions regarding scheduling and final registration should be directed to the counselor.

SCHEDULING PROCEDURES FOR TRANSFER STUDENTS

1. The student and parent should register for school in the Guidance Office by completing the online enrollment forms, proving residency, and turning in the student physical and birth certificate.

2. The parent should sign the *Authorization for Release of Records* so that the Reavis High School staff can request the student's records from his/her previous school. The Board of Education allows a period of twenty (20) school days for a transfer student to complete this requirement.

3. The student will receive a copy of this *Curriculum Guide* and a copy of the appropriate registration form and an appointment will be scheduled with a counselor to discuss the student's course selections.

4. The student and parent should read the materials obtained and fill out the registration form prior to meeting with the counselor.

5. The student or parent will meet with the counselor to build a student schedule.

6. The student may begin classes on the day after the schedule has been developed if transferring after the current semester is already in progress. ALL fees must be paid and a current physical (including an immunization record) must be on file prior to the receipt of the schedule.

SCHEDULE CHANGES: LEVEL CHANGE

Placement in academic levels is based upon grades, teacher recommendations, test scores, student goals, and parent requests. If the teacher, student, and/or student's parent seriously disagrees with a particular course placement and desires a level change, the following procedure should be followed:

1. The student should begin the process by having a conference with the teacher. A counselor will refer the student to the teacher if he or she receives a request for a level change from the student or parent.

2. After the initial discussion, the teacher or student can continue the process by requesting the appropriate form from the Guidance Office. The student, parent/guardian, and teacher will completely fill out the form before turning it into the counselor. The counselor will discuss the request with the student and notify the parent.

3. The division chair will meet with the student, review the request, and provide a recommendation to the Director of Student Services.

4. Some cases may warrant a conference that includes the student, parent, teacher, counselor, division chair, and possibly the Director of Student Services.

5. The student must remain in class pending approval of the change.

6. Most level change requests occur within the first six (6) weeks of the semester. A level change may not occur if there are no available seats in the course requested. All level changes require administrative approval.

7. There will be a moratorium on level changes during the three days leading up to the storing of grades for a grading period/progress reporting period in accordance with the above stated timelines.

SCHEDULE CHANGES: WITHDRAWAL FROM A CLASS

Placement in academic levels is based upon grades, teacher recommendations, test scores, student goals, and parent requests. If the teacher, student, and/or student's parent seriously disagrees with a course placement and wants to withdraw from a class, the following procedure should be followed:

1. The student should begin the process by having a conference with the teacher. A counselor will refer the student to the teacher if he or she receives a request for a withdrawal from a class from a student or parent.

2. After the initial discussion, the teacher or student can continue the process by requesting the appropriate form from the Guidance Office. The student, parent/guardian, and teacher will completely fill out the form before turning it into the counselor. The counselor will discuss the request with the student and notify the parent.

3. The division chair will meet with the student, review the request, and provide a recommendation to the Director of Student Services.

4. Some cases may warrant a conference that includes the student, parent, teacher, counselor, division chair, and possibly the Director of Student Services.

5. Withdrawal from class requests must be completed within the 6th-12th weeks of the semester. A withdrawal from class may not occur if there are no available seats in the requested course or study hall.

6. The student must remain in class pending approval of change.

7. There will be a moratorium on class withdrawals during the three days leading up to the storing of grades for a grading period/progress reporting period in accordance with the above stated timelines.

ADDITIONAL CONDITIONS CONCERNING WITHDRAWING FROM A CLASS:

1. A student may not withdraw from a course after spring registration has closed through the first six (6) weeks of the fall semester (or the first six (6) weeks of the spring semester for a semester long course that begins in January).

2. A student who withdraws from a course after the first six (6) weeks of a semester, but before the twelve (12) week marking period, will receive a grade of WD (withdrawal) on their transcript.

3. A student may not withdraw from a course after the twelve (12) week marking period.

4. A student who withdraws from a course will be placed into study hall for the duration of the class that was dropped.

5. A student may be removed from a course for any cause by an administrator.

6. A withdrawal will not be approved if the withdrawal brings the class size below the established class size minimum limits.

SCHEDULE CHANGES: CHANGE OF TEACHER

Parents who desire to have their son or daughter changed from one teacher to another should address their request to the counselor in writing, who will forward the request and all pertinent documentation to the administration.

a. The transfer of a student from one teacher to another is rarely approved.

b. Personality conflicts alone are not justifiable reasons to request such a change. Only in extraordinary circumstances will a request of this nature be researched and considered.

Any request for a teacher change will be considered solely by the Director of Student Services.

STUDY HALLS

All Reavis students are expected to carry a full academic schedule. A student may be assigned to a study hall by administration due to adverse circumstances (i.e. medical reasons) or for a determined academic intervention.

SUMMER SCHOOL

Reavis High School offers a summer school program for students who wish to make up credit during the summer. (Also see Credit Deficiencies.) Courses offered in the summer are awarded credit and may be used to fulfill graduation requirements. Summer school meets each morning for a period of six (6) weeks. The six-week period is divided into two (2) three-week sessions, each representing one semester's work. **See your counselor in the spring for information regarding summer school registration or visit the school website.**

TITLE I PROGRAM

The Resource Center, Literacy Coaches, Numeracy Coach, Writing Coach, Resource Center Facilitator, Title I Counselor, the Freshman academic support services, and the Title I summer school experience are all partially or fully funded with federal Title I grant money. Students in the Title I program are also enrolled in the *Reading for Mastery* course during the regular school year.

TRANSCRIPTS

Before graduation, seniors can request transcripts for colleges and prospective employers from the Guidance Office for free via the Parchment online program. Upon graduation, Reavis alumni who are in need of transcripts must make their request via Parchment and pay a nominal fee.

TRANSFER OF CREDITS

The credits of students who transfer to District 220 from schools which are accredited will be honored. The administration will evaluate the transcripts. No credit will be granted toward graduation requirements for courses in religion or *Bible* studies. The maximum number of credits allowed to be transferred in is three (3) credits per semester.

A minimum of one semester's attendance in District 220 during the 12th grade year is required for the granting of a diploma by District 220. Any exception to the above requirement must be approved by the Superintendent.

Transfer students will receive a waiver of Physical Education credits that were not required by their previous school. However, they must meet the graduation credit requirement, including remaining Reavis High School Physical Education requirements.

WAIVER – PHYSICAL EDUCATION/DRIVER ED

Students may apply for a Physical Education waiver for the following reasons:

1. Medical excuse: Student has a medical note that warrants the student being excused from P.E. for more than six (6) weeks of the semester and receives a MX on their transcript.
2. Transfer Student: Student transfers from a different high school that did not require P.E. every semester during enrollment at that school and receives a WV for the semester(s) in question.
3. Waiver for Driver Ed: Student enrolls in Driver Education outside the district and receives a WV on their transcript.

Students who actively participate in Physical Education classes for twelve (12) weeks will earn a grade for the class even if they were medically excused for a portion of the semester.

Physical Education waivers are subject to administrative approval.

FORMAT FOR A FOUR-YEAR PLAN OF STUDY

Grade 9	***Grade 10***	***Grade 11***	***Grade 12***
English	English	English	English
Math	Math	Math	Econ/US Govt.
Science	Science	U.S. History	Phys Ed/Phys Ed
Phys Ed/Health	Phys Ed/Driver Ed	Phys Ed/Driver Ed	Elective _____
Elective _____	Elective _____	Elective _____	Elective _____
Elective _____	Elective _____	Elective _____	Elective _____

COURSE OFFERINGS

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COURSE OFFERINGS

SUMMARY KEY

COURSE:

Title

OFFERED:

Grade 9
Grade 10
Grade 11
Grade 12

REQUIRED COURSE:

A course that a student must successfully complete in order to earn a District 220 diploma.

ELECTIVE COURSE:

A course that a student may choose to take in order to earn a credit toward a District 220 diploma.

PREREQUISITE:

Course or condition that a student must complete or meet in order to enroll.

CREDIT:

2 - two periods a day for one year
1 - one period a day for one year
½ - one period a day for one-half year

LENGTH OF COURSE:

Courses are designed to be approximately eighteen (18) or thirty-six (36) weeks in duration. Thirty-six week courses are divided into two eighteen-week semesters.

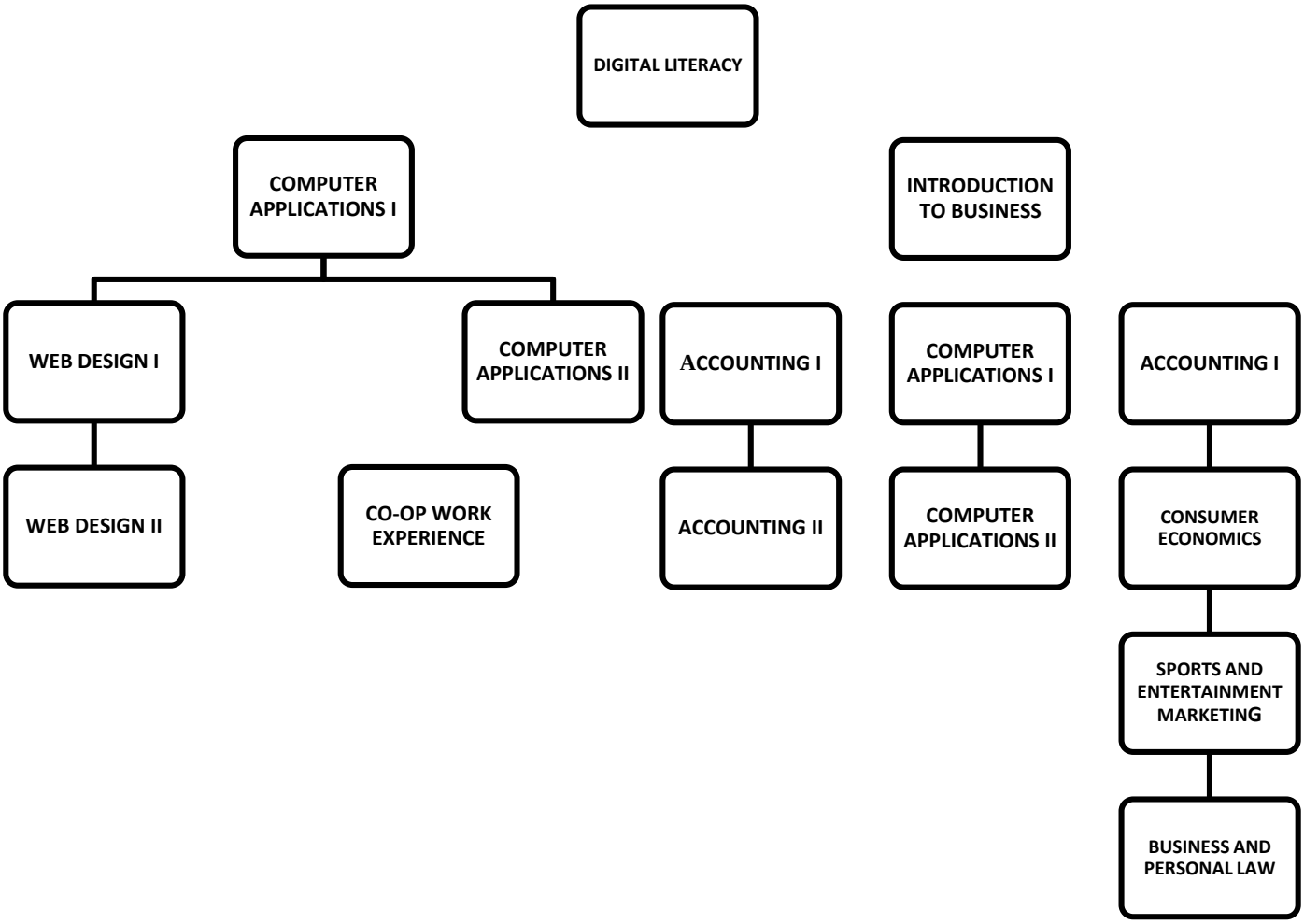
FEE:

Cost of supplies and materials used by students in the course (also see “Fees” in this *Curriculum Guide*).

The courses described in this guide will be offered subject to sufficient numbers for enrollment or other determining fiscal circumstances and the availability of qualified staff members as determined by the Board of Education.

Any of the courses described on the following pages may be canceled due to insufficient enrollment.

CAREER AND TECHNICAL EDUCATION: BUSINESS EDUCATION



CTE: BUSINESS EDUCATION

COURSE	OFFERED	PREREQUISITE	CREDIT	FEE
Digital Literacy	9-12	None	½	-
Computer Applications I	9-12	Emerging Computer Technologies or division approval	½	-
Computer Applications II	9-12	Emerging Computer Technologies or division approval	½	-
Accounting I	10-12	None	1	-
Accounting II Honors	11-12	Accounting I	1	-
Introduction to Business	9-12	None	½	-
Consumer Economics	10-12	None	½	-
Business and Personal Law	10-12	None	½	-
Sports and Entertainment Marketing	10-12	None	½	-
Web Design I	10-12	Emerging Computer Technologies or division approval	½	-
Web Design II	10-12	Web Design I	½	-
Interrelated CO-OP/Work Experience	12	Division approval	2	-

This vocational oriented area of study is to prepare and give students marketable skills for employment in the business world or preparation for college.

(RELATED OCCUPATIONS: Accountant • Actuary • Air Traffic Controller • Banker • Web Page Designer • Computer Programmer • Engineer • Meteorologist • Office Assistant • Pricing Analyst • Financial Analyst • Statistician • Teacher)

COURSE DESCRIPTION

DIGITAL LITERACY
Grades 9-12
½ CREDIT

Emerging Computer Technologies is a comprehensive course that focuses on gaining proficiency in Microsoft Office 2016 and social media while enhancing students' knowledge of these various technologies for utilization both academically and professionally. Students will develop the skills necessary to adapt to future technological advancements. Students may elect to earn dual credit in MVCC Course IMS 115. (**Prerequisite: None)**

COMPUTER APPLICATIONS I
Grades 9-12
½ CREDIT

Computer Applications I is a one-semester course that focuses on word processing as a business application. Students develop increased typing speed and accuracy while increasing their proficiency in Microsoft Word. This course also prepares students for the "Word" component of the *Microsoft Office Specialist (MOS)* certification test. Those students interested in pursuing additional *MOS* certifications should consider enrolling in Computer Applications II after completing this class. Students may elect to earn dual credit in MVCC course OSA-145. Dual credit is only available to students who earned dual credit in MVCC Course IMS 115 first. **(Emerging Computer Technologies or division approval)**

COMPUTER APPLICATIONS II
Grades 9-12
½ CREDIT

Computer Applications II is a one-semester course that focuses on presentation and spreadsheet software using Microsoft Power Point and Microsoft Excel. Emphasis is placed on formatting, design, layout, and text with graphics. Students will also gain hands-on experience using these applications to develop brochures, newsletters and flyers. This course prepares students for the "Power Point" and "Excel" components of the *Microsoft Office Specialist (MOS)* certification test. **(Prerequisite: Emerging Computer Technologies or division approval)**

ACCOUNTING I
Grades 10-12
1 CREDIT

Accounting I tracks the flow of money into and out of a business. It is the study of preparing business records for the purposes of making management decisions. Study includes the accounting cycle for a service business organized as a proprietorship and for merchandising businesses organized as a corporation. Accounting is the language of business and is strongly recommended for any student interested in business as a career. Computer applications are included. Students may elect to earn dual credit in MVCC course OSA-249. **(Prerequisite: None)**

ACCOUNTING II HONORS
Grades 11-12
1 CREDIT

Accounting II is the follow-up course to Accounting I and teaches an advanced approach to accounting principles. Partnership and corporate accounting are covered in detail. Computer applications are included**.** Students may elect to earn dual credit in MVCC course BUS-142. **(Prerequisite: Accounting I)**

INTRODUCTION TO BUSINESS
Grades 9-12
½ CREDIT

Introduction to Business content includes a study of business careers, business organizations, the American business system, and the relationship of government, business and labor in our economy. Students may elect to earn dual credit in MVCC course BUS-100. **(Prerequisite: None)**

CONSUMER ECONOMICS
Grades 10-12
½ CREDIT

Instruction will center on the student's role in the economy as a citizen, consumer, and worker. Topics include: money management, purchasing goods and services, banking, use of credit and loans, consumer protection, saving and investing, taxation, inflation, government regulations and the free enterprise system. This class fulfills the state requirement for consumer education. **(Prerequisite: None)**

BUSINESS AND PERSONAL LAW
Grades 10-12
½ CREDIT

This course is designed to prepare students for both the business world and their personal lives regarding the legal environment in which we live. Students will gain insight into various legal rules and regulations. They will also understand the importance of law to both society and the individual. Topics include: ethics, criminal and civil law, the court system, contracts, law and the minor, law and the consumer, insurance law, marriage and divorce law, and real estate law. Debates and mock trials are utilized in this course. Students will be exposed to the courtroom experience through a field trip to the Bridgeview Courthouse. **(Prerequisite: None)**

SPORTS AND ENTERTAINMENT MARKETING
Grades 10-12
½ CREDIT

Sports and Entertainment Marketing will examine the sports and entertainment industries and explore the changing role of marketing in these fast paced and ever changing fields. Students will study the basic principles of buying and selling, promotion, product placement, market research techniques, and channels of distribution that direct the flow of goods and services from producer to consumer. **(Prerequisite: None)**

WEB DESIGN I
Grades 10-12
½ CREDIT

Web Design I is a one-semester course providing hands on learning experiences in Web Page authoring and publishing and introduces students to Hyper Text Markup Language (HTML) and Adobe Dreamweaver. Students learn to design and create Web pages that include links, tables and forms. Additional studies will include graphics, motion, and audio. **(Prerequisite: Emerging Computer Technologies or division approval)**

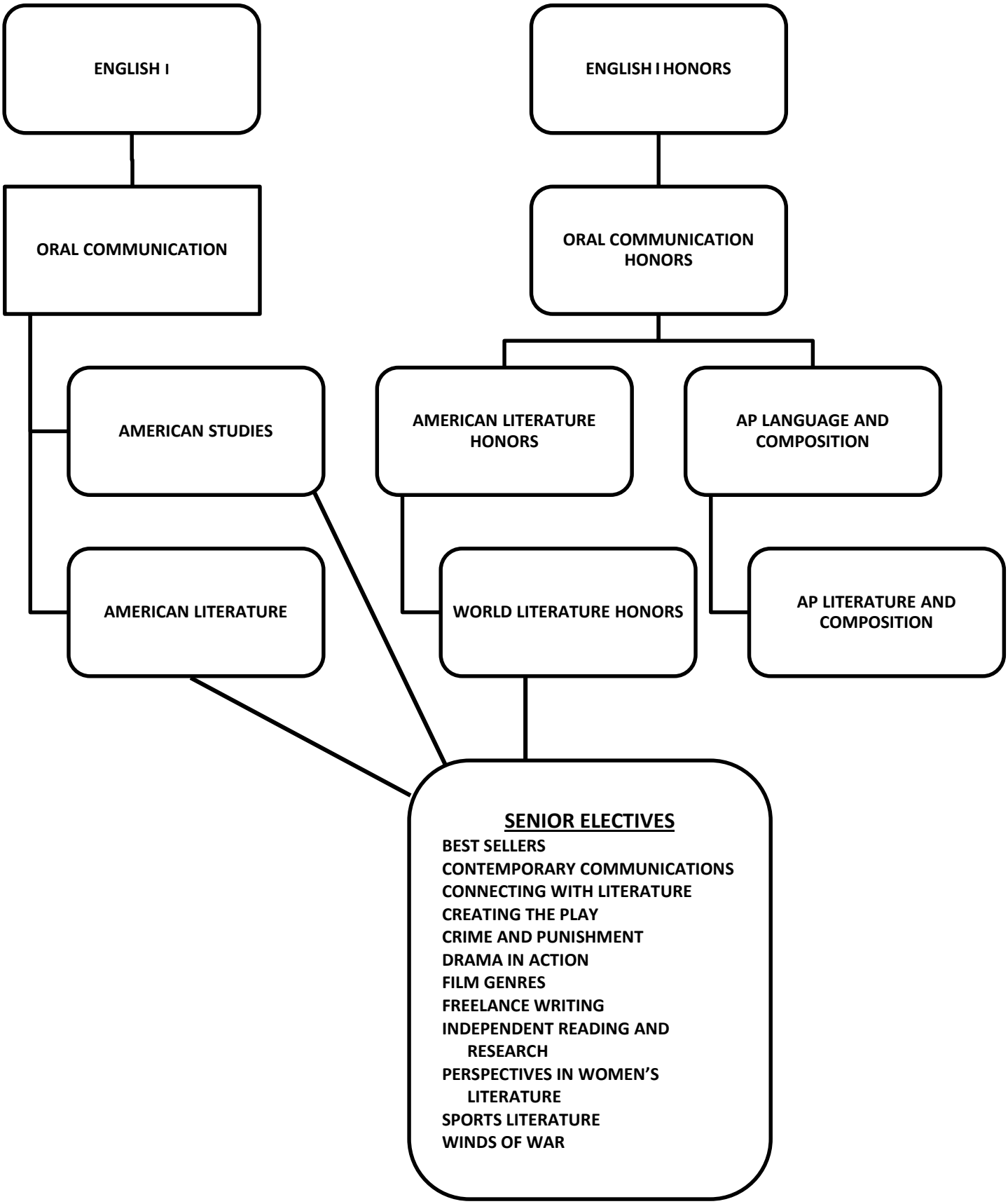
WEB DESIGN II
Grades 10-12
½ CREDIT

Web Design II is a one-semester course that provides advanced training in Hyper Text Markup Language (HTML), Adobe Dreamweaver, Fireworks, and Flash. Students will use Dreamweaver to create dynamic web pages that include templates, behaviors, pop-up menus and windows, style sheets and library items. Students will use Flash to import and modify graphics, build complex animations, add sounds and use action scripts to create interactive Flash files. Students will use Fireworks to create pop-up menus and navigation bars. **(Prerequisite: Web Design I)**

INTERRELATED CO-OP/WORK EXPERIENCE
Grade 12
2 CREDITS

The Co-Op Program is designed to give students vocational on-the-job training while still in high school. Classroom instruction and work experience provide sequential learning activities. Students, employers and the school enter into contracted agreements to provide training at various businesses and work sites. Coordinating teachers supervise the program. **(Prerequisite: Division approval)**

ENGLISH LANGUAGE ARTS



ENGLISH LANGUAGE ARTS

COURSE	OFFERED	PREREQUISITE	CREDIT	FEE
English I ◄	9	Division recommendation based on 8th grade test scores and teacher recommendation	1	-
English I - Honors◄	9	Division recommendation based on 8th grade test scores and teacher recommendation	1	-
English II: Oral Communication and Critical Thinking◄	10	Division approval	1	-
English II: Oral Communication and Critical Thinking - Honors◄	10	Division approval	1	-
American Literature◄	11	Division approval	1	-
American Studies◄	11	Division approval	2	-
American Literature - Honors◄	11	Division approval	1	-
English Language & Composition Advanced Placement (AP) ◄	11	A grade of B or higher in Honors Oral Communication or Division approval	1	93.00
Best Sellers*◄	12	Division approval	½	40.00
Contemporary Communications	12	Division approval	½	-
Connecting with Literature	12	Division approval	½	-
Creating the Play	12	Division approval	½	
Crime and Punishment◄	12	Division approval	½	-
Drama In Action*	12	Division approval	½	35.00
Film Genres	12	Division approval	½	-
Freelance Writing◄	12	Division approval	½	-
Independent Reading and Research	12	Division approval	½	-
Perspectives in Women's Literature*◄	12	Division approval	½	35.00
Sports Literature*◄	12	Division approval	½	35.00
Winds of War*◄	12	Division approval	½	35.00
World Literature-Honors*◄	12	Division approval	1	50.00
English Literature & Composition Advanced Placement (AP)◄	12	A grade of B or higher in Honors American Literature or AP Language and Composition, teacher recommendation, or division approval.	1	93.00
Reading for Mastery**	9	Division placement	1	-

*Fee for required additional book purchases. ** Does not count toward fulfilling English requirements.

Aligned with the Common Core, Reavis High School English courses are designed to teach students the basic communication skills important for successful functioning in contemporary American society. The curriculum consists of courses planned to assist students in developing written and oral communication that will be logical in expression and conform to standards of good usage. Another important department goal is to help students become proficient readers.

Students are required to take English courses in sequence. Students who fail English must take it again in summer school. If they do not, they will be placed in the next sequenced English course available for which they need credit and must make up the missing credits during summer school the following year. In those few cases when students starting their fourth year of high school are out of sequence in English due to unusual or extraordinary circumstances, they may petition for concurrent English classes by submitting a written request to the Division Chairperson for Humanities prior to the start of school.

(RELATED OCCUPATIONS: Public Relations • Reporter • Author/Lecturer • Actor • Editor • Librarian • Teacher • Screenwriter • Technical Writer • Radio/ TV)

COURSE DESCRIPTIONS

ENGLISH I
Grade 9
1 CREDIT

English I serves as a bridge between the language arts experiences of the 7th and 8th grades and communication skills emphasized in high school. Students will function in a reading and writing workshop environment where they will work on improving individualized reading and writing goals. The teacher acts as a mentor, modeling writing techniques and conferring with students as they move through the writing process. Direct writing instruction takes place in the form of a mini-lesson at the beginning of each workshop and is followed by active writing time. Workshops often end with a sharing of student work. Students will be exposed to a variety of writing styles and purposes to develop fundamental writing and grammatical skills leading to proficient writing. Reading comprehension skills will be integrated through both self-selected novels and a variety of literary styles and forms. **(Prerequisite: Division recommendation based on 8th grade test scores and teacher recommendation).**

ENGLISH I - HONORS
Grade 9
1 CREDIT

The 9th grade Honors English program encourages students to interact in a highly intensified and creative communication environment. Using the 6+1 Writing Traits methodology, students will be exposed to a variety of writing styles and purposes to develop fundamental writing and grammatical skills leading to proficient essay writing. Reading comprehension skills will be integrated through both self-selected novels and a variety of literary styles and forms. Students are expected to utilize higher order thinking skills, which will result in responsible yet individualistic work. **(Prerequisite: Division recommendation based on 8th grade test scores and teacher recommendation)**

ENGLISH II:ORAL COMMUNICATION AND CRITICAL THINKING
Grade 10
1 CREDIT

In this year-long course, speech is taught as the driving force, with reading and writing as complimentary communication components. With the English I curriculum as a foundation, each instructional unit will focus on a formal oral presentation, accompanied by reading and writing assignments that bridge to junior year expectations. **(Prerequisite: Division approval)**

ENGLISH II:ORAL COMMUNICATION AND CRITICAL THINKING- HONORS
Grade 10
1 CREDIT

This course invites students to continue their work from English I to improve their critical writing, reading, and thinking skills. Using those skills, the students will also strive to develop a strong foundation in verbal communication. Each unit will focus on a specific purpose for communication, challenging students to practice that communication purpose through text-based speeches, essays. And in-class discussions. The content and skills developed in this course will prepare students for American Literature Honors or AP Language and Composition. **(Prerequisite: Division approval)**

AMERICAN LITERATURE
Grade 11
1 CREDIT

This course imparts an understanding and appreciation of America's literary heritage from pre- colonial to modern times. Students will understand—through literature—what Americans have valued over a survey of roughly 400 years. Selected authors and a variety of literary types are studied, including novels, plays, short stories, essays, poetry, diary entries, sermons, and speeches. Throughout the year, basic communication skills are correlated with the literary studies. Students will tackle one basic question throughout every unit: What does it mean to be an "American"? Moreover, students will make connections between American literature and the world in which they live. Reading, vocabulary development, grammatical usage, and rhetorical skills are also emphasized. **(Prerequisite: Division approval)**

AMERICAN STUDIES
Grade 11
2 CREDITS

American Studies is a double-period class, team-taught by Social Studies and English teachers. It presents a unique opportunity for high school juniors to engage in lively discussions and thoughtful debates as they explore the question, "What does it mean to be an American?" By combining a study of American literature/history with elements of art, music, and architecture, American Studies focuses on the interrelatedness of American culture. Innovative classroom technology, guest speakers, and field trips round out the curriculum. This class fulfills the 11th grade requirement for both U.S. History and American Literature. **(Prerequisite: Division approval)**

AMERICAN LITERATURE – HONORS
Grade 11
1 CREDIT

This course imparts an understanding and appreciation of America's literary heritage from pre-colonial to modern times, tackling one basic question through every unit: What does is mean to be an "American"? Selected authors and a variety of literary types are studied including novels, short stories, essays, poetry, and speeches. Students will be expected to utilize close readings of these works as well as academic research, as a basis for writing formal literary analyses; advanced communication skills correlate with this literary study. The content and skills in this course will prepare students for World Literature Honors or AP Literation and Composition. **(Prerequisite: Division approval)**

ENGLISH LANGUAGE & COMPOSITION ADVANCED PLACEMENT (AP)
Grade 11
1 CREDIT

The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and to become skilled writers who can compose for a variety of purposes. Through their writing and reading in this course, students will become aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effective writing. Scoring highly on the Advanced Placement Examination in this course could result in either college credit or advanced placement in many colleges and universities. **(Prerequisite: A grade of B or higher in Honors Oral Communication or Division approval)**

BEST SELLERS
Grade 12
½ CREDIT

This course is designed to help each student appreciate, understand, and cultivate a true enjoyment for reading a wide variety of contemporary books, both fiction and non-fiction. Each student will be expected to read three books assigned by the teacher and then pick a best seller of his/her choice for the fourth book. Students will participate in numerous discussion groups and complete group and individual quizzes, journals, essays, and creative projects to demonstrate their understanding of the books they read. **(Prerequisite: Division approval)**

CONNECTING WITH LITERATURE
Grade 12
½ CREDIT

This class will focus on encouraging students to connect with books they love—books that enable them to embrace their own identity/ Students will read seven books throughout the semester that are selected by the students themselves. With each book, they will be given writing prompts that require character analysis and the use of thematic material to create new pieces of writing. As the year progresses, students will also study and master the six writing traits: ideas, organization, voice, word choice, sentence fluency, and conventions. With each unit, students will analyze text and respond to prompts while rediscovering the joy or reading and writing. **(Prerequisite: Division approval)**

CONTEMPORARY COMMUNICATIONS
Grade 12
½ CREDIT

This course offers some incredibly valuable tools that will help any senior in preparing for college, the work force, and many other situations they may encounter after high school. Students will analyze self-identity, the importance of studying communication, and goal setting. They will also learn and demonstrate interviewing skills, resume writing, conflict management, bridging cultural and gender differences, and effective strategies for team performance through communication. **(Prerequisite: Division approval)**

CREATING THE PLAY
Grade 12
½ CREDIT

Do you have characters in search of a story? Ideas that want substance? Ever wanted to produce your own dramatic literature? Creating the Play will get students writing and help them focus on the process of creating dramatic literature. The course will introduce the traditional approach to writing for theatre which is rooted in character and narrative structure using character maps, clustering, storytelling from personal experience, and monologues. Students will formulate a process for writing, give and receive critiques, and learn to write with their unique voice. We will explore the world of dramatic literature through the reading of classic and contemporary literary pieces, and we will explore writing as we work through scene structure, action, voice, and dialogue. The class's emphasis is on process, risk-taking, and finding one's voice and vision through writing. **(Prerequisite: Division approval)**

CRIME AND PUNISHMENT
Grade 12
½ CREDIT

In literature, is justice ever *really* served? How do we determine guilt and innocence? From an early age, most of us are taught that knowledge is power; however, what happens when people are punished for their curiosity? Using selections from some of the world's greatest authors, this survey course will focus on how punishments for crimes reveal the values of a culture/religion/society. We will begin with the origins of the study of criminality: phrenology. Phrenology was a pseudo-science that taught that a potential criminal could be determined by studying his/her skull. After establishing the foundations of criminology, we will explore how some of the greatest works of literature define and handle crimes. In answering these questions, we will make inter-textual links throughout the course to compare and contrast criminals and the crimes they commit. Students will be assessed through formal writing assignments, class discussions, and relevant projects. **(Prerequisite: Division approval)**

DRAMA IN ACTION
Grade 12
½ CREDIT

Greek gods, *Whose Line is It Anyway*, and slapstick comedy are all part of the theatrical experience of the Drama in Action class. Through exciting projects, theatre games, and other activities, students will be introduced to acting, clowning, improvisation, and scene study. Make sure you're on stage when the curtain rises**!** **(Prerequisite: Division approval)**

FILM GENRES
Grade 12
½ CREDIT

Parallels are often made between literature and movies. In this course, students will use their reading and writing skills as they connect classic pieces of literature to some of the best films of all time. Genres include horror, film noir, science fiction, adventure, comedy, youth culture, and classics. By focusing on the media-rich world in which we live, this class will facilitate creative thinking and analytical response. **(Prerequisite: Division approval)**

FREELANCE WRITING
Grade 12
½ CREDIT

Here is your chance to write for a real audience. Students will learn to write for newspapers and magazines and will also work to unleash their creative sides by learning the fine art of writing short stories, poems, and songs. The subject of all students' writing will be their *own choice.* Throughout the semester, students will be **required** to submit their works to local and national newspapers, magazines, and literary contests. **(Prerequisite: Division approval)**

INDEPENDENT READING AND RESEARCH
Grade 12
½ CREDIT

Independent Reading and Research is designed to afford seniors the opportunity to enhance their literacy skills and dispositions and to build a foundation for lifelong literacy through guided independent selection and practice. The course focuses on the reading, research, and writing skills students will need as future professionals and parents. Throughout the course, students create their *own* plans, select their *own* books, conduct their *own* research, create their *own* pieces of writing, and monitor their *own* progress in a workshop format. **(Prerequisite: Division approval)**

PERSPECTIVES IN WOMEN'S LITERATURE
100164
Grade 12
½ CREDIT

Open your eyes to some of the world's greatest literature written by women! Students will read poems, short stories, and novels that cover a variety of subjects, such as love, war, family, and the challenges of growing up. This is a course suited to males and females alike! **(Prerequisite: Division approval)**

SPORTS LITERATURE
Grade 12
½ CREDIT

In Sports Literature, students will read and analyze various literary genres, including poetry, fiction, and nonfiction, that focus on the subject of athletics. Through reading, writing, and critical discussion, students will explore a variety of themes and perspectives relating to sports and what they reveal about human prejudices and values. **(Prerequisite: Division approval)**

WINDS OF WAR
Grade 12
½ CREDIT

The goal of this course is for students to broaden their perceptions of the nature of war by closely studying wars presented in several acclaimed novels. From a neutral stance, the course will examine multiple perspectives of modern warfare, including the military, children and families, civilians, politics, economics, philosophy, psychology, and the media. Students will think critically about what they are reading and demonstrate understanding through a variety of creative outlets. **(Prerequisite: Division approval)**

WORLD LITERATURE – HONORS
Grade 12
1 CREDIT

This course focuses on higher level learning and critical thinking skills. Discussion and research are applied to the study of selected works from canonical world literature. Students are encouraged to become independent thinkers and effective organizers as they work on college simulation units designed to meet the academic challenges and responsibilities of the future**. (Prerequisite: Division approval)**

ENGLISH LITERATURE & COMPOSITION ADVANCED PLACEMENT (AP)
Grade 12
1 CREDIT

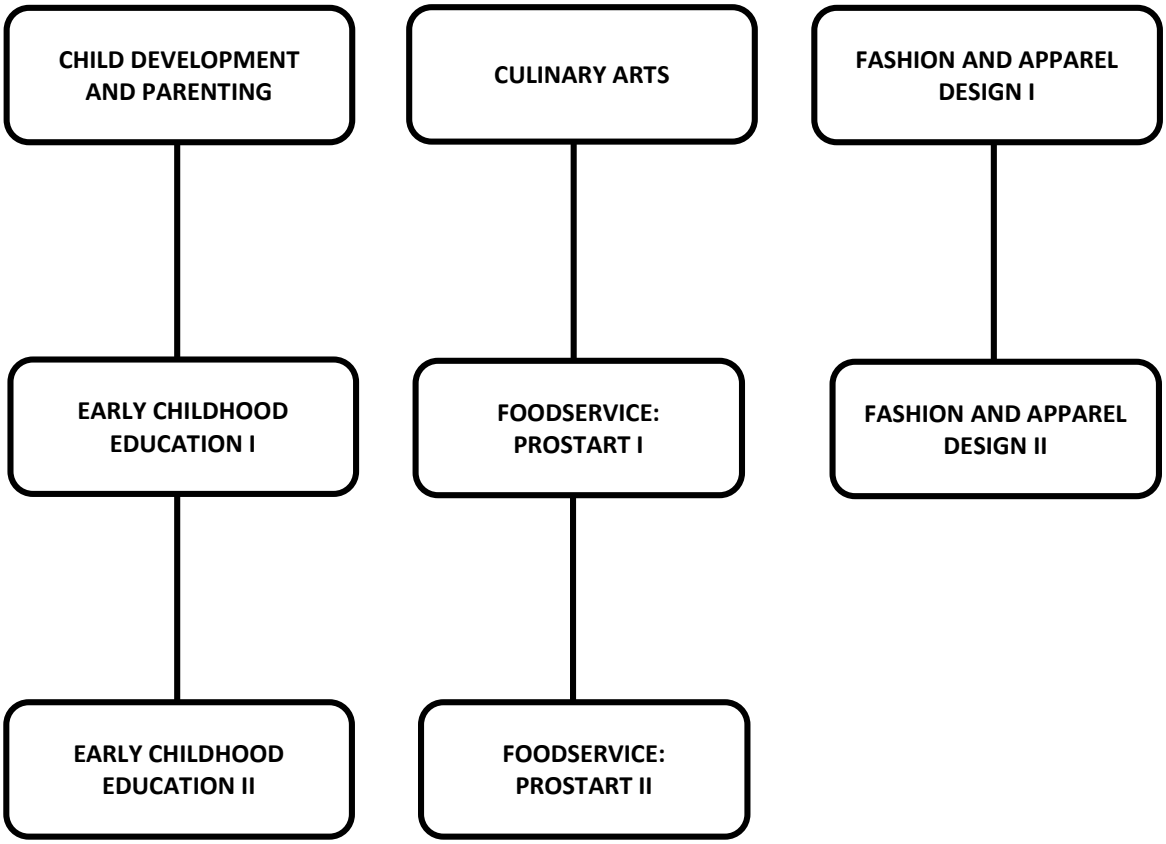
This course will provide students with a foundation for the quality and depth of writing and literary analysis that will be expected of them as successful college students. Upon completion of this course, students will understand the style and content of classical works of poetry and prose. They will develop skills in speaking "inter-textually" about literature. How do works of literature "speak" to each other across the ages? Furthermore, students will understand the socio-historical background of literature and the motives for authorship. Through critical reading and college-level instruction, students will feel more confident as readers and writers. Scoring highly on the Advanced Placement Examination in May could result in either college credit or advanced placement in many colleges and universities. (**Prerequisite: A grade of B or higher in Honors American Literature or Division approval)**

ELECTIVES WHICH DO NOT FULFILL THE ENGLISH REQUIREMENT

READING FOR MASTERY
Grade 9
1 CREDIT

Students need to read effectively to succeed in high school and beyond. This class aims to identify and correct reading deficiencies while also helping students develop their own literacy identity. An individualized curriculum is prescribed to focus on specific needs based on diagnostic reading assessments. Training and practice in the key areas of comprehension, fluency, decoding, and vocabulary will be provided through classroom instruction, self-selected text reading, written responses, class discussions, and individualized computer programs. While time will be provided for authentic reading in class, students are responsible for reading daily for no less than twenty minutes outside the Reading for Mastery classroom. Data indicate students who engage in authentic reading outside of school show greater growth—both academically and on standardized assessments—than those who do not. (**Prerequisite: Division placement)**

CAREER TECHNICAL EDUCATION: FAMILY & CONSUMER SCIENCES



CTE: FAMILY & CONSUMER SCIENCES

COURSE	OFFERED	PREREQUISITE	CREDIT	FEE
Fashion and Apparel Design I	9-12	None	½	-
Fashion and Apparel Design II	9-12	None	½	-
Child Development & Parenting	9-12	None	1	-
Early Childhood Education I	10-12	Child Development & Parenting	1	-
Early Childhood Education II	11-12	Early Childhood Education I	1	-
Culinary Arts	9-12	None	½	-
Foodservice: ProStart I	10-11	Culinary Arts and teacher recommendation	1	-
Foodservice: ProStart II	11-12	Foodservice: ProStart I	1	-

Family and Consumer Sciences is an academic discipline that combines aspects of social and natural science. The Department of Family and Consumer Sciences deals with the relationships among individuals, families, and communities within the environments they live. The field represents many disciplines including consumer science, nutrition, culinary arts, parenting, family economics and resource management and other related fields.

(RELATED OCCUPATIONS: Early Childhood Teacher • Day Care Owner • Family & Consumer Sciences Teacher • Hospitality Industry •Restaurant Management)

COURSE DESCRIPTION

FASHION AND APPAREL DESIGN I
Grades 9-12
½ CREDIT

Experiences in the Fashion and Apparel Design I course are designed to assist students in developing skills necessary for decision making as a clothing consumer and for understanding the role of the fashion and apparel design industry in the economy. Emphasis is given to the development of competencies related to the use and care of basic sewing equipment, use of sewing patterns, clothing construction, clothing selection, jobs and careers in fashion and apparel design, and technology influences in the field of fashion and design.
(Prerequisite: None)

FASHION AND APPAREL DESIGN II
Grades 9-12
½ CREDIT

This course builds on the skills learned in the Fashion and Apparel Design I. Emphasis will be given to textiles and their properties, fabric and pattern selection, apparel construction with more advanced techniques, technological influences in the field of fashion and design, and career awareness and skill development. **(Prerequisite: Fashion and Apparel Design I)**

CHILD DEVELOPMENT & PARENTING
Grades 9-12
1 CREDIT

Child Development and Parenting provides an in-depth study of children from conception to pre-school age. Students will study parenthood and its responsibilities in addition to exploring the careers available in the field of child development. This course emphasizes prenatal development, pregnancy, birth, and the developmental stages of childhood. **(Prerequisite: None)**

EARLY CHILDHOOD EDUCATION I
Grades 10-12
1 CREDIT

This course includes the study of development, characteristics, behavior, and capabilities of the preschool aged child. Students structure learning activities for preschool children as they plan, implement, teach, and guide in the Reavis Early Childhood Education Center. **(Prerequisite: Child Development & Parenting)**

EARLY CHILDHOOD EDUCATION II
Grades 11-12
1 CREDIT

This course furthers student's knowledge on how to structure learning activities for preschool children as they plan, implement, teach, and guide in the Reavis Early Childhood Education Center. Students will gain a deeper understanding of how to become an early childhood professional by completing managerial tasks to gain a realistic experience of how to run their own early childhood classroom. **(Prerequisite: Early Childhood Education I)**

CULINARY ARTS
Grades 9-12
½ CREDIT

Culinary Arts is an orientation level course, which introduces students to basic food preparation skills. Students will plan, prepare, and serve a variety of foods during their classroom laboratory experiences. Units of instruction will include: safety and sanitation, basic measuring techniques, using recipes and equivalents, culinary equipment, cooking methods, and nutrition. **(Prerequisite: None)**

FOODSERVICE: PROSTART I
Grade 10-11
1 CREDIT

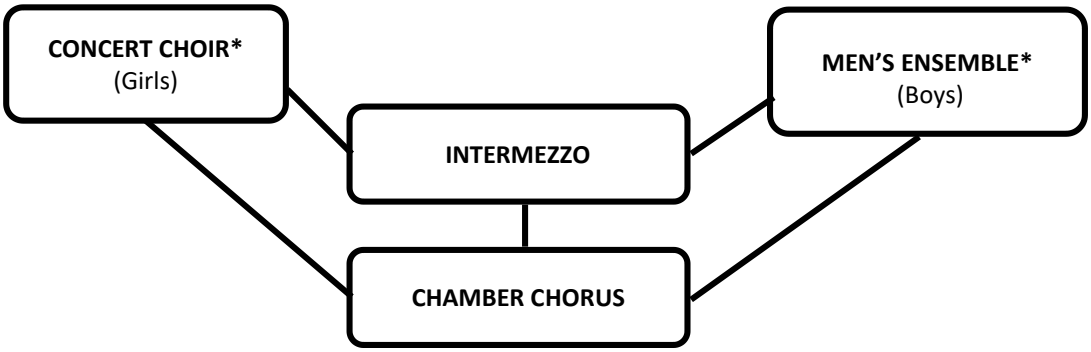
Foodservice: ProStart I will teach students the skills needed for positions as a chef in the hospitality industry, as well as knowledge and skills required of a restaurant manager. In the two years of this industry-based program, students also have the opportunity to work in a paid 400-hour internship program with area restaurants. Students acquire skills necessary to succeed in a variety of workplace environments through the class and field experience. Students may elect to earn dual credit in Robert Morris College course CIL-125. **(Prerequisite: Culinary Arts and teacher recommendation)**

FOODSERVICE: PROSTART II
Grades 11-12
1 CREDIT

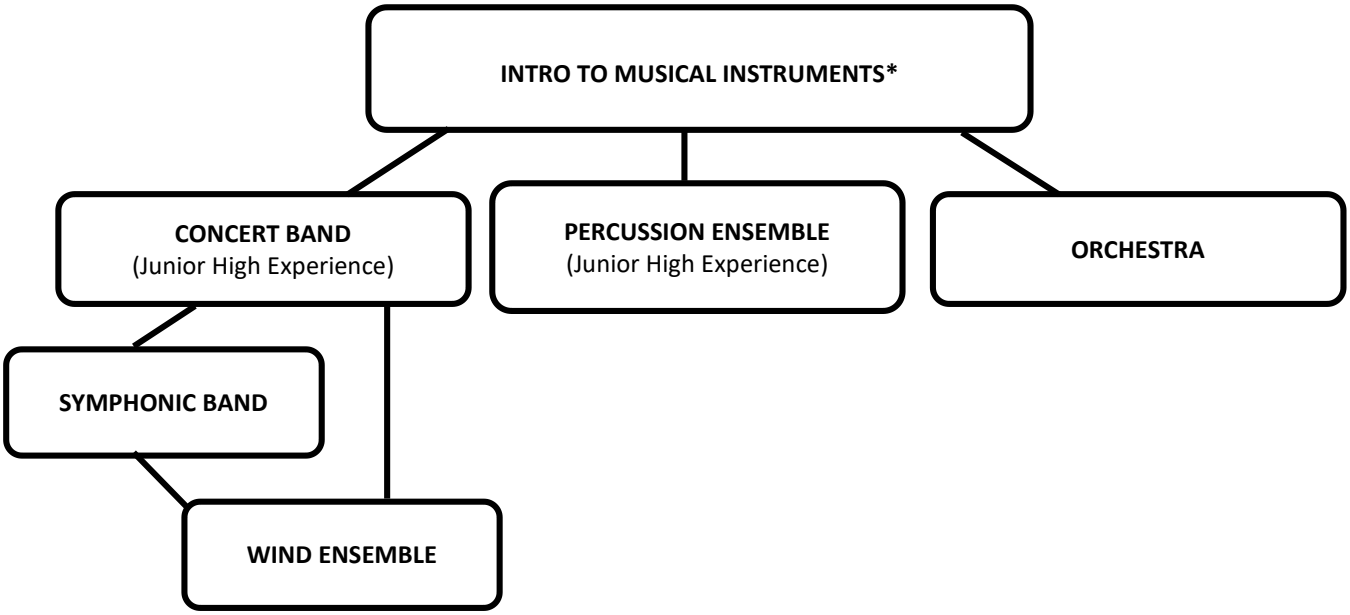
Foodservice: ProStart II completes the development of knowledge and skills for careers in culinary arts and restaurant management. Meal planning, creating menus, and taking on the role of head chef will help students obtain the knowledge needed in order to run a successful business. Students will run the Reavis restaurant, Fahrenheit 220. While enrolled in Foodservice: Pro Start II there is an opportunity to complete a paid 400-hour internship. Students may also elect to earn dual credit in MVCC course RTM 101.
(Prerequisite: Foodservice: ProStart I)

FINE ARTS (MUSIC)

VOCAL MUSIC



INSTRUMENTAL MUSIC



OTHER

HISTORY OF AMERICAN MUSIC*

MUSIC PRODUCTION LAB*

*No experience necessary

FINE ARTS (MUSIC)

COURSE	OFFERED	PREREQUISITE	CREDIT	FEE
Concert Choir	9-12	None	1	-
Men's Ensemble	9-12	None	1	-
Intermezzo	10-12	Concert Choir and consent of director	1	-
Chamber Chorus	10-12	Concert Choir and consent of director	1	-
Introduction to Musical Instruments	9-11	None	1	-
Concert Band	9-10	Participation in junior high band or consent of director	1	-
Percussion Ensemble	9-12	Participation in junior high band or consent of director	1	-
Symphonic Band	10-12	Concert Band and consent of director	1	-
Wind Ensemble	10-12	Concert Band and consent of director	1	-
Orchestra	9-12	Musical instrument experience or consent of director	1	-
Music Production Lab	10-12	None	½	-
The History of American Popular Music	10-12	None	½	-

Music is an ever-present part of our life, which gives us another way of experiencing our world. The Music program assists the student in developing musical expression and cultivates an appreciation of Music.

(RELATED OCCUPATIONS: Music Teacher • Singer/Musical Performer • Musician • Composer)

COURSE DESCRIPTION

Underclassmen are limited to one (1) selection per year from Band and Chorus, except by permission from the Division Chairperson. Students are encouraged to participate in the music program for their entire high school career. Band students may be required to purchase personal instrument accessories, i.e., reeds, mouthpieces, mallets, and sticks.

CONCERT CHOIR
Grades 9-12
1 CREDIT

This beginning choir is for females and introduces students to Choral music and begins developing the female voice. An emphasis is placed on learning many different types of music from Classical to Pop. Students are taught to read music as well as the art behind music. Performances are outside of school hours and count toward the course grade. **(Prerequisite: None)**

MEN'S ENSEMBLE
Grades 9-12
1 CREDIT

This beginning choir is for males and introduces students to Choral music and begins developing the male voice. An emphasis is placed on learning many different types of music from Classical to Pop. Students are taught to read music as well as the art behind music. Performances are outside of school hours and count toward the course grade. **(Prerequisite: None)**

INTERMEZZO
Grades 10-12
1 CREDIT

The Intermezzo choir performs music from all genres. This choir serves as a bridge from Concert Choir to Chamber Chorus. Music literacy is emphasized. Performances are outside the school hours and count toward the course grade.

CHAMBER CHORUS
Grades 10-12
1 CREDIT

This advanced choir performs advanced choral music from all genres. This is the highest level of choral study at Reavis High School. Music literacy is brought to a higher level. Performances are outside of school hours and count towards the course grade. **(Prerequisite: Concert Choir or Men's Ensemble and consent of director)**

INTRODUCTION TO MUSICAL INSTRUMENTS
Grades 9-11
1 CREDIT

Introduction to Musical Instruments provides an opportunity for students who are interested in learning flute, clarinet, saxophone, trumpet, trombone, tuba, percussion, violin, viola, cello, or bass. Students may be responsible for providing their own instruments. Students work with the teacher on an individual basis, as well as with the group as a whole, to foster their ability to perform with a group. This course allows for promotion into Concert Band or Percussion Ensemble. For more information, contact the Reavis High School Band Director. **(Prerequisite: None)**

CONCERT BAND
Grades 9-12
1 CREDIT

Concert Band is designed to teach basic music fundamentals and instrumental proficiency through performance in band. This course gives the necessary preparation for promotion into Symphonic Band. Mandatory rehearsals and performances take place during RAM and after school hours. Members of Concert Band are expected to participate in Marching Band, including summer and evening rehearsals, as well as weekend rehearsals and performances. A schedule will be provided in the spring. (Students may opt out of Marching Band with the consent of the directors and the Fine Arts Chairperson, though alternative assignments will be utilized in the place of Marching Band assessments). **(Prerequisite: participation in elementary band or consent of director)**

PERCUSSION ENSEMBLE
Grades 9-12
1 CREDIT

Percussion Ensemble is designed to teach basic and advanced music fundamentals and percussion proficiency through performance. Percussion ensemble students perform with the Concert and Symphonic Bands. Mandatory rehearsals and performances take place during RAM and after school hours. Members of Percussion Ensemble are expected to participate in Marching Band, including summer and evening rehearsals, as well as weekend rehearsals and performances. A schedule will be provided in the spring. (Students may opt out of Marching Band with the consent of the directors and the Fine Arts Department Chairperson, though alternative assignments will be utilized in the place of Marching Band assessments). **(Prerequisite: Participation in junior high band or consent of director)**

SYMPHONIC BAND
Grades 10-12
1 CREDIT

Symphonic Band is designed to teach advanced music fundamentals and instrumental proficiency through performance in band. This course gives the necessary preparation for music study at the collegiate level. Mandatory rehearsals and performances take place during RAM and after school hours. Members of Symphonic Band are expected to participate in Marching Band, including summer and evening rehearsals, as well as weekend rehearsals and performances. A schedule will be provided in the spring. (Students may opt out of Marching Band with the consent of the directors and the Fine Arts Department Chairperson, though alternative assignments will be utilized in the place of Marching Band assessments). **(Prerequisite: Concert Band and consent of director)**

WIND ENSEMBLE
Grade 10-12
1 CREDIT

Wind Ensemble represents the highest and most advanced study of instrumental music at Reavis High School. This course gives necessary preparation for future study of music and will challenge the students with some of the most difficult music for high school ensembles. Individual practice is expected and rehearsals will occasionally take place during RAM hour. Outside of school performances are mandatory and will be part of the course grade. Members of Wind Ensemble are expected to participate in Marching Band, including summer rehearsals, evening rehearsals, and weekend rehearsals and performances. A schedule for summer and fall commitments will be provided in the spring. (Students may opt out of Marching Band with the consent of the directors and the Fine Arts Department Chairperson, though alternative assignments will be utilized in the place of Marching Band assessments). **(Prerequisite: Concert Band and consent of director)**

ORCHESTRA
Grades 9-12
1 CREDIT

Orchestra is a performing ensemble for students who already play violin, viola, cello, bass, or harp. Students with musical instrument experience who are interested in learning one of these instruments may also apply for admission into the program. **(Prerequisite: Musical instrument experience or consent of director)**

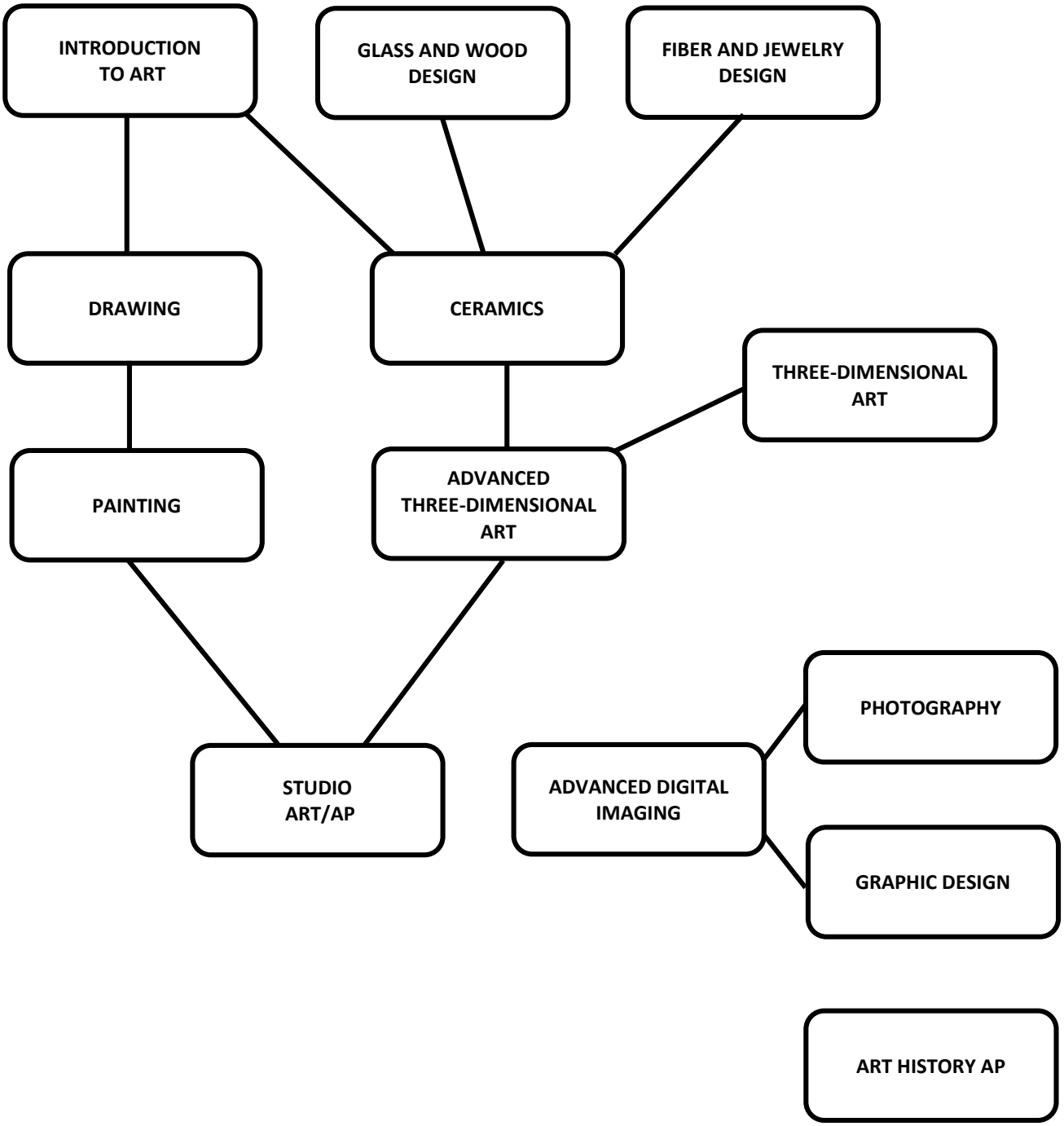
MUSIC PRODUCTION LAB
Grades 10-12
½ CREDIT

Music Production Lab is for students who are interested in making their own music—whether they have already started experimenting with music production or have no experience at all. From hip-hop to techno, dubstep to rap, and even music for cartoons and commercials, this course will introduce students to music writing and provide them with all of the tools they need to produce their work. By the end of the semester, students will have created a portfolio of music they can upload to iTunes, YouTube, or download as a CD—so they can distribute *their own music* to whomever they want. **(Prerequisite: None)**

THE HISTORY OF AMERICAN POPULAR MUSIC
Grades 10-12
½ CREDIT

The History of American Popular Music traces the history of the development of American Popular Music from the 1900's to the present. Students will study various styles of popular music, and how those styles both represent and were influenced by their immediate cultural environments. **(Prerequisite: None)**

FINE ARTS (VISUAL ARTS)



FINE ARTS (VISUAL ARTS)

COURSE	OFFERED	PREREQUISITE	CREDIT	FEE
Introduction to Art	9-12	None	1	-
Glass & Wood Design	9-12	None	½	-
Fiber & Jewelry Design	9-12	None	½	-
Ceramics	10-12	Introduction to Art, or Fiber & Jewelry Design and Glass & Wood Design	1	-
Drawing	10-12	Introduction to Art	1	-
Graphic Design	10-12	None	½	-
Three- Dimensional Art	10-12	None	½	-
Advanced Three-Dimensional Art	11-12	Ceramics and/or Three-Dimensional Art	1	-
Painting	11-12	Drawing	1	-
Photography	11-12	None	1	35.00
Art History Advanced Placement	11-12	Previous completion or concurrent enrollment in honors or AP English with a minimum of a "B" average	1	93.00
Advanced Digital Imaging	12	Photography or Graphic Design	1	35.00
Studio Art Advanced Placement (AP)	12	Portfolio review and approval of teacher	1	128.00

Art is an ever-present part of our life, which gives us another way of experiencing our world. The Visual Arts program educates students in the techniques and disciplines of art, while assisting the student in developing independence of expression and enabling him/her to critically analyze today's visual culture.

(RELATED OCCUPATIONS: Architect • Commercial Artist • Cartoonist • Interior Decorator • Art Teacher • Costume & Set Designer • Computer Graphic Artist)

COURSE DESCRIPTION

INTRODUCTION TO ART
Grades 9-12
1 CREDIT

Introduction to Art offers a program for the development of skills necessary for any advanced art course. It includes the elements and principles of drawing, painting, two-dimensional and three-dimensional design. Introduction to Art is a prerequisite for many advanced art courses. **(Prerequisite: None)**

GLASS & WOOD DESIGN
Grades 9-12
½ CREDIT

Glass and Wood Design focuses on the concepts, techniques, and history of glass and wood artwork. Various media, techniques, and processes will be used in the design and creation of functional and original glass and wood pieces. **(Prerequisite: None)**

FIBER & JEWELRY DESIGN
Grades 9-12
½ CREDIT

Fiber and Jewelry Design focuses on the concepts, techniques, and history of fiber and jewelry artwork. Various media, techniques, and processes will be used in the design and creation of functional, original fiber and jewelry pieces. **(Prerequisite: None)**

CERAMICS
Grades 10-12
1 CREDIT

Ceramics focuses on basic hand-formed and wheel-thrown techniques in the creation of decorative and functional pottery. **(Prerequisite: Introduction to Art, or Glass & Wood Design and Fiber & Jewelry Design)**

DRAWING
Grades 10-12
1 CREDIT

The drawing course teaches basic and advanced techniques. Various media are introduced including colored pencil, charcoal, pastel, and ink. Students will explore portraiture, figure drawing and still life while developing personal style and voice. **(Prerequisite: Introduction to Art)**

GRAPHIC DESIGN
Grades 10-12
½ CREDIT

Graphic Design focuses on establishing skills used in present day art-related careers. It provides the opportunity to explore various media, including digital imaging software. Units covered concentrate on typography, layout, color theory, and drawing in the form of illustration. **(Prerequisite: None)**

THREE- DIMENSIONAL ART
Grades 10-12
½ CREDIT

This course provides the creative student the opportunity to experiment with a variety of media; such as plaster, wire, paper, clay and everyday objects in the creation of three-dimensional artwork**. (Prerequisite: None)**

ADVANCED THREE-DIMENSIONAL ART
Grades 11-12
1 CREDIT

Advanced Three-Dimensional Art provides an opportunity for in-depth study of three-dimensional art processes, techniques, and cultural and historical connections. Students will develop personal style, voice, and mastery of skill. **(Prerequisite: Ceramics and/or Three-Dimensional Art)**

PAINTING
Grades 11-12
1 CREDIT

Painting develops basic and advanced techniques in various media such as watercolor, acrylic and oil and tempera paint. Students will explore color theory, historical styles, and application techniques as they continue to develop personal style and voice. **(Prerequisites: Drawing)**

PHOTOGRAPHY
Grades 11-12
1 CREDIT

Photography provides the opportunity to explore photography through the use of different types of cameras, films, equipment and techniques. A variety of concepts are covered, utilizing traditional black and white and modern digital imaging technology. **(Prerequisite: None)**

ART HISTORY ADVANCED PLACEMENT (AP)
Grades 11-12
1 CREDIT

Advanced Placement Art History enables extremely motivated students the opportunity to learn about pre-historic through contemporary art via intensive study, viewing of artwork, lecture, studio projects and independent research; preparing students for the Advanced Placement Art History examination. **(Prerequisite: Previous completion or concurrent enrollment in honors or AP English with a minimum of a "B" average)**

ADVANCED DIGITAL IMAGING
Grade 12
1 CREDIT

Advanced Digital Imaging is a course for highly motivated students interested in furthering their knowledge of photography, design, illustration, and/or painting using digital media. A variety of advanced techniques are introduced in the hopes of building a quality body of work and developing a unique visual style. **(Prerequisite: Photography and/or Graphic Design and teacher approval)**

STUDIO ART ADVANCED PLACEMENT (AP)
Grade 12
1 CREDIT

Advanced Placement Studio Art is a college level course for highly motivated and dedicated art students. During the year, the students create a portfolio of high quality artwork. They will use a variety of media, address a wide range of subject matter and styles, as well as develop a body of work based upon a single theme. **(Prerequisite: Teacher approval and portfolio review)**

HEALTH SCIENCES

COURSE	OFFERED	PREREQUISITE	CREDIT	FEE
Medical Terminology	Grades 11-12	Biology I and Chemistry I or division approval	½	-

Health care is the prevention, treatment, and management of illness and the preservation of mental and physical well-being through the services offered by a variety of medical professionals. There are many potential job opportunities with over 200 different jobs in the health care field. The demand for health care professionals will continue to increase as the use of technology accelerates and the population continues to live longer.

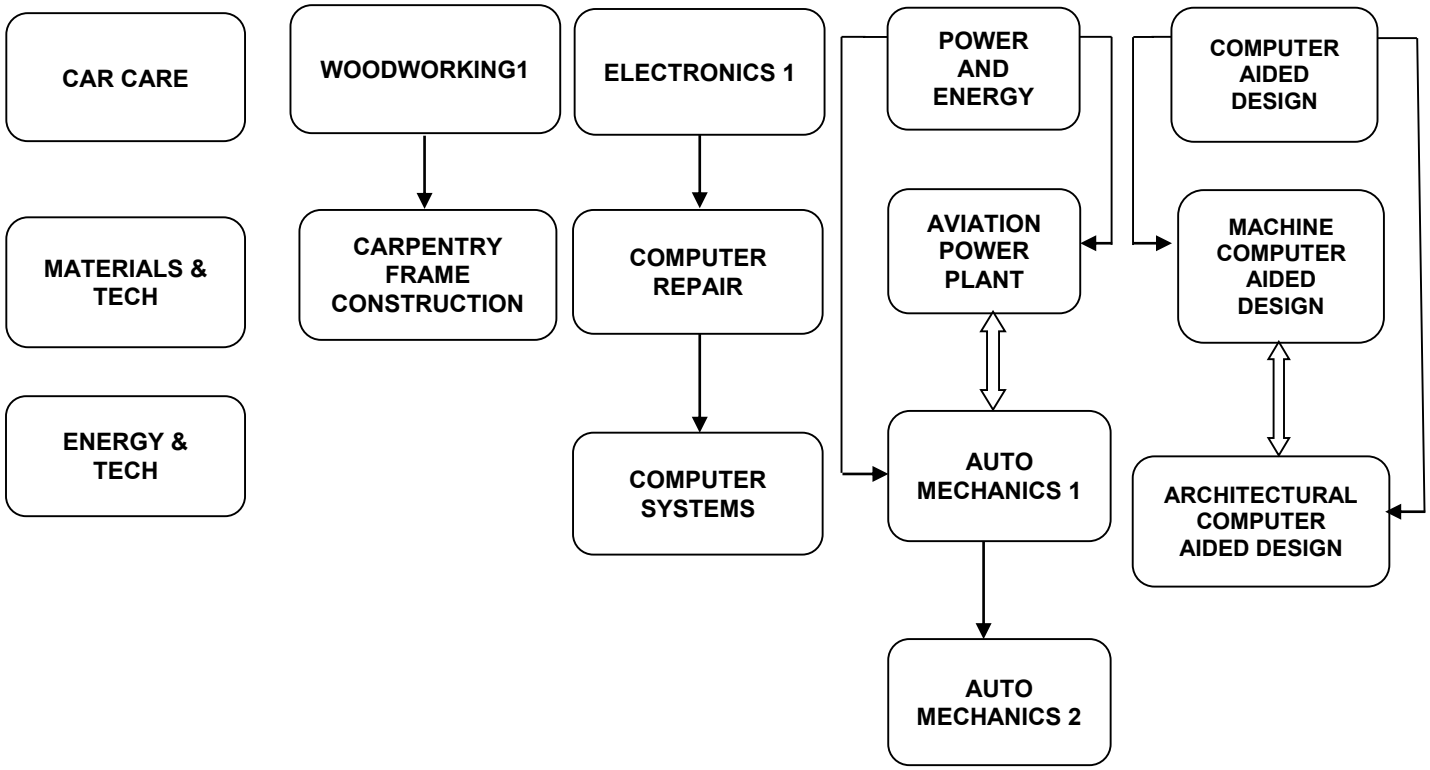
(*RELATED OCCUPATIONS: Clinical Medicine · Nursing · Certified Nurse Assistant · Pharmacology · Medical Office Assistant · Medical Transcription · Medical Technician · Radiology Technician · Physical Therapy · Respiratory Therapy · Massage Therapy · Health Fitness · Fire Science · Forensic Science)*

COURSE DESCRIPTION

MEDICAL TERMINOLOGY
Grades 11-12
½ CREDIT

Medical Terminology is a fast-paced class that parallels the speed of a college level course. It introduces a variety of medical terms used in health-related fields. Emphasis is on the analysis and building of medical terms using Latin and Greek prefixes, roots, and suffixes. Medical vocabulary, abbreviations, and anatomical terms are stressed. This course is a requirement for many of the associate's degree health sciences programs at Moraine Valley Community College. Students may elect to earn dual-enrollment credit in MVCC course MRT 110. **(Prerequisite: Biology I and Chemistry I or division approval)**

CAREER AND TECHNICAL EDUCATION: INDUSTRIAL TECHNOLOGY



Note: Solid arrows indicate sequential classes while bubble arrows indicate flexibility in the order in which classes can be taken.

CAREER & TECHNICAL EDUCATION: INDUSTRIAL TECHNOLOGY

COURSE	OFFERED	PREREQUISITE	CREDIT	FEE
Energy and Technology	9-12	None	½	-
Materials and Technology	9-12	None	½	-
Computer Aided Design	9-12	None	1	-
Mechanical Computer Aided Design (Offered 2016-2017)	10-12	Computer Aided Design	1	-
Architectural Computer Aided Design (Offered 2017-2018)	10-12	Computer Aided Design	1	-
Electronics	9-12	None	1	-
Computer Repair	10-12	Electronics or division approval	1	-
Computer Systems	11-12	Computer Repair or division approval	1	-
Power I/Energy	9-12	None	1	-
Aviation Power Plant	10-12	"B" or above in Power I/Energy or division approval	1	-
Auto Mechanics I	11-12	Power I/Energy and 11th grade standing, or division approval	1	-
Auto Mechanics II	12	Auto Mechanics I or division approval	1	-
Car Care	11-12	Preference given to 12th grade students	½	-
Woodworking	9-12	None	1	-
Carpentry/Frame Construction	10-12	Woodworking or division approval	1	-

Students are required to purchase a pair of industrial safety glasses for use in all Industrial Technology courses.

The subjects offered in the Industrial Technology curriculum are designed to meet the needs of young people who want to pursue a technical career. Many of the sequences will lead into post-secondary study at the trade school or community college level.

COURSE DESCRIPTIONS

ENERGY AND TECHNOLOGY
Grades 9-12
½ CREDIT

Energy and Technology utilizes technical reading and problem solving skills to complete projects in energy, power and electricity/electronics. A hands on approach to learning is emphasized and true-life skills are developed. Students in this class are encouraged to enroll in Materials and Technology also. **(Prerequisite: None)**

MATERIALS AND TECHNOLOGY
Grades 9-12
½ CREDIT

Materials and Technology utilizes technical mathematics and measurement as applied to projects in drafting and woodworking. A hands on approach to learning is emphasized as true life skills are developed. Students in this course are encouraged to enroll in Energy and Technology also. **(Prerequisite: None)**

DRAFTING

(RELATED OCCUPATIONS: Designer • Research & Development Engineer • Architect • Architectural Drafter • Machine Designer • Drafter • Tool & Die Maker • Engineer • Technology Teacher • CAD/CAM Drafter)

COMPUTER AIDED DESIGN
Grades 9-12
1 CREDIT

Computer Aided Design introduces students to the use of basic drafting instruments for geometric construction, 3-view drawing, pictorial drawing, and to Computer Aided Drafting (CAD). Students learn how to convert CAD drawings to Computer Numeric Controlled (CNC) programs to control mills and lathes that create the parts they have designed. This course is recommended for all Industrial Technology students and for college-bound engineering students. Students may elect to earn dual enrollment credit in MVCC course MDT-101. **(Prerequisite: None)**

MECHANICAL COMPUTER AIDED DESIGN
Grades 10-12
1 CREDIT

Mechanical Computer Aided Design covers advanced machine drafting techniques, focusing on their application to the fields of architecture and engineering. Topics covered include 3D Design, geometric tolerancing and threads and fasteners. Students may elect to earn dual enrollment credit in MVCC course MDT-145 **(Prerequisite: Computer Aided Design)**

ARCHITECTURAL COMPUTER AIDED DESIGN
Grades 10-12
1 CREDIT

Architectural Computer Aided Design explores architectural drawing and its relationship to the fields of carpentry, architectural engineering and the building industry. Includes CAD applications for architectural techniques and plans. Students may elect to earn dual enrollment credit in MVCC course MDT-290. **(Prerequisite: Computer Aided Design)**

ELECTRONICS

(RELATED OCCUPATIONS: Electrician • Electric Appliance Repair •Electronic Engineering Technician •Environmental Engineer •Computer Engineer •Computer Service Technician •Electronics Home Entertainment Installer/Repairer •Electrical Engineering •Technology Teacher •Power Electronics Specialist •Electronics Mechanic •Consumer Electronics Repair Specialist •Marine Electronics Technician •Avionics Installer •Digital Camera Repair)

ELECTRONICS
Grades 9-12
1 CREDIT

Electronics provides an understanding of electricity as found in house wiring and various electronic circuits. Students learn to construct and troubleshoot both alternating current (AC) and direct current (DC) circuits. This course also provides an introduction to data cabling, to the A+ computer repair program, and to other computer systems training programs. Automotive electronics is also addressed. Students may elect to earn dual enrollment credit in MVCC courses ELT-101 and ELT-102. Students must achieve a grade of "A" or "B" to earn college credit. **(Prerequisite: None)**

COMPUTER REPAIR
Grades 10-12
1 CREDIT

Computer Repair provides an understanding of basic computer repair and maintenance. Students have the opportunity to take the examination for the industry-standard A+ (computer technician) certification. Students may elect to earn dual enrollment credit in MVCC courses LAN 101, LAN 111, and LAN 112. **(Prerequisite: Electronics or division approval)**

COMPUTER SYSTEMS
Grades 11-12
1 CREDIT

Computer Systems is a computer maintenance, repair and networking course. Students are exposed to various computer architectures and systems. Students build and repair computer hardware, operating systems, and networks. Students may elect to earn dual enrollment credit in MVCC courses LAN 121 and LAN 122 which may lead to the CISCO *CCNA Networking Certificate*. (**Prerequisite: Computer Repair or division approval)**

POWER-AUTOMOTIVE

(RELATED OCCUPATIONS: Exhaust System Specialist • Transmission Specialist • Alignment & Brake Specialist • Automotive Mechanic • Ignition Systems Analyst • Technology Teacher • Tune-Up Technician • Automobile Air Conditioner Service Person • Diagnostic Analyst • Recreation Vehicle Repair Person • Engine Repair Person • Motorcycle Repair Person • Parts Store Employee/Manager • Body and Fender Repair Person • Small Engine Repair Person)

POWER I/ENERGY
Grades 9-12
1 CREDIT

Power I/Energy introduces energy applications with a primary emphasis on small engines (both 2 and 4 stroke). Students learn about fuel systems, lubrication, cooling, ignition, electrical units and tune-ups. Along with working on school engines, students have the opportunity to work on their own engines. This course introduces the use of test equipment, hand and special tools, and the requirement of performing mechanical functions under close tolerances. **(Prerequisite: None)**

AVIATION POWER PLANT
Grades 10-12
1 CREDIT

Aviation Power Plant is based on the standards detailed by the Federal Aviation Administration and Lewis University and is designed to promote the information and skills needed to enter the field of Airframe and Powerplant (A+P) mechanics. The course focuses on the structure and function of four-cycle engines. Students will work on Continental 0-300 engines. Advanced troubleshooting, tune-up techniques, and performance tuning are emphasized. Students also have the opportunity to work on their own equipment during the year. Students may elect to earn dual enrollment credit in Lewis University Course 46-310. **(Prerequisite: "B" or above in Power I/Energy or division approval)**

AUTO MECHANICS I
Grades 11-12
1 CREDIT

Auto Mechanics I covers topics detailed by the National Automotive Technicians Education Foundation (NATEF). Auto Mechanics I is designed to prepare the serious automotive student for a career in the automotive service, repair service, and repair field. Areas of study include the internal combustion engine, cooling systems, starting, charging, lubrication, tune-up, brakes, and front-end alignment. This course meets two semesters for two periods per day. **(Prerequisite: Power I/Energy and 11th grade standing, or division approval)**

AUTO MECHANICS II
Grade 12
1 CREDIT

Auto Mechanics II is a continuation of Auto Mechanics I. Hands-on experience is gained by operation of a full service automotive repair facility. Topics covered include an in-depth analysis of automotive electronics, diagnostics, and computer systems. Brakes, alignment, and suspension work are also covered. This course meets two semesters for two periods per day. Students may elect to earn dual enrollment credit in MVCC course AUT-112. **(Prerequisite: Auto Mechanics I or division approval)**

CAR CARE
Grades 11-12
½ CREDIT

Automotive Maintenance is a one-semester course that prepares the student for auto maintenance work that can be done at home. Areas of study include oil change, lubrication, cooling, minor tune-up and light mechanical work. **(Prerequisite: None, preference given to 12th grade students)**

WOODS/PRODUCTION/CONSTRUCTION

(RELATED OCCUPATIONS: General Contractor • Carpenter • Cabinet Maker • Technology Teacher • Pattern Maker • Furniture Designer • Furniture Maker • Production Worker • Architect • Finish Retoucher • Lumber Yard Worker • Production Machine Operator)

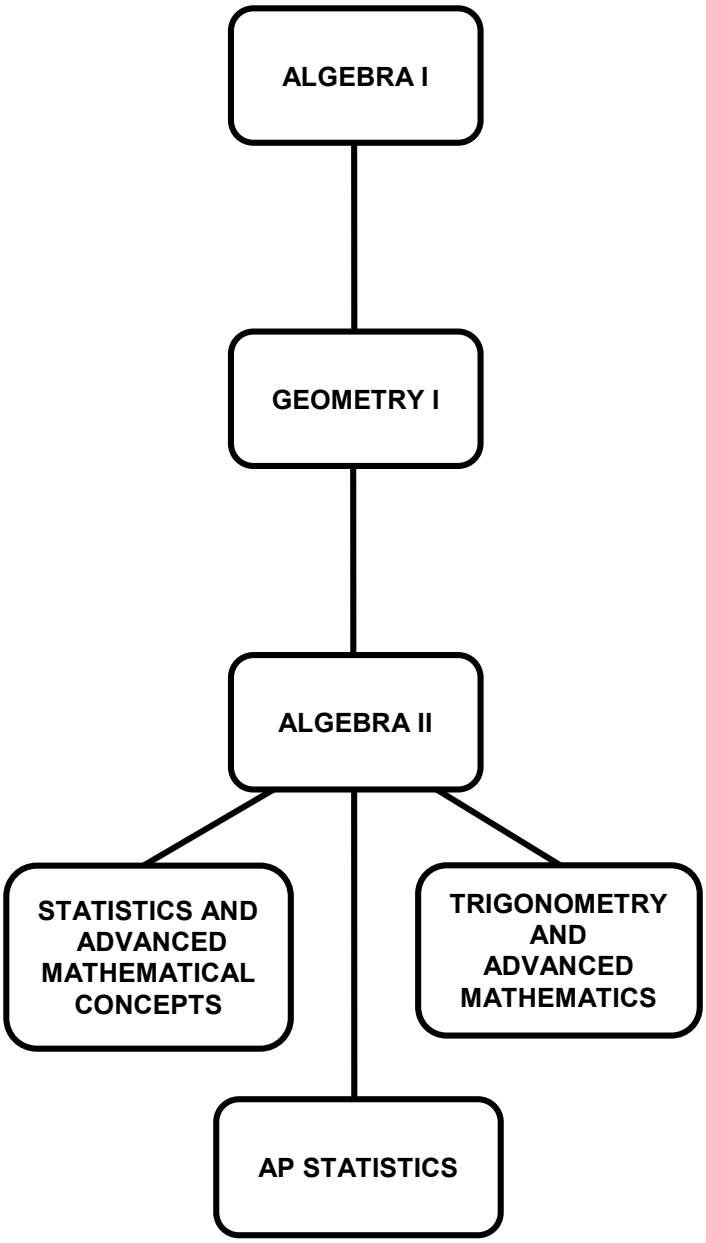
WOODWORKING
Grades 9-12
1 CREDIT

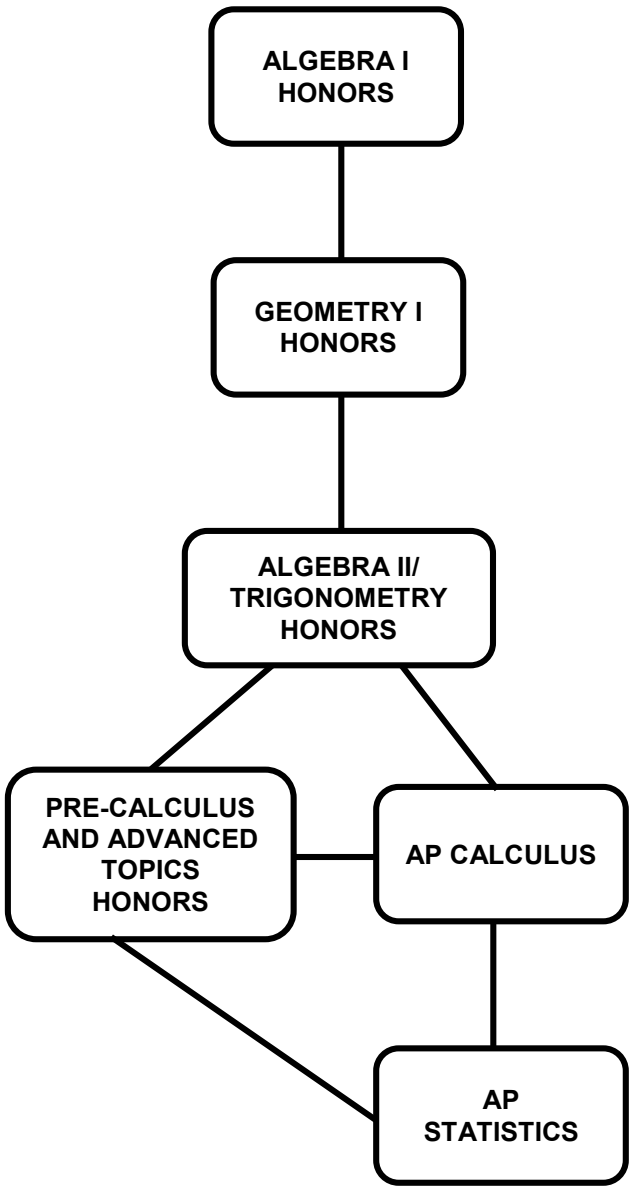
Woodworking allows students to develop skills in the use of hand and power tools. This class introduces the materials and processes while producing several wood projects. This course introduces the concept of mass production and carpentry techniques of frame building construction. Emphasis is on cabinet making and the tools and processes used in fine woodworking. **(Prerequisite: None)**

CARPENTRY/FRAME CONSTRUCTION
Grades 10-12
1 CREDIT

Frame construction methods, techniques, and terminology are taught. The group co-operative format is used. The major project is a utility building that is built using carpentry techniques. Students also produce toolboxes, saw horses, and nail boxes, which they keep**.** Students may elect to earn dual enrollment credit in South Suburban College course BLD 101. **(Prerequisite: Woodworking or division approval)**

MATHEMATICS





MATHEMATICS

COURSE	OFFERED	PREREQUISITE	CREDIT	FEE
Algebra I ◄	9-12	Division recommendation	1	-
Algebra I – Honors◄	9	Division recommendation	1	-
Geometry I◄	10-12	Division recommendation	1	-
Geometry I – Honors◄	9-12	Division recommendation	1	-
Algebra II◄	10-12	Algebra I (Geometry I recommended)	1	-
Algebra II/Trigonometry – Honors◄	10-12	Geometry I Honors or division approval	1	-
Trigonometry and Advanced Mathematics◄	11-12	Geometry I and Algebra II or division approval	1	-
Precalculus and Advanced Topics – Honors◄	11-12	Algebra II/Trigonometry Honors or division approval	1	-
Statistics and Advanced Mathematical Concepts◄	12	Algebra II or division approval	1	-
Calculus Advanced Placement (AP) ◄	11-12	Algebra II/Trigonometry Honors or division approval (Precalculus is highly recommended)	1	93.00
Statistics Advanced Placement (AP) ◄	12	Algebra II and division approval	1	93.00

The goal of the Mathematics Department is to have students develop math power using the appropriate combination of technology (calculators, software programs, internet resources) as well as traditional paper and pencil strategies. This means that with proper instruction, students can gain the necessary confidence, knowledge, and techniques for applying mathematics to everyday problems, achieve a level of math required by the business and industrial community, and acquire a background to study higher- level mathematics. **A calculator is required for student use in every math course at Reavis High School (the TI-84 is recommended).**

(RELATED OCCUPATIONS: Engineering • Economist • Actuary • Accountant • Statistician • Finance • Teacher • Research Analyst • Computer Programmer • Information Technology Specialist • Digital Manufacturing and Design • Carpenter • Air Traffic Controller • Meteorologist •Tool and Die Maker)

COURSE DESCRIPTION

ALGEBRA I
Grades 9-12
1 CREDIT

Students will study linear equations and inequalities, graphs, systems of linear equations, properties of exponents, solving quadratic equations by factoring, data analysis, and real-world application problems. Students planning on taking Algebra II may want to purchase a graphing TI-84 calculator. Others need to purchase a scientific calculator. **(Prerequisite: Division recommendation based on 8th grade test scores and teacher recommendation)**

ALGEBRA I – HONORS
Grade 9
1 CREDIT

The contents of Algebra I (see above) are covered in greater depth and at an accelerated pace. Additional topics such as sequences and series will be investigated. The TI-84 graphing calculator is required and will be used throughout the course. **(Prerequisite: Division recommendation based on 8th grade test scores and teacher recommendation)**

GEOMETRY I
Grades 10-12
1 CREDIT

This course will develop an awareness of plane geometry and required concepts of Euclidean geometry including definitions, postulates, and theorems. Students will study and apply basic geometric concepts as they relate to two-dimensional and three-dimensional figures. **(Prerequisite: Division recommendation)**
(Prerequisite: Division recommendation)

GEOMETRY I – HONORS
Grades 9-12
1 CREDIT

This course will develop an awareness of plane geometry and required concepts of Euclidean geometry including definitions, postulates, and theorems. Students will study and apply basic geometric concepts as they relate to two-dimensional and three-dimensional figures. Emphasis will also be put on developing proof writing skills. **(Prerequisite: Division recommendation)**

ALGEBRA II
Grades 10-12
1 CREDIT

Algebra II develops the tools introduced in the previous algebra course while introducing many more concepts and exploring real-life applications. Topics include probability and statistics, systems, matrices, polynomials, rational functions, exponential and logarithmic functions, and graphical transformations. One central issue is the relationship between the algebraic and the graphical representations of information. The graphing calculator is used extensively in exploring this interplay.
(Prerequisites: Algebra I. Geometry I is recommended)

ALGEBRA II/TRIGONOMETRY – HONORS
Grades 10-12
1 CREDIT

The content of Algebra II (see above) is covered in greater depth and at an accelerated pace. Fundamentals of trigonometry are also covered. This course will prepare students for Precalculus and/or AP Calculus. The TI-84 graphing calculator is required and will be used throughout this course. **(Prerequisite: Geometry I Honors or division approval)**

TRIGONOMETRY AND ADVANCED MATHEMATICS
Grades 11-12
1 CREDIT

Trigonometry and Advanced Mathematics relies heavily on basic algebraic skills and techniques. Students will study trigonometric and algebraic functions. Trigonometry and algebra will be used in problem-solving situations. This course also provides recommended and required foundations for college-level mathematics courses. The TI-84 graphing calculator is required and will be used extensively throughout the course**. (Prerequisites: Geometry I and Algebra II or division approval)**

PRECALCULUS AND ADVANCED TOPICS – HONORS
Grades 11-12
1 CREDIT

The purpose of Precalculus and Advanced Topics-Honors is to prepare students for Calculus and other college-level mathematics. Topics of trigonometry and analytical geometry are reviewed and expanded upon. Calculus topics such as limits and derivatives will be studied. Additional topics such as probability, statistics, and other topics of discrete mathematics will be examined. The TI-84 graphing calculator is required for this course**. (Prerequisites: Algebra II/Trigonometry Honors or division approval)**

STATISTICS AND ADVANCED MATHEMATICAL CONCEPTS
Grade 12
1 CREDIT

Statistics and Advanced Mathematical Concepts is designed for the student wishing to take a fourth year of math. Topics covered will include organizing data, elementary probability, distributions, and use of the calculator, including programming. In addition, there will be an extensive review of the mathematical concepts required for direct admittance into an entry-level, college-credit math class at Moraine Valley Community College. The TI-84 graphing calculator is required and will be used extensively throughout the course. **(Prerequisites: Advanced Topics of Algebra or Algebra II)**

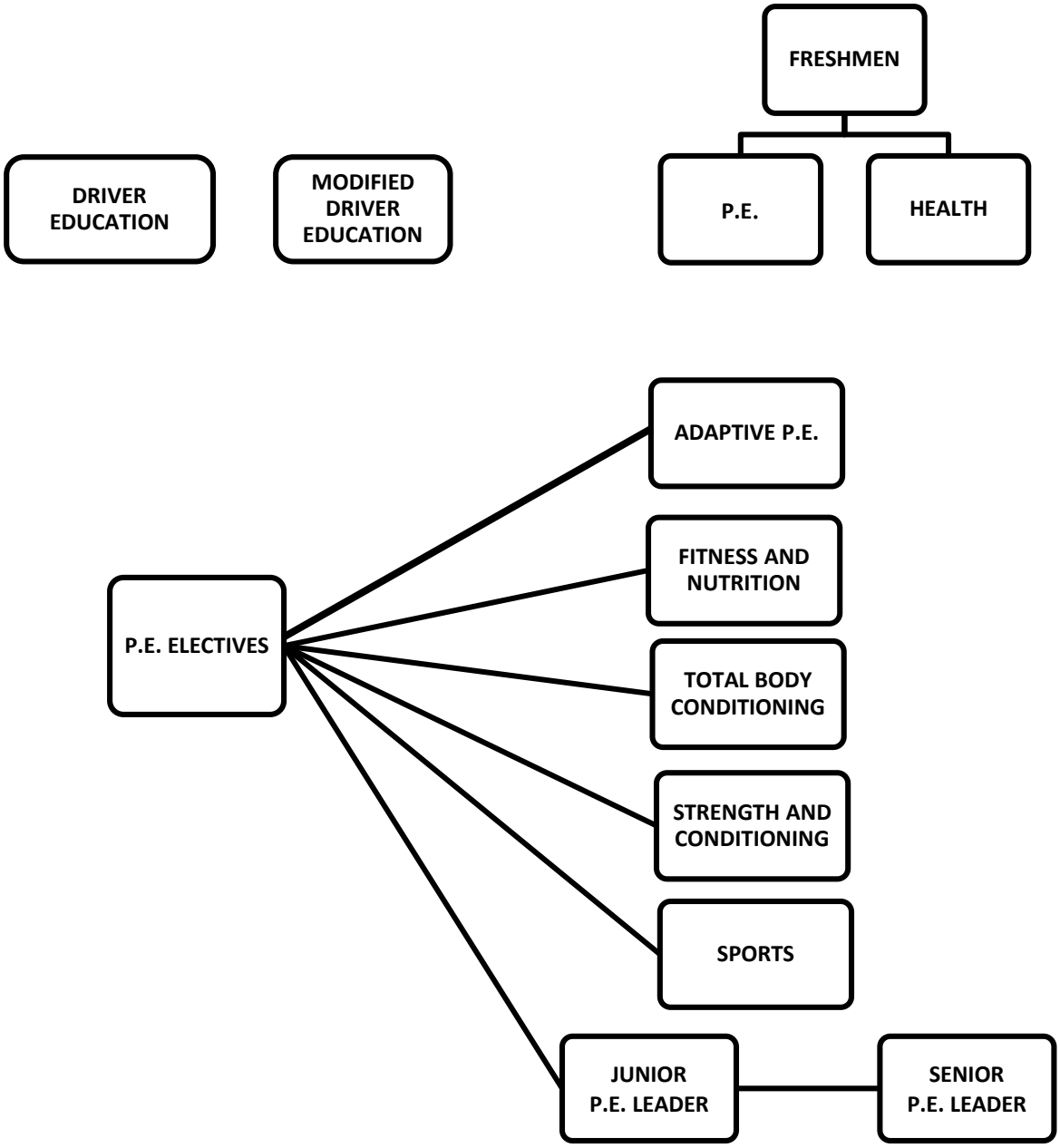
CALCULUS ADVANCED PLACEMENT (AP)
Grade 11-12
1 CREDIT

Calculus AP covers all topics traditionally found in a college general calculus course such as, but not restricted to: functions, graphs, and limits; derivatives; integrals and the Fundamental Theorem of Calculus. The TI-84 graphing calculator is required and will be used throughout this course. Students will take the spring AP Calculus AB exam. **(Prerequisites: Algebra II/Trigonometry Honors or division approval. Precalculus is highly recommended.)**

STATISTICS ADVANCED PLACEMENT (AP)
Grade 12
1 CREDIT

Statistics AP is an activity-based course where students actively construct their own understanding of the concepts and techniques of statistics. The content of the course revolves around four main topics of statistics: exploratory analysis, planning a study, probability, and statistical inference. Computational technology (i.e., Microsoft Excel and Google Sheets) will be used extensively in this course, and a TI-84 graphing calculator is required. Students will take the AP Statistics exam**. (Prerequisites: Algebra II and division approval.)**

PHYSICAL EDUCATION, HEALTH, AND DRIVER EDUCATION



PHYSICAL EDUCATION, DRIVER EDUCATION, & HEALTH

Students must pass eight (8) semesters within the Physical Education, Driver Education & Health Department.

COURSE	OFFERED	PREREQUISITE (S)	CREDIT	FEE
Adaptive PE (semester or year)	9-12	Medical excuse needed (PPS approval)	½ - 1	-
Freshman PE (semester)	9	Purchase PE uniform, lock, and heart rate strap	½	40.00
Health (semester)	9	None	½	-
PE Electives (semester or year)	10-12	Freshman PE/Health	½ -1	10.00
Junior PE-Student Leader Training Program (semester)	11	Freshman and Sophomore Physical Education	½	10.00
Senior Student Leader PE Program (2 semesters)	12	Division approval	1	10.00
Driver Education (semester)	10-11**	See "Eight Course Pass Requirement"	½	200.00*
Modified Driver Education (semester)	10-11**	PPS approval. See "Eight Course Pass Requirement"	½	200.00*

*Plus $20.00 check to Secretary of State for Permit
**See "Driver Education" (page 5)

(RELATED OCCUPATIONS: Teacher • Coach • Athletic Trainer • Physical Therapist • Camp Counselor • Recreation Director • Fitness Instructor • Sports Manager • Sports Marketing Manager)

COURSE DESCRIPTION

ADAPTIVE PE
Grades 9-12
½-1 CREDIT

Adaptive PE is designed with the individual student's needs in mind. Activities include small group and individual instruction with an emphasis on fitness and sports & games. Priority will be on physical and social improvement in a safe and positive environment. **(Prerequisite: Doctor's note, Pupil Personnel Services approval, Division recommendation)**

FRESHMAN PHYSICAL EDUCATION
Grade 9
½ CREDIT

Physical Education is an integral part of the Reavis High School curriculum. Physical Education includes the following activities: physical fitness, lifetime sports, team sports, swimming, and individual sports. Its purpose is to develop and create a desire to participate and enjoy physical activity. Reavis High School also offers a limited Adaptive Physical Education program one (1) period per day for those students who are unable to participate in our general program due to medical reasons. **(Prerequisite: None)**

HEALTH
Grade 9-12
½ CREDIT

Health is a required course for graduation and mandated by the state of Illinois. The course objectives are to heighten awareness about personal choices and behavior habits that allow for students to create healthy lifestyle goals. A variety of health related topics will be covered in this class. **(Prerequisite: None)**

PHYSICAL EDUCATION ELECTIVES
Grade 10-12
½ -1 CREDIT

Physical Education is an integral part of the Reavis High School curriculum. Its purpose is to develop and create a desire to participate in and enjoy physical activity. The Physical Education electives include Total Body Conditioning, Fitness and Nutrition, Sports, and Strength and Conditioning. In addition, on Wednesdays each week, all students participate in a Fitness Day activity, regardless of the elective track they have chosen. Reavis High School also offers a limited Adaptive Physical Education program one (1) period per day for those students who are unable to participate in our general program due to medical reasons. (Prerequisite: Freshman Physical Education and Health)

SPORTS
Grade 10-12
½ -1 CREDIT

The focus of this course will be to provide participants with the knowledge and skills essential for participation in lifelong sport activities. The course will also emphasize lead-up skills and sportsmanship during tournament play. Students will also be provided with the knowledge and skills essential for active participation in activities such as floor hockey, football, basketball, golf, tennis, and swimming. Finally, the students will improve their skills and benefit from working in teams as they prepare to be fit and active for life.

STRENGTH AND CONDITIONING
Grade 10-12
½ -1 CREDIT

The RHS strength and conditioning program will help to assist every student to achieve an optimum physical performance level while also preparing them for a lifetime of fitness. The RHS strength and conditioning program will also utilize a variety of training exercises to prepare our students-athletes for the physical demands necessary for athletic performance. Proper technique, safety and application of current principles of strength training will be emphasized.

TOTAL BODY CONDITIONING
Grade 10-12
½ -1 CREDIT

This course is designed for students interested in achieving life-long fitness through cardiovascular conditioning, strength training, flexibility, and core stabilization exercises. This course combines low-impact and high-impact aerobic routines, use of free weights, disciplines of Yoga and Pilates, kickboxing, self-defense, water aerobics and a variety of dance styles. Students will also examine methods for testing and evaluating individual health and fitness levels by conducting tests in cardiorespiratory and muscular strength/endurance, flexibility, and body composition.

FITNESS AND NUTRITION
Grade 10-12
½-1 CREDIT

This course is designed to teach a holistic approach to wellness as a way of life. The Fitness and Nutrition course offers students an opportunity to work on muscular strength & endurance, flexibility, core strength, and cardiovascular components through the use of fitness machines, outdoor activities, team building, cross fit & resistance training, and group exercise. Students will be able to personalize individual fitness plans, participate in self-assessment activities to meet their individual goals, and develop nutrition plans based on those goals.

JUNIOR PE-STUDENT LEADER TRAINING PROGRAM
Grade 11
½ CREDIT

Junior PE Student Leader Training is open to students who have demonstrated fundamental leadership qualities and have an interest in further developing these qualities within a Physical Education environment. This course will focus on allowing students the opportunity to develop and build on leadership attributes, skills, methods of instruction, officiating and game analysis. This course will include both classroom and hands on physical training. Students that successfully complete this course will receive a Senior PE Student Leader placement. **(Prerequisite**: **Freshman and Sophomore Physical Education)**

SENIOR STUDENT LEADER PE PROGRAM
Grades 12
1 CREDIT

This program allows students the opportunity to assist and work in Physical Education classes. Students must pass the Junior PE-Student Leader Training Program to be considered for this class. **(Prerequisite**: **Division approval)**

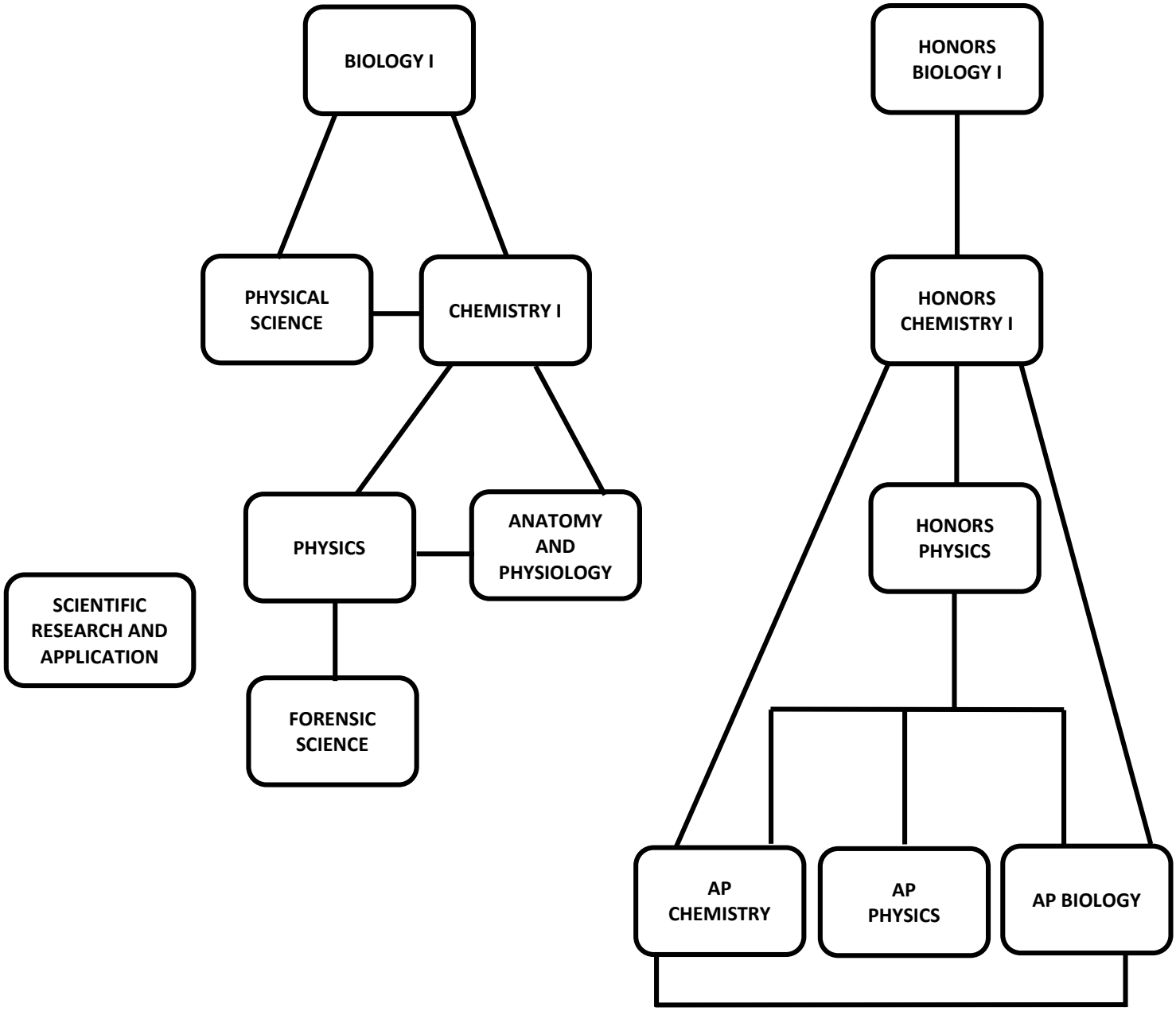
DRIVER EDUCATION
Grade 10-11
½ CREDIT

Students learn to use motor vehicles safely and efficiently. Covers a three (3) phase program: classroom, range and in-car instruction**. [See Graduation Requirements for "Eight Course Pass Requirement."]**

MODIFIED DRIVER EDUCATION
Grade 10-11
½ CREDIT

Basic driver education program taught in individualized and less restrictive environment. Class limited to 10-12 students per semester. **(Prerequisite: Pupil Personnel Services approval) [See Graduation Requirements for "Eight Course Pass Requirement."]**

SCIENCE


BIOLOGY I
PHYSICAL SCIENCE
CHEMISTRY I
PHYSICS
ANATOMY AND PHYSIOLOGY
FORENSIC SCIENCE
SCIENTIFIC RESEARCH AND APPLICATION
HONORS BIOLOGY I
HONORS CHEMISTRY I
HONORS PHYSICS
AP CHEMISTRY
AP PHYSICS
AP BIOLOGY

SCIENCE

COURSE	OFFERED	PREREQUISITE (S)	CREDIT	FEE
Biology I◀	9-12	Division recommendation	1	-
Biology I – Honors◀	9	Division recommendation	1	-
Physical Science ◀	9-12	Division recommendation	1	-
Chemistry I◀	10-12	Biology I and Algebra I or division approval	1	-
Chemistry I – Honors◀	10-12	Biology I Honors and Algebra I Honors or division approval	1	-
Physics◀	10-12	Enrolled in Algebra II or higher math or division approval	1	-
Physics – Honors◀	10-12	Enrolled in Algebra II/Trigonometry Honors or higher math or division approval	1	-
Anatomy and Physiology◀	11-12	Biology I and Chemistry I or division approval	1	-
Scientific Research and Application	12	Two (2) science credits	1	-
Forensic Science	12	Biology, Chemistry, and Physics	1	-
Biology Advanced Placement (AP)◀	11-12	Biology I Honors and Chemistry I Honors and division approval	1	93.00
Chemistry Advanced Placement (AP) ◀	11-12	Chemistry I Honors and division approval	1	93.00
Physics I Advanced Placement (AP)◀	11-12	Biology I Honors and Chemistry I Honors, Algebra II/Trigonometry Honors, and division approval. Successful completion of Physics Honors is highly recommended.	1	93.00

Science courses help students realize the important role that science plays in their personal and professional lives and aids them in using science knowledge to think through and make informed decisions about issues involving science and technology.

(RELATED OCCUPATIONS: Clinical Medicine • Veterinary Medicine • Pharmacology • Environmental Science • Architecture • Engineering • Information Technology • Forensic Science • Education •Manufacturing and Design)

COURSE DESCRIPTION

BIOLOGY I
Grades 9-12
1 CREDIT

Biology I is a lab-based course that focuses on the interactions between living organisms and their environment. Content of the course includes classification of organisms, natural selection, the structure and function of cells, photosynthesis, respiration, genetics, and ecology. **(Prerequisite: Division recommendation based on 8th grade test scores and teacher recommendation)**

BIOLOGY I – HONORS
Grade 9
1 CREDIT

Biology I Honors is an advanced lab-oriented course that covers a more extensive list of topics and moves at a faster pace than Biology I. Students will use scientific inquiry to study cells, ecology, genetics, energy, and diversity of life. **(Prerequisite: Division recommendation based on 8th grade test scores and teacher recommendation)**

PHYSICAL SCIENCE
Grades 9-12
1 CREDIT

Physical Science introduces students to concepts of chemistry, physics, and earth science. Physics concepts include Newton's Laws of Force and Motion, work, simple machines, and energy. Chemistry concepts include matter and its properties, atomic theory, the Periodic Table, and chemical bonding. Earth Science concepts include geology, meteorology, and astronomy. The scientific method, critical thinking, problem solving, and the metric system are emphasized throughout this laboratory science course.

CHEMISTRY I
Grades 10-12
1 CREDIT

Chemistry I is a lab-oriented course that introduces students to chemical concepts. This course also emphasizes problem solving and builds higher-level thinking skills. Topics include: properties of matter, atomic structure, the Periodic Table, states of matter, gas behavior, energy, chemical reactions and stoichiometry, chemical bonding, and acid-base chemistry. This course will adequately prepare students for college science classes. **(Prerequisite: Biology I and Algebra I or division approval)**

CHEMISTRY I - HONORS
Grades 10-12
1 CREDIT

Chemistry I Honors is an accelerated, lab-oriented course in which students will explore chemistry concepts in depth. Topics include: chemical reactions and stoichiometry, properties of matter, atomic structure, the Periodic Table, energy, states of matter, gas properties, and acids and bases. Scientific method, critical thinking, and problem-solving skills are incorporated throughout the year. This course will prepare students for Advanced Placement Chemistry and/or college-level chemistry. Strong math ability is recommended. Placement in this course is based on prior academic performance and/or teacher recommendation. (**Prerequisite: Algebra I Honors, Biology I Honors, or division approval)**

PHYSICS
Grades 10-12
1 CREDIT

Physics introduces students to the laws and principles that govern the physical world, focusing on mechanics and possibly covering the topics of heat, sound, light waves, and electricity if time permits. These phenomena are investigated through laboratory activities, reasoning, and mathematical analysis. This class is particularly appropriate for students who are interested in science and want to understand more about the world around them. **(Prerequisite: Enrolled in Algebra II or higher math or division approval)**

PHYSICS - HONORS
Grades 10-12
1 CREDIT

Physics introduces students to the laws and principles that govern the physical world, focusing on mechanics and possibly covering topics of heat, sound, light waves, and electricity if time permits. These phenomena are investigated through laboratory activities, reasoning, and mathematical analysis. Theories will be analyzed in a more mathematical way than in Physics. This class is particularly appropriate for college-bound students who have demonstrated proficiency in their math classes. **(Prerequisite: Enrolled in Algebra II/Trigonometry - Honors or higher math or division approval)**

ANATOMY AND PHYSIOLOGY
Grades 11-12
1 CREDIT

Anatomy and Physiology is a lab-based course that focuses on describing the structure of the human body and understanding the processes that build, maintain, and repair it. The background and vocabulary provided by this class will enable students to communicate with health care professionals, make informed decisions involving science and technology, and prepare for a more advanced study of the subject. **(Prerequisite: Biology I and Chemistry I or division approval)**

SCIENTIFIC RESEARCH AND APPLICATION
Grades 12
1 CREDIT

Scientific Research and Application is an interactive, lab-based science class for the senior who is interested in understanding how science works. Current global issues relating to science will be explored through the use of scientific research principles. Students will enhance their investigative, research, data analysis, presentation, debate, and peer review skills through independent and group projects. Topics of study include agriculture, water conservation, climate change, green technology, alternative sources of energy, and waste management. **(Prerequisite: Two science credits)**

FORENSIC SCIENCE
Grade 12
1 CREDIT

Forensic Science is a senior-level, elective course for the student who is interested in learning how to gather, identify, research, and interpret evidence to solve forensic-related problems. This course offers an extensive laboratory experience that integrates the concepts learned in biology, chemistry, and physics to strengthen individual skills in scientific reasoning and observation. Using an inquiry-based setting, students will apply the scientific and mathematical methods and models required in forensic science. Students will be able to understand the methods of crime scene investigators and how forensic science has evolved over time. **(Prerequisite: Biology, Chemistry, and Physics)**

BIOLOGY ADVANCED PLACEMENT (AP)
Grades 11-12
1 CREDIT

The AP Biology course is equivalent to a two-semester college introductory biology course. Particular attention is paid to understanding the diversity of life, the structure and operation of cells, the types of interactions between living organisms, and how energy flows through ecosystems. Instructionally, AP Biology focuses more on enduring, conceptual understandings and less on factual recall. This approach enables students to spend more time on inquiry-based learning of essential concepts. This will help them develop the reasoning skills necessary to engage in the science practices used by universities and the scientific community in general. Students will take the spring AP Biology exam and may elect to earn dual-enrollment credit in MVCC course BIO-111 and BIO-112 for an additional fee. NOTE: Students in this course may not enroll concurrently in Chemistry AP. **(Prerequisite: Biology I Honors and Chemistry I Honors and division approval)**

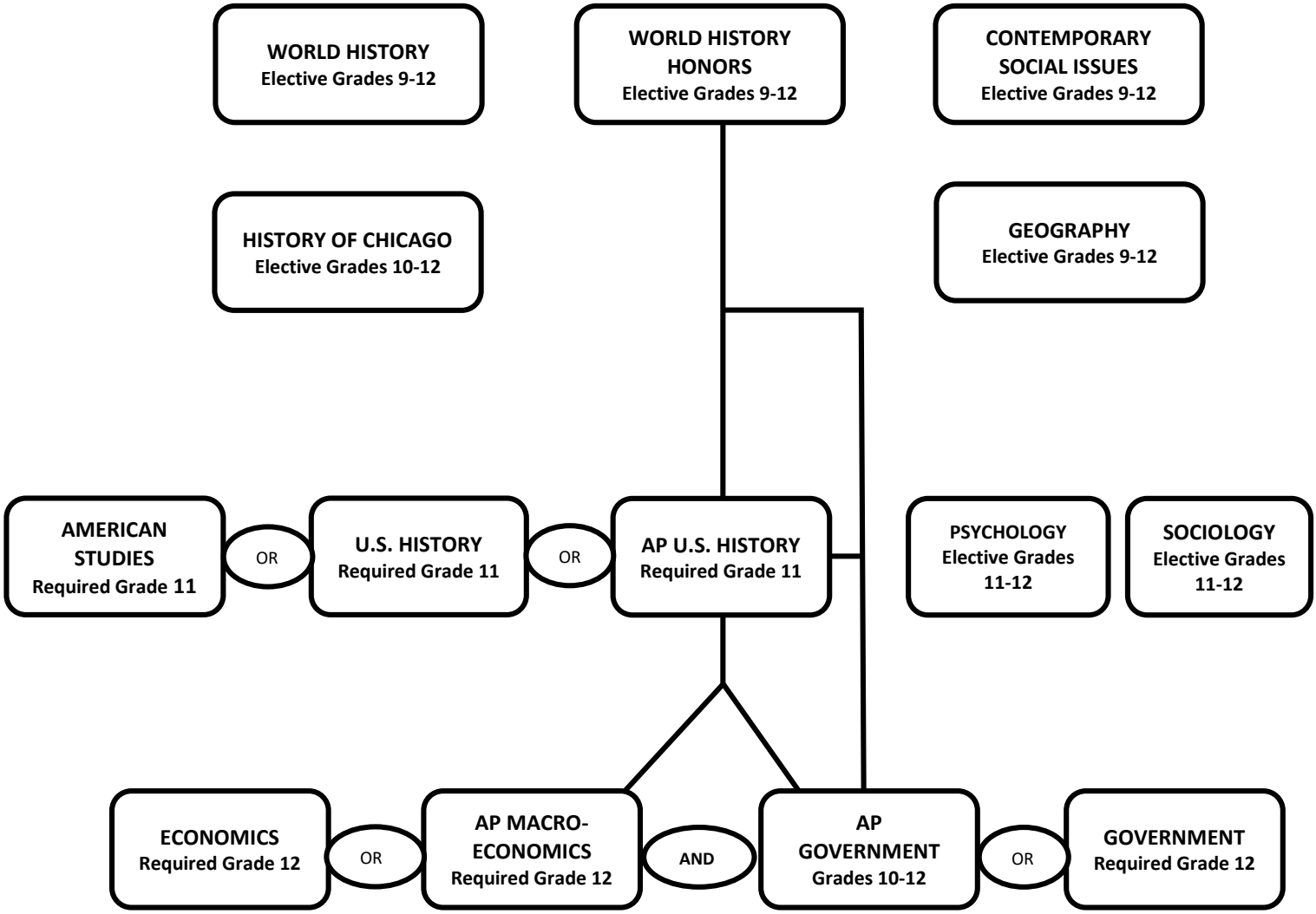
CHEMISTRY ADVANCED PLACEMENT (AP)
Grades 11-12
1 CREDIT

Chemistry AP covers topics traditionally found in a college general chemistry course such as understanding of atomic and molecular structure and properties, understanding of chemical formulas and equations, solution chemistry, gas law chemistry, acid-base chemistry, kinetics, equilibrium, thermodynamics, electrochemistry, introductory-level nuclear and organic chemistry. Laboratory experiments are intended to enhance the students' understanding of basic concepts and to develop more advanced lab skills. NOTE: Students in this course may not enroll concurrently in Biology AP. **(Prerequisite: Chemistry I Honors and division approval)**

PHYSICS I ADVANCED PLACEMENT (AP)
Grades 11-12
1 CREDIT

AP Physics is designed to develop students' intuition, creativity, and investigation skills. Topics studied in this course include Newtonian mechanics, fluid mechanics, thermal physics, electricity and magnetism, waves, optics, and atomic and nuclear physics. This course is intended to mirror the curriculum of an introductory, algebra-based college physics course. Students will take the spring AP Physics exam. **(Prerequisite: Biology I Honors and Chemistry I Honors, Algebra II/Trigonometry Honors, and division approval. Successful completion of Physics-Honors is highly recommended.)**

SOCIAL STUDIES



SOCIAL STUDIES

COURSE	OFFERED	PREREQUISITE	CREDIT	FEE
World History◀	9-12	None	1	-
World History - Honors◀	9-12	Division approval	1	-
Contemporary Social Issues◀	9-12	None	½	-
Geography◀	9-12	None	½	-
American Studies◀	11	Oral Communication and division approval	2	-
History of Chicago◀	10-12	None	½	-
Psychology◀	11-12	None	½	-
Sociology◀	11-12	None	½	-
U.S. History◀	11	None	1	-
U.S. History Advanced Placement (AP) ◀	11	World History/World History – Honors and division approval	1	93.00
Economics ◀	12	None	½	-
Macroeconomics Advanced Placement (AP)◀	12	Division approval	½	93.00
U.S. Government ◀	12	None	½	-
U.S. Government Advanced Placement (AP)◀	10 -12	Division approval	½	111.00*

**$18.00 fee for AP Government review guide is included.*

The subjects offered in the Social Studies curriculum are designed to meet the needs of young people by furthering their understanding of society and their own roles in it. It is the aim of the staff to aid the students in achieving this goal so that they may participate constructively and responsibly in our free society.

(RELATED OCCUPATIONS: Teacher • Historian • Sociologist • Civil Servant • Social Worker • Politician • Lawyer • Psychologist)

COURSE DESCRIPTION

WORLD HISTORY
Grades 9-12
1 CREDIT

World History is a yearlong course that covers the major areas and civilizations of the ancient, medieval, and modern world. Additional areas of concentration are Greco-Roman history, world religions, the Cold War, and global interdependence. Students study human achievement from the ancient world to the present. Emphasis is placed on reading, writing, critical thinking, and study skills**. (Prerequisite: None)**

WORLD HISTORY – HONORS
Grades 9-12
1 CREDIT

World History-Honors is a yearlong course open to exceptional, college-bound students. The major areas and civilizations of the ancient, medieval, and modern world are studied. Additional areas of concentration are Greco-Roman history, world religions, the Cold War, and global interdependence. Students study human achievement from the ancient world to the present. Special emphasis is placed on reading, writing, critical thinking, and study skills**. (Prerequisite: Division approval)**

CONTEMPORARY SOCIAL ISSUES
Grades 9-12
½ CREDIT

Contemporary Social Issues is a semester course open to freshman, sophomore, junior, and senior students as an elective course. No textbook is used, as the course is driven by the ever changing current events of the day. Resources for this course vary and include the internet, daily news, social media, school library, electronic databases, political cartoons, and magazines. Topics include, but are not limited current issues in geography, economics, genocide, immigration, guns and violence, environmental issues, health, and heroes in the news. Students will participate in a variety of project-based lessons, class discussions, debates, and presentations throughout the course. **(Prerequisite: None)**

GEOGRAPHY
Grades 9-12
½ CREDIT

Geography is a semester course that introduces the student to the five themes of geography and how they relate to the major cultural regions of the world. The course provides an understanding of each world region's physical and human geography and the role it has played in the development of that region. **(Prerequisite: None)**

AMERICAN STUDIES
Grade 11
2 CREDITS

American Studies is a double-period class, team-taught by Social Studies and English teachers. It presents a unique opportunity for high school juniors to engage in lively discussions and thoughtful debates as they explore the question, "What does it mean to be an American?" By combining a study of American literature and history, plus adding elements of art, music, and architecture, American Studies focuses on the interrelatedness of American culture. Innovative classroom technology, guest speakers, and field trips round out the curriculum. This class fulfills the 11th grade requirement for both U.S. History and American Literature. **(Prerequisite: English II and division approval)**

HISTORY OF CHICAGO
Grades 10-12
½ CREDIT

History of Chicago is a semester course that examines Chicago's economic, ethnic, racial, and political development from the early exploration to its current urban status. Students develop knowledge concerning the impact of technological change on Chicago and the economic and demographic forces that have helped shape the city's history. Themes such as geography, industrialization, immigration, the rise of labor, and the impact of national politics are analyzed. **(Prerequisite: None)**

PSYCHOLOGY
Grades 11-12
½ CREDIT

Psychology is a semester course intended to complement the Sociology course. It focuses on human behavior in all forms and manifestations. Topics include neuroscience and behavior, mental health and disorders, social cognition and interaction, and personality development. (**Prerequisite: None)**

SOCIOLOGY
Grades 11-12
½ CREDIT

Sociology is a semester course intended to complement the Psychology course. It provides a greater understanding of society and the informal social structure that surrounds us. Students perform action research and discuss the results of their work. Sociology is an activity-oriented class**. (Prerequisite: None)**

UNITED STATES HISTORY
Grade 11
1 CREDIT

United States History is a yearlong course that covers past and present American problems as solved through the passage of time. This course provides an understanding of the people and events which have made American history. Goals include the understanding and appreciation of current national issues and knowledge of diplomatic and political American heritage. **(Prerequisite: None)**

U.S. HISTORY ADVANCED PLACEMENT (AP)
Grade 11
1 CREDIT

U.S. History AP is a yearlong course that concentrates on topics found in a college freshman U.S. History course. Intensified reading and writing focus on the understanding and appreciation of current national issues and knowledge of the diplomatic and political American heritage. General areas of study are colonial development, trade and land expansion, the Civil War, and 20th Century America. Students will take the AP U.S. History exam in the spring. **(Prerequisite: AP US Government and Politics, World History/World History-Honors & division approval)**

ECONOMICS
Grade 12
½ CREDIT

Economics is a semester course that includes the study of economic theory as it applies to government and business and the practical application of personal economics to prepare for daily experiences in the marketplace. This course is designed as a practical offering associated with the everyday problems of economic living in our modern society. The economics of national, state, and local systems are explored**. (Prerequisite: None)**

MACROECONOMICS ADVANCED PLACEMENT (AP)
Grade 12
½ CREDIT

Macroeconomics is a semester course that provides students with an understanding of basic economic principles. The course concentrates on macroeconomics issues such as supply and demand, taxation, financial indicators, and the workings of a free economy. The role of the Federal Reserve System as an agent of monetary policy is also covered. Students will take the spring AP Macroeconomics exam. **(Prerequisite: Division approval)**

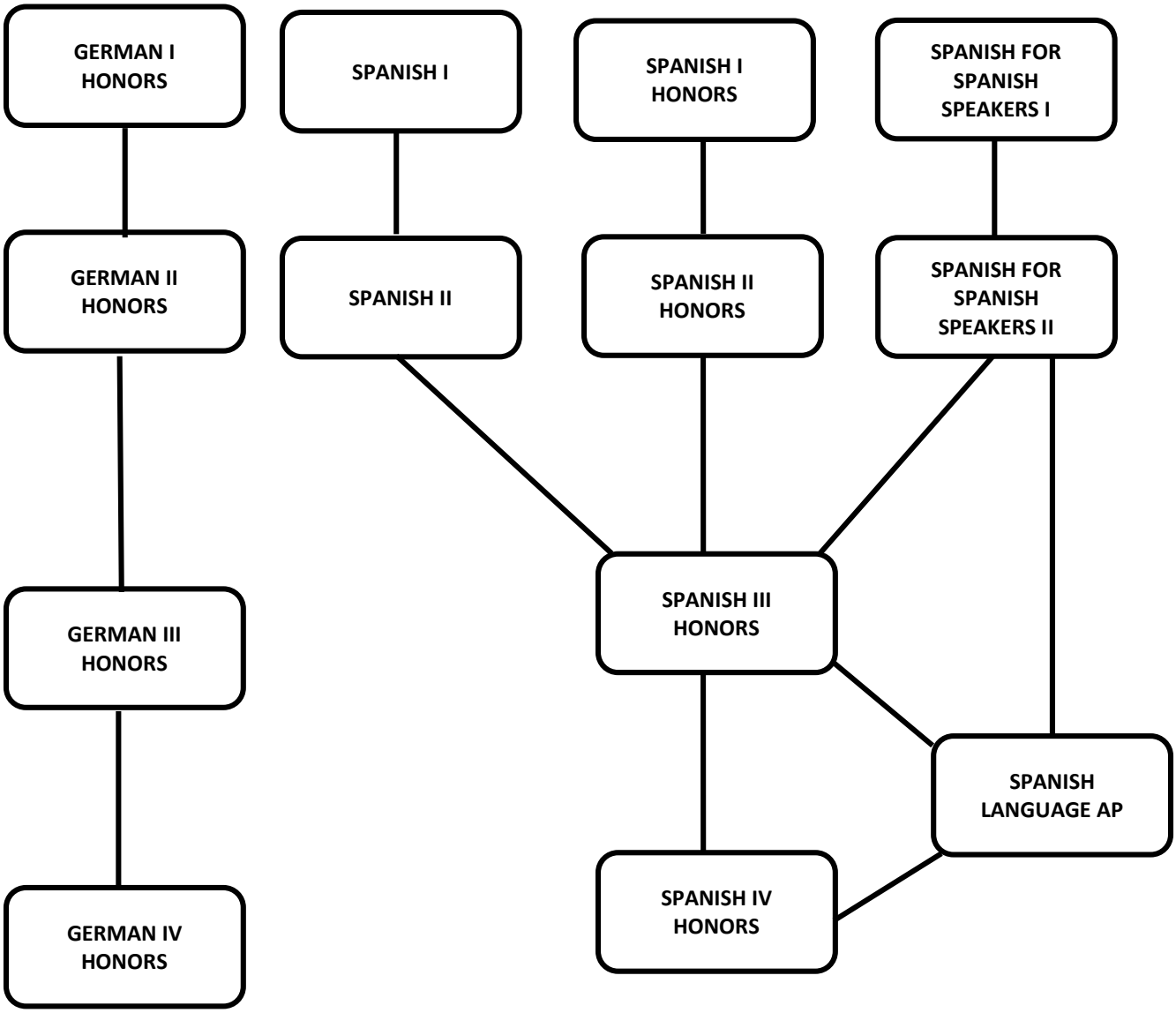
U.S. GOVERNMENT
Grade 12
½ CREDIT

U.S. Government is a semester course that focuses on the American system of government, including origins, development, organization, institutional powers, civil rights and liberties, and the behaviors of active citizenship. The course stresses federal, state, and local forms of government. Practicing the skills of active citizenship is an integral part of this course. Students will complete 10 hours of service and attend 2 local government meetings or complete 3 hours of service and attend 5 local government meetings as part of the service learning component of this course. **(Prerequisite: None)**

U.S. GOVERNMENT AND POLITICS ADVANCED PLACEMENT (AP)
Grade 10 -12
½ CREDIT

U.S. Government and Politics AP is a semester course that follows the College Board's Advanced Placement curriculum in preparation for the AP Government exam in the spring. This college level course examines the functions of American Government and the philosophy and history of the U.S. Constitution. Federal, state, and local forms of government will be studied in depth. Practicing the skills of active citizenship is an integral part of this course. Students will complete 10 hours of service and attend 2 local government meetings or complete 3 hours of service and attend 5 local government meetings as part of the service learning component of this course. Students will take the spring AP U.S. Government exam. **(Prerequisite: Division approval)**

WORLD LANGUAGES



WORLD LANGUAGES

COURSE	OFFERED	PREREQUISITE	CREDIT	FEE
German I Honors◀	9-12	None	1	-
German II Honors◀	10-12	German I or division approval	1	-
German III - Honors◀	11-12	German II or division approval	1	-
German IV - Honors◀	12	German III or division approval	1	-
Spanish I◀	9-12	None	1	-
Spanish I-Honors◀	9-12	Concurrent enrollment in English honors course, teacher recommendation, or division approval	1	-
Spanish for Spanish Speakers I◀	9-12	None	1	-
Spanish II◀	9-12	Spanish I, teacher recommendation, or division approval	1	-
Spanish II-Honors◀	9-12	Concurrent enrollment in English honors course, Spanish I Honors, teacher recommendation, or division approval	1	-
Spanish for Spanish Speakers II◀	10-12	Spanish for Spanish Speakers I or division approval	1	-
Spanish III- Honors◀	11-12	Spanish II/II Honors, Spanish for Speakers II, or division approval	1	-
Spanish IV - Honors◀	12	Spanish III Honors or division approval	1	-
Spanish Language Advanced Placement (AP) ◀	11-12	Spanish for Speakers II, Spanish IIIH, or Spanish IVH	1	93.00

Four years of study in one language is highly recommended for any student wishing to obtain a functional level of fluency. The study of a foreign language may be elected to meet college entrance requirements, to enrich a person's understanding and appreciation of another culture, to meet career goals, or for travel purposes. Many colleges require a minimum of two years of high school world language study in the same language. Students who take more than two years of language in high school may fulfill university language requirements and receive college credit.

Students who have had world language experience prior to high school are placed at the appropriate level of high school language based on a placement exam given in their 8th grade world language class in December. Students who show language proficiency equivalent to one year of high school Spanish should enroll in Spanish II or Spanish II-Honors.

World Language Lab: Students who take Spanish and German benefit from the school's Language Lab. Equipped with 30 laptops and state of the art software and headphones, the lab is designed to enhance speaking skills, listening skills, and overall comprehension in the target language. The software provides students with a variety of activities and serves as another outlet in which to engage fully in the target language.

(RELATED OCCUPATIONS: Teacher • Business Professional • Translator • Importer/Exporter • Foreign Correspondent • Travel/Tourism Industry Professional • Missionary • International Lawyer • Hospitality Industry Professional)

COURSE DESCRIPTION

GERMAN I - HONORS
Grades 9-12
1 CREDIT

This accelerated elective course is geared for students who are self-motivated, achievement-focused, independent learners. Students are expected to complete performance based assessments that show synthesis, analysis, and application of German grammar and vocabulary. Students will show evidence of becoming lifelong German learners. **(Prerequisite: None)**

GERMAN II--HONORS
Grades 10-12
1 CREDIT

This accelerated elective course emphasizes the four language skills of reading, writing, speaking, and listening with an emphasis on increasing vocabulary and oral expression. Learning about everyday life in German-speaking countries is continued and expanded. Audio-visual materials are utilized to make the language come alive. Students work together to gain confidence in their abilities. **(Prerequisite: German I or division approval)**

GERMAN III - HONORS
Grades 11-12
1 CREDIT

German III-Honors is an advanced course that reviews the essentials of German grammar and introduces advanced grammatical forms. Oral proficiency is stressed, as is writing. Short stories, novels, and magazines are read and discussed in the target language. Film is introduced as a medium of listening and learning about culture. The goals of German III are to gain confidence in speaking and proficiency in writing. **(Prerequisite: German II or division approval)**

GERMAN IV - HONORS
Grade 12
1 CREDIT

German IV - Honors continues the development of proficiency and confidence in the four basic language skills. Students apply their knowledge from the first three years and refine their skills. Contemporary topics are discussed and higher level readings are studied. The student's ability to use language skills is emphasized, rather than the technical and literary aspects of German. Students completing German IV should have the ability and knowledge necessary to function in a German-speaking country. Multi -media is also incorporated to enable students to better understand German cultures. **(Prerequisite: German III or division approval)**

SPANISH I
Grades 9-12
1 CREDIT

¿Qué pasa? What's happening? You will find out when you sign up for this introduction to the language and culture of the Spanish-speaking world. You will start speaking Spanish on the very first day, and you will be surprised how quickly you will learn. Undertake a new journey by studying the lives and customs of people from various Spanish-speaking countries. ¡Hasta Luego! **(Prerequisite: None)**

SPANISH I - HONORS
Grade 9-12
1 CREDIT

This accelerated elective course is geared for students who are self-motivated, achievement focused, independent learners. Students are expected to complete performance-based assessments that show synthesis, analysis, and application of Spanish grammar and vocabulary. Students will show evidence of becoming lifelong Spanish learners by using the language for personal enjoyment and enrichment. **(Prerequisite: Enrolled in English Honors, teacher recommendation, or division approval)**

SPANISH FOR SPANISH SPEAKERS I
Grades 9-12
1 CREDIT

This course is designed for students with some knowledge of spoken Spanish and/or who speak Spanish at home. The ability to read and write in Spanish is NOT a prerequisite. Students will be given the opportunity to develop individual strengths and to explore their language through culturally meaningful activities. The class focuses on improving vocabulary, writing skills, and reading comprehension through independent reading and interdisciplinary study in Spanish and of the Spanish language. (**Prerequisite: None)**

SPANISH II
Grades 10-12
1 CREDIT

Spanish II is an intermediate course that begins with a general review of the grammatical structures covered in Spanish I. The skills of reading, writing, speaking, and aural understanding are further developed. A greater emphasis is placed on the oral-aural aspects of the language. The customs, culture, and history of Spanish-speaking people are explored. **(Prerequisite: Spanish I, teacher recommendation, or division approval)**

SPANISH II – HONORS
Grades 10-12
1 CREDIT

This accelerated elective course begins with a general review of the grammatical structures previously covered in Spanish I Honors. Students will continue to complete performance-based assessments that show synthesis, analysis, and application of Spanish grammar and vocabulary. Reading, writing, speaking, and aural skills are further developed. Students will continue to explore the customs, culture, and history of Spanish speaking people. **(Prerequisite: Spanish I Honors, teacher recommendation, or division approval)**

SPANISH FOR SPANISH SPEAKERS II
Grades 10-12
1 CREDIT

This elective course is designed for the student who speaks Spanish at home and has already completed the Spanish for Spanish Speakers I course. It is a continuing course focused on the unique needs of native speakers. Reading and writing will continue to be developed. Students will be prepared to use the Spanish language outside of the classroom, in the community, and in the workplace. (**Prerequisite: Spanish for Spanish Speakers I)**

SPANISH III - HONORS
Grades 11-12
1 CREDIT

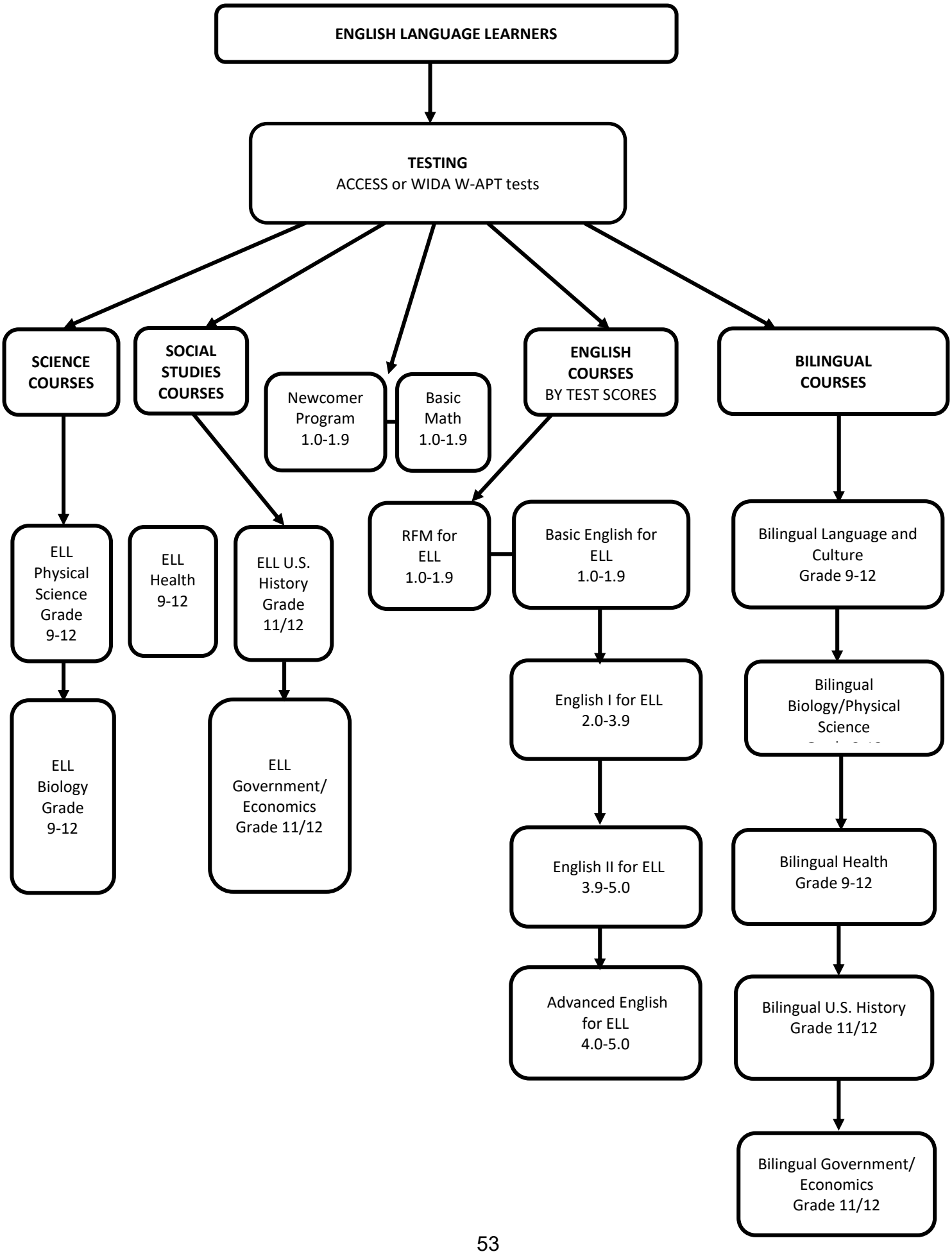
Spanish III Honors is an advanced course that starts with an intensive review of all elements previously studied in Spanish. The goal is to use Spanish as the sole means of communication in class, and this occurs through writing compositions, presenting short conversations, reading short selections in the target language, general conversation, and listening to a wide variety of spoken material. Students are encouraged to combine their reading, speaking, listening, and writing skills through natural contexts. They will progressively recycle and integrate previous knowledge in new situations. Students should have a high level of proficiency in the skills taught in Spanish I and II. **(Prerequisite: Spanish II/II-Honors, Spanish for Spanish Speakers II, or division approval)**

SPANISH IV - HONORS
Grade 12
1 CREDIT

Spanish IV Honors continues the development of proficiency and confidence in the four basic language skills. Students apply their knowledge from the first three years and refine their skills**.** Contemporary topics are discussed and higher level readings studied. The student's ability to use language skills is emphasized, rather than the technical and literary aspects of Spanish. Students completing Spanish IV should have the ability and knowledge necessary to function in a Spanish-speaking country. A variety of media sources are also incorporated to enable students to better understand Spanish cultures**. (Prerequisite: Spanish III or division approval)**

SPANISH LANGUAGE ADVANCED PLACEMENT (AP)
Grades 11-12
1 CREDIT

AP Spanish Language and Culture engages students in an exploration of culture in both contemporary and historical contexts. This course emphasizes communication by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. Students will read and listen to authentic texts from the Spanish-speaking world. To best facilitate the study of language and culture, this course is taught almost exclusively in Spanish.


ENGLISH LANGUAGE LEARNERS
TESTING
ACCESS or WIDA W-APT tests
SCIENCE COURSES
SOCIAL STUDIES COURSES
Newcomer Program 1.0-1.9
Basic Math 1.0-1.9
ENGLISH COURSES BY TEST SCORES
BILINGUAL COURSES
ELL Physical Science Grade 9-12
ELL Health 9-12
ELL U.S. History Grade 11/12
RFM for ELL 1.0-1.9
Basic English for ELL 1.0-1.9
Bilingual Language and Culture Grade 9-12
ELL Biology Grade 9-12
ELL Government/ Economics Grade 11/12
English I for ELL 2.0-3.9
Bilingual Biology/Physical Science
English II for ELL 3.9-5.0
Bilingual Health Grade 9-12
Advanced English for ELL 4.0-5.0
Bilingual U.S. History Grade 11/12
Bilingual Government/ Economics Grade 11/12

ENGLISH LANGUAGE LEARNERS (ELL)/BILINGUAL PROGRAM

COURSE	OFFERED	PREREQUISITE	CREDIT	FEE
Bilingual Health	9-12	Division approval/ELL	½	-
Bilingual Biology	9-12	Division approval/ELL	1	-
Bilingual Physical Science	10-12	Division approval/ELL	1	-
Bilingual Language & Culture	9-12	Division approval/ELL	½	-
Basic English ELL	9-12	Emerging English proficiency /Division placement	1	-
English I ELL	9-12	Beginning English proficiency/Division placement	1	-
English II ELL	9-12	Developing English proficiency/Division placement	1	-
Advanced English ELL	9-12	Expanding English proficiency/Division placement	1	-
Bilingual U. S. History	11-12	Division approval/ELL only	1	-
Bilingual Economics	11-12	Division approval/ELL only	½	-
Bilingual Government	11-12	Division approval/ELL only	½	-
ELL U.S. History	11-12	Limited English proficiency/Division placement	1	-
ELL Economics	11-12	Limited English proficiency/Division placement	½	-
ELL Government	11-12	Limited English proficiency/Division placement	½	-
ELL Biology	9-12	Limited English proficiency/Division placement	1	-
ELL Physical Science	10-12	Limited English proficiency/Division placement	1	-
ELL Basic Math	9-12	Limited English proficiency/Division placement	1	-
ELL Health	9-12	Limited English proficiency/Division placement	½	-
ELL Newcomer Program	9-12	Limited English proficiency/Division placement	½-3	-
Read for Mastery ELL	9-12	Limited English Proficiency/Division placement	½	-

(RELATED OCCUPATIONS: Interpreter • Public Relations Director • Teacher)

COURSE DESCRIPTION

BILINGUAL HEALTH
Grades 9-12
½ CREDIT

A one-semester course for transitional bilingual education students, focusing on health terminology, including body systems, behavior, nutrition, substance abuse, diseases, and safety. Students learn how to maintain and improve their health, avoid harmful behaviors, and use CPR techniques. **(Prerequisite: Division approval/TBE; Enrollment is restricted to transitional bilingual education students.)**

BILINGUAL LANGUAGE & CULTURE
Grades 9-12
½ CREDIT

A one-semester course for transitional bilingual education students that provides instruction in reading, writing, and discussing forms of literature while also developing a sense of tradition and pride in their heritage. **(Prerequisite: Division approval/TBE; Enrollment is restricted to transitional bilingual education students.**)

BASIC ENGLISH ELL
Grades 9-12
1 CREDIT

Basic English ELL is designed to serve the needs of students who have "entering" English proficiency level based on placement testing. This level requires students to know and use minimal social language and minimal academic language with visual and graphic support. The beginning program sets the foundation for learning the English language. It provides a non-threatening environment in which students acquire the basic reading, writing, and oral skills necessary to negotiate everyday situations. In addition, the program provides computer assisted grammar exercises at the basic level. (**Prerequisite: Beginning English proficiency and division placement)**

ENGLISH I ELL
Grades 9-12
1 CREDIT

English I ELL is designed to serve the needs of students who have "beginning" English proficiency level based on placement testing. This level requires student to know and use some social language and general academic language with visual and graphic support. This intermediate program continues to develop students' social and academic language by focusing on comprehensive skills in listening, writing, reading, communication and discussion of modern American life and culture. In addition, ELL I provides computer assisted grammar exercises at the intermediate level. **(Prerequisite: Emerging English proficiency and division placement)**

ENGLISH II ELL
Grades 9-12
1 CREDIT

English II ELL is designed to serve the needs of students who have "developing and expanding" English proficiency level based on placement testing. This level requires students to know and use social language and some specific academic language with visual and graphic support, as well as some technical academic language. This advanced program continues to develop students' social and academic language by focusing on critical and analytical thinking and speaking fluency in preparation for regular English courses. In addition, English II ELL provides computer assisted grammar exercises at the advanced level. **(Prerequisite: Developing English proficiency level and division placement)**

ADVANCED ENGLISH ELL
Grades 9-12
1 CREDIT

This two semester course will be mirrored off of the curricula of freshmen and sophomore regular English classes. The curriculum is a modified version of those regular English courses. Using the 6+1 Writing Traits methodology, students will be exposed to a variety of writing styles and purposes to develop fundamental writing and grammar skills that will lead to proficient essay writing. Reading comprehension skills will be integrated through both self-selected novels and a variety of literary styles and forms. Instruction is frequently differentiated, and students are expected to utilize higher order thinking skills which will result in critical, yet independent work. **Prerequisite: (Expanding English proficiency and division placement)**

BILINGUAL BIOLOGY
Grades 9-12
1 CREDIT

This two-semester course bilingual learners to interactions between living organisms and their environment, the diversity of life, structure and operation of cells, and how energy flows through the ecosystem. Vocabulary and comprehension are emphasized throughout the course. Students learn comprehension and literacy skills in critical thinking and understanding of biology concepts as they also improve their English skills. **(Prerequisite: Division approval/TBE)**

BILINGUAL PHYSICAL SCIENCE
Grades 10-12
1 CREDIT

A full year course introduces bilingual education students to the basic concepts in physics and chemistry. Vocabulary and comprehension are emphasized throughout the course. Students learn how to apply the scientific method, use the metric system, and explore scientific topics as they also improve their English skills. **(Prerequisite: Division approval/TBE; Enrollment is restricted to transitional bilingual education students.**)

BILINGUAL U. S. HISTORY
Grades 11-12
1 CREDIT

This two-semester course provides an overview of the people and events that have shaped history in the United States. Enrollment is restricted to transitional bilingual education students who have little or no background in English. **(Prerequisite: Division approval/TBE; Enrollment is restricted to transitional bilingual education students.)**

BILINGUAL ECONOMICS
Grades 11-12
½ CREDIT

This one-semester course for transitional bilingual education students teaches economic theory and everyday financial and consumer issues. (**Prerequisite: Division approval/TBE; Enrollment is restricted to transitional bilingual education students.)**

BILINGUAL GOVERNMENT
Grades 11-12
½ CREDIT

This one-semester course for transitional bilingual education students focuses on the *United States Constitution* and the history, development and organization of American government. Students will take both the U.S. and Illinois Constitution tests during this course. Community service is also an integral part of this class. Students will complete 10 hours of service and 2 government meetings or attend five governmental meetings and complete 3 hours of service during the semester in which they take the course. **(Prerequisite: Division approval/TBE; Enrollment is restricted to transitional bilingual education students.)**

ELL PHYSICAL SCIENCE
Grades 10-12
1 CREDIT

A full year course introduces English Language Learners (ELL) to the basic concepts in physics and chemistry. Vocabulary and comprehension are emphasized throughout the course. Students learn how to apply the scientific method, use the metric system, and explore scientific topics as they also improve their English skills. **(Prerequisite: Division approval/ELL)**

ELL U.S. HISTORY
Grades 11-12
1 CREDIT

This two-semester course provides an overview of the people and events that have shaped history in the United States. Enrollment is restricted to English Language Learners (ELL) who have little or no background in English. **(Prerequisite: Division approval/ELL)**

ELL ECONOMICS
Grades 11-12
½ CREDIT

This one-semester course for English Language Learners (ELL) teaches economic theory and everyday financial and consumer issues. **(Prerequisite: Division approval/ELL)**

ELL GOVERNMENT
Grades 11-12
½ CREDIT

This one-semester course for English Language Learners (ELL) focuses on the *United States Constitution* and the history, development, and organization of American government. Students will take both the U.S. and Illinois Constitution tests during this course. Community service is also an integral part of this class. Students will complete 10 hours of service and 2 government meetings or attend five governmental meetings and complete 3 hours of service during the semester in which they take the course. **(Prerequisite: Division approval/ELL)**

ELL BIOLOGY
Grades 9-12
1 CREDIT

This two-semester course introduces students who are English Language Learners (ELL) to interactions between living organisms and their environment, the diversity of life, structure and operation of cells, and how energy flows through the ecosystem. Vocabulary and comprehension are emphasized throughout the course. Students learn comprehension and literacy skills in critical thinking and understanding of biology concepts as they also improve their English skills. **(Prerequisite: Division approval/ELL)**

ELL BASIC MATH
Grades 9-12
1 CREDIT

ELL Basic Math is designed for English Language Learners (ELL) to help them develop math skills needed to succeed in today's world. Students will learn about whole numbers and how to add, subtract, multiply and divide. They will also learn about fractions, decimals, percentages, different systems of measurement, and other basics of mathematics. Vocabulary and comprehension are emphasized throughout the course. Students learn comprehensive and literacy skills in critical thinking and understanding of math concepts as they also improve their English skills. (**Prerequisite: Division approval/ELL)**

ELL HEALTH
Grades 9-12
½ CREDIT

This one semester course introduces students who are English Language Learners (ELL) to health terminology and topics including body systems, behavior, nutrition, substance abuse, diseases, and safety. Students learn how to maintain and improve health, avoid harmful behaviors, and use CPR techniques. Vocabulary and comprehension are emphasized throughout the course. Students learn comprehensive literacy skills, critical thinking, and health concepts as they also improve their English skills. **(Prerequisite: Division approval/ELL)**

ELL NEWCOMER PROGRAM
Grades 9-12
½-3 CREDITS

The Newcomer Program is a short term program designed to teach English and acculturation to U.S. schools as well as academic subjects. The Newcomer Program is offered to students who are recent immigrants to the United States with limited English proficiency and limited education in their native countries. Emphasis will be on developing English language competence, academic skills, and preparing students to succeed in U.S. schools. Students will attend special classes separate from native English-speaking students for a limited period of time.

READING FOR MASTERY for ELL
Grades 9-12
½ CREDIT

ELL students need to read effectively to succeed in high school and beyond. This class aims to target and correct reading deficits while also helping students develop their own literacy identity. An individualized curriculum is prescribed to focus on specific needs based on diagnostic reading assessments. Training and practice in the key areas of comprehension, fluency, decoding, and vocabulary will be provided through classroom instruction, self-selected text reading, written responses, and individualized computer programs.
(**Prerequisite: Emerging English proficiency level and division approval.**

SPECIAL EDUCATION

COURSE	OFFERED	PREREQUISITE	CREDIT	FEE
English I Cross Categorical◀	9	I.E.P. Conference	1	-
English II: Oral Communication and Critical Thinking Cross Categorical	10	I.E.P. Conference	1	-
American Literature Cross Categorical◀	11	I.E.P. Conference	1	-
English IV Cross Categorical	12	I.E.P. Conference	1	-
Reading for Mastery (RFM) Cross Categorical**	9	I.E.P. Conference	1	-
Algebra Cross Categorical◀	9	I.E.P. Conference	1	-
Geometry Cross Categorical◀	10	I.E.P. Conference	1	-
Algebra II Cross Categorical	11	I.E.P. Conference	1	-
Physical Science Cross Categorical◀	9	I.E.P. Conference	1	-
Biology Cross Categorical◀	10	I.E.P. Conference	1	-
Health Cross Categorical	9	I.E.P. Conference	½	-
U.S. History Cross Categorical◀	11	I.E.P. Conference	1	-
U.S. Government Cross Categorical◀	12	I.E.P. Conference	½	-
Economics Cross Categorical◀	12	I.E.P. Conference	½	-
Resource Homeroom	9-10	I.E.P. Conference	¼	-
Ram Academy Academic Period	9-12	I.E.P. Conference	1	-
Ram Academy Homeroom	9-12	I.E.P. Conference	¼	-
Pre-Vocational Lab	9-10	I.E.P. Conference	1	-
In-School Work Experience	9-12	I.E.P. Conference	1	-
Vocational Related Info	10-12	I.E.P. Conference	1	-
Community Work Experience	11-12	I.E.P. Conference	1	-
Instructional Program	9-12	I.E.P. Conference	To be determined	25.00

**Does not count toward fulfilling English requirements.

The following standard courses have been modified by employing specially trained teachers and greatly individualizing the content. Students are assigned these courses when the general curriculum is not able to meet their individual needs. It is the policy of the school to place students into general program courses in all areas where they are able to function effectively.

Reavis High School has special education programs designed to meet the individual needs of identified students in the least restrictive environment. Entrance to and exit from programs is determined through an I.E.P. conference. Any parent or staff member can recommend a student to the Response to Intervention Team for consideration.

SPECIAL EDUCATION PROGRAMS

A student with special needs may be eligible for special education services if he/she has one or more of the following characteristics:

a) auditory, visual, physical, or health impairment
b) speech or language impairment
c) impairments in the essential learning processes of perception, conceptualization, memory, attention, or motor control
d) impairments in intellectual development and mental capacity
e) emotional disability
f) pervasive developmental disorder

Student placement is made according to the student's individual needs as identified through an Individualized Educational Program (I.E.P.) meeting. The I.E.P. is provided in the least restrictive environment.

If your primary language is not English, an interpreter can be provided.

Reavis High School encourages you to participate in your student's I.E.P. planning. The I.E.P. includes the following components: 1) a statement of present levels of achievement and functional performance; 2) annual goals; instructional benchmarks; 3) specific education and related services to be provided, including the initiation date and anticipated duration of services; 4) extent to which the student will participate in general education programs; 5) schedules for determining achievement of instructional objectives/benchmarks: and 6) a transition plan.

I.E.P. participants should include

- a representative of the public agency other than the student's teacher who is qualified to provide or supervise the provision of special education
- a student's teacher or case manager
- a student's general education teacher
- a student's parents or guardians
- the student
- other individuals at the discretion of the parents or agency

COURSE DESCRIPTIONS

ENGLISH I CROSS CATEGORICAL
Grade 9
1 CREDIT

In English I Cross-Categorical Special Education classes, students will be exposed to a variety of writing styles and purposes to develop fundamental writing and grammar skills leading to proficient essay writing. Reading comprehension skills will be integrated through both self-selected novels and a variety of literary styles and forms.

ENGLISH II: ORAL COMMUNICATION AND CRITICAL THINKING CROSS CATEGORICAL
Grade 10
1 CREDIT

In this year-long course, speech is taught as the driving force with reading and writing as complimentary communication components. With the English I CC curriculum as a foundation, each instructional unit will focus on a formal oral presentation, accompanied by reading and writing assignments that bridge to junior year expectations.

AMERICAN LITERATURE CROSS CATEGORICAL
Grade 11
1 CREDIT

This course imparts an understanding and appreciation of America's literary heritage from pre-colonial to modern times. Students will understand through literature what Americans have valued over a survey of roughly 400 years. Selected authors and a variety of literary types are studied including the novel, plays, short stories, essays, poetry, diary entries, sermons, and speeches. Throughout the year basic communication skills are correlated with this literary study. Students will tackle one basic question throughout every unit: What does it mean to be an "American"? Moreover, students will make connections between American literature and the world in which they live. Reading, vocabulary development, grammar usage, and rhetorical skills are also emphasized. **(Prerequisite: English II)**

ENGLISH IV CROSS CATEGORICAL

Grade 12
1 CREDIT

This class will focus on encouraging students to connect with books they love—books that enable them to embrace their own identity. Students will read several books throughout the school year which will be *selected by the students themselves*. With each book, they will be given writing prompts that require character analysis and the use of thematic material to create new pieces of writing. As the year progresses, students will also study and master the six writing traits: ideas, organization, voice, word choice, sentence fluency, and conventions. With each unit, students will analyze and create while rediscovering the joy of reading and writing.

READING FOR MASTERY (RFM) CROSS CATEGORICAL
Grade 9
1 CREDIT

Special Education students need to read effectively to succeed in high school and beyond. This class aims to target and correct reading deficits while also helping students develop their own literacy identity. An individualized curriculum is prescribed to focus on specific needs based on diagnostic reading assessments. Training and practice in the key areas of comprehension, fluency, decoding, and vocabulary will be provided through classroom instruction, self-selected text reading, written responses, and individualized computer programs. While time will be provided for authentic reading in class, students are responsible for reading no less than twenty minutes outside the Reading for mastery Cross-categorical classroom. (Prerequisite: Division placement)

ALGEBRA CROSS CATEGORICAL
Grades 9
1 CREDIT

Algebra will include a review of numerical skills, expressions and equations with letters. Students will use mathematical processes of problem solving, communication, connections, reasoning, representations, and technology to solve problems and communicate mathematical ideas with an emphasis on vocabulary and how it applies to the real number system. Students will also learn the applications of Algebra and how they relate to the real world setting.

GEOMETRY CROSS CATEGORICAL
Grade 10
1 CREDIT

Students in this course will be introduced to the basic elements of geometry: points, line, planes, line segments and rays. A study of these elements will be enhanced by hands-on projects.

ALGEBRA II CROSS CATEGORICAL
Grades 11-12
1 CREDIT

Advanced Topics of Mathematics is designed for students that have completed Algebra and Geometry. The course includes review and refinement of basic algebraic principles, numerical skills, expressions, and equations. The introduction of functions, graphs, exponents, factoring, and quadratic equations to further develop problem solving skills. Students will also review basic operations and stress application of consumer math skills. The student will be assisted in how math skills can be used in everyday living. (**Prerequisite: Algebra and Geometry)**

PHYSICAL SCIENCE CROSS CATEGORICAL
Grade 9
1 CREDIT

This course introduces students to concepts in physics and chemistry. Physics concepts include Newton's Laws of force and motion, work, simple machines, and energy. Chemistry concepts include matter and its properties, atomic theory, and the periodic table. The scientific method, lab safety, lab equipment, vocabulary, critical thinking, problem solving, measurement, and the metric system are emphasized throughout this course.

BIOLOGY
CROSS CATEGORICAL
Grade 10
1 CREDIT

This course focuses on the interactions between living organisms and their environment. Particular attention is paid to ecology, classification, the structure and operation of cells, the types of interactions between living organisms, and the study of Earth and Space.

HEALTH CROSS CATEGORICAL
Grade 9
½ CREDIT

Health introduces the student to information about the human body and how to care for it. Topics include health and wellness, fitness, tobacco, drugs, body systems, communicable and non-communicable diseases, nutrition, sex education, and health topics in the news.

U.S. HISTORY CROSS CATEGORICAL
Grade 11
1 CREDIT

United States History is a yearlong course that covers past and present American problems. The course introduces students to the events and characters which have played a major part in the birth and growth of our nation. Geography, culture, and the causes and results of major U.S. confrontations are used as a comparison to identify future trends.

U.S. GOVERNMENT CROSS CATEGORICAL
Grade 12
½ CREDIT

U.S. Government is a semester course that introduces the student to the origins, development, organization, and basic operations of the U.S. Government under the Constitution. Students will be required to pass both the U.S. and the Illinois Constitution Test. Students will complete twelve (12) hours of service or attend five (5) governmental meetings during the semester of the course.

ECONOMICS CROSS CATEGORICAL
Grade 12
½ CREDIT

Economics is a semester long course that provides students with practical information about the U.S. economy. Topics covered include business ownership, credit, banking, price comparison, stock market, and employment.

RESOURCE HOMEROOM
Grades 9-10
¼ CREDIT

The Resource Homeroom program is a half-period class that focuses on maintaining and improving academic performance through a variety of methods. The goal of this program is to improve organization, planning, and responsibility as well as practice learning strategies.

RAM ACADEMY ACADEMIC PERIOD
Grades 9-12
1 CREDIT

The RAM Academy is a key special education program designed specifically for Reavis High School to provide intensive, individualized academic and behavioral supports and resources for students who have difficulties with emotional processing, attendance, anxiety, and other at-risk behaviors. Students enrolled in the program have the opportunity to earn academic credits through direct instruction and the online Acellus program. Students will receive individual and group social work, along with goal setting skills in accordance with their IEP. A level system and points sheet will also be utilized. The program includes highly qualified teachers, instructional aides, a social worker, behavior coach, and program coordinator.

RAM ACADEMY HOMEROOM
Grades 9-12
¼ CREDIT

The Ram Academy Homeroom is a half-period class that focuses on maintaining and improving academic and social/emotional performance through a number of differentiated methods. The goal of this program is to improve organization, planning, and responsibility as well as practice learning strategies.

PREVOCATIONAL PROGRAM

The program is designed to meet individual students' needs in the areas of work experience and exploration. It attempts to prepare students for the world of work and full-time employment. The courses develop acceptable work habits, general vocational knowledge and positive work attitudes. Development of prevocational skills is a major component of the Prevocational Program. Students begin working on these skills during Prevocational Laboratory and In-School Work progressing to participation in Community Work Experience. In past years, work sites have included Christ Hospital, Midway Hotel Center, and St. Xavier University. Students work in various departments with job coaches on-site who provide minimal supervision. The ultimate goal is for students to acquire the basic job skills necessary to secure and maintain post-graduation employment.

PREVOCATIONAL LABORATORY
Grades 9-10
1 CREDIT

The Prevocational Laboratory class is a vocational skills training class comprised of various types of general office equipment and job tasks. This highly structured and supervised work setting aims at assessing, developing, reinforcing, and maintaining basic appropriate job skills, attitudes, and behaviors.

IN-SCHOOL WORK EXPERIENCE
Grades 9-12
1 CREDIT

The In-School Work Experience class introduces the student to a job within the school setting. The placement is structured, but does allow some flexibility for independent actions on the student's part.

VOCATIONAL RELATED INFORMATION
Grades 10-12
1 CREDIT

Vocational Related Information provides articulation and feedback focusing on actual work experiences. It focuses on job related problem solving and interviewing techniques. Students participate in activities, discussions, and role-playing related to the world of work.

COMMUNITY WORK EXPERIENCE
Grade 11- 12
1 CREDIT

The Community Work Experience is designed to give students vocational on-the-job training while still in high school. Job placement is supervised and evaluated by the employer and Prevocational Coordinator.

INSTRUCTIONAL PROGRAM

The Instructional Program is a two and one-half hour cross-categorical program for moderately disabled students between the ages of 14 and 21 in the areas of emotional disability, learning disability and cognitive disability. Students participating in the program access regular school facilities and participate in various school activities. In addition to classroom activities, organized community trips are taken to give students hands-on experiences with daily living activities such as banking, shopping, dining and transportation. Students also participate in Cross Categorical Classes or general education classes depending on the students' individual needs. Through this they are given exposure to a broad range of high school activities in preparation for life after high school.

INSTRUCTIONAL ENGLISH
Grade 9-12

This English course stresses critical thinking and problem solving through the reading and writing processes. Reading, writing, listening, and basic speaking skills are taught through grammar instruction, vocabulary, class discussion, reading material, and role playing. Students work on both large group lessons as well as on individual work based on their needs.

INSTRUCTIONAL MATH
Grade 9-12

The goal for this course is to strengthen fundamental math skills. Furthermore, students will work with real world applications of mathematics. Throughout the year, students will be working with the four basic operations to complete a number of tasks. Students will be strengthening and applying skills when working with whole numbers, decimals, fractions, percent, data, money, time, and measurement. Hands-on projects will be completed to enhance what is learned. Students may have the opportunity to participate in community trips to a local bank where they will be maintaining a custodial savings account.

INSTRUCTIONAL SCIENCE
Grade 9-10

This science course introduces students to the scientific method, measurement, problem solving, critical thinking, and safety in a wide variety of environments. Vocabulary is stressed throughout all units. Lessons are hands on and also incorporate daily functional skills, through both group and individual work.

INSTRUCTIONAL U.S. HISTORY
Grade 11-12

This course covers past and present American problems as solved through the passage of time. The topics covered provide an understanding of the people, places and events that we call American History. Current events, time lines, and map skills are covered throughout all units.

INSTRUCTIONAL GOVERNMENT
GRADE 11-12

This semester long course introduces students to the origin, development, organization, and basic operations of the U.S. Government under the constitution. There will be discussions and role playing based on how government affects a citizen's day to day life while promoting good citizenship and living in a democratic society.

INSTRUCTIONAL ECONOMICS
Grade11-12

This semester long course provides students with practical, hands on information about the U. S. economy. Topics covered include currency, credit, budgeting, banking, loans, investments, price comparison, employment, the terms, and forms that are used in these areas.

REGULAR DAILY BELL SCHEDULE

Zero Hour*	7:00 a.m.	-	7:45 a.m.
Period 1	7:55 a.m.	-	8:46 a.m.
Period 2	8:52 a.m.	-	9:43 a.m.
Period 3	9:49 a.m.	-	10:40a.m.
Period 4A	10:46a.m.	-	11:10 a.m.
Period 4B	11:16 a.m.	-	11:40 a.m.
Period 5A	11:46 a.m.	-	12:10 p.m.
Period 5B	12:16 p.m.	-	12:40 p.m.
Period 6	12:46 p.m.	-	1:37 p.m.
Period 7	1:43 p.m.	-	2:34 p.m.
RAM Period	2:40 p.m.	-	3:05 p.m.

*Limited enrollment. See your counselor for information.

REAVIS ACADEMIC MASTERY RAM PERIOD

RAM Period is in session daily from 2:40 p.m. to 3:05 p.m. The RAM Period is designed with students' educational needs in mind and can be used in many different ways. For example, pupils can:

- Meet one-on-one with teachers for additional instruction time
- Do make-up work.
- Study for tests.
- Work on a school project individually or with classmates.
- Use the library or laboratory facilities.

If a student is doing poorly or has missed work, a teacher may mandate RAM Period.
All students should understand that the school day ends at 3:05 p.m. All students are strongly encouraged to take advantage of the RAM Period. It is an excellent way to take an active role in their education.

REAVIS HIGH SCHOOL DOES NOT DISCRIMINATE ON THE BASIS OF RACE, COLOR, CREED, NATIONAL ORIGIN, GENDER, OR HANDICAP

At Reavis High School, unlawful discrimination will not be practiced in any area or program, and equity in educational opportunities will be provided to all students. It is the policy of this School District not to discriminate on the basis of race, color, creed, national origin, gender, or handicap in any program, activity, service, or benefit. The School District guarantees both genders equal access to educational and extracurricular programs and activities.

Students or their parents/guardians, employees, board members, or community members may file a grievance in accordance with the following grievance procedures if they believe there has been a violation of their rights as guaranteed by the State or Federal Constitution, State or Federal Statutes, or board policy. The Principal has been appointed the Grievance Manager to coordinate the implementation of regulations, to investigate any complaints, and to supervise compliance at Reavis High School. An individual filing a grievance in good faith will not be subject to discipline or other adverse action.

Grievances to be reviewed under this policy include, but are not limited to, those arising under the following:

- Title II of the Americans with Disabilities Act;
- Title IX of the Education Amendments of 1972;
- Section 504 of the Rehabilitation Act of 1973;
- Claims of sexual harassment under the Illinois Human Rights Act;
- Title VII of the Civil Rights Act of 1964.
- Claims alleging discrimination by the School District on the basis of gender in the provision of any student program, activity, service, or benefit.

Procedures for submitting grievances are as follows:

1. If a grievance cannot be resolved informally, a grievance should be submitted in writing to the counselor or dean. The grievance will be forwarded to the Grievance Manager, who will investigate the grievance. In the event a grievance is made against the designated Grievance Manager, another qualified person will be appointed to undertake the investigation. The grievance or identity of the grievant will not be disclosed except (1) as required by law, or (2) as necessary to fully investigate the grievance, or (3) as authorized by the grievant.
2. The Grievance Manager or other appointed qualified person must arrange for an investigation. The Grievance Manager or the appointed qualified person shall make a written response.
3. If a problem still exists after receiving the written response, the grievance may be appealed to the Principal outlining the problem and the reason(s) for the grievance. In the event the grievance is made against the Principal, another qualified person will be appointed to undertake the investigation. A meeting with the Principal or other appointed qualified person will be held. The Principal or the appointed qualified person shall make a written response.
4. If the grievance is not satisfactorily resolved after receiving the written response prescribed in Step 3, the grievance may be appealed to the Superintendent. In the event the grievance is made against the Superintendent, another qualified person will be appointed to undertake the investigation. A meeting with the Superintendent or other appointed qualified person will be held. The Superintendent or the appointed qualified person shall make a written response.
5. If the grievance is not satisfactorily resolved after receiving the written response as prescribed in Step 4, the grievance may be appealed to the Board of Education. The Board of Education will consider the grievance in as timely a fashion as the schedule of board meetings and the agendas permit. This step shall not be construed to grant an individual a right to a full hearing before the Board. The Board's decision will be final unless reversed by a court or appropriate administrative agency.
6. For grievances alleging discrimination by the School District on the basis of gender in the provision of any student program, activity, service, or benefit, the grievant may appeal the decision of the Board of Education to the Regional Superintendent of the appropriate Regional Office of Education. The grievant may appeal the decision of the Regional Superintendent to the Superintendent of the State Board of Education.

SEXUAL HARASSMENT

It is illegal and against Board of Education Policy for any student, employee, volunteer, or board member, or other person, male or female, to sexually harass another student, employee, volunteer, or board member by:

a) making unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature a condition of an employee's continued employment, or a student's academic status;
b) making submission to or rejections of such unwelcome conduct the basis for employment or academic decisions affecting an employee or student; or
c) creating an intimidating, hostile or offensive working or educational environment by such conduct.

A student, employee, or board member engaging in sexual harassment will be subject to discipline up to and including expulsion or termination. A volunteer or other person may be excluded from District property. Students are encouraged to report any allegations of sexual harassment to a counselor, dean, school nurse, social worker, or other member of the Reavis High School staff. An investigation of the alleged violation will occur and appropriate action will be taken. All complaints and investigations will be conducted by the procedures outlined above. Any student making a good faith report of sexual harassment will not be disciplined.

Reavis High School Promises

- We will provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet the State's student academic achievement standards.
- We will hold parent-teacher conferences to promote partnerships in education with student families.
- We will provide parents with reports on their children's progress. Specifically, we will maintain a parent portal on the district website through which parents can access grades at any time.
- We will encourage both parents and teachers to meet to address concerns regarding students.

Reavis Teacher Promises

- I will be prepared and give 100% every day to my students so they know I care about their personal and academic success.
- I will adjust my teaching style to meet the needs of my students while empowering them to work hard so they can reach their full potential.
- I will be patient, understanding, honest, and respectful to all my students while holding them to a high standard.
- I will provide a safe, friendly, fair, consistent, and positive learning environment at Reavis High School
- I will never ask more from a student than I ask of myself.

Reavis Student Promises

- I will show respect to my teachers, fellow classmates, and others at Reavis High School.
- I will come prepared to class every day ready to learn something new.
- I will do my best on assignments and ask questions when I don't understand material.
- I will make every effort to attend school daily and be on time to every class period.
- I will expect my teachers to empower me, so I can reach my full potential in order to be a productive member of our community.

Reavis Parent Promises

- We will monitor student attendance.
- We will ensure student homework is completed.
- We will participate in decisions relating to our student's education like course selection and involvement in activities.
- We will stay informed regarding our student's education by reading all notices from the school or school district and communicating with staff members accordingly.
- Serving to the extent that is possible to work with school parent advisory groups.

This document was developed as part of our vision as a school and in compliance with Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act.

REAVIS HIGH SCHOOL

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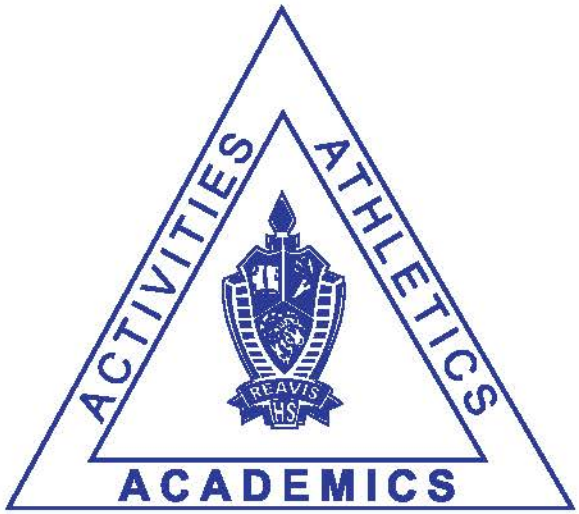

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Promoting a Student-Centered Environment