

2016-17

Course & Registration Guide



Dear Rebels & Parent(s)/Guardian(s)...

We are beginning the process of Course Registration for students for 2016-17. This Course Registration Guide contains descriptions of every class offered to students next year. The first, and most important, step in registering for next year's courses involves the dialogue at home about the student's plans for college and career and decisions about taking the appropriate courses to achieve those goals.

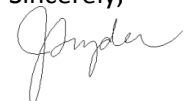
Based on previous academic performance, recommendations from staff, and classroom and standardized assessments, students have been recommended for specific courses for 2016-17. These recommendations are listed in Skyward for each student. Please note: Parent(s)/Guardian(s) have the option to override a teacher recommendation for course placement ONLY when the recommendation moves the student up a level (i.e. from Regular to Honors, or Honors to AP). **It is important to note: data suggests that our course placement process is highly effective.** Families are encouraged to carefully review and thoughtfully consider the course placement recommendations from teachers before undertaking an Override. Once established, an Override is binding and will only be changed if deemed appropriate and necessary by an Administrator. Level drops can only be approved by the Director of Student Services and/or the Principal. The Ridgewood Administrative Team believes that students can and should be challenged by their academic coursework, which is only possible when students are placed in the appropriate courses. In addition, the Master Schedule is built based on student course requests made at the start of the Registration process. Schedule changes once the Master Schedule is created may not be possible due to limited seats for students who execute an Override and then later decide that they are in an incorrect level.

There are several important documents included in the Guide, including a Four Year Course Plan (pgs. 2-3) which will assist you in tracking your completed coursework toward graduation and facilitate your course scheduling plans for the remainder of your high school career. Please carefully note the Graduation Requirements established by the Ridgewood High School Board of Education on page 1. Students are not eligible for graduation until they meet these minimum requirements.

Also, there are strict deadlines related to schedule changes, which are outlined on page 8. For your convenience, a timeline for 2016-17 Registration is outline below:

Date	Description
Class of 2017	
Tuesday, February 2 nd	Junior Class meeting; Rebel Period; Auditorium
Tuesday, February 2 nd -Sunday, February 7 th	Class of 2017 Skyward Registration window open
Monday, February 8 th -Thursday, February 11 th	Class of 2017 Registration appointments w/ Counselors
Class of 2018	
Tuesday, February 9 th	Sophomore Class meeting; Rebel Period; Auditorium
Tuesday, February 9 th -Monday, February 15 th	Class of 2018 Skyward Registration window open
Tuesday, February 16 th -Monday, February 22 nd	Class of 2018 Registration appointments w/ Counselors
Class of 2019	
Tuesday, February 16 th	Freshman Class meeting; Rebel Period; Auditorium
Tuesday, February 16 th -Monday, February 22 nd	Class of 2019 Skyward Registration window open
Tuesday, February 23 rd -Friday, February 26 th	Class of 2019 Registration appointments w/ Counselors

Sincerely,



Jen Snyder

Director of Student Services

MISSION

The mission of Ridgewood High School focuses on learning.

- **Students will become adaptable life-long learners and responsible, ethical citizens, with the ability to make informed decisions in a changing global society.**
- **Students will demonstrate learning in multiple settings and in multiple ways.**
- **Members of the Ridgewood High School community will collaborate to ensure that every student learns.**

VISION

The Ridgewood High School Community creates a stimulating and respectful learning environment which ensures individual students become autonomous leaders in their pursuit of a well-rounded, multi-faceted education grounded in innovation, aspiration, and imagination.

PREPARING FOR COLLEGE

AND

THE ACT ASSESSMENT

Course selection at Ridgewood should be based on ability, preparation in elementary school or previous high school courses, and future academic and vocational goals.

Entrance requirements among colleges vary considerably. Many of them have a few requirements, while others have specific requirements such as four years of English, math (such as Algebra and Geometry), science (Biology, Chemistry and/or Physics) and two years of a foreign language. Others have exact requirements for specific curriculum. For example, nursing and engineering programs will often have heavy science and/or math requirements. The requirements for nearly every college and university are available in Naviance, the college and career search engine available to every Ridgewood student. Please see your Counselor for help in accessing Naviance.

Most colleges and universities in the Midwest require relatively high scores on the ACT in order to gain admission to their school. Needless to say, these scores are extremely important to your future, whether or not you pursue a four-year degree, and should be taken very seriously. In addition, in order to be able to score well on these important tests, it is extremely helpful to have taken courses that will best prepare you. As a general rule those students who are planning to attend a four-year college or university immediately after leaving high school should take courses that are highly academic and college preparatory in nature.

If you have any questions or wish additional information on requirements for college admission and/or vocations to insure that you make wise course selections, please see your counselor before you complete your registration for next year. **The courses that you choose now indicate a commitment on your part to take those courses the entire year. Once our schedule has been determined there will be limited opportunities for course or level changes.** Please consider appropriate opportunities for your student by selecting those classes that will provide intellectual challenges for your student and prepare him/her for ever increasing levels of competition in college and work.

TABLE OF CONTENTS

Requirements for Graduation	1
Four Year Course Plan	2
General Information on Courses	4
Grade Weights (Determining Grade Point Average	5
Level of Difficulty Among Courses	6
Illinois Virtual School	7
Guidelines for Schedule Changes	8
<u>Required Course Descriptions</u>	
English	11
English as a Second Language (ESL)	16
Mathematics	19
Physical Education, Health, & Driver Education	23
Reading	28
Science	29
Social Studies	32
Special Education	36
<u>Elective Course Descriptions</u>	
Business Education	41
Computer Science	44
Education to Careers Programs	46
Fine & Applied Arts (Art, Theater Arts, Music, Technology Education)	48
World Languages	56
Miscellaneous	59
Dual Credit Courses	61

Paperwork Appendix

- Dual Credit Application 64
- Release and Parental Agreement to Allow Student to Drive to Off-site Program 66
- AP Registration Verification Forms 68
- Physical Education Exemption Application 74
- Physical Education Leadership in Training Class Application 78
- Adapted Physical Education Assistant Application.....80
- Application for Senior Instructional Leadership Corps (SILC).....82
- Course Recommendation Family Override Form84

Graduation Requirements

1. Four years of high school attendance.¹
2. Students are required to complete a minimum of twenty-three (23) credits². These credits shall include³:
 - 4 English
 - 3 Mathematics
 - 3 Science
 - 2 Social Studies
 - 3 Physical Education⁴
 - .5 Health
 - .5 Driver Education
 - 2 World Language, Business, Vocational, Computer Science
 - 1 Fine and Applied Arts
 - .5 Consumer Education⁵
3. Completion of the state-approved accountability measure, when applicable.
4. Students must demonstrate proficiency in the **U.S. and Illinois Constitutions** which can be demonstrated in designated Social Studies courses.
5. Students must pass a satisfactory examination on patriotism and principles of representative government, proper use of the flag, methods of voting and the Pledge of Allegiance.

The Principal or his/her designee shall have the final authority in determining what constitutes a district-approved equivalent. Students who transfer into Ridgewood High School are subject to the requirements listed in Number 2 **and** the requirements of the previous school during the year(s) attended. The Principal shall have final authority in determining transfer student graduation requirements and acceptance of transfer credits. Exclusive of transfer from other school districts, approval for transfer of credits from an institution other than Ridgewood High School must be obtained in advance from the Principal or his/her designee. Students may earn up to two (2) credits from a district-approved correspondence program. Approval must be obtained in advance from the Student Services Office.

¹The Board of Education, in order to provide for exceptional conditions to best meet the needs of individual students, will give consideration to individual students who meet the State of Illinois and all other Ridgewood High School requirements to graduate in less than four (4) years of high school attendance who:

- a. Have reached the age of eighteen (18), or
- b. Have been accepted in an approved post-high school education institution, or
- c. Have completed a recognized special education program.

²These graduation requirements apply to the Class of 2018 and beyond. The Class of 2017 will be required to earn a minimum of 22.5 credits.

³The Board of Education, in order to provide for exceptional conditions to best meet the needs of individual students, will give consideration to individual students who complete an alternative program of study through the district-approved English as a Second Language (ESL) program and/or Special Education program.

⁴Exemptions may be granted in accordance with district-approved guidelines.

⁵This requirement applies to the Class of 2017 and beyond.

THE 4-YEAR COURSE PLAN GUIDELINES

This generic “Four-Year Course Plan” has been created by the Student Services Department. The RHS graduation requirements are broken down by grade level. While looking at the appropriate grade level for your stage in high school, please plan the class sequence that you would like to follow. Remember to think in terms of future goals and choose courses accordingly. If your plan is to attend a four year college or university, then you would follow the “college bound” selections. Electives provide you with the opportunity to explore various career fields. You can use the “my selection” section of the table to plan your personal upcoming school year.

FRESHMAN YEAR

Requirements	RHS Graduation	OR	College Bound	My Selections
English 1	English 1		English 1 (Regular or Honors)	
Math	Foundations of Algebra, Algebra 1 or Geometry (any level)		Foundations of Algebra, Algebra 1 or Geometry (any level)	
Science	Integrated Physics		Integrated Physics (Regular or Honors)	
PE/Health	PE/Health		PE/Health	
Elective (1.0)	Elective (1.0)		Elective (1.0)	
Elective (1.0)	Elective (1.0)		Elective (1.0)	

SOPHOMORE YEAR

Requirements	RHS Graduation	OR	College Bound	My Selections
English 2	English 2		English 2 (Regular or Honors)	
Math	Algebra 1, Geometry (any level) or Algebra 2 (any level)		Algebra 1, Geometry or Algebra 2 (any level)	
Science	Chemistry		Chemistry (Regular or Honors)	
Social Studies	American Government & .5 Social Studies Elective		AP Government or American Government & .5 Social Studies Elective	
PE/Driver Ed	PE/Driver Ed		PE/Driver Ed	
Elective (1.0)	Elective (1.0)		Elective (1.0)	

Graduation requirements:

- The Class of 2017 and beyond is required to complete a total of twenty-three (23) credits: 4 English; 3 Math; 3 Science; 2 Social Studies (American History and Government); 4 P.E./ Health; .5 Consumer Education; 1 Fine & Applied Art (Music, Art, Drama or Tech Ed); 2 Business, World Language, Computer Science, or Vocational.

College Bound Students:

- It is recommended that students planning to attend a four year university/institution take the following: 4 English, 4 Math, 3+ Science, 3 Social Studies, 2+ Language, 2+ Additional Academic/Fine Arts, 2 PE/Health, .5 Consumer Education.

JUNIOR YEAR

Requirements	RHS Graduation	OR	College Bound	My Selections
English 3	English 3		English 3 or AP Language	
Math	Geometry (any level), Algebra 2 (any level), or Modeling & Problem Solving		Geometry (any level), Algebra 2 (any level), Modeling or Pre-Calculus (Regular or Honors)	
Science	Biology		Biology (Regular or Honors or AP) or AP Chemistry	
Social Studies	American History		American History or AP US History	
Consumer Education (.5)/Elective (.5) Or Elective (1.0)	Consumer Education (.5)/Elective (.5) Or Elective (1.0)		Consumer Education (.5)/Elective (.5) Or Elective (1.0)	
PE	PE		PE	

SENIOR YEAR

Requirements	RHS Graduation	OR	College Bound	My Selections
English 4	English 4		English 4 or AP Literature	
PE	PE		PE	
Elective (1.0)	Elective (1.0)		MATH: Algebra 2 (any level), Modeling or Probability & Statistics or Pre- Calculus (Regular or Honors) or AP Calculus	
Elective (1.0)	Elective (1.0)		SCIENCE: AP Chemistry, Biology (Honors or AP), AP Physics 1	
Elective (1.0)	Elective (1.0)		Elective (1.0)	
Elective (1.0) or Consumer Ed (.5)/ Elective (.5)	Elective (1.0) or Consumer Ed (.5)/ Elective (.5)		Elective (1.0) or Consumer Ed (.5)/ Elective (.5)	

Remember:

- Drivers Education - after successful completion of EIGHT consecutive classes.
- The classroom portion of Driver's Education must be completed before graduation.
- Choose Electives each year to meet graduation requirements and to fit your future goals.
- All ESL students complete English 1 in order to graduate

GENERAL INFORMATION ON COURSES

Students are required to take six separate courses each academic year. Appropriate credit will be attained after the successful completion of each semester of any course.

Time released for off-campus experiences will vary according to the program in which the student participates.

Ridgewood High School reserves the right to drop any course for which there is not sufficient enrollment. Students who enroll in such courses will be scheduled into alternative courses. When possible, students will be scheduled into alternative courses previously identified by the student. Ridgewood High School reserves the right to staff students into appropriate alternative courses without student input.

Failure to complete the registration process will result in Ridgewood High School staff selecting student courses.

PROGRAMS MANDATED BY THE STATE OF ILLINOIS

American History and Civics

- This requirement can be met by taking and passing 1.0 credit of American History or Sheltered English American History or Advanced Placement U.S. History **and** 0.5 credit of Contemporary American Government or Civics or 1.0 credit of Advanced Placement Government.

Constitution Exam (Illinois and U.S.)

- This requirement will be fulfilled when a student passes Advanced Placement Government or Contemporary American Government or Sheltered English American Government.

Consumer Education

- This requirement can be met by passing Consumer Education.

Driver's Education

- Students are eligible to take the classroom portion of Driver's Education upon successful completion of eight CONSECUTIVE classes. The classroom portion of Driver's Education must be completed before graduation.

Health

- Successful completion of Health Education is a graduation requirement. The course description for this class is included in this book within the Physical and Health Education listing.

Physical Education

- Students are required to take physical education every year they are enrolled in school. Information about PE Exemptions can be found in the back of the Course Guide.

Grade Weights

Determining Grade Point Average

The following courses shall be given the grade weights indicated when used for the calculation of grade-point averages.

HONORS	GENERAL
<p data-bbox="394 478 537 653">A = 5 points B = 4 points C = 3 points D = 1 point F = 0 points</p> <ul data-bbox="253 695 716 1726" style="list-style-type: none">• English 1 Honors• English 2 Honors• A.P. Language & Composition• A.P. Literature & Composition• Algebra 2 Honors• Geometry Honors• Pre-Calculus Honors• A.P. Calculus A-B• AP Computer Science Principles• Integrated Physics Honors• Chemistry Honors• Biology Honors• A.P. Biology• A.P. Chemistry• A.P. Physics 1• World Cultures Honors• Honors Economics• A.P. Human Geography• A.P. U.S. History• A.P. Psychology• A.P. Government• A.P. Music Theory• Concert Band Honors• Concert Choir Honors• Percussion Methods Honors• Symphonic Wind Ensemble Honors• AP Italian• AP Spanish	<p data-bbox="980 478 1123 653">A = 4 points B = 3 points C = 2 points D = 1 point F = 0 points</p> <ul data-bbox="841 730 1300 800" style="list-style-type: none">• All courses other than those specifically included under Honors.

“Honors”: course is grade weighted based upon defined acceleration in content and in expected outcomes (achievement) when compared to other courses.

LEVEL OF DIFFICULTY AMONG COURSES

Students are recommended for placement in English, Social Studies, Science, Mathematics, World Language, and Music courses based on a combination of student performance, achievement scores on standardized tests, and teacher recommendations.

HONORS COURSES

(Itemized on page 5)

These courses are intended for students with the highest abilities and/or achievement and/or demonstrated motivation (generally the top 10% of the class) and have demanding expectations in regard to learning outcomes which are to be demonstrated by students. Honors courses have added grade weights. **Specific guidelines for recommendation and placement in Honors level courses can be found in the academic department sections in the Course and Registration Guide.**

Honors course selections should be made carefully. It is the expectation of the school, and the policy of honors classes' teachers, that these classes will require students to commit more time and energy to coursework in these classes. Students who take these courses must understand that they will be conducted at an accelerated pace, and that students who take them will be expected to take a greater responsibility for their learning than in regular courses. Knowing these facts ahead of time is important. The policy of the school is that students who take an honors course are expected to complete that course. Schedule changes will not be made simply because qualified students deem the course to require too much effort.

ADVANCED PLACEMENT (AP) PROGRAM

(Itemized on page 5)

Ridgewood participates in the Advanced Placement Program sponsored by the College Examination Board. The purpose of this program is to allow students to take college courses while in high school, and the content and pace of these courses is determined by requirements established by the College Board. Additional work prior to the beginning of the class may be required. Students enrolled in these courses are required to take the Advanced Placement examination in their subject area, which is administered in May. Scores of "4", or "5" often result in colleges granting credit or advanced standing to students. The \$92 fee for the Advanced Placement examinations is collected at the same time as other student fees are collected.

Students may register for these classes only with the approval of their parents and the department in which the class is offered. Students must complete the "AP Registration Verification" form and submit it at the time of registration. These forms are found on pages 68-73 of this registration guide. **The policy of the school is that students who take an Advanced Placement course are expected to complete that course. Schedule changes will not be made simply because qualified students deem the course to require too much effort.**

Students may be required to purchase additional materials.

General Courses

General courses fall into one of the three categories explained below.

- 1) Courses for students with above average ability and/or achievement. These courses generally use words or phrases such as "above average," "high quality," etc., in their descriptions. Students choosing these courses should typically meet the following guidelines, as well as the guidelines outlined by each department:
 - a) grades of A or B in previous courses in the content area
 - b) a recommendation from a teacher in the content area.
- 2) Courses for students with average ability and/or achievement. Students choosing these courses should meet one or more of the following guidelines:
 - a) average to above average performance on locally administered standardized tests in the appropriate subject area.
 - b) a recommendation from a teacher in the content area.
- 3) Courses for students of all abilities. These courses are called "mainstream" courses and are designed to meet the needs of students with a wide range of abilities and achievements.

Please carefully check the placement guidelines established by each department for participation in Honors and AP courses.

Edgenuity Courses

Ridgewood has implemented a digital curriculum classroom utilizing Edgenuity for students who have failed specific courses required for graduation that were not completed through summer school or another approved credit recovery provider, as well as for students interested in completing courses that are not offered within the existing Ridgewood High School curriculum and/or are not offered due to insufficient student enrollment. The digital curriculum environment provides students with the opportunity to complete their instruction and learning activities in a self-paced, individualized format on a computer. Students will be scheduled into the digital curriculum classroom during the same period, five days a week. Students will be notified prior to their placement in a digital curriculum course.

Illinois Virtual School (IVS)

Students are allowed to enroll in classes through the Illinois Virtual School (IVS) @ www.ilvirtual.org. Enrollment in these courses can be used for remediation or to advance coursework. Students are responsible for the cost of these courses and must get prior approval from their counselor and from IVS. All on-line registration is the responsibility of the student.

GUIDELINES FOR SCHEDULE CHANGES

2016-2017 School Year

Students are strongly encouraged to choose classes that will positively impact their post high school goals. They should choose preferred and alternate classes according to their interests. Students should understand that they are likely to be scheduled into any of their alternate selections as required, and/or allowed by the final Master schedule.

Please note: schedule changes will only be made when appropriate and suitable alternatives are available.

Schedule Changes

Students are scheduled into courses only after thoughtful deliberation regarding their abilities, interests, needs, and goals. Students are permitted to enroll in any course which meets their needs and for which they have successfully demonstrated prerequisite knowledge. Enrollment in any course also requires prior parent/guardian and counselor approval.

Up to and including the first five days of first semester, students may add or drop a course with parent/guardian approval as long as the student meets minimum credit requirements and a suitable alternative is available. Beginning on the 6th day of first semester, schedule changes will be made only for administrative purposes.

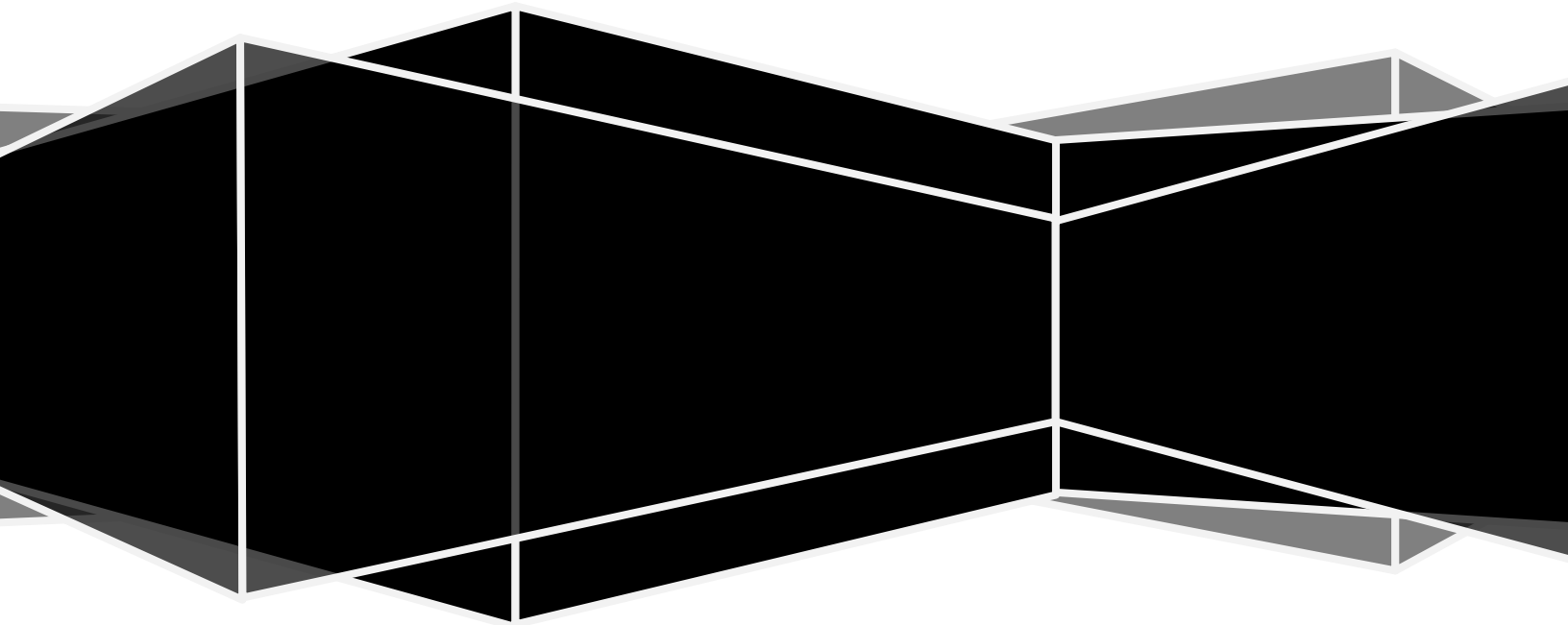
All requests for schedule changes after the first five days are discouraged. However, a student or parent/guardian who feels there is a pressing need for a schedule change may petition the Director of Student Services **in writing** for a change. The petition must include detailed information about the reason for the request, as well as any supporting documentation (i.e. a doctor's note detailing medical concerns). Requests for schedule changes due to the assigned instructor or student section preference **WILL NOT** be considered.

Second semester schedule change requests are limited to semester-long courses only. Second semester schedule changes in year-long courses must be initiated by a staff member in order to be considered.

Students **MUST** follow their original schedule until the program change is processed and a new schedule is sent to the student.

Ridgewood Community High School

Required Course Descriptions



ENGLISH

It is the purpose of the English program to assist each student in increasing his/her ability to convey information, ideas, and emotions, both in speaking and writing, and to receive through reading, viewing and listening, the information and ideas available through written and spoken English. Students are given the opportunity to develop their abilities in the various forms of writing, in correct use of parts of speech and sentence structure, and reading comprehension. A wide choice of literature is made available in order that students may develop a lifetime interest in books and the habit of reading widely.

FRESHMEN, SOPHOMORES, JUNIORS, and SENIORS may take English electives including Speech, Creative Writing, Mass Media, Test Prep, Science Fiction, and Myths and Legends.

FRESHMEN must take English 1 or English 1 Honors.

SOPHOMORES must take English 2 or English 2 Honors.

JUNIORS must take English 3 or AP Language and Composition.

SENIORS must take English 4 or AP Literature and Composition.

PLACEMENT IN ENGLISH COURSES & ELIGIBILITY FOR HONORS/AP ENGLISH CLASSES

ALL of the following are required for placement in English Honors and A.P. classes:

- a) a recommendation from an English teacher;
- b) above average performance on locally administered standardized tests, meaning at least a 16 in English and Reading on the Explore for incoming freshmen; at least a 17 on English and Reading on the Explore for present freshmen; at least a 19 in English and at least a 19 in Reading on the Plan test for present sophomores; at least a 22 on the ACT in English and Reading for the present juniors.
- c) and grades of A or B in all previous English courses.

ENGLISH 1

1.0 Cr.

- Prereq: None

Description: This course emphasizes special reading skills including inferences and central focus. The elements of literature will be presented. Particular attention will be given to student writing, especially sentence structure, paragraphing, and the multi-paragraph essay. The student is expected to progress in both skill and understanding of the reading and writing processes. Literary works may include *To Kill a Mockingbird*, *Romeo & Juliet*, and *The Odyssey*, as well as short fiction, nonfiction, and poetry selections. Summer reading is required.

*grade weight differential (pg. 5)

ENGLISH 1 HONORS*

1.0 Cr.

- Prereq: Students must meet the criteria for English Honors courses. (see page 11).

Description: This course presents most of the same text experiences as English 1 and pursues topics in greater depth and at a faster rate. In addition to the English 1 literary works, students may also read *Pride and Prejudice* and *The Sun also Rises*. Summer reading is required.

ENGLISH 2

1.0 Cr.

- Prereq: Successful completion of English 1.

Description: Each student will be responsible for developing skills in writing, reading, and speaking, with emphasis on the writing process. Special attention will be paid to inferential reading skills and the development of research based persuasive arguments. Students will be required to present speeches of various types. Literary works may include *MacBeth*, *Lord of the Flies*, *Catcher in the Rye*, as well as short stories, nonfiction, and poetry selections. Summer reading is required.

ENGLISH 2 HONORS*

1.0 Cr.

- Prereq: Students must meet the criteria for English Honors courses. (see page 11).

Description: This course covers reading, writing, and English college targets through the use of various genres. The course is challenging and fast-paced. Topics are pursued in great depth. Literary works may include *A Tale of Two Cities*, *Antigone*, *A Doll House*, *Julius Caesar*, *Macbeth*, as well as poetry, short stories, and nonfiction. Summer reading is required.

ENGLISH 3

1.0 Cr.

- Prereq: Successful completion of English 2.

Description: This course introduces students to prominent writers of U.S. literature through the literary movement. The student should be prepared to do considerable reading and be able to demonstrate his/her understanding of the readings. The other area covered is writing improvement. The students will master the skills of vocabulary, usage, mechanics, as well as ACT and PSAT preparation. Literary works may include *The Crucible*, *The Color Purple*, *The Great Gatsby*, as well as short stories, poems, and nonfiction. Summer reading is required.

ADVANCED PLACEMENT LANGUAGE AND COMPOSITION*

1.0 Cr.

- Prereq: Junior standing and students must meet the criteria for English Honors courses. (see page 11).

Description: This course is designed to prepare self-motivated students to attain a qualification score on the Advanced Placement Exam, which they will be required to take in May of the junior year. Students must purchase the required anthology. Language skills, rhetorical analysis of non-fiction readings, and mature writing under time pressure are emphasized in the curriculum. Students receiving a “4”, or “5” on the A.P. exam may be eligible for college credit at many colleges. A \$92 test fee will be collected with other fees. Summer reading is required.

*grade weight differential (pg. 5)

ENGLISH 4

1.0 Cr.

- Prereq: Successful completion of English 3.

Description: This course will require students to read a diverse and compelling variety of world literature. A particular focus of study will be on connecting works with world news, cultures, and western philosophies. Critical analysis and other papers, including a personal philosophy essay, will be regularly assigned in connection with readings. Each student will complete a major philosophy research project as well as several oral presentations. Students will confer about their writing in and out of class. Literary works may include *Bless Me Ultima*, *Hamlet*, *The Stranger*, *The Metamorphosis*, and *Midaq Alley*. This course is a requirement for graduation. Summer reading is required.

ADVANCED PLACEMENT LITERATURE AND COMPOSITION*

1.0 Cr.

- Prereq: Senior Standing and students must meet the criteria for English Honors courses. (see page 11).

Description: This course is intended for those students with the academic background and the desire to complete a college level course. Students enrolling in this class are required to take the nationally administered Advanced Placement Exam in May of their senior year. The curriculum and methods used are designed to prepare students for this exam. Students must purchase the required anthology. Students receiving a "3", "4", or "5" on the A.P. exam will be eligible for college credit at many colleges. A \$92 test fee will be collected with other fees. Summer reading is required.

SPEECH

0.5 Cr.

- Prereq: None

Description: This course will prepare students for oral presentation. Impromptu, persuasive, and informative speaking techniques will be demonstrated. The course design provides training for college and business experiences. This course will be offered in 2017-18.

CREATIVE WRITING

0.5 Cr.

- Prereq: None

Description: This course will prepare students to express themselves in writing in a variety of ways, including: narrative essays, short stories, and poetry. Students will focus on using style, form, and language. Reading will include the fiction and nonfiction of professional authors as well as the reading of student writing. Students are expected to do the majority of their writing in class. This course will be offered in 2017-18.

*grade weight differential (pg. 5)

MYTHS AND LEGENDS

0.5 Cr.

- Prereq: None.

Description: This course will enrich students' experience with Greek, Norse, Asian, and Native American myths as well as Arthurian legends. The course will survey world myths while examining the universal motifs and archetypal patterns that unite these mythologies, with special attention to the myth of the hero, creation myths, and the cultural and psychological implications of the stories. Students will compare and contrast works and learn to interpret the meaning of the myths in the cultural and historical context in which they were written. This course will be offered in 2017-18.

MASS MEDIA

0.5 Cr.

- Prereq: None

Description: This course will allow students to learn about all aspects of social media, TV, film, books, newspapers, music, radio, and more. Students will examine media's relationship to their lives. Pupils will obtain a format for understanding and examining media products. This course also incorporates writing projects and the reading of novels. This course will be offered in 2016-17.

JOURNALISM: NEWSWRITING

0.5 Cr.

- Prereq: None

Description: This course will introduce students to the basic elements of news writing. Students will learn the fundamentals of newspaper reporting and article writing. In addition, the students will research and write their own in-depth newspaper/magazine style features and analyze award-winning news/magazine articles. The students will learn to write editorials and reviews. An introduction to photo journalism will be included. This course will be offered in 2016-17.

SCIENCE FICTION

0.5 Cr.

- Prereq: None

Description: This course provides an introductory exploration of the science fiction literary genre. It identifies the thematic and formal characteristics of the genre and how those elements distinguish it from other genres. Students will analyze and interpret science fiction works and the way they comment on current issues of society and its future. Students will also examine the plausibility of scientific and technological advances portrayed in the literature and film through reading and discussion of non-fiction works of science fact. Written responses, discussions contrasting media, and oral presentations in connection with the readings will be a regular component of the course. Literary works by the following may be included: Isaac Asimov, Ray Bradbury, Orson Scott Card, Arthur C. Clarke, Tom Godwin, Daniel Keyes, Robert Silverberg, and Rena Yount. This course will be offered in 2016-17.

- Prereq: None

Description: This course is designed to prepare students for both the SAT and ACT, and therefore focuses on the college-bound, especially sophomores and juniors. The purpose of this .5 credit class is to raise ACT/SAT scores by increasing vocabulary and English language proficiency and by overcoming test anxiety. In addition, the student should benefit from an expanded command of the language in both written and verbal expression. The content includes the history and development of English, Latin and Greek prefixes, roots, and suffixes, general advanced vocabulary, familiarization with standardized test format, and correct language usage. Activities in the class range from researching vocabulary in an area of special interest to learning to use vocabulary in proper context, learning to recognize words in context, and perfecting English grammar and usage by utilizing computer tutorials. This course is offered every year.

ENGLISH AS A SECOND LANGUAGE (ESL)

These courses are for students whose first language is not English, and whose English language skills are not developed enough to permit them to be fully successful in regular mainstream classes. Placement in ESL classes is determined by diagnostic testing, teacher referral, and/or collaboration with the student and their family. Placement out of ESL will only be considered after the student and his/her parent/guardian consult with an ESL teacher and complete all required paperwork.

ESL 1

2.0 Cr.

- Prereq: Based upon IPT testing and teacher recommendations.

Description: This course is designed to develop the basic English language skills of listening, speaking, reading, and writing for students who have recently arrived in the United States from a foreign country and need to develop English proficiency.

During content area instruction, the emphasis will be on the development of academic vocabulary, academic communication, conceptual thinking, evaluation of problems/conflicts, compare/contrast, and problem-solving skills. Development of oral proficiency is an integral part of this course.

One credit of the two credits earned in this course counts toward the English graduation requirement. Must be taken in 2 consecutive terms.

ESL 2

2.0 Cr.

- Prereq: Based upon IPT testing and a diagnostic reading comprehension test which indicates the appropriate reading level; teacher recommendations.

Description: This course is designed to improve basic English language skills in reading, writing, speaking, and listening. The reading/writing program focuses on the reading and writing process. It stresses reading comprehension, vocabulary development, use of proper grammar and sentence structure, paragraphing, outlining, and revising. Students are expected to produce logical and coherent compositions on the computer. Oral book reports and impromptu speeches, which focus on the projection of a positive self-image and personal achievement, allow students to develop speaking proficiency.

One credit of the two credits earned in this course counts toward the English graduation requirement. At the end of the first term, students whose proficiencies in these areas have improved will be placed in ESL 3 and English 1. Students who require additional work to improve in these areas will remain in this course for the second term and receive elective credit.

- Prereq: Appropriate reading level and teacher recommendation; concurrent enrollment in English 1.

Description: This course is designed to improve reading/listening comprehension and speaking/writing proficiency.

The program focuses on academic reading and on expository, narrative, and persuasive writing. The program emphasizes vocabulary development. Students are expected to think critically, to write logically, and to produce and revise papers on the computer.

This course does not fulfill an English credit requirement for graduation.

CONVERSATIONAL ENGLISH

1.0 Cr.

- Prereq: Open to all ESL students.

Description: This course teaches ESL students to recognize and produce high frequency idioms and phrasal verbs in a range of conversational situations. Target idioms will be presented contextually in dialogues, readings, exercises, and communicative activities.

This course does not fulfill an English credit requirement for graduation.

ENGLISH AS A SECOND LANGUAGE RESOURCE

1.0 Cr.

- Prereq: Concurrent enrollment in any of the ESL courses.

Description: This course is designed to help ESL students with their mainstream class work. This class focuses on developing and broadening basic English and study techniques for mainstream class work. Emphasis will be on helping students with daily homework assignments from their mainstream classes. Students are expected to increase their English comprehension, to become familiar with American-rooted concepts, and increase their self-confidence communicating in English.

This course does not fulfill an English credit requirement for graduation.

SHELTERED ENGLISH SOCIAL STUDIES

1.0 Cr.

- Prereq: Currently enrolled in ESL 2 or ESL 1 with teacher recommendation.

Description: This course is intended to provide an introduction to social studies and our community and nation for ESL students new to our country. The course will include elements of U.S. geography World History, and World Cultures. Modified English materials will be used for readings, explanations of various concepts, and exams. Vocabulary development will be stressed.

SHELTERED ENGLISH AMERICAN HISTORY

1.0 Cr.

- Prereq: Sophomore, Junior or Senior standing, ESL teacher recommendation.

Description: This course is designed for the ESL student who has limited English proficiency. It will cover the scope of American History illustrating our development as a nation. Students will receive a broad overview of American History from the 1500s until the present. Modified English materials will be used for readings, explanations of various concepts, and exams. Vocabulary development will be stressed. Passing this course fulfills the American History graduation requirement.

SHELTERED ENGLISH AMERICAN GOVERNMENT

1.0 Cr.

- Prereq: Junior or Senior standing, ESL teacher recommendation; an English proficiency of at least ESL 2.

Description: This course is designed for the ESL student who has limited English proficiency. It is designed to give the student a working understanding of our government system on the state and federal levels. There is emphasis on participation in our government through various means. Passing this course fulfills the American Government graduation requirement.

MATHEMATICS

PLACEMENT IN MATH COURSES & ELIGIBILITY FOR HONORS/AP MATH CLASSES

Students are recommended for placement in Mathematics courses based on a combination of student performance, achievement scores on standardized tests, and teacher recommendations. The following describes the recommendation process and the eligibility for requirements for honors and AP level mathematics courses.

Incoming freshman are given an initial placement in a math course based on academic performance, recommendations from staff members from the grammar schools, and the Explore test scores. If a student shows mastery of algebra 1 course objectives as determined by their eighth grade teachers, data from the course assessments, and has above average scores on the locally administered standardized tests, he/she will be placed into Honors Geometry. If the student shows mastery of the algebra 1 course objectives but does not have above average scores on locally administered standardized tests, he/she will be placed into Geometry. If a student does not show mastery of the Algebra 1 course objectives, s/he will be placed into either Algebra 1 or Foundations of Algebra based upon his/her score on the placement exam and upon teacher recommendation. Due to the fact that a student MUST show mastery of Algebra 1 course objectives before proceeding to Geometry, these math placements are not subject to parent/guardian override.

Subsequent to the freshman year recommendation process as described above, students will be placed in math courses based on academic performance and teacher recommendation.

If a student is currently in a regular level math class and wishes to move into an honors level math class (including an AP math class) ALL of the following criteria must be met:

- Student must have earned an A in the current regular level math class
- Student must have above average scores on locally administered standardized tests
- Student must have a teacher recommendation to move into the honors course

If a student is currently in an honors level math class and wishes to enroll in the next honors level math class (including an AP math class) at least TWO of the following criteria must be met:

- Student must have earned an A, B, or C in the current honors level math class
- Student must have above average scores on locally administered standardized tests
- Student must have a teacher recommendation to enroll in the honors course

CALCULATOR POLICY

Any student enrolled in a mathematics course (with the exception of Geometry at any level) at Ridgewood High School is required to have a **Texas Instruments** graphing calculator. **The only acceptable models include the TI-83, TI-83 Plus, TI-84 and the TI-84 Plus. (TI-89 is also acceptable for Calculus only.) The graphing calculator will be used in mathematics courses throughout the curriculum.** Teachers will also use free graphing calculator apps to enhance the learning process. However, at this time, only hand-held graphing calculators are permissible on standardized tests. Therefore, students will become familiar with both throughout their math courses.

FOUNDATIONS OF ALGEBRA

1.0 Cr.

- Prereq: Placement into this course is by teacher recommendation **only**.

Description: This foundational algebra course will cover the following topics: ratio and proportional reasoning, equivalent mathematical expressions, an introduction to linear equations (graphing and solving), and an introduction to functions as a mechanism to model the relationship between two quantities. Problem solving skills, application problems, and mathematical discussions will be emphasized. This course will serve as a transition into high school algebra 1 for those students who have not shown adequate success on pre-requisite skills as measured by a placement exam. Graphing calculator required**.

ALGEBRA 1

1.0 Cr.

- Prereq: None

Description: This course will cover the following topics: equations in one variable, graphing linear equations, linear systems and linear inequalities, exponents, radicals, quadratic equations, and polynomials. Graphing calculator required**.

GEOMETRY

1.0 Cr.

- Prereq: Successful completion of Algebra 1. Freshmen may be placed in this course based on performance on local assessment and teacher recommendation.

Description: This course will cover Geometry topics with an inductive and deductive approach. Topics will include measurement, angle relationships, various geometric figures and their properties, analytic proofs, area and volume, congruence and similarities. Material will be explored traditionally and with dynamic computer software. Graphing calculator is not required, but will be used by instructor to model.

GEOMETRY IN CONSTRUCTION

1.0 Cr.

- Prereq: Successful completion of Algebra 1. **Concurrent enrollment in Construction Principles is required.**

Description: Geometry in Construction is an alternative approach to learning Geometry. The objective of this course will be the same as the objective in the traditional geometry course, the difference will be the order of the objectives, and the contextualized nature of the lesson plans. The course will be ordered around the naturally occurring steps for designing and building a home. Students will see mathematics in the context. Upon completing the course students will be able to continue into Algebra 2 with no curricular gaps.

GEOMETRY HONORS*

1.0 Cr.

- Prereq: Successful completion of Algebra 1 and the student meets criteria for Math Honors courses. (see page 19).

Description: Geometry Honors is a fast-paced course which covers all geometric topics by using both inductive and deductive approaches. Students are continually challenged to make and prove mathematical discoveries through the use of logic, definitions, postulates, and theorems. Algebra is used frequently as a tool to reinforce those skills which will be used in subsequent math courses. Graphing calculator is not required, but will be used by instructor to model.

*grade weight differential (pg. 5)

see **Calculator Policy

ALGEBRA 2 1.0 Cr.

- Prereq: Successful completion of Algebra 1 and teacher recommendation.

Description: This course covers basic Algebra 2 topics in depth. Topics include quadratic, polynomial, radical, exponential, logarithmic, and periodic functions. Sequences and series, as well as topics in probability and statistics will also be covered. Graphing calculator required**.

ALGEBRA 2 IN BUSINESS 1.0 Cr.

- Prereq: Successful completion of Algebra 1 and teacher recommendation.

Algebra 2 in Business is an alternative approach to learning advanced algebra. The objective of this course will be the same as the objectives in the traditional algebra 2 course, the difference will be the order of the objectives, and the contextualized nature of the lesson plans. The course will be ordered around the naturally occurring steps for designing and running a business. Students will see mathematics in the context. Upon completing the course students will be able to continue into Pre-Calculus or Probability & Statistics with no curricular gaps. **Concurrent enrollment in Introduction to Business is required.**

ALGEBRA 2 HONORS* 1.0 Cr.

- Prereq: Teacher recommendation or successful completion of some level of Geometry and the student meets criteria for Math Honors courses. (see page 19).

Description: This course requires a thorough understanding of Algebra 1. It is a fast paced course which covers Algebra 2 concepts in depth. Topics include: higher order equations and inequalities, functions and their graphs, systems of equations and inequalities and trigonometric functions. Graphing calculator required**.

MODELING AND PROBLEM SOLVING WITH MATHEMATICS 1.0 Cr.

- Prereq: Successful completion of algebra 1, geometry, and algebra 2 at some level AND teacher recommendation.

Description: This course emphasizes mathematical modeling and problem solving. The modeling perspective permits students to experience mathematics as a means of making sense of data through representation, interpretation, and prediction. Using these tools and a problem solving approach, students will come to a deeper understanding of the math concepts they have studied in the past and see how they can be used to understand the real world around them and how that understanding can lead to quality decision making. Graphing calculator required**.

PROBABILITY AND STATISTICS 1.0 Cr.

- Prereq: Successful completion of Algebra 2 and Senior standing.

Description: This course is intended for fourth-year math students who are seeking to prepare for liberal arts college math courses. Topics include descriptive and inferential statistics. Specific topics are: measures of central tendency and variation, graphical displays with analysis, binomial and normal distributions, regression and correlation, probability theory, counting principals, expected value for decision making, sampling distributions, confidence intervals, and hypothesis testing. Graphing calculator required**.

*grade weight differential (pg. 5)

**see Calculator Policy

PRE-CALCULUS

1.0 Cr.

- Prereq: Successful completion of Algebra 2 and teacher recommendation.

Description: This course is to prepare students for college level mathematics, including calculus. Topics include logarithmic, rational, exponential, and trigonometric functions, conic sections, and an introduction of sequences and series. Graphing calculator required**.

PRE-CALCULUS HONORS*

1.0 Cr.

- Prereq: Successful completion of some level of Algebra 2 and the student meets criteria for Math Honors courses. (see page 19).

Description: This course is a Common Core Standard 4th year course which is intended to prepare students for Calculus. Topics include logarithmic, rational, and exponential functions, trigonometric and inverse trigonometric functions, conic sections, sequences and series, and an introduction to parametric, polar and complex coordinate systems. Also, probability topics of binomial distribution, counting principles and expected value for decision making are included. Graphing calculator required**.

ADVANCED PLACEMENT CALCULUS A-B*

1.0 Cr.

- Prereq: Successful completion of Pre-Calculus Honors and the student meets criteria for Math Honors courses. (see page 19).

Description: This course follows a College Board approved syllabus. Students receiving a “3”, “4”, or “5” on the A.P. exam in May will be eligible for college credit at many colleges. Basic topics include functions and graphs, limits and continuity, and differential and integral calculus. Graphing calculator required**. A \$92 test fee will be collected with the other fees.

*grade weight differential (pg. 5)

**see Calculator Policy

PHYSICAL, HEALTH, & DRIVER EDUCATION

Ridgewood students are required to participate and successfully complete Physical Education for four years and Health and Driver Education for one semester each.

Class attendance, correct attire in required uniform, effort, fitness and skill level, and proper cooperation are the criteria for grading in Physical Education. Optional programs are provided for students with medical or physical limitations through a modified physical education plan based on a current written doctor's form available in the nurse's office.

Any medical notes need to be turned in to the NURSE first thing every morning, before first period. Notes are not submitted to the coaches or to the athletic trainer. Medical notes submitted outside the nurse's office will not be accepted for activity modification in physical education class. The nurse will provide a form for the student to give to his/her physical education teacher and coach.

Health Education follows state guidelines, and Ridgewood students are required to pass the course.

Physical Education Exemptions

In order to qualify for an exemption, students must complete an application and submit it at the time of registration.

A complete description of the criteria needed to meet this requirement, as well as the application, are available on pages 74-80 or in the Student Services Office.

HEALTH

HEALTH EDUCATION

0.5 Cr.

- Prereq: None

Description: This course is planned to give students the skills, information, and resources necessary for the process of making healthy decisions. Students are encouraged to assume personal responsibility for their own health. Major topics covered are decision making, physical fitness, nutrition, emotions, relationships, infectious and non-infectious diseases, substance abuse, first aid and CPR. Written work, examinations, and participation in group discussions and activities are required.

PHYSICAL EDUCATION

ADAPTED PHYSICAL EDUCATION CLASS

1.0 Cr.

- Prereq: Special Education Department approval and/or doctor's certificate.

Description: The Adapted Physical Education class is designed primarily to provide activity or written work in accordance with physician recommendations or physical limitations. Students will dress for activity and participate as instructed.

PHYSICAL EDUCATION 1 and 2

0.5 Cr.

- Prereq: Freshman or Sophomore standing or Counselor approval.

Description: The freshman/sophomore physical education classes are planned to give students experience in the fundamental aspects of physical fitness and sports. Students will be required to perform health related fitness activities and concepts, as well as a variety of individual and team sport activities stressing basic skill and strategy achievement. In competitive and non-competitive situations, students will model appropriate, respectful cooperation and teamwork. Evaluation will be based on attendance, participation, heart rate monitor assessment, cooperation and teamwork, and tests.

PHYSICAL EDUCATION 1 and 2

1.0 Cr.

- Prereq: Freshman or Sophomore standing or Counselor approval.

Description: The freshman/sophomore physical education classes are planned to give students experience in the fundamental aspects of physical fitness and sports. Students will be required to perform health related fitness activities and concepts, as well as a variety of individual and team sport activities stressing basic skill and strategy achievement. In competitive and non-competitive situations, students will model appropriate, respectful cooperation and teamwork. Evaluation will be based on attendance, participation, heart rate monitor assessment, cooperation and teamwork, and tests.

PHYSICAL EDUCATION 3 and 4

0.5 Cr.

- Prereq: Junior or Senior standing.

Description: The junior and senior physical education classes provide experiences which prepare students for lifelong physical activity patterns. Students may choose preferred activities to meet their individual preferences. Choices range from individual and team sports, to specific fitness classes or alternate physical activity choices. Selection will vary by class period. In competitive and non-competitive situations, students will model appropriate, respectful cooperation and teamwork. Evaluation will be based on attendance, participation, heart rate monitor assessment, cooperation and teamwork, and tests.

PHYSICAL EDUCATION 3 and 4

1.0 Cr.

- Prereq: Junior or Senior standing.

Description: The junior and senior physical education classes provide experiences which prepare students for lifelong physical activity patterns. Students may choose preferred activities to meet their individual preferences. Choices range from individual and team sports, to specific fitness classes or alternate physical activity choices. Selection will vary by class period. In competitive and non-competitive situations, students will model appropriate, respectful cooperation and teamwork. Evaluation will be based on attendance, participation, heart rate monitor assessment, cooperation and teamwork, and tests.

PHYSICAL EDUCATION LEADERSHIP in TRAINING CLASS

1.0 Cr.

- Prereq: Sophomore or Junior year with one-two years of a "B" or higher in Physical Education classes and teacher recommendation. Students should display good communication skills and a willingness to help others. Students are accepted by the department through a completed application form. See pg. 78 for the application. Appropriate maturity level necessary for working with peers.

Description: This course is offered for students who are interested in assisting the physical education teacher and helping their peers learn fitness and sports concepts and skills within the physical education setting. A strong emphasis is placed upon experiential learning with the development of responsibility, leadership skills, peer teaching, collaboration, heart rate monitor assessment, cooperation with adults. This program is a pre-requisite for the Physical Education Senior Leadership Program.

PHYSICAL EDUCATION SENIOR LEADERSHIP CLASS

1.0 Cr.

- Prereq: Successful completion of the Physical Education Leadership in Training Class.

Description: Students enrolled in the Senior Leadership Program assist the physical education teacher by leading warm-up activities, helping individuals and small groups of students acquire specific sport and fitness skills, officiating game play, wearing heart rate monitors and aiding the teacher with simple organizational tasks. The purpose of this program is to provide experiential learning that will enhance leadership skills, initiative, responsibility, and resourcefulness while also developing a spirit of volunteerism.

PERSONAL FITNESS

1.0 Cr.

- Prereq: Junior or Senior level
- Description: This course is intended for students who wish to learn and apply proper nutrition and health related fitness concepts for improving personal appearance, content knowledge, and technological applications of personal fitness. It is an individualized, concepts-based course in which students will self-assess, design, work out and evaluate personal fitness profiles for strength, cardio, flexibility and nutrition. The career aspects of personal training will also be explored. The course provides a daily combination of classroom and fitness-based training using data to determine progress in the five areas of health related fitness and nutritional intake.

ATHLETIC FITNESS

1.0 Cr.

- Prereq: Junior or senior level student at Ridgewood High School

Description: This course is intended for those students who are willing to commit to physical conditioning during the entire physical education class, instead of learning and playing sports along with achieving fitness. The course will focus on improving cardio-respiratory fitness, strength, flexibility, agility, coordination, balance, speed and power. Data to determine initial fitness levels' progression will be collected, monitored and graded accordingly. Students, including sophomores who play varsity, (with written permission from their head coach), must have a desire to attain improved sport and health related fitness levels, and to work toward those goals for the whole class period.

SELF-DEFENSE

0.5 Cr.

- Prereq: Successful completion of Freshman/Sophomore Physical Education

Description: A semester-long class, Self-Defense will introduce basic punches (boxing), kicks (karate/kickboxing/thai boxing), and defense tactics that can be used in various situations to successfully defend oneself when needed. Ground defense will also be introduced to help teach students how to defend against situations that may arise on the ground. Along with basic self-defense skills, cardiovascular training with heart rate monitor assessment will also be implemented on a daily basis to aid in the overall health and well-being of the students. Students who take this course should be ready to participate in daily vigorous physical activity, since this is required of students in this class as it is in other physical education classes. Students will take one semester of Physical Education 3 and 4 in the semester opposite Self-Defense.

GROUP FITNESS

1.0 Cr.

- Prereq: Successful completion of Freshman/Sophomore Physical Education

Description: Group Fitness is designed for students, especially girls, who are excited about trying new, fun, and exciting ways to stay fit. This course will focus on yoga, zumba, kickboxing, strength training, total conditioning, and Pilates. These units are a great introduction to lifelong physical fitness. This class will help all ability levels and encourages individual modifications or challenges. The units promote positive experiences, self-esteem building and fun, celebrating and welcoming all ability levels. The focus will be on building flexibility, balance, coordination, muscular strength and endurance, cardiovascular endurance, and dance. Students who take this course should come with an open mind and desire to improve their physical fitness through alternative fitness activities.

DRIVER EDUCATION

DRIVER EDUCATION

0.5 Cr.

- Prereq: Under Illinois law, students must have passed at least eight classes in the previous calendar year to be eligible to participate in any of the phases of Driver Education. They must also meet the age requirement: students must be 15 years on or before the first day of the course.

Description: Driver Education is a one-semester course that meets daily. Students must be at least 15 years old by the beginning of the course. If age prohibits a qualified student from being scheduled into Driver Education, that student will have to register to take Driver Education during the following year or during summer school, if eligible. All students must pass tests on the rules of the road, signs, and vision before qualifying for instruction.

The classroom phase of Driver's Education is required of all students to meet the safety education requirements for graduation. This course stresses rules, fundamentals of driving, and proper attitudes. The behind-the-wheel instruction meets state requirements for obtaining a driver's license prior to the age of 18. Behind-the-wheel instruction will be offered before and/or after school (when possible) and every summer. A \$60 fee will be collected with the other fees.

READING

READING ENRICHMENT I – (Summer)

1.0 Cr.

- Prereq: Teacher recommendation based on standardized tests.

Description: Reading Enrichment I is an intensive summer school freshmen course designed to improve all aspects of a student's reading performance using authentic reading and writing situations appropriate for the student's needs. In addition to bolstering a student's reading comprehension, the course focuses on improving vocabulary, strengthening study skills, enhancing the enjoyment of reading, and increasing reading speed and fluency. Some students are required to take this course.

READING & REASONING I – (Summer)

1.0 Cr.

- Prereq: Teacher recommendation based on standardized tests.

Description: Reading and Reasoning I is an intensive summer school freshmen course designed to improve critical thinking, expand vocabulary, and enhance reading speed, fluency, and comprehension. Authentic reading and writing lessons will be used to improve student comprehension and strengthen writing skills. Additionally, the course assists students in advancing their written and oral communications and enhancing their organization and study skills. Some students are required to take this course.

READING ENRICHMENT I

0.0 Cr.

- Prereq: Teacher recommendation based on standardized tests.

Description: Reading Enrichment I is a year-long freshmen course designed to improve all aspects of a student's reading performance using authentic reading and writing situations appropriate for the student's needs. In addition to bolstering a student's reading comprehension, the course focuses on improving vocabulary, strengthening study skills, enhancing the enjoyment of reading, and increasing reading speed and fluency. Some students are required to take this course.

READING & REASONING I

0.0 Cr.

- Prereq: Teacher recommendation based on standardized tests.

Description: Reading and Reasoning I is a year-long freshmen course designed to improve critical thinking, expand vocabulary, and enhance reading speed, fluency, and comprehension. Authentic reading and writing lessons will be used to improve student comprehension and strengthen writing skills. Additionally, the course assists students in advancing their written and oral communications and enhancing their organization and study skills. Some students are required to take this course.

SCIENCE

A scientific calculator is required for every science course. It is recommended that the student use the same calculator required by the math department.

INTEGRATED PHYSICS

1.0 Cr.

- Prereq: Freshman standing.

Description: This course will provide students with a basic understanding of how the physical world works. Topics include motion, forces, energy and machines, electricity and magnetism. Students will learn how to use different forms of technology to collect and analyze data, as well as appropriate lab techniques.

HONORS INTEGRATED PHYSICS*

1.0 Cr.

- Prereq: Freshman standing and appropriate placement test score.

Description: This course will provide students with a basic understanding of how the physical world works. Topics include motion, forces, energy and machines, electricity, and magnetism. Students will learn how to use different forms of technology to collect and analyze data, as well as appropriate lab techniques. This course has a more rigorous engineering aspect than the regular level course, requiring students to design, build, test, and evaluate their projects that they use to learn the science content. This level is required for honors chemistry.

CHEMISTRY

1.0 Cr.

- Prereq: Successful completion of Integrated Physics and Algebra 1 or Algebra 1 C&S.

Description: The subject matter includes the study of the atom, its behavior, and interactions. This course is designed to give the student an overview of the basic concepts of chemistry, including how chemistry relates to biology, physics, and earth science. Students will use various forms of technology to collect, analyze, and report data. This course is required for graduation and is a prerequisite for biology. Topics covered include: nature of science, matter, the atom, quantum theory, the periodic table, bonding, naming, types of reactions, stoichiometry, gases, thermochemistry, solutions, acids and bases, and electrochemistry.

CHEMISTRY – HONORS*

1.0 Cr.

- Prereq: Successful completion of Honors Integrated Physics with a C or better or Integrated Physics with an A and teacher approval. Successful completion of Algebra 1.

Description: This course is designed to have students learn chemistry at a more in depth level than regular chemistry including more topics and some more rigorous labs. Students will use various forms of technology to collect, analyze, and report data. This course is required for graduation and is a prerequisite for biology. Topics covered include: nature of science, matter, the atom, quantum theory, the periodic table, bonding, naming, types of reactions, stoichiometry, gases, solutions, acids and bases, thermochemistry, and electrochemistry.

*grade weight differential (pg. 5)

BIOLOGY

1.0 Cr.

- Prereq: Successful completion of Integrated Physics, Chemistry, Algebra and Geometry.

Description: This course will give students a thorough understanding of basic biology concepts, and how they relate to physics, chemistry, and their everyday lives. Students will use various forms of technology to collect, analyze, and report data. Topics to be studied include the chemistry and energy of life, materials exchange and energy collection, energy release and cell structure and function, and the cell cycle, DNA, and protein synthesis, genetics, evolution, human systems, and ecology.

BIOLOGY - HONORS*

1.0 Cr.

- Prereq: Successful completion of Honors Chemistry with a C or better or Chemistry with an A and teacher approval. Successful completion of Algebra 1 and Geometry.

Description: This course provides an opportunity for self-motivated learners to challenge themselves while gaining detailed and comprehensive knowledge of biology. Students in this course will study the same topics that are covered in biology, but should expect to do in depth study and cover additional topics. Participants should also be prepared to spend extra time at school and at home on biology projects.

ADVANCED PLACEMENT BIOLOGY*

1.0 Cr.

- Prereq: Successful completion of Honors Chemistry with an A and teacher approval, AP chemistry with a C or better, or Honors Biology with a C or better.

Description: AP level Biology course meant for students who intend to pursue science or medicine as a career. Course is heavily lecture driven with mandatory reading assignments and twelve prerequisite in-class labs. The first 2/3 of the year deals with concepts of Biology including Cells, Ecology, Evolution and Genetics, while the last 1/3 of the course covers human anatomy. Students will be prepared for the AP Biology exam given in May. A \$92 test fee will be collected with other fees.

ADVANCED PLACEMENT CHEMISTRY*

1.0 Cr.

- Prereq: Successful completion of Honors Chemistry with a B or better or Chemistry with an A and teacher approval, and any level of Algebra 2 with a C or better.

Description: This course will allow students to pursue college level study while still in high school. Emphasis will be placed on topics recommended by the College Board and found in introductory college chemistry courses. Students who register for this course should have a serious interest in receiving college credit in chemistry and are required to take the Advanced Placement Examination offered in May. Topics include: matter, atoms, molecules, ions, stoichiometry, solutions, thermochemistry, electronic structure of atoms, periodic properties, chemical bonding, molecular geometry, gases, intermolecular forces, solutions, kinetics, equilibrium, acids and bases, aqueous solutions, thermodynamics, electrochemistry, and organic chemistry. This course is a science elective. A \$92 test fee will be collected with other fees.

*grade weight differential (pg. 5)

ADVANCED PLACEMENT PHYSICS 1*

1.0 Cr.

- Prereq: Successful completion of geometry and either successful completion of algebra II or concurrent enrollment in algebra II.

Description: AP Physics 1 is an algebra based, introductory college level physics course that will explore the following topics: Newtonian mechanics and rotational motion; work, energy, and power; mechanical waves and sound; introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. A \$92 test fee will be collected with the other fees.

ENVIRONMENTAL SCIENCE

1.0 Cr.

- Prereq: Successful completion of Chemistry and Biology or concurrent enrollment in Biology.

Description: The course focuses on the study of environmental science with an emphasis on the political and economic components. Students will develop an understanding of how environments interact with living and non-living elements and the challenges the modern world faces in maintaining a sustainable planet.

Some topics to be discussed are ecosystems, water, air, climate, land, energy, waste, population growth, environmental decisions and environmental problems. This course is a science elective. It does not fulfill the science requirement for graduation.

*grade weight differential (pg. 5)

SOCIAL STUDIES

PLACEMENT IN SOCIAL STUDIES COURSES & ELIGIBILITY FOR HONORS/AP SOCIAL STUDIES CLASSES

ALL of the following are required for placement in Social Studies Honors and A.P. classes:

- a) above average performance on locally administered standardized tests OR
- b) grades of A or B in all previous Social Studies courses.

WORLD CULTURES 1.0 Cr.

- Prereq: Open to all grade levels. None

Description: This course will study diverse cultural groups throughout the world, with an emphasis on the history as well as the physical, social, political, and economic structures of cultures. This course stresses the development of academic skills, along with knowledge of the cultures of various regions of the world.

ADVANCED PLACEMENT HUMAN GEOGRAPHY* 1.0 Cr.

- Prereq: Students must have a minimum Explore reading score of 15.

Description: The AP Human Geography course helps students develop critical thinking skills through the understanding, application and analysis of the fundamental concepts of geography. Through AP Human Geography, students are introduced to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students will employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. Students will meet the five college level goals as determined by the National Geographic Standards. They also learn the methods and tools geographers use in their science and practice. A \$92 test fee will be collected with the other fees.

CIVICS 0.5 Cr.

- Prereq: None

Description: The Civics course is designed to provide the students with the necessary tools to become an active member of our political society. To meet this goal the student will learn the foundations of our American Government, his/her role as a citizen of the United States, service learning, the makeup/functions/roles of our legislative, executive, and judicial branches, the role of state and local governments, government and the general welfare, and the U. S. role in the world today as compared to other world powers. We will discuss current topics that include both domestic and foreign policy issues. Current resources, both print and electronic, will be used. Students will also take part in a mock election to better learn about the democratic process.

The state and federal constitution test graduation requirement will be fulfilled when a student passes this course.

*grade weight differential (pg. 5)

ADVANCED PLACEMENT GOVERNMENT*

1.0 Cr.

- Prereq: Sophomore or better standing. Student must meet the criteria for Social Studies Honors courses (see page 32).

Description: The AP Government & Politics: United States course provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various government institutions, groups, beliefs, and ideas that constitute U.S. political reality. While there is no single approach that an AP Government & Politics: United States course must follow, certain topics are generally covered in college courses. These topics include, but are not limited to: current and controversial issues, and service learning. Students will also take part in a mock election that simulates the democratic process. This course meets the Civics requirement mandated by the State. A \$92 test fee will be collected with other fees.

INTRODUCTION TO ECONOMICS

0.5 Cr.

- Prereq: None

Description: This course will give students an understanding of the fundamental concepts of economics, their historical development, and their application to the current American market economy and other global economies.

PRACTICAL LAW

0.5 Cr.

- Prereq: None

Description: The course is designed to give students a basic overview of the American judicial system and to provide them with opportunities for practical applications of legal concepts. Topics covered will include the history of law and the American judicial system, adult and juvenile criminal law, tort law, current legal issues, and numerous actual cases involving individual rights and liberties. Additional topics might include family law, housing law and consumer law. Electronic resources will be used to complete legal research. Strong vocabulary and writing skills are very helpful in this class.

SOCIOLOGY

0.5 Cr.

- Prereq: None

Description: Sociology is the examination of the nature of society as well as people's behavior in groups. Primary groups, secondary groups, communities, and societies are the substance of sociology. Students will examine the influences of society and culture on their own lives. Additionally, elements of social tension, such as prejudice, discrimination and racial/ethnic relations resulting from the interaction of different groups, will be studied and discussed. Strong vocabulary and writing skills are very helpful in this class.

*grade weight differential (pg. 5)

PSYCHOLOGY

0.5 Cr.

- Prereq: None

Description: This course is a general survey of the field of psychology. Topics that are examined include: the biology of behavior (brain, etc.), perception, learning (classical and operant conditioning), language, thought, methods of research, and personality theory. The primary emphasis is on the exploration of individual human behavior and experience.

ADVANCED PLACEMENT PSYCHOLOGY*

1.0 Cr.

- Prereq: Junior or Senior standing. Student must meet the criteria for Social Studies Honors courses (see page 32).

Description: The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. A \$92 test fee will be collected with the other fees.

HONORS ECONOMICS*

0.5 Cr.

- Prereq: Student must meet the criteria for Social Studies Honors courses (see page 32).

Description: The Honors Economics course will give the student a thorough understanding of the principles of economics that apply the functions of individual decision makers, both consumers and producers, within the larger economic system (microeconomics). It will also give students a thorough understanding of the principles of economics as they apply to an economic system as a whole (macroeconomics). It will develop the student's familiarity with economic performance measures, economic growth, and international economics. Thematically, the course will mirror Introduction to Economics. However, students will delve deeper into the ideas and institutions. Being enrolled in an honors course, students will be expected to utilize critical thinking skills when examining text and be able to express their thoughts through writing. Class activities will include the reading of current periodicals, debate, guest speakers, and problem-based learning.

AMERICAN HISTORY

1.0 Cr.

- Prereq: Junior or senior standing.

Description: This course examines major themes in United States history through extensive use of critical thinking, analysis of primary source documents and reading comprehension skills. The major themes focused on in this course are: Freedom and Oppression, War and Peace, The Changing American Economy, American Dream v. Reality. In addition to these themes, students will be participating in the U.S. History Fair as part of National History Day.

*grade weight differential (pg. 5)

ADVANCED PLACEMENT U.S. HISTORY*

1.0 Cr.

- Prereq: Student must meet the criteria for Social Studies Honors courses (see page 33).

Description: This course consists of a chronological survey of the political, economic, social, and foreign policy history of the United States. This course is designed to be equivalent to an introductory college level course for which a student receives honors credit. The readings, writing assignments, and exams are also selected to help students prepare for the Advanced Placement Examination in American History. Passing this course fulfills the American History graduation requirement. Students must purchase the required textbook for this course. A \$92 test fee will be collected with the other fees.

CHICAGOLAND: PAST, PRESENT, AND FUTURE

1.0 Cr.

- Prereq: Junior/Senior standing or approval of the Social Studies Division Chair/Special Education Chair

Description: Chicagoland: Past, Present, and Future will dive into the historical background and development of the area's buildings, parks, programs, and people. Furthermore, the course will have students examine present day issues that the area tackles on an everyday basis. The class is designed to be experiential in nature, where students will have the opportunity to explore different landmarks, neighborhoods, entertainment and other items the City of Chicago has to offer. Students will also research, formulate, and solve pressing issues in today's society. The overarching goal of the class is not only to educate about Chicago but experience the city firsthand.

*grade weight differential (pg. 5)

SPECIAL EDUCATION SERVICES

The Special Education Department at Ridgewood High School provides a full continuum of services to students found eligible to receive special education services. The Ridgewood Special Education Department is committed to providing a supportive environment in which our students with special needs can develop academic, social, emotional, vocational, and life skills. The department strives to assist each student to access a variety of learning opportunities by offering modified academic classes, support for general education classes, co-taught classes in the core curriculum areas, and related services. In addition, assisting our students in becoming effective self-advocates remains a significant goal of the Special Education Department at Ridgewood High School.

Ridgewood Community High School District 234 is a member of LASEC (Leyden Area Special Education Cooperative). Procedures for referral, placement, and program development are coordinated by the Special Education Team. Ridgewood High School and its associated districts in LASEC provide programs for students ages 3 through 21. Students under the following classifications are eligible to receive special education services.

- Learning Disabled
- Hearing Impaired
- Social/Emotional Disability
- Other Health Impaired
- Autistic Spectrum Disorder
- Physical Disabilities
- Visually Impaired
- Deaf-Blind
- Mentally Impaired
- Traumatic Brain Injury

Special Education settings offered at Ridgewood High School are listed below. Placement is determined at a multi-disciplinary conference where an individual education program (IEP) is developed and appropriate placement is determined.

Consultation: The students with disabilities receive instruction within the general education classroom. Special education services are provided indirectly. A special educator provides consultation on the needs of the students mainstreamed in the classroom. The goal is to assist the general education teacher in gaining access to appropriate materials and developing the skills and confidence required to meet the students' educational needs.

Co-taught setting: A general educator and special educator co-teach a class composed of students with and without disabilities. The teachers share responsibilities for all the students in the class with the special educator providing specialized interventions for students with special needs, as required. Cooperative planning and instruction are emphasized.

Self-Contained (PEERS): The PEERS program is designed for special education students whose unique needs require more restrictive environment. These self-contained classrooms are aligned with regular education curriculum. PEERS classes are designed to accommodate the individual students' ability/disability, skills, learning rate, and learning style in a smaller group setting.

^PEERS courses include:

PEERS English 1	PEERS Algebra 1	PEERS Chemistry
PEERS English 2	PEERS Geometry	PEERS Biology
PEERS English 3	PEERS Algebra 2	PEERS U.S. History
PEERS English 4	PEERS Algebra 1-2	PEERS Am. Government
PEERS English 1-4	PEERS Physics	

When appropriate, courses may be combined.

You have the right to receive a copy of § 226.50 of ISBE regulations upon request.

SOCIAL COMMUNICATION STRATEGIES & LIFE SKILLS

1.0 Cr.

- Prereq: Recommendation by IEP Team

Description: Social Communication Strategies and Life Strategies is a year-long course offered to special education students by recommendation of the special education team. Students will develop strategies to increase effective skills of self-determination. Students will earn 0.5 credit per semester. The curriculum will emphasize individualized instruction in communication and socialization strategies related to daily problem solving. The main goal of the course is to ensure that students are able to independently analyze and successfully solve problems in social, personal, academic, and work situations. The curriculum will include activities and exercises in the areas of responsibility, values, problem solving, motivation, commitment and self-determination. It encompasses not only imperative social skills instruction, but also daily life skills and school to work skills.

STRATEGIC STUDY SKILLS

1.0 Cr.

- Prereq: Recommendation from Case Manager, approval by IEP Team

Description: Strategic Study Skills is a two-semester course offered to Special Education students. Students will receive advocacy, general academic and organizational assistance to support their success within the general curriculum. The course specifically emphasizes various study skill strategies, note-taking, and vocabulary development. The course will also provide additional test-taking strategies preparing for the PSAE/ACT test.

STRATEGIC STUDY SKILLS 2

1.0 Cr.

- Prereq: Recommendation from Case Manager, approval of IEP Team, completion of Strategic Study Skills Part 1, approval of the Special Education Division Head

Description: Strategic Study Skills 2 is a two-semester course offered to Special Education students. Students will receive advocacy, general academic and organizational assistance to support their success within the general curriculum. The course specifically emphasizes various study skill strategies, executive functioning strategies, note-taking, and vocabulary development. The course will also provide additional time for progress monitoring and other special education related activities.

Self-Contained (LIFE): The LIFE program is designed for special education students with multiple disabilities who require an entirely supportive environment. These self-contained classrooms utilize a developmental curriculum based on a philosophy of **L**earning **I**ndependence for **F**uture **E**ndeavors. LIFE classes are designed to accommodate the individual students' ability/disability, skills, learning rate, and learning style in a smaller group setting.

^LIFE courses include:

ART

- Prereq: Enrollment in the LIFE program

Description: The primary goal in life arts is the development of functional based skills. These skills include washing dishes, doing laundry, setting the table, making meals, cleaning up, and acting appropriate in certain social settings.

COMMUNICATION

- Prereq: Enrollment in the LIFE program

Description: This course focuses on all different forms of communication including verbal and non-verbal communication and using communication devices to relay and receive messages to others. In class, students are encouraged to greet each other, make meaningful choices, take turns appropriately, complete transition questionnaires and surveys, and learn about themselves and others. Students learn both communication and listening skills in the class.

COMMUNITY

- Prereq: Enrollment in the LIFE program

Description: This course focuses on applying skills learned within the classroom in the natural setting of the community as well as exploring post-secondary service agencies in the Chicagoland area. Skills worked on in the community include money skills, literacy skills, communication skills, social skills and functional skills. Trips occur weekly to at least monthly depending on the weather and mode of transportation used. Some trips are walking trips while others use school buses and possibly public transportation. Trips include going to the grocery store, local mall, adult service agencies, and recreational locations such as a bowling alley or movie theater. Walking trips also benefit students by providing them with extra exercise during good weather.

LANGUAGE ARTS

- Prereq: Enrollment in the LIFE program

Description: Literacy based activities to increase student's ability to interpret texts, stories, or other sources. Students will practice guided reading activities, comprehension exercises, and activities to increase the ability of students to identify, choose, and incorporate new content.

LUNCH

- Prereq: Enrollment in the LIFE program

Description: This course focuses on functional life skills including using utensils and napkins, meal set-up and clean-up as well as choosing and paying for meals. In addition, students work on appropriate meal time social skills as well as have an opportunity to interact with their non-disabled peers in a less structured setting than a normal classroom. Students are encouraged to make healthy meal choices including eating items from all food groups including fruits and vegetables.

MATH

- Prereq: Enrollment in the LIFE program

Description: Students will practice functional math that includes: number identification, value identification, next dollar, money math, and other basic math skills. Students will work on both life and vocational math skills.

PERSONAL CARE

- Prereq: Enrollment in the LIFE program

Description: The primary goal in personal care is to gain awareness of how to care for oneself. This class includes scheduling for day, completing personal hygiene routines and learning strategies to remain healthy.

Ridgewood Community High School

Elective Course Descriptions

(arranged in alphabetical order by department)

BUSINESS EDUCATION

21ST CENTURY COMPUTER APPLICATIONS I

0.5 Cr.

- Prereq: none

Description: In this course, students will acquire knowledge of and experience in the proper and efficient use of Microsoft Word, PowerPoint and Excel, plus Microsoft Photosynth, Web 2.0, Podcasting, Google docs and emerging technologies. Through project based learning, students will learn to integrate the aforementioned tools and will increase their computer efficiency and their word processing skills which are essential in today's digital society. This course will prepare students to successfully complete projects in all areas of study throughout their high school career. In addition, this course will meet the state's requirement of Internet Safety Education.

21ST CENTURY COMPUTER APPLICATIONS II

0.5 Cr.

- Prereq: 21st Century Computer Applications I

Description: In this course, students will focus on advanced individual and team projects using Photosynth, iMovie, Podcasting, Web 2.0, GarageBand, Animoto, PowerPoint, Excel, Word, Glogster, Prezi, Google Document Sharing, and Google Sketch-up. Through project based learning, students will learn to integrate the aforementioned tools which are essential in today's digital society. This course will prepare students to successfully complete projects in all areas of study throughout their high school career.

CONSUMER EDUCATION

0.5 Cr.

- Prereq: Junior or Senior Standing.

Description: This course is designed to help the student develop an understanding of his/her role as a consumer. Students will evaluate alternatives in the marketplace and will thoroughly understand consumers' rights and responsibilities. Money management, insurance, budgeting, planning finances for college, doing taxes, managing bank accounts, and using credit responsibly are all topics that are covered in this course. **This course meets the State of Illinois Consumer Education requirement for graduation.**

INTRODUCTION TO BUSINESS

1.0 Cr.

- Prereq: Concurrent enrollment in Algebra 2 in Business is required.

Description: In this course, students will come to understand different forms of business organizations such as sole proprietorships, partnerships and corporations, in addition to entrepreneurship, small businesses and franchising. They will learn many aspects of business ownership, personnel and resource management, ethics, marketing strategies, and basic accounting practices. Students will put their knowledge into practice by running an actual small business within the RHS community.

MARKETING - FASHION

0.5 Cr.

- Prereq: none

Description: Students interested in the area of marketing, specifically fashion retailing, are encouraged to take this introductory course. This course will focus on merchandising, promotion and display, and selling specific to the fashion industry. This hands-on, project-based course encourages students to explore numerous career opportunities within the fashion industry as well. Students will utilize simulation software to apply the concepts they learn.

MARKETING – FASHION 2

0.5 Cr.

- Prereq: Marketing – Fashion

Description: Students interested in fashion and merchandising as a career are encouraged to take this course that continues to focus on the project based learning in this field. Marketing-Fashion 2 does a culminating project working with area vendors to help promote their products. Students will determine what project they want to organize as a class. There will also be fieldtrips and speakers to help students investigate possible careers and education options in this field. Topics include fashion buying, fashion promotion, industry communication and networking, as well as career exploration.

MARKETING- SPORTS & ENTERTAINMENT

0.5 Cr.

- Prereq: none

Description: Students interested in the area of marketing, specifically sports and entertainment are encouraged to take this introductory course. This course will focus on team projects in the areas of marketing, promotion, and management functions that can be applied in the sports and entertainment industry branding. This hands-on, project-based course encourages students to explore numerous career opportunities through on-site industry events, as well. Students will utilize simulation software to apply the concepts they learn.

SMALL BUSINESS COMPETITION

0.5 Cr.

- Prereq: none

Description: In this course, students will learn and apply all the fundamentals of owning and operating a small business. Teams of students will run businesses that compete against each other in class for sales. Students will need to market their business, hire and fire employees, manage their company's books, analyze sales, and pay their taxes. Contracts and business law will be previewed in this business competition.

SHARK CAGE – ENTREPRENEURS WANTED

0.5 Cr.

- Prereq: none

Description: This course will allow students to apply the procedures and techniques of owning and running a business through a student proposed startup business, job shadowing, and a business simulation. Students will propose business ideas and compete for funding from various teams of investors. This course is designed to provide students with an opportunity to recognize and develop their entrepreneurial attitudes, skills and values, and to make a connection to the world of work. Business terminology, basic entrepreneurship concepts, and fundamental operating principles are emphasized. Students will link their classroom experience, which centers on project-based learning, to studying successful entrepreneurs past and present, and the culminating project of creating a successful business proposal.

PERSONAL INVESTING

0.5 Cr.

- Prereq: none

Description: In this course students will learn about all types of investment options and will learn to evaluate the risks of each so they can make informed investment decisions in their futures. Topics such as savings accounts, money market accounts, mutual funds, stocks, bonds, commodities, real-estate, and life insurance will be covered. To experience the stock market first hand, students will research various stocks and choose an appropriate investment. A simulated investment will be tracked throughout the semester, and students will learn about the causes of any volatility.

COLLEGE, CAREER AND LIFE PLANNING

0.5 Cr.

- Prereq: Junior or Senior Standing or instructor approval

Description: This course prepares students for life after high school. Students interested in career/college exploration, skills required to be successful in the workforce, and academic success after completion of high school should take this course. This course will focus on career development, building a resume, job attainment, work place skills, and the college application process. In addition students will develop the life skills to handle situations encountered when living away from home. Topics include quick and easy meal preparation, simple clothing care, nutrition and wellness, everyday home repairs and simple car repairs. All of these topics will contain a component related to budgeting. This course does not fulfill the State Consumer Education graduation requirement.

COMPUTER SCIENCE

COMPUTER PROGRAMMING

1.0 Cr.

- Prereq: Completion of Algebra 1 with a grade of C with mathematics teacher recommendation or completion of Algebra 1 with a grade of B or better without teacher recommendation.

Description: This course introduces students to the concepts and skills of structured computer programming. This course is an elementary introduction to programming using language such as *Visual Basic* and *JAVA*. This course demands higher level thinking skills and involves a considerable amount of thinking at home. This course is recommended for any student interested in computer programming in college.

ADVANCED PROGRAMMING

1.0 Cr.

- Prereq: Successful completion of Computer Programming with a grade of C or better with Computer Programming teacher's recommendation.

Description: This course is intended for those students who are interested in pursuing computer programming, web programming, or database programming in college as a field of study. Students will work independently. Topics covered will be: Java language and syntax, program development cycle, conditional clause programming, Polymorphism, Input Stream Control and Output Stream control.

WEB DESIGN

1.0 Cr.

- Prereq: None

Description: This course introduces students to the concepts and skills of presentation design using Dreamweaver. Students will learn to create and manage a complete website. Topics covered will be: page development, site development, using graphic, optimizing graphic for the internet, storyboard development, basic animation, Flash game creation and Flash quiz creation.

ADVANCED WEB DESIGN

1.0 Cr.

- Prereq: Successful completion of Web Design with a grade of C or better.

Description: This course is intended for those students who want to learn more than basic multimedia design. Students will work independently and choose an area of study such as World Wide Web design or animation and concentrate on this one area of study with emphasis on professional production. Students will create a portfolio of their work using Dreamweaver, Flash, Fireworks or Photoshop. This course is intended for those students who think they want to pursue a career in Graphics Arts and have high motivation to work diligently and independently on one major project.

AP COMPUTER SCIENCE PRINCIPLES*

1.0 Cr.

- Prereq: Successful completion of Algebra 1 or placement beyond algebra 1 based on teacher recommendation.

AP Computer Science Principles focuses on the main ideas of computer science. Students are able to be creative in this course while developing computational thinking skills and gaining an understanding of how computers and computer science as a whole impact the world. Programming is used in this course as a way to solve math problems and create meaningful artifacts. This course allows students to see how computing is used in other fields, discover new technologies and explore their ethical implications. AP Computer Science Principles develops data collection skills that can be used in other classes and career paths. Throughout the course students will be preparing for the AP Computer Science Principles test. The College Board recommends that students take Algebra 1 prior to taking this class, with no prior computer science class necessary. A \$92 test fee will be collected with the other fees.

TECHNOLOGY APPRENTICE PROGRAM 1 (TAP 1)

1.0 Cr.

- Prereq: none

Description: The Technology Apprentice Program is a full year course that supports Ridgewood's 1:1 technology initiative. Students in the Technology Apprentice Program receive experience working in a real-life tech support environment. When students are not supporting students' technology needs, student work on a variety of independent pathways. These pathways allow students to explore and develop skills in a variety of technology subjects including computer programming, networking, app development, and web design. The students also are given the opportunity to become certified in multiple industry recognized certifications.

*grade weight differential (pg. 5)

EDUCATION TO CAREERS PROGRAMS

In order to participate in any work program, students will be contacted and must attend a MANDATORY information meeting.

COOPERATIVE WORK TRAINING (CWT)

1.0 Cr.

- Prereq: Students must be invited to take this course. Junior or Senior standing and sixteen years of age by the first day of the school year.

Description: This course will provide students with experiences through employment that will help them become more productive, responsible individuals. Students will be released from school for one period a day, four days a week to go to work. Classroom instruction is provided one day a week to help students strengthen their communication skills, adjust to work situations and develop employability skills. Guidance Personnel, Vocational Educators, the Dean and the Special Education Coordinator will preselect students with special circumstances for this class.

During any temporary unemployment period, it is mandatory that the student participate in volunteer (unpaid) service at Ridgewood High School until employment can be found.

After registration, students will be contacted to attend a MANDATORY informational meeting.

WORK PROGRAM

1.0 Cr.

- Prereq: Senior standing and age 16 by the first day of the school year.

Description: Students will be released from school for one period a day, four days a week to go to work. This course will provide students with experiences through employment that will help them become more productive, responsible individuals and employees. Classroom instruction is provided one day a week to help students strengthen their communication skills, adjust to their work environment and develop employability skills. Transportation to and from the job site must be provided by the student and proof of health and auto liability coverage must also be on file, if applicable.

During any temporary unemployment period, it is mandatory, that the student participate in volunteer (unpaid) service at Ridgewood High School until employment can be found.

After registration, students will be contacted to attend a MANDATORY informational meeting.

CAREER INTERNSHIP I

0.5 Cr.

- Prereq: Junior or Senior standing. Students must have good attendance records and a good disciplinary record.

Description: To meet the students' needs and interests the instructor and student will arrange an internship for experience in one of the following areas: Health Careers, Engineering, Law Enforcement, Business, Architecture/Construction, Veterinarian Science, Graphic Arts, Teaching, and many other possible career categories. Classroom instruction is provided one day a week to help students refine their job training skills as well as career/college research. Topics to be explored include business etiquette, ethics, sexual harassment, organizational charts and job interview.⁴

After registration, students will be contacted to attend a MANDATORY informational meeting.

CAREER INTERNSHIP II

0.5 Cr.

- Prereq: Junior or Senior standing and Career Internship I.

Description: Students will be able to either continue their previous internship or pursue an internship in another career. Classroom instruction is provided one day a week and students are released for one period a day for the other four days of the week.

After registration, students will be contacted to attend a MANDATORY informational meeting.

FINE & APPLIED ARTS

All Art, Music, Theater, and Technology courses satisfy requirements for a Fine & Applied Arts course.

ART

Grading in all art courses is based on the quality of the work done, personal growth, craftsmanship, the skills learned and creativity.

INTRODUCTION TO ART 1.0 Cr.

- Prereq: None

Description: For the student who has had little or no art instruction. Students begin with the fundamentals: drawing techniques, line, shape, mass, shading, and tone; moving into work in color and in other media. Students will work with still life, figure drawing, perspective, and design. Students will learn fundamentals of art vocabulary, art history, art appreciation and explore careers in the arts.

ADVANCED PAINTING AND DRAWING 1.0 Cr.

- Prereq: None

Description: This course is for the serious art student interested in further developing their drawing and painting skills past the level of skills acquired in Introduction to Art. Students who haven't taken Introduction to Art should have a strong understanding of the Elements of Art and Principles of Design. Imagination and visualization in the use of media, problem solving, and interpretation will be stressed. Contest work is emphasized. **CREATIVITY and ORIGINALITY** are expected in this class.

SCULPTURE 1.0 Cr.

- Prereq: None

Description: This course introduces the student to traditional and contemporary sculptural techniques and concepts, as well as materials. Art History and appreciation are used as background and comparison for projects use. It is a real "hands on course" in which all work is three-dimensional.

GRAPHIC ARTS 1.0 Cr.

- Prereq: Students must pre-purchase a 1 GB memory stick exclusive for storing only Graphic Arts class work

Description: This course is designed to explore creative art-making through the use of computers. Students will work with the Adobe CS5 Suite software program, which includes Photoshop, Illustrator, iPhoto, GarageBand and more. These are industry standard imaging and production tools for those interested in multimedia, the web, print and 3-D imaging. Knowledge of Photoshop provides a fundamental base of computer concepts and techniques upon which art students can build further skills. Students will work independently on both commercial and fine art projects. Students are required to have a flash drive to back up their work.

ADVANCED GRAPHIC ARTS

1.0 Cr.

- Prereq: Successful completion of Graphic Arts with a grade of C or better. Students must pre-purchase a 1 GB memory stick exclusive for storing only Graphic Arts class work.

Description: This course is intended for those students who want to learn more than basic graphic art design technique and are considering pursuing a career in graphic design. Students will work independently to explore advanced tools and techniques and to incorporate them into multifaceted projects. Students will create a final “college-ready” portfolio.

MUSIC

INTRODUCTION TO MUSIC

1.0 Cr.

- Prereq: None

Description: A FUN and EXCITING way to earn your required Fine Arts credit! This course will allow students the choice of learning or continuing to get better at either guitar or piano (or both!), and writing their own EDM (electronic dance music) on Garage Band! Also included is some Rock and Roll history including everything from Elvis to The Beatles, Kurt Kobain, and Beyonce, along with learning to read and write music/understand notes, chords, and more. 2 or more field trips are part of the class as well. Students are encouraged to sign up early, space is limited to only 21 per class due to available instruments!

ADVANCED PIANO

1.0 Cr.

- Prereq: Introduction to Music or consent of instructor.

Description: For students who have had the course Introduction to Music Keyboarding and are interested in continuing to develop their keyboard skills. Topics of the course include continued study of chords to include 9ths, 11ths, and 13ths and their voicings and inversions, performance of advanced classical piano literature, a study of jazz piano and terminology, knowledge of advanced terminology and symbols used in piano music, and performance in two class recitals.

CONCERT BAND

1.0 Cr.

- Prereq: Previous playing experience on a concert band instrument (not including guitar).

Description: This course is primarily for students who are new to Ridgewood High School and are interested in being in band, and for students who do not pass an audition for, or cannot commit to, symphonic band requirements. Students in concert band must commit to yearly performances and obligations. Students must agree to purchase the required uniform. A fee will be charged for the cost of materials.

CONCERT CHOIR

1.0 Cr.

- Prereq: None

Description: A course for students who desire a choral experience. Through the performance of a variety of styles of music at school concerts, special programs and concert tours, students will develop and expand their ability to read music and sing in an ensemble. Students in Concert Choir must commit to evening performances and agree to purchase the required uniform.

CONCERT CHOIR HONORS*

1.0 Cr.

- Prereq: None

Description: Students who enroll in the honors section of choir must complete one or more of several options of additional work outside of class each quarter. Examples can include, auditioning for the I.M.E.A. chorus, performing a solo at Solo/Ensemble Contest or at concerts, taking private lessons or serving as a Section Leader. Students in Concert Choir Honors must commit to evening performances and agree to purchase the required uniform.

PERCUSSION METHODS

1.0 Cr.

- Prereq: Previous experience in a concert band percussion section, or consent of instructor.

Description: This class is for all percussionists who want to be part of the concert or symphonic band programs. Students will learn playing techniques on all the concert percussion instruments, study percussion ensemble literature, participate in the marching band drum line, and perform in all of the yearly concerts with the symphonic/concert bands. Students must agree to purchase the required uniform, and to attend all yearly band concerts, performances, and obligations. A fee will be charged for the cost of materials.

PERCUSSION METHODS HONORS*

1.0 Cr.

- Prereq: Previous experience in a concert band percussion section, or consent of instructor.

Description: Students in the honors section of this course agree to complete special projects and assignments outside of class. Examples can include auditioning for I.M.E.A. or studying privately. This class is for all percussionists who want to be part of the concert or symphonic band programs. Students will learn playing techniques on all the concert percussion instruments, study percussion ensemble literature, participate in the marching band drum line, and perform in all of the yearly concerts with the symphonic/concert bands. Students must agree to purchase the required uniform, and to attend all yearly band concerts, performances, and obligations. A fee will be charged for the cost of materials.

*grade weight differential (pg. 5)

CONCERT BAND HONORS*

1.0 Cr.

- Prereq: Previous performance experience on a concert band instrument (not including guitar).

Description: Students who enroll in honors sections of band must complete one or more of several options of additional work outside of class. Examples can include auditioning for the I.M.E.A. or studying privately. This course is primarily for students who are new to Ridgewood High School and are interested in being in band, and for students who do not pass an audition for, or cannot commit to, symphonic band requirements. Students must commit to yearly performances and obligations. Students must agree to purchase the required uniform. A fee will be charged for the cost of materials.

SYMPHONIC BAND

1.0 Cr.

- Prereq: Students must audition for this ensemble and obtain approval from the band director before being allowed to enroll.

Description: This course is for band students who have been placed by audition into this group. This group performs very challenging music that requires extra practices outside of the school day for all students who are enrolled. Students must agree to purchase the required uniform. Students must commit to all yearly performances, obligations, and rehearsals outside of the school day. A fee will be charged for the cost of materials.

SYMPHONIC BAND HONORS*

1.0 Cr.

- Prereq: Students must audition for this ensemble and obtain approval from the band director before being allowed to enroll.

Description: Students who enroll in honors sections of band must complete one or more of several options of additional work outside of class. Examples can include auditioning for the I.M.E.A. or studying privately. This course is for band students who have been placed by audition into this group, and who agree to complete the extra work required for the honors section of band. Students must agree to purchase the required uniform. This group performs very challenging music that requires extra practices outside of the school day for all students who are enrolled. Students must commit to all yearly performances, obligations, and rehearsals outside of the school day. A fee will be charged for the cost of materials.

ADVANCED PLACEMENT MUSIC THEORY*

1.0 Cr.

- Prereq: Junior or Senior standing, eligibility for A.P. coursework, and current or previous enrollment in Band or Intro. to Music Keyboarding, or consent of instructor. (See p. 6)

Description: This course requires the self-motivated student to prepare for and take the A.P. Music Theory exam in May of the year the course is taken, and possibly secure college credit with a qualifying score on the test. The curriculum of the course is focused on gaining a complete understanding of all of the musical elements present in a score, both visually and aurally. These include harmonic, melodic, textural, rhythmical, organizational, compositional, stylistic, and historical. A \$92 test fee will be collected with other fees.

*grade weight differential (pg. 5)

TECHNOLOGY EDUCATION

Faced with the growth and dominance of technology in our lives, Ridgewood High School is seeking new and effective ways to prepare our students to live and work in this changing world. Aware that the students will need more technical skills to thrive in the future work place, we believe that it is essential to engage our students in an educational challenge that leads them to understand, manage, and control some of the technologies that will one day dominate their lives.

The Technology courses offered at Ridgewood are designed to provide these experiences to our students. Students may explore their interests and abilities in technology education in scope and depth. Math, reading, writing, and scientific principles and skills will be applied in various ways throughout the entire technology curriculum. Students who choose to enroll in Technology Education courses will be introduced to careers and career concepts as they relate to specific technological fields.

Ridgewood High School supports the Illinois Plan for Technology Education by incorporating the concepts of communication, construction, manufacturing, transportation and bio-related technological fields, as well as the National Standards for Technological Literacy.

Ridgewood High School offers several courses in Technology Education, which may meet the requirements for specific career programs at Triton Community College. The courses are indicated with an asterisk (+).

Goals of Technology Education:

- to provide all students with hands-on experience in a variety of technology-based fields.
- to teach students more in-depth about specific technology-oriented careers.
- to give students the underlying content and skills base that will allow them to pursue higher level education and training in selected fields.

ENGINEERING BY DESIGN (EBD) – FOUNDATIONS OF TECHNOLOGY 1.0 Cr.

- Prereq: None

Description: In this course, students, using the design process, will engineer and build contraptions in teams using various materials to demonstrate different technologies. Students will use a hands-on approach to investigate the 8 technology categories that include: biotechnology, electronic and electrical technology, materials and mechanical technology, optical, fluid, and structural technology.

ENGINEERING BY DESIGN (EBD) – TECHNOLOGICAL DESIGN 1.0 Cr.

- Prereq: EbD – Foundations of Technology

Description: In this course, engineering scope, content and professional practices are presented through practical applications. Students in engineering teams apply technology, science, and mathematics concepts and skills to solve engineering design problems and innovative designs. Students research, develop, test and analyze engineering designs using criteria such as design effectiveness, public safety, human factors, and ethics. This course is an essential experience for students who are interested in technology, innovation, design, and engineering.

WOODWORKING TECHNOLOGY

1.0 Cr.

- Prereq: None.

Description: This course will cover the areas of basic woodworking, cabinetmaking, blueprint reading, and finishing. The students will be instructed on the safe operation of hand tools, power tools, and machinery. Wood as a material will also be studied. Students will take home at least **three** projects.

A \$50 fee will be charged for the cost of lumber and other consumables.

ADVANCED WOODWORKING

1.0 Cr.

- Prereq: Woodworking Technology

Description: This is an advanced course designed to offer experienced students the opportunity, with instructor approval, to work independently on a project of their own choosing. This course will allow students to work on larger, more involved furniture projects and learn advanced joinery techniques. Additionally, students will learn additional elements of cabinet and furniture design, as well as special machinery set-ups, jig usage, and maintenance. Students will bring home at least two projects from this course.

A \$50 fee will be charged for the cost of lumber and other consumables.

CONSTRUCTION PRINCIPLES

1.0 Cr.

- Prereq: Concurrent enrollment in Geometry in Construction or teacher placement into course is required.

Description: This hands-on course introduces students to several construction trades and home repair techniques. It is designed for both college and non-college bound students. Through this course, students will build a house. Real-life applications of math, science, and reading are reinforced through career experiences. Some of the areas of focus this course includes are: frame carpentry, finish carpentry, plumbing, electrical wiring, dry walling, floor/wall/tile coverings, painting, cement foundations, and roofing. (May be accepted as Triton credit, see counselor).

A \$50 fee will be charged for the cost of materials.

ADVANCED CONSTRUCTION PRINCIPLES

1.0 Cr.

- Prereq: Successful completion of Construction Principles and teacher recommendation

Description: This course provides learning experiences related to the erection, installation, maintenance, and repair of building structures and related utilities. Student technical skill experiences include instruction and activities in safety principles and practices, performing maintenance control functions, joining pipes, building water distribution lines and drains, installing and maintaining plumbing fixtures and systems, installing switch and outlet boxes, light fixtures, service entrances, roughing in and trimming out electrical devices and appliances, preparing foundations and footings, and advanced building and construction methods and codes. All learning experiences are designed to allow the student to acquire job-entry skills and knowledge. In addition, students will be introduced to construction management, earn their OSHA 10 hour card, and given opportunities to demonstrate leadership on the job site.

COMPUTER AIDED DESIGN+ (CAD 1)

1.0 Cr.

- Prereq: None.

Description: This is an introductory project based course that uses real world examples to teach the fundamentals of 2-dimensional and 3-dimensional drawing. Any student thinking about a career in architecture, engineering, interior design or any other drafting field will have the opportunity to explore the fundamentals of creating and designing on a computer. In addition, through the design process, students will create 3D assembly drawings and build working robots. All content is taught on industry standard software such as; AutoCAD, Autodesk Inventor, and Revit Architecture. After completion of this course, students can partake in an Autodesk Academic Certification program. This one time test enables students to earn a nationally recognized certificate which proves knowledge of specific Autodesk software applications. (May be accepted as Triton credit, see counselor).

ADVANCED COMPUTER AIDED DESIGN+ (CAD II)

1.0 Cr.

- Prereq: Computer Aided Design 1

Description: This course introduces student to the more advanced features of Computer-Aided Drawing (CAD). Students will create complex 3-dimensional objects and will understand from beginning to end how a product is researched, designed and introduced into the market. Through project based learning and real world examples; students will be able to comprehend the basic methodologies of an architecture or engineering career. Students will further their knowledge on industry standard software which includes; AutoCAD, Revit Architecture and Autodesk Inventor. If time permits, students will learn the newest Autodesk software program, Autodesk 3DS Max design, which focuses on 3-dimensional animation and video game design. (May be accepted as Triton credit, see counselor).

ARCHITECTURE/DRAFTING

1.0 Cr.

- Prereq: Computer Aided Design 1

Description: This advanced course introduces students to architectural design and drawing methods. Students use freehand sketching, drawing instruments, AutoCAD Architecture software, and Revit software to create original house designs. Architectural proposals are produced and are rendered using marker, colored pencil and technical pen. Architectural model making is taught and each student builds a model of his/her design. Field trips are used to introduce students to building construction, architectural style and history.

THEATER ARTS

THEATER ARTS 1 Improvisation

0.5 Cr.

- Prereq: None

Description: Think on your feet! Play games that can teach you how to interact with others, increase your spontaneity, concentrate and most of all have fun. This class teaches student self-confidence, self-respect and respect for others, listening and communication skills that are all needed in future job skills. Students will practice throughout the course with a variety of improvised activities and performances leading to a final culminating performance.

THEATER ARTS 2 Acting

0.5 Cr.

- Prereq: Theatre Arts 1 or Instructor Recommendation

Description: Perform on stage! Discover the skills found in physical, emotional, intellectual and spiritual aspects of the human condition through character development. Learn a variety of physical movements, vocal techniques, tricks to memorization, and other skills designed to enhance a student's abilities both in and out of class. Students will practice throughout the course with a variety of activities and performances leading to a final culminating performance.

THEATER ARTS 3 Advanced Theatre Studies

0.5 Cr.

- Prereq: Theater Arts 1 or 2 or Instructor Recommendation

Description: Learn the art of theatre, or how the presentation of a message is communicated to a live audience. Students will learn the how the art of theatre, including performing for an audience, has evolved and progressed over time. Styles, genres and a variety of ever-evolving presentation methods will be explored. Several classical and contemporary plays will be read or viewed. This course also includes an introduction into the technical elements such as lights, sounds, makeup and costuming. Students are assessed on the following criteria: analyzing how theatre has evolved over time, analyzing methods of presentation styles and methods, and analyzing the work of actors, playwrights, directors, designers, producers and managers.

THEATER ARTS 4 Advanced Acting

0.5 Cr.

- Prereq: Theater Arts 1 and 2 or Instructor Recommendation

Description: Learn the advanced skills of acting. Monologues, scenes and exercise are used to advance the skills of actors to establish realistic and believable characters. In this course, students further develop the physical, emotional, intellectual and spiritual aspects of the human condition. Exercises include learning and using the techniques of some of the great acting teachers such as Constantine Stanislavski, Michael Chekhov, Stella Adler, Lee Strasberg, Stanford Meisner and Michael Shurtleff. Students will learn to create professional resumes, build a professional performance portfolio and learn the techniques for auditioning for both colleges and agents. Students will practice with several performance scenes and monologues ending with a final ensemble performance and audition monologue.

WORLD LANGUAGES

Students who are planning to attend college should enroll in at least a two level sequence of the same language in order to meet the minimum college entrance requirements. Many colleges require four years of the same language. Students should check the requirements of the college of their choice. A four level sequence is recommended for the student who desires to achieve a degree of mastery and fluency and have the opportunity to test out of the language requirement of a university or college. It is strongly recommended that language courses be taken in consecutive years. In order to achieve proficiency, all World Language classes are conducted in the target language. Students are expected to participate in the target language.

PLACEMENT IN AP WORLD LANGUAGE CLASSES

The following are required for placement in World Language A.P. classes:

- a) Spanish or Italian 1, 2, 3
- b) Minimum of C in Level 3 and/ or instructor permission

FAMILIAS Y CULTURAS

1.0 Cr.

- Prereq: Placement test and/or teacher recommendation

Description: This course is intended for Spanish speakers who wish to improve their full command of the language. The course will focus on the expansion of students' vocabulary beyond their particular region of origin as well as focus on improving reading and writing skills in Spanish. Students will be exposed to various Latino cultures from around the world and study both historical and current events. This course will be taught solely in Spanish. Students will be recommended for Spanish 3, 4 or A.P. Spanish based on their skills at the end of the course.

SPANISH 1

1.0 Cr.

- Prereq: None

Description: The course is designed to give students the opportunity to develop the ability to understand and speak beginning Spanish. The course content will include expressions, vocabulary and grammar of the Spanish-speaking world. Cultural topics will be explored. The objective of this course is for the student to be able to communicate information and ideas through the development of good listening, speaking, reading, and writing skills.

SPANISH 2

1.0 Cr.

- Prereq: Spanish 1.

Description: This course is a continuation of Spanish 1. The students in this course will continue to develop their four communication skills while broadening their cultural knowledge of the target countries.

SPANISH 3

1.0 Cr.

- Prereq: Spanish 2.

Description: This course is a continuation of Spanish 2. A greater emphasis is placed on reading in Spanish through the use of articles and short stories. Listening and speaking skills necessary for survival in a Spanish-speaking country are emphasized, along with themes related to students such as common celebrations and the environment. More advanced grammatical structures will be used throughout this course.

SPANISH 4

1.0 Cr.

- Prereq: A grade of C or better in Spanish 3 or teacher recommendation.

Description: This course focuses on reading and writing in Spanish while building vocabulary. Students will begin to synthesize the information learned in Spanish 1 – 3 more meaningfully. Focus will be on incorporating interpretive, presentational and interpersonal skills. Students read a variety of Spanish texts in the course, while focusing on the history and culture of Spanish-speaking countries.

ADVANCED PLACEMENT SPANISH LANGUAGE*

1.0 Cr

- Prereq: Spanish 1, 2, 3, a minimum of C in Spanish 3, and /or instructor permission

Description: AP Spanish Language and Culture allows students to pursue college-level Spanish studies while still in high school. Upon completion of the course, students take the AP exam, which could offer the possibility of earning college credit. The course prepares students to become proficient across three communication modes: interpersonal, interpretive and presentational. The course is meant to be comparable to third year college and university courses that focus on speaking and writing in Spanish at an advanced language and is taught exclusively in Spanish. A \$92 test fee will be collected with the other fees.

ITALIAN 1

1.0 Cr.

- Prereq: None

Description: In this course students will begin learning to speak, understand, read, and write Italian. Students will learn basic vocabulary and grammar while developing knowledge of Italian culture, including cities, the family, education, and food. Basic language learning materials will be supplemented by films, television, music, the Web, and field trips. Students will also pursue independent research projects and will participate in project based learning activities.

ITALIAN 2

1.0 Cr.

- Prereq: Italian 1.

Description: In this course, students will continue to learn to speak, understand, read, and write in Italian. Students will learn more specialized vocabulary and grammar while developing knowledge of Italian culture including cities, the family, education, Roman history and food. Basic language materials will be supplemented by films, YouTube videos, Italian articles, and the Italian web. Students will also pursue independent research projects on the city and Italian products, just to name a couple. Small skits on real life situations from Italian contemporary life will complete the course. We will go on two field trips: Eataly in the Fall to research Italian products and an historical tour of Little Italy in the Spring.

*grade weight differential (pg. 5)

ITALIAN 3

1.0 Cr.

- Prereq: Italian 2.

Description: This course continues the foundation developed in Italian 1 and 2. This course is strongly recommended for students who have completed two terms of Italian. After beginning with a review of grammar and vocabulary, students will develop advanced proficiency in oral and written communication, and a more specialized knowledge of Italian culture through units on buying and renting a home, professional life, sports, opera, and Italian monuments. We will also engage in beginning units on Italian medieval and contemporary literature. We will go on two field trips: a backstage tour of the Lyric Opera House in the Fall and an opera matinee in the Spring.

ITALIAN 4

1.0 Cr.

- Prereq: Italian 1, 2, 3 and/or instructor permission.

Description: This course will develop students' fluency and literacy, promote an appreciation and understanding of great works of art and literature, improve communicative and interpretive skills, and prepare college-bound students for the further study of Italian language and literature. This class is designed to meet students' academic, professional, and personal objectives in business, travel, culture, literature and history. Focus will be on incorporating interpretive, presentational, and interpretive skills. The course will require both independent and group projects; students choose their own final projects.

ADVANCED PLACEMENT ITALIAN LANGUAGE and CULTURE*

1.0 Cr.

- Prereq: Italian 1, 2, 3, a minimum of C in Italian 3, and/or instructor permission.

Description: AP Italian Language and Culture will allow students the opportunity to pursue college-level Italian studies while still in high school. Upon successful completion of the course, students will take the AP exam, which could offer them the possibility of earning college credit. This course will focus on the three modes of communication, Interpersonal, Interpretive, and Presentational. The AP Italian Language and Culture course develops students' abilities in the skill areas targeted by the AP exam: comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. A \$92 test fee will be collected with the other fees.

SENIOR INSTRUCTIONAL LEADERSHIP CORPS for ITALIAN

1.0 Cr.

- Prereq: Open only to students who have completed Italian IV and/or AP Italian. Students must have received a minimum of a B in the course in which they wish to SILC and mentor teacher permission. APPLICATION REQUIRED.

Description: The Senior Instructional Leadership Corps (SILC) is designed to offer qualified seniors the opportunity to participate in a variety of activities associated with classroom instruction. Students in SILC will engage in leadership development through multipurpose mentor relationships with teachers and students. Mentored by a cooperating teacher, the SILC student will serve as a mentor to younger students in the classroom, assist in appropriate curricular activities, and consult regularly with the cooperating teacher. The SILC student will keep a weekly journal of their experiences. SILC is the ideal program for seniors who are prepared to be inspirational models and mentors for their peers. SILC students are mature enough to take on the role of a teacher in the classroom and to mentor fellow students in a favorite subject.

*grade weight differential (pg. 5)

MISCELLANEOUS

LEADERSHIP

1.0 Cr.

- Prereq: None

Description: This course will introduce students to a variety of leadership styles and will give students an opportunity to put those leadership theories into practice. Service on a school or community committee will be **required**. Guest speakers, a major leadership project, book reviews, and seminars will be a regular part of the curriculum. Students should be "solution oriented" and have a positive impact on the school and community. Additionally, students will be required to develop a personal leadership plan and a personal leadership project. Prospective students must understand that there will be a **significant** time commitment outside of the normal school day. This course is now offered.

MENTORING & LEADERSHIP*

1.0 Cr.

- Prereq: Requires Senior standing and one year serving as a peer mentor (Sophomore or Junior year)

Description: This course provides leadership training for senior mentors in the mentoring program using cases from the Harvard Business School. Students will analyze case studies to develop critical thinking skills. Multiple perspectives, theories, and concepts will be discovered, including: task analysis, prioritization, identification of strengths and weaknesses, resiliency, effective time management, and social impact.

*grade weight differential (pg. 5)

DUAL CREDIT

Dual Credit is a program that allows juniors and seniors to take advantage of the resources of Triton College while still a student at Ridgewood. As a Dual Credit student, students will enroll in college level courses in specific career fields and receive both high school and college credit. Please see your Counselor for additional information. In order to participate in one of these courses, student must complete the application for on pages 64-65 of this Course and Registration Guide. In addition, families must complete the Release and Parental Agreement from found on page 66 of this guide.

The following guidelines have been established for participation in Dual Credit and are considered binding and non-negotiable:

- Enrollment in a Triton Dual Credit program is a yearlong, two-semester commitment to one Dual Credit program. Students are not permitted to switch programs at any point in the year.
- It is the responsibility of the student to identify and meet any prerequisite courses required by a specific Dual Credit course.
- Students must provide their own transportation to Triton College for enrollment, registration, testing, and all Dual Credit courses. The Dual Credit courses listed in the following pages are all offered on the Triton College Campus at 2000 N. 5th Ave; River Grove, IL 60171.
- Ridgewood pays the tuition expenses for the Dual Credit courses. Students are responsible for all other expenses, including (but not limited to): book costs, fees, and personal equipment as required. An estimate of the student fees for each Dual Credit program is listed below. Any student who withdraws from a Dual Credit class will be liable for the tuition and fees associated with the class.
- Many Dual Credit programs lead to certification in career fields which may mean immediate employability. Others lead to a degree program at Triton and beyond. All of the Dual Credit courses meet the requirements for one or more Programs of Study. Visit www.dvr-efe.info for more information about Programs of Study and for guidance in choosing the path that best serves your career interests.
- Ridgewood students who take Dual Credit classes are subject to the expectations of college teachers while adhering to the same general behavior and discipline guidelines that apply to courses taken at Ridgewood.
- Failure to meet the attendance, discipline, behavioral, and/or academic guidelines established for a Dual Credit class may result in the student being dropped from that class. In such cases, in addition to being subject to disciplinary consequences at Triton and Ridgewood, the student will receive an “F” grade on their transcript and the student will be billed for the full costs of the tuition originally paid by Ridgewood for the class.
- Students who enroll in Dual Credit are still required to complete any mandatory testing and participate in mandatory events/programs conducted in the district. Students will receive specific instructions regarding their participation in mandatory testing or events and early dismissal in advance of testing.
- Any student involved in athletics/activities who enrolls in a Dual Credit class may affect their playing time/level of participation. Please check with your coach/advisor prior to making a commitment to a Dual Credit program.

2016-17 Triton Dual Credit Offerings

Course	Program/Course Title	Credits
--------	----------------------	---------

Architecture & Construction/Independent Contractor		
ARC 102	OSHA - 10 Hour Training	1
ARC 109	Architectural Drafting Fundamentals	2
ARC 161	Residential Interior Design	3
ARC 261	Revit	3

Transportation/Automotive Service		
AUT 112	Introduction to Automotive Technology	3
AUT 114	Fuel Management Systems	4
AUT 127	Automotive Electricity & Electronics I	4
AUT 136	Brake & Chassis Repair	4
AUT 240	Steering Suspension, Alignment	4

Business Office Support		
BUS 103	Keyboarding Techniques	1
BUS 107	Microsoft Office in Business Applications	3

Hospitality/Culinary		
HIA 110	Introduction to Hospitality Industry	3
HIA 115	Food Sanitation & Safety	2
HIA 120	Dining Room Service	3
HIA 127	Cake & Pastry Decoration	3
HIA 128	Introduction to Baking and Pastry	3
HIA 129	Chocolate	2
HIA 130	Culinary Arts Quantity-Food Preparation I	3
HIA 132	Nutrition	2
HIA 133	Menu Writing	2
HIA 150	Food Preparation Essentials & Theory	3
HIA 228	Specialty Baking & Pastry	3

Human Services/Early Childhood Development		
ECE 110	Early Childhood Development	3
ECE 111	Introduction to Early Childhood Education	3
ECE 115	Infant/Toddler Development	3
ECE 122	Infant Toddler Care & Curriculum	3
ECE 146	Child, Family, & Community	2

Manufacturing/Engineering Technology		
ENT 104	Electricity I	3
ENT 110	Production Drawings & CAD	4
ENT 111	Metrology with Geometric Dimensioning	3
ENT 204	Programmable Logic Controls (PLC 1)	3
ENT 205	Robotics 1	4
ENT 232	Descriptive Geometry	3
ENT 252	Introduction to Mechanical AutoCAD	2
ENT 280	Solidworks	2

Health Science		
AHL 100	Introduction to Patient Care	2
BIS 101	Human Biology	4
AHL 101	Essentials of Medical Terminology	1
AHL 102	Ethics and Law for the Allied Health	1
AHL 103	Basic Pharmacology	1

Basic Nurse Assistant		
NAS 100	Basic Nurse Assistant	6
NAS 101	Nurse Assistant: Care of Patients w/ Alzheimers	1

Emergency First Responder		
EMS 121	First Responder/Emergency Medical Responder	3

Other (may apply to many career areas)

SPE101	Principles of Effective Speaking	3
HTH 104	Science of Personal Health	2

Course	Program/Course Title	Credits
--------	----------------------	---------

Eye Care		
EYE 100	Intro to Eyecare	2
EYE 101	Ocular Diseases	3
EYE 105	Optical Principles	3
EYE 110	Ophthalmic Skills I	3
EYE 120	Ophthalmic Skills II	4
EYE 130	Ophthalmic Office Procedures	2

Horticulture		
HRT 100	Intro to Horticulture	4
HRT 114	Floral Design & Display	4
HRT 125	Plants and Society	4

Information Technology/Computer Information Systems		
CIS 101	Introduction to Computer Science	3
CIS 105	A+ PC Hardware & Software	3
CIS 106	A+ PC Maintenance & Repair	3
CIS 150	Computer Systems Applications	3
CIS 174	LAN Administration: Windows Client	3
CIS 176	LAN Administration: Windows Server	3
CIS 210	Data Communication & Networking Fundamentals	3
CIS 224	Networking Management	3
CIS 222	Administering Network Infrastructure	3
CIS 277	Windows Command Processing	3

Law & Public Safety		
CJA 148	Police Community Relations	3
CJA 166	Criminal Investigation	3
CJA 171	Patrol Administration	3
CJA 241	Traffic Enforcement & Administration	3

Arts/Music Technology		
MUS 101	Electronic Music Production	3
MUS 120	Record Production I	3
MUS 215	Intro to Music History	3

Human Services/Personal Trainer		
HTH 120	Science of Nutrition	3
HTH 281	First Aid & CPR	2
PED 116	Group Exercise	1
PED 153	Foundation of Exercise	3
PED 168	Theory and Practice of Weight Training	2
PED 172	Group Fitness Instructor	3
PED 180	Strength Conditioning	3
PED 194	Principles of Coaching	3
PED 195	Introduction to Sport Management	3
PED 196	Sport and Exercise Psychology	3
PED 200	Intro to Bio Mechanics	3
PED 201	Sports Officiating	2
PED 210	Exercise Testing & Prescription	3
PED 230	Sport & Exercise Science Practicum	1

Arts/Visual Design/Multimedia		
VIC 100	Graphic Design	3
VIC 104	Computer Art I	3
VIC 121	Intro to Quark/InDesign	4
VIC 142	Introduction to Illustrator	4
VIC 161	Introduction to Photoshop	4

PSY 100	Intro to Psychology	3
RHT 101	Freshman Rhetoric & Composition I	3

Paperwork Appendix

RIDGEWOOD HIGH SCHOOL DUAL CREDIT PROGRAM

APPLICATION

This form is to be completed in its entirety, signed by both student and parent/guardian, and stapled to your Course Recommendation Sheet.

The ability to offer these programs requires that sufficient numbers of students enroll so that the program is offered. Students must select an alternate course in the event that the Dual Enrollment class is cancelled.

NAME _____ CURRENT GRADE ____ DATE _____

Please print

Enrollment in a Dual Credit course is a year-long commitment. Students must qualify based on the prerequisites for each course identified in the Registration Guide.

Circle the course for which the student is applying:

- **Architecture & Construction/Independent Contractor**
- **Arts/Music Technology**
- **Arts/Visual Design/Multimedia**
- **Basic Nurse Assistant**
- **Business Office Support**
- **Emergency First Responder**
- **Eye Care**
- **Health Science**
- **Horticulture**
- **Hospitality/Culinary**
- **Human Services/Early Childhood Development**
- **Human Services/Personal Trainer**
- **Information Technology/Computer Information Systems**
- **Law & Public Safety**
- **Manufacturing/Engineering Technology**
- **Transportation/Automotive Service**

TERMS:

- The student confirms that he/she has met all prerequisite requirements pertaining to the Triton course(s) for which he/she is applying.
- The student will be responsible for all travel to and from classes at Triton and complete a Release and Parental Agreement to Allow Student to Drive to Off-Site Program (found on page 66).
- The student must meet the minimum academic requirements established by Triton and Ridgewood High School in order to continue second semester. Any student who fails a Triton Dual Credit course may be responsible for credit recovery and in jeopardy of not graduating on time.
- The student must take the Triton College placement exams required for participation. The results of those exams will determine whether the student is placed into the requested program.
- The student is eligible to participate in only one of the programs at any one time.
- The student agrees to participate in the program based on the school calendar for the course determined by Triton College, regardless of how that calendar may diverge from that of Ridgewood High School.
- Students who anticipate being in regular meetings or extracurricular activities after school will struggle to complete the requirements of the Dual Credit program due to scheduling conflicts.
- Any student involved in athletics/activities who enrolls in Dual Credit classes may affect their playing time/involvement. Please check with your coach/advisor.

- The Basic Nurse Assistant program meets on Saturdays throughout the fall. Students must attend these full-day sessions in order to participate in this program.
- Students participating in Dual Credit courses are entitled to early dismissal from 8th Period. However, students are still required to complete all mandatory district-wide testing and will be notified in advance of the days they are required to attend school for a full day.
- Ridgewood High School will pay tuition for students enrolling in these courses. Any student who withdraws from a dual enrollment class after the deadlines stated by Ridgewood High School and Triton College will be liable for the tuition and fees associated with that class.
- The student is responsible for all fees associated with these courses. Students are also responsible for the cost of any personal materials including uniforms, tools, and other required consumable materials. Failure to make payments required in a timely manner may result in the student being withdrawn from the course.
- All Dual Credit programs are FULL YEAR commitments. Students may not drop these courses at the end of the first term. The Basic Nurse Assistant program requires students to complete all of their Dual Credit coursework during the Fall semester.
- Each course may have terms beyond those listed above. In order to participate, students and parents may be required to attend orientation sessions offered by Triton and/or Ridgewood at which these terms are detailed.
- When enrolling for these courses, students and parents or guardians should note that students are registering for college courses and are expected to perform and behave in a way commensurate with that designation. Failure to meet the attendance, discipline, or behavioral guidelines established for a Dual Credit class may result in a student being withdrawn from that class. In such cases, in addition to being subject to disciplinary action, the student will receive a failing grade, and the student will be liable for the tuition and fees charged to Ridgewood for that class.

I/We acknowledge that our student will not be supervised by Ridgewood High School District 234 (“District”) personnel at Triton College and accept all risks associated with our attending class at Triton College. In consideration of Ridgewood’s agreement to allow our student to participate in the Dual Credit program I waive, release, and forever discharge Ridgewood, Ridgewood’s Board of Education, its members in their official and individual capacities, and its agents, servants, and employees, in their individual and official capacities, from any and all claims, demands, and causes of action whatsoever, which may be related in any way to our student attending class at Triton College. I also agree to indemnify and hold Ridgewood harmless from and against any claims for liability, damages, or both, including without limitation, any and all actions, suits or other proceedings, and any and all costs, expenses, penalties and awards, and including without limitation all attorneys’ fees, which may be related in any way to our student’s attendance at Triton College.

I/We consent to our student’s participation in the Ridgewood High School Dual Credit Program in conjunction with Triton Community College, and accept the terms specified above.

STUDENT SIGNATURE _____

PARENT/GUARDIAN SIGNATURE(S) _____ DATE _____

**RELEASE AND PARENTAL AGREEMENT TO
ALLOW STUDENT TO DRIVE TO OFF-SITE PROGRAM**

As a parent or guardian of a student participating in an off-site educational program through Ridgewood High School District 234 (the "School"), I hereby sign this Release and Agreement concerning my child's transportation to and from his/her program. The signature below indicates my agreement to the rules set forth in this Release and in any rules established by the School. I acknowledge that my signature is binding on my child and his/her other parent.

I understand that allowing my child to transport him/herself to an off-site program is not a right, but a privilege. Further, I realize that allowing students to drive is completely at the discretion of the School. I also acknowledge that my child must comply with any and all rules established by the School concerning driving and/or parking. I understand that these rules include, among others, that 1) students will not transport or maintain within vehicles any prohibited substances or items; 2) students will comply with all parking and vehicular rules of the School; and 3) students are only permitted to drive to and from the School and the off-site program and not to other locations during the school day. I acknowledge that the privilege to drive to the off-site program can be revoked at any time by the School for any reason, including breaking the rules concerning driving or any other misconduct, including off-campus conduct, which violates the School's rules.

Further, I understand that by driving to school, the vehicle driven may be subject to reasonable searches at the discretion of School personnel and any prohibited substances or items, if found within the vehicle, may be subject to seizure. I agree to provide proof of my child's automobile insurance coverage and valid driver's license. I further verify and can provide proof of student's medical coverage.

I understand that during the time that my child drives to and from the off-site program, he/she will not be supervised whatsoever by any staff or employee of the School. I understand that there are risks involved in allowing my child to drive to and from the off-site program including injury and property damage.

I do hereby, for myself, my child, our heirs, executors, administrators, and assigns, waive, release, and forever discharge the School, the School's Board of Education, its members in their official and individual capacities, and its agents, servants, and employees, in their individual and official capacities, from any and all claims, demands, and causes of action whatsoever, whether in law or equity, which may be related in any way to my child driving to and from an off-site program.

Print Student's Name

Signature of Parent/Guardian

Student's Signature

Ridgewood High School AP Registration Verification

Student Name: _____

COMPLETED BY STUDENT:

I am registering for Advanced Placement _____. I understand that Advanced Placement courses have curriculums and expectations that are consistent with courses often offered during Freshman and Sophomore years in college. Given the rigorous academic level of this AP course, I understand that I will be required to complete a significant amount of extremely challenging coursework outside of the school day, including work/study during the summer prior to the class. I am prepared to make a commitment to this course and to the expectations set by the instructor for the entire year. I also understand that once I make a commitment to this AP course, I WILL NOT be allowed to drop the course without documentation of compelling extenuating circumstances.

Student's Signature: _____ Date: _____

COMPLETED BY TEACHER:

I recommend the above named student for Advanced Placement _____. In doing so, I certify that this student has met the criteria listed in the Ridgewood High School Course and Registration Guide. In the event that the student does not meet the criteria listed in the RHS Course Guide, my signature below indicates my authorization to override the stated criteria and enroll the student in the course.

Teacher's Signature: _____ Date: _____

COMPLETED BY PARENT/GUARDIAN:

Students who wish to register for Advanced Placement courses must have approval of a teacher who is familiar with their academic potential, work ethic, and personal desire to complete rigorous academic curriculum. Students must meet the criteria outlined in the Ridgewood High School Course and Registration Guide for enrollment in the desired Advanced Placement course and have this form signed by a recommending teacher and their parent/guardian.

The fee for the Advanced Placement examination is collected at the same time as other student fees are collected. The decision to enroll in an Advanced Placement course is a serious one. Advanced Placement courses require a significant time commitment outside of the regular school day, including work/study during the summer prior to the class. Requests to drop an Advanced Placement course will only be considered by the Director of Student Services if documentation of compelling extenuating circumstances can be provided. Taking the test is a prerequisite for receiving a passing grade in the course.

I have read the above conditions regarding the Advanced Placement examination and its cost and give my approval for my student to register Advanced Placement _____.

Parent/Guardian Signature: _____ Date: _____

Ridgewood High School AP Registration Verification

Student Name: _____

COMPLETED BY STUDENT:

I am registering for Advanced Placement _____. I understand that Advanced Placement courses have curriculums and expectations that are consistent with courses often offered during Freshman and Sophomore years in college. Given the rigorous academic level of this AP course, I understand that I will be required to complete a significant amount of extremely challenging coursework outside of the school day, including work/study during the summer prior to the class. I am prepared to make a commitment to this course and to the expectations set by the instructor for the entire year. I also understand that once I make a commitment to this AP course, I WILL NOT be allowed to drop the course without documentation of compelling extenuating circumstances.

Student's Signature: _____ Date: _____

COMPLETED BY TEACHER:

I recommend the above named student for Advanced Placement _____. In doing so, I certify that this student has met the criteria listed in the Ridgewood High School Course and Registration Guide. In the event that the student does not meet the criteria listed in the RHS Course Guide, my signature below indicates my authorization to override the stated criteria and enroll the student in the course.

Teacher's Signature: _____ Date: _____

COMPLETED BY PARENT/GUARDIAN:

Students who wish to register for Advanced Placement courses must have approval of a teacher who is familiar with their academic potential, work ethic, and personal desire to complete rigorous academic curriculum. Students must meet the criteria outlined in the Ridgewood High School Course and Registration Guide for enrollment in the desired Advanced Placement course and have this form signed by a recommending teacher and their parent/guardian.

The fee for the Advanced Placement examination is collected at the same time as other student fees are collected. The decision to enroll in an Advanced Placement course is a serious one. Advanced Placement courses require a significant time commitment outside of the regular school day, including work/study during the summer prior to the class. Requests to drop an Advanced Placement course will only be considered by the Director of Student Services if documentation of compelling extenuating circumstances can be provided. Taking the test is a prerequisite for receiving a passing grade in the course.

I have read the above conditions regarding the Advanced Placement examination and its cost and give my approval for my student to register Advanced Placement _____.

Parent/Guardian Signature: _____ Date: _____

Ridgewood High School AP Registration Verification

Student Name: _____

COMPLETED BY STUDENT:

I am registering for Advanced Placement _____. I understand that Advanced Placement courses have curriculums and expectations that are consistent with courses often offered during Freshman and Sophomore years in college. Given the rigorous academic level of this AP course, I understand that I will be required to complete a significant amount of extremely challenging coursework outside of the school day, including work/study during the summer prior to the class. I am prepared to make a commitment to this course and to the expectations set by the instructor for the entire year. I also understand that once I make a commitment to this AP course, I WILL NOT be allowed to drop the course without documentation of compelling extenuating circumstances.

Student's Signature: _____ Date: _____

COMPLETED BY TEACHER:

I recommend the above named student for Advanced Placement _____. In doing so, I certify that this student has met the criteria listed in the Ridgewood High School Course and Registration Guide. In the event that the student does not meet the criteria listed in the RHS Course Guide, my signature below indicates my authorization to override the stated criteria and enroll the student in the course.

Teacher's Signature: _____ Date: _____

COMPLETED BY PARENT/GUARDIAN:

Students who wish to register for Advanced Placement courses must have approval of a teacher who is familiar with their academic potential, work ethic, and personal desire to complete rigorous academic curriculum. Students must meet the criteria outlined in the Ridgewood High School Course and Registration Guide for enrollment in the desired Advanced Placement course and have this form signed by a recommending teacher and their parent/guardian.

The fee for the Advanced Placement examination is collected at the same time as other student fees are collected. The decision to enroll in an Advanced Placement course is a serious one. Advanced Placement courses require a significant time commitment outside of the regular school day, including work/study during the summer prior to the class. Requests to drop an Advanced Placement course will only be considered by the Director of Student Services if documentation of compelling extenuating circumstances can be provided. Taking the test is a prerequisite for receiving a passing grade in the course.

I have read the above conditions regarding the Advanced Placement examination and its cost and give my approval for my student to register Advanced Placement _____.

Parent/Guardian Signature: _____ Date: _____

Physical Education Exemption Guidelines

Physical Education has been identified by the Illinois State Board of Education and the Ridgewood High School Board of Education as a four-year requirement for graduation and is an important part of a student's high school experience. The Illinois School Code has established specific guidelines through which students may apply for a Physical Education Exemption.

Ridgewood High School Students may apply for a Physical Education Exemption for ONE of the following FIVE reasons:

1. Utilization of time set aside for special education support and services if the student's parent, guardian, and/or IEP team agrees this is needed. (Grades 9, 10, 11, 12)
Note: Documentation of an Exemption for this reason will be included in the student's current IEP, including signatures from the student and their parent/guardian.
2. Marching Band (Grades 10, 11, & 12)
3. Participation in varsity athletics (Grades 11 & 12)
4. Admission to an institution of higher learning (Grades 11 & 12)
5. Completion of a graduation requirement (Grade 12 or Grade 11 with Administrative approval)

A student's PE Exemption request for #2, #3, #4, or #5 above will only be considered if s/he meets **ALL** of the following criteria:

1. Following the conclusion of the 2015-16 academic year, the student's cumulative GPA is at least 2.5.
2. The student must have passed Physical Education and/or Health in all previous semesters.

By applying for and receiving a Physical Education Exemption, students and their parent(s)/guardian(s) understand and agree to the following criteria:

1. If a student applies for an exemption on the basis of participation in varsity athletics and the student drops or is dropped from a sport, the PE Exemption is nullified and they are required to recover the Physical Education credit prior to graduation.
2. If the student drops the course identified as the replacement for Physical Education on the PE Exemption Application during the exemption term, the PE Exemption is nullified and they are required to recover the Physical Education credit prior to graduation.

Directions: Please carefully review the entire Physical Education Exemption application and complete Parts 1, 2, & 3. Be sure to obtain the necessary signatures and to attach all required supporting documentation.

2016-17 Physical Education Exemption Application

Student Name: _____

Anticipated Date of Graduation: _____

Current Grade (circle one): Freshman Sophomore Junior Senior

Part 1: Please list the six courses you intend to take in 2016-17, if your PE Exemption application is approved.

1.	2.
3.	4.
5.	6.

Part 2: Please check **ONE** option.

- I am applying for a PE Exemption because I participate in Marching Band (Grades 10, 11, 12).

Band Director Signature here

- I am applying for a PE Exemption because I participate in 2 consecutive Varsity athletic programs (Grades 11 & 12).

Please circle the athletic programs in which you will participate during 2013-14.

Fall:	Volleyball	Football	Cross Country	Soccer (Boys)	Golf	Cheerleading
Winter:	Basketball	Wrestling			Cheerleading	
Spring:	Softball	Baseball	Track & Field	Soccer (Girls)		

Athletic Director Signature here

- I am applying for a PE Exemption because I need the course listed below in order to be a competitive applicant to an institution of higher learning (Grades 11 & 12).

Name of required course: _____

NOTE: Your PE Exemption Application **MUST** include a personal statement outlining your future college and career plans with an explanation of why this course is absolutely necessary in lieu of Physical Education, a state requirement. In addition, you must provide documentation of the course as a requirement for competitive application to the institution of higher learning to which you intend to apply. Please remember, your PE Exemption application will be denied if your intended schedule for 2014-15 includes another elective not required for graduation. **PLEASE ATTACH ALL DOCUMENTATION.**

- I am applying for a PE Exemption because I need the course listed below in order to graduate from Ridgewood on time with my class (Grade 12).

Course required for graduation: _____

Counselor Signature here

NOTE: You may not use a PE Exemption in order to retake a class you have previously failed.

Part 3: Statement of Understanding

I have read all of the conditions and criteria for a Physical Education Exemption and understand that if all of the conditions stated are not met, the Physical Education Exemption is null and void and the above named student **will not** be eligible for graduation until the Physical Education requirements for graduation have been met. My signature below indicates my understanding of and agreement with the Physical Education Exemption guidelines and criteria.

Student's Signature

Parent/Guardian Signature

.....
For office use only: _____ Approved _____ Denied

Director of Student Services Signature

Principal Signature

Date

STAPLE THIS COMPLETED FORM TO YOUR COURSE RECOMMENDATION SHEET.

Physical Education Leadership in Training Class Application

Name: _____ Year in School: _____

Past PE Grades: _____

1) What leadership characteristics do you possess that will help you be successful in this class?

2) How will you help motivate students to work in PE class? Give an example.

3) In what ways do you attempt to assist students in their skill development or game play in your current or past PE classes?

4) What types of communication, caring, empathy and people skills do you possess that enable you to work well with others?

5) In a short paragraph explain why you should be chosen as a leader in PE class?

Adapted Physical Education Assistant Application

Physical Education Department

Ridgewood High School

Student Name: _____

Year in School 2015/16 : _____ **Date:** _____ **Mrs. Kaminski's Signature:** _____

Directions - Please fill out the form below and submit to Mrs. Kaminski in the Physical Education Department. APE Leadership is offered only to Juniors and Seniors, and this approved application is required.

Class Description: Adapted P.E. is an inclusion based course that is designed to assist students with physical and/or mental disabilities. Adapted Physical Education offers an individual approach for each student. Delivering instruction at an appropriate education level, providing a safe environment for all ability levels, and using peer support are essential components of this class.

Step 1) Recommendation from previous RHS PE teacher

Teacher Name Print- _____ Teacher Signature- _____

Step 2) Interview Questions

Please explain why you want to be a part of APE?

What experience/skills do you have that would be beneficial to APE?

How do you think this class will benefit you?

If a student with special needs is unmotivated, how would you help motivate him/her to participate?

If a student is having a hard time throwing a ball how would you modify the activity?

Step 3) Talk with Mrs. Kaminski + Obtain signature

Application for Senior Instructional Leadership Corps (SILC)

2016-2017

Application due at course registration time.

I. Complete the following information. Print legibly.

Student Name: _____

Counselor: _____

Requested Class: _____ Preferred mentor teacher: _____

II. Please answer the following questions thoughtfully. Write your response legibly and in complete sentences.

1. Explain why you want to participate in the SILC program. Your explanation should address what you hope to gain from participating, as well as what you hope to offer as a participant.

2. What personal strengths will you bring to the classroom as a SILC student? These strengths may be academic and / or interpersonal.

III. Students who participate in the SILC program will be required to:

1. Accept the tasks and responsibilities assigned by the SILC mentor teacher.

2. Meet weekly with the mentor teacher during agreed-upon Rebel period to plan activities.

3. Contact the mentor teacher by 8:00 a.m. if you will be absent.

4. Serve as a model of good behavior to the students in your class and follow all the rules and regulations set by your mentor teacher.

5. Failure to comply with any of these requirements may result in removal from the SILC program.
Any violations of the RHS Code of Conduct may also affect your participation in the SILC program.

I have read and understand the SILC requirements

Student Signature

Date

I agree to serve as the SILC mentor teacher for this student if s/he is selected to participate in the program.

Mentor Teacher Signature

Date

I have read the SILC requirements and I approve my son/daughter's participation in the SILC program.

Parent/Guardian Signature

Date

Course Recommendation Family Override

Student Name: _____

Anticipated Date of Graduation: _____

Current Grade (circle one):

Freshman

Sophomore

Junior

Senior

Every student at Ridgewood High School is recommended for placement in specific classes according to standardized test data (i.e. Explore, Plan, ACT), previous academic functioning including transcript data, and teacher recommendation based on current classroom performance. In an effort to best prepare students for the state-required Prairie State Achievement Exam, for competitive college/university admissions, and effective citizenship in a global society, students are intentionally placed in academically challenging classes.

Parents/guardians have the right to override a placement recommendation when they feel that a teacher's course recommendation for their student is not challenging enough.

Directions: In the table below, please indicate the name of the original course recommendation in the column on the left. In the column on the right, please indicate the requested course override. An example is provided. A family can request multiple course overrides on the same form. Please finish the form with signatures at the bottom.

Original Course Recommendation	Family Override Course Request
Example: Geometry	Example: Geometry Honors

My signature below indicates my understanding that the override(s) requested above are in contrast to the data-based recommendations of the teaching and administrative staff at Ridgewood High School. I understand that the original recommendation is the level deemed to be academically challenging, and I am choosing to override that recommendation into a more difficult level. Due to limited flexibility in the master schedule, I understand that an override placement is a final placement and cannot be changed.

Student Signature

Parent/Guardian Signature

Date

For office use only:

