

2020-21

UPPERCLASS COURSE & REGISTRATION GUIDE

RIDGEWOOD HIGH SCHOOL

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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
3.5	Physical Education⁴
0.5	Health
2	World Language, Business, Vocational, Computer Science
1	Fine and Applied Arts

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 will also demonstrate proficiency in consumer education by taking the consumer education proficiency test offered throughout a variety of business and math courses.
6. 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.

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.

GENERAL INFORMATION ON COURSES

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

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 RIDGEWOOD HIGH SCHOOL & 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 Civics or 1.0 credit of Advanced Placement Government or Sheltered American Government.

Constitution Exam (Illinois and U.S.)

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

Consumer Education

- This requirement can be met by passing Consumer Education Proficiency Exam in Algebra 2 in Business, Transitional Math QLS or TM, PEERS Integrated Math, or Incubator.

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 style="text-align: center;">A = 5 points B = 4 points C = 3 points D = 1 point F = 0 points</p> <ul style="list-style-type: none"> • English 1 Honors • English 2 Honors • English 3 Honors • English 4 Honors • AP Language & Composition • AP Literature & Composition • Algebra 2 Honors • Geometry Honors • Pre-Calculus Honors • AP Calculus A-B • AP Computer Science Principles • AP Computer Science A • Honors Project Lead the Way: Physics/Engineering • Chemistry Honors • Biology Honors • AP Biology • AP Chemistry • AP Physics 1 • Honors Economics • AP Human Geography • AP U.S. History • AP Psychology • AP Government • AP Music Theory • Concert Band Honors • Concert Choir Honors • Percussion Methods Honors • Symphonic Band Honors • AP Italian • AP Spanish 	<p style="text-align: center;">A = 4 points B = 3 points C = 2 points D = 1 point F = 0 points</p> <ul 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 3)

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 3)

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 \$94 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. This form is found on pages 70 of this 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. In addition, Edgenuity can be used in a blended classroom environment that combines both digital and traditional teaching methods. The digital curriculum environment provides students with the opportunity to complete their instruction and learning activities in a self-paced, individualized format on an iPad or laptop. 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

2020-2021 School Year

Students are 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.

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.

Students should follow their original schedule until the program change is processed. The student will be notified once the change has been made.

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, any schedule changes should be forwarded to the Assistant Principal.

ART

Grading in all art courses is based on personal growth shown through skills learned, creative development of ideas, and craftsmanship.

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.

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: None

Description: This course explores creative art-making through the use of computers. Students will work with Adobe Photoshop, Adobe Illustrator, and more. These are industry standard imaging and production tools for those interested in illustration, graphic design, multimedia, the web, print and 3-D imaging. Students develop a fundamental base of computer concepts and techniques upon which to build further skills in art and other fields. Students will work independently and collaboratively on both commercial and fine art projects.

ADVANCED GRAPHIC ARTS 1.0 Cr.

- Prereq: Completion of Graphic Arts (or comparable course) or recommendation from art teacher.

Description: This course is for the serious student interested in further developing their graphic design skills past the level of skills acquired in the basic Graphic Art course. The course is strongly recommended for students considering pursuing a career in graphic design. Students will work independently and collaboratively to explore advanced tools and

techniques and to incorporate them into multifaceted projects. Students will create a final “college-ready” portfolio.

BUSINESS EDUCATION

INCUBATOR

1.0 Cr.

- Prereq: Sophomore, Junior, or Senior Standing. Students **must** interview with the instructor prior to enrollment in the course.

Description: This dynamic program helps fulfill students' business aspirations. It teaches entrepreneurship through hands-on learning in which students and volunteers engage in an authentic learning experience that provides students the opportunity to create and fully develop their own product or service. Entrepreneurs and business experts currently working in their field serve as volunteer coaches and mentors to guide student teams through the processes of developing hypotheses about a business concept and testing, adapting, and continually learning and improving with the goal of pitching their idea at the end of the year to secure actual funding from local sponsors and investors. This cycle of experimentation is combined with foundational business content such as economics, marketing, and finance. The course is well suited for students who will study entrepreneurship and business in college as well as those students who intend to enter the workforce after graduation. **This course qualifies students to sit for the Consumer Education proficiency exam.**

MARKETING

0.5/1.0 Cr.

- Prereq: None

Description: Students interested in the area of marketing are encouraged to take this introductory course. This course will focus on team projects in the areas of marketing, promotion, and management functions through the fashion and/or sports marketing/entertainment lens. 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.

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.

INTRODUCTION TO BUSINESS

1.0 Cr.

- Prereq: None

Description: In this course, students will come to understand different forms of business organizations such as sole proprietorships, partnerships and corporations, in addition to entrepreneurships, 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.

COMPUTER CONCEPTS AND SOFTWARE APPLICATIONS

1.0 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. Students can choose to pursue Microsoft Certificates in any of the above mentioned Microsoft programs. 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.

COMPUTER SCIENCE

INTRODUCTION TO COMPUTER PROGRAMMING .5 Cr.

- Prereq: None

This class is designed for first-time programmers and as an introduction to the Java programming language. Students are introduced to the programming language Java through an innovative and exciting 3D animation environment called Alice. Students will create 3-D animations, games, and manipulate images, audio files, and other media forms through programming. Get a head start on college requirements. Many majors now require at least one course in Computer Science, and for good reason: Computer Science has now impacted every other field in the workforce.

Competencies addressed in this course are Life and Career - Professionalism; Innovation - Project Quality; Learning - Problem Solving and Design Process

WEB DEVELOPMENT 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.

TECHNOLOGY APPRENTICE PROGRAM 1 (TAP 1) 1.0 Cr.

- Prereq: enrollment in R-Gen

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.

PROJECT LEAD THE WAY: CYBERSECURITY 1.0 Cr.

- Prereq: None

Description: The Introduction to Cybersecurity is a competency based and project based learning cybersecurity course. This course is designed for students with some exposure to computer science, but there are no specific course prerequisites. Students will learn foundational cybersecurity topics including digital citizenship and cyber hygiene, the basics of cryptography, software security, networking fundamentals, and basic system administration. Students will complete projects at the end of each module, and a culminating course project where they will complete a simulated hack walkthrough. While this is not a coding intensive course, students will learn basic SQL, and will utilize basic HTML and JavaScript within specific contexts and will be provided supports within those contexts.

AP COMPUTER SCIENCE PRINCIPLES*

1.0 Cr.

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

Description: 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 \$94 test fee will be collected with the other fees.
NCAA Clearinghouse Approved Course

AP COMPUTER SCIENCE A*

1.0 Cr.

- Prereq: None

Description: AP Computer Science A is a college-level introductory course in computer science and structured programming. Students learn how to design and implement code to solve problems and to complete projects applicable to a real-world setting. While the programming language introduced in the course is Java, the emphasis of the course is on the development of well-known programming algorithms and strategies rather than just the programming language itself. This course meets all requirements set forth by the College Board to prepare students for the AP Computer Science A exam in May. It also provides students with an excellent foundation for further formalized study in computer science. A \$94 test fee will be collected with the other fees.
NCAA Clearinghouse Approved Course

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, the student must complete the application form on pages 66 of this Course and Registration Guide. .

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

- 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 one Dual Credit course in each semester of enrollment in the program. 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 must earn a C or better in the Dual Credit Course. If a student receives a D or F, they will be billed for the cost of tuition.
- 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.

Dual Credit Program	Estimated Student Fees*
Architecture & Construction/ Independent Contractor	\$200.00
Arts/Music Technology	\$50.00
Arts/Visual Design/Multimedia	\$160.00
Basic Nurse Assistant	\$120.00
Business Office Support	\$50.00
Emergency First Responder	\$100.00
Eye Care	\$100.00
Fire Science	\$50.00
Health Science	\$50.00
Horticulture	\$60.00
Hospitality/Culinary	\$200.00
Human Services/Early Childhood Education	\$125.00
Human Services/Personal Trainer	\$160.00
Information Technology/Computer Information Systems	\$220.00
Law & Public Safety	\$50.00
Manufacturing/Engineering Technology	\$150.00
Transportation/Automotive Service	\$230.00**

*Fees are estimated and subject to change based on current Triton College costs. Book costs vary with each course.

**Automotive students are required to have tools that are the responsibility of the student to provide.

Required steps for enrolling in a Dual Credit course at Triton College:

- **Step 1:** Confirm that Triton has been added to your RHS schedule for next year.
- **Step 2:** Complete a Dual Credit Triton College Campus Application.
<https://triton.elluciancrmrecruit.com/Admissions/Pages/createaccount.aspx>

Need help with the application? Follow these directions:

http://www.triton.edu/uploadedFiles/Content/Academics/Dual_Credit_Opportunities/Dual_Credit_Detail/Dual%20Credit%20Online%20Application%20Steps%20Fall%202017.pdf

- **Step 3:** Submit SAT/ACT scores **OR** Take the Placement Test at Triton. Visit this webpage for more information about Placement Testing.
www.triton.edu/placementtesting
- **Step 4:** Meet in person at Triton with the Dual Credit Specialist to enroll in your Dual Credit course.
- **Step 5:** Pick up your course material. The Triton Dual Credit Specialist will assist you with this process.
- **Step 6:** Get your Triton College Student ID at the Triton College Welcome Center.
- **Step 7:** Attend your Dual Credit class and earn at least a C. If you do not pass with a C or better, you will be billed for the cost of tuition.

2020-21 Triton Dual Credit Offerings

Course	Program/Course Title	Credits	Course	Program/Course Title	Credits
Architecture & Construction/Independent Contractor			Eye Care		
ARC 102	OSHA - 10 Hour Training	1	EYE 100	Intro to Eyecare	2
ARC 109	Architectural Drafting Fundamentals	2	EYE 101	Occular Diseases	3
ARC 161	Residential Interior Design	3	EYE 105	Optical Principles	3
ARC 261	Revit	3	EYE 110	Ophthalmic Skills I	3
Transportation/Automotive Service			EYE 120	Ophthalmic Skills II	4
AUT 112	Introduction to Automotive Technology	3	EYE 130	Ophthalmic Office Procedures	2
AUT 114	Fuel Management Systems	4	Horticulture		
AUT 127	Automotive Electricity & Electronics I	4	HRT 100	Intro to Horticulture	4
AUT 136	Brake & Chassis Repair	4	HRT 114	Floral Design & Display	4
AUT 240	Steering Suspension, Alignment	4	HRT 125	Plants and Society	4
Business Office Support			Information Technology/Computer Information Systems		
BUS 103	Keyboarding Techniques	1	CIS 101	Introduction to Computer Science	3
BUS 107	Microsoft Office in Business Applications	3	CIS 105	A+ PC Hardware & Software	3
Hospitality/Culinary			CIS 106	A+ PC Maintenance & Repair	3
HIA 110	Introduction to Hospitality Industry	3	CIS 150	Computer Systems Applications	3
HIA 115	Food Sanitation & Safety	2	CIS 174	LAN Administration: Windows Client	3
HIA 120	Dining Room Service	3	CIS 176	LAN Administration: Windows Server	3
HIA 127	Cake & Pastry Decoration	3	CIS 210	Data Communication & Networking Fundamentals	3
HIA 128	Introduction to Baking and Pastry	3	CIS 224	Networking Management	3
HIA 129	Chocolate	2	CIS 222	Administering Network Infrastructure	3
HIA 130	Culinary Arts Quantity-Food Preparation I	3	CIS 277	Windows Command Processing	3
HIA 132	Nutrition	2	Law & Public Safety		
HIA 133	Menu Writing	2	CJA 148	Police Community Relations	3
HIA 150	Food Preparation Essentials & Theory	3	CJA 166	Criminal Investigation	3
HIA 228	Specialty Baking & Pastry	3	CJA 171	Patrol Administration	3
Human Services/Early Childhood Development			CJA 241	Traffic Enforcement & Administration	3
ECE 110	Early Childhood Development	3	Arts/Music Technology		
ECE 111	Introduction to Early Childhood Education	3	MUS 101	Electronic Music Production	3
ECE 115	Infant/Toddler Development	3	MUS 120	Record Production I	3
ECE 122	Infant Toddler Care & Curriculum	3	MUS 215	Intro to Music History	3
ECE 146	Child, Family & Community	2	Human Services/Personal Trainer		
Manufacturing/Engineering Technology			HTH 120	Science of Nutrition	3
ENT 104	Electricity I	3	HTH 281	First Aid & CPR	2
ENT 110	Production Drawings & CAD	4	PED 116	Group Exercise	1
ENT 111	Metrology with Geometric Dimensioning and	3	PED 153	Foundation of Exercise	3
ENT 204	Programmable Logic Controls (PLC 1)	3	PED 168	Theory and Practice of Weight Training	2
ENT 205	Robotics I	4	PED 172	Group Fitness Instructor	3
ENT 232	Descriptive Geometry	3	PED 180	Strength Conditioning	3
ENT 252	Introduction to Mechanical AutoCAD	2	PED 194	Principles of Coaching	3
ENT 280	Solidworks	2	PED 195	Introduction to Sport Management	3
Health Science			PED 196	Sport and Exercise Psychology	3
AHL 100	Introduction to Patient Care	2	PED 200	Intro to Bio Mechanics	3
BIS 101	Human Biology	4	PED 201	Sports Officiating	2
AHL 101	Essentials of Medical Terminology	1	PED 210	Exercise Testing & Prescription	3
AHL 102	Ethics and Law for the Allied Health	1	PED 230	Sport & Exercise Science Practicum	1
AHL 103	Basic Pharmacology	1	Arts/Visual Design/Multimedia		
Basic Nurse Assistant			VIC 100	Graphic Design	3
NAS 100	Basic Nurse Assistant	6	VIC 104	Computer Art I	3
NAS 101	Nurse Assistant: Care of Patients With Alzheimer	1	VIC 121	Intro to Quark/InDesign	4
Emergency First Responder			VIC 142	Introduction to Illustrator	4
EMS 121	First Responder/Emergency Medical Response	3	VIC 161	Introduction to Photoshop	4
Other (may apply to many career areas)					
SPE 101	Principles of Effective Speaking	3	PSY 100	Intro to Psychology	3
HTH 104	Science of Personal Health	2	RHT 101	Freshman Rhetoric & Composition I	3

CAREER PROGRAMS

TEST PREP

.5 Cr.

- Prereq: Student must be 11th grade

Description: This course is designed to prepare students for the SAT. The purpose of this .5 credit class is to raise SAT scores by increasing time allowed for practice to improve scores in Reading, Language, Science, Writing, and Math. Students will link their scores to customized learning programs created by Khan Academy through the likes of the SAT. Students will also learn testing strategies and learn to overcome 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. Students will conclude the course creating a list of colleges and universities that they can be admitted in with their final scores. They will then create their CollegeBoard accounts, begin their resumes and submit requests for letters of recommendations from their teachers and mentors.

INDEPENDENT STUDY

up to 1.0 Cr.

- Prereq: Student must be in the 11th or 12th grade. An INDEPENDENT STUDY PROPOSAL FORM must be completed by the student. The student must have a teacher of record listed and signed by that teacher on the proposal. Independent Study Proposals must be approved by both the School Counselor and the Curriculum Director.
- Evidence of Learning:
 - Student provided evidence of his/her understanding of the course's objectives and the course text through his/her weekly reflective writing
 - Student completes a capstone research project and presentation as decided by the student and cooperating teacher.

Description: Independent study programs are intended to supplement the curriculum already established by each of the major discipline areas at Ridgewood High School. It is important to understand the workload for an independent study is equal to a regular course. An independent study is intended to encompass rigorous learning activities for students who have a strong desire to study a subject in depth. Students interested in securing an independent study must contact prospective teachers to collaborate on a proposed course outline including goals and objectives that must be accomplished by the end of the course. The independent study contract must also identify appropriate resource materials and define strategies by which the student can successfully master the stated objectives. This course fosters the research, argumentation and communication skills that are the core of college readiness skills. Additionally, independent study offers a unique opportunity for a student to distinguish themselves on college applications.

COOPERATIVE WORK TRAINING (CWT)

1.0 Cr.

- Prereq: Students must be invited to take this course. Junior or senior status and 16 years of age by the first day of the school year.
 - Evidence of Learning:
 - Students will meet weekly with teacher of record.
 - Students will complete weekly reflections.
 - Students will complete a career interest/cluster exploration.
 - Students will complete online modules related to employability skills.
 - Students will be assessed based on a self, teacher and supervisor rubric.

Description: The course will provide students with job 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 per week to go to work. Students will meet with the teacher one time per week to complete career exploration activities and work reflections. Students will complete online modules to develop employability skills. Guidance Counselors, the Dean, the Curriculum Director and the Special Head Division Head will preselect students for this class. *During any temporary unemployment period, it is mandatory that the student participate in volunteer (unpaid) service at Ridgewood High School during that class period. The student will also use the time to fill out job applications and book interviews.*

PROFESSIONAL EXPERIENCE 1

0.5 Cr.

- Prereq: Junior or Senior standing. Successful completion of mandatory career exploration activities. Teacher recommendation.

Description: Professional Experience 1 will be internships that will offer students experiences in exploration, observation, internship and presentation. These essential skills will provide students with a framework for college and career development. Students will complete requirements through experiences both inside and outside of Ridgewood High School.

PROFESSIONAL EXPERIENCE 2

0.5 Cr.

- Prereq: Junior or Senior standing and Professional Experience 1.

Description: Professional Experience 2 will be internships that will offer students experiences in exploration, observation, internship and presentation. These essential skills will provide students with a framework for college and career development. Students will complete requirements through experiences both inside and outside of Ridgewood High School.

TMA (Manufacturing)

1.0 Cr.

This course will help provide high school students opportunities to experience today's high-tech manufacturing and learn manufacturing skills in a hands-on environment such as Industrial Math,

Blueprint Reading, and Precision Measurement. In addition, this course combines theory and hands-on training in set-up, operation, and programming of a CNC mill and CNC lathe. Emphasis is placed upon developing safe work habits to operate CNC machines. After successful completion of this course, students will be able to demonstrate skills in programming, set-up, and operation, and manufacture small parts using a CNC lathe and mill. Class will meet twice a week, 3 hours each day for 16 weeks. Students completing the course will earn a TMA certificate and sit to earn a National Institute of Metalworking Standards (NIMS) credential.

Education Experience (NEIU)

2.0 Cr.

Students who aspire to careers in teaching are invited to explore our three-semester Education Experience. During the Spring semester of Junior Year, students will complete the **Survey in Education** course that pairs them with teachers in our partner and neighboring Early Childhood, Elementary, Middle School, High School, and Special Education programs. This foundational course taught by RHS staff will provide students with the skills necessary to assist a classroom teacher with day-to-day operations. The purpose of the course is to introduce students to the field of education, at all levels, so that by the end of the course, they will have identified what level of instruction they prefer. In addition to their hands-on experiences with our partner/neighboring schools, the students also meet weekly with RHS instructors for a behind-the-scenes look at education, including teacher responsibilities like evaluations, the importance of daily reflections, the necessity to change plans in the middle of the class if the class is not progressing in the way it was originally intended, the meanings of the millions of acronyms we use, daily struggles, daily joys, etc.

During the Fall semester, students who continue in the Education Experience will enroll for credit in **EDFN 215 School as a Social Institution** at Northeastern Illinois University for their first look at the world of collegiate Education preparation.

The third semester capstone experience, completed during the 2nd semester of the students' Senior year, includes two rotations with partner/neighboring school programs that mirror collegiate student teaching experiences and are based on the Support/Lead/Reflect model.

Through our collaboration with NEIU, Education Experience students will complete 20 hours of classroom observation hours ordinarily required as part of the pre-student teaching program in college. By completing these observation hours while still enrolled in high school, our Education Experience students will have an advantage over other college Education majors. The observation hours can be applied if students subsequently enroll at NEIU or may be transferrable to the college of their choosing. Viable candidates are mature and self-directed, with excellent oral and written communication skills, dependable, willing to give and take constructive feedback, and flexible. Students will complete the Education Experience during the school day throughout the year, requiring them to miss several classes a week; consequently, students must be good self-advocates who can collaborate with their teachers to cover missed class time.

TRITON COHORT EXPERIENCES

Students who choose a cohort experience will spend half their day at Triton College and the other half at Ridgewood High School. Students will be enrolled in 3 courses at Triton College each semester during a single block of time (either 8-11 a.m. or 12- 3 p.m.) These classes will lead the students on a path to receive a certificate or credential. If a junior enrolls, that student would be allowed to enroll in a second year and take the next 6 courses in the sequence.

Student is responsible for transportation to and from Triton College.

<u>Criminal Justice Cohort Experience</u>	<u>3.0 Cr.</u>
<u>Automotive Engine Repair Cohort Experience</u>	<u>3.0 Cr.</u>
<u>Fire Science Cohort Experience</u>	<u>3.0 Cr.</u>
<u>Carpentry Cohort</u>	<u>3.0 Cr.</u>
<u>Plumbing Cohort</u>	<u>3.0 Cr.</u>

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

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

- a) a recommendation from an English teacher;
- b) and grades of A or B in all previous English courses

ENGLISH 1 1.0 Cr.

- Prereq: None

Description: All English courses at Ridgewood High School develop students' competency in our Learning and Innovation Skills, specifically: reading critically, writing narratives, writing arguments, project quality, presentation, collaborative discussion, and conducting research. Students in English 1 acquire the habits of professionalism, growth in written and spoken self-expression, and a developing responsiveness to important works of fiction and non-fiction texts. These skills and experiences will provide students with a foundation that will help prepare them for future success. Summer reading is required. ***NCAA Clearinghouse Approved Course.***

ENGLISH 1 HONORS* 1.0 Cr.

- Prereq: Students must meet the criteria for English Honors courses.

Description: Students in English 1 Honors will develop competency in the Learning and Innovation Skills just as in English 1, but will pursue those competencies at a greater depth and faster rate. Students demonstrate their speaking and listening skills while leading discussions and presenting independent projects. In addition to the English 1 curriculum, students will also read additional literary works both required and of their choosing. Summer reading is required. ***NCAA Clearinghouse Approved Course.***

ENGLISH 2 1.0 Cr.

- Prereq: Successful completion of English 1.

Description: English 2 builds on the reading, writing, and speaking skills introduced in the English 1 competencies. Students further develop writing skills through narrative writing and argumentative research writing tasks. Throughout the year, students will read both fiction and nonfiction texts tailored to their interests and reading abilities in order to develop their reading comprehension. They will also develop their innovation and presentation skills through civic engagement and student-designed research projects. Summer Reading is required. ***NCAA Clearinghouse Approved Course***

ENGLISH 2 HONORS* 1.0 Cr.

- Prereq: Students must meet the criteria for English Honors courses.

Description: Students in English 2 Honors will build on the skills in the English competencies that English 2 students do, but will pursue those at a greater depth, faster rate, and with more rigorous texts. In addition to the English 2 curriculum, students will also read additional literary works. Summer reading is required. **NCAA Clearinghouse Approved Course**

ENGLISH 3

1.0 Cr.

- Prereq: Successful completion of English 2.

Description: English 3 builds on the reading, writing, and speaking skills introduced in the English 2 competencies. Students further develop rhetorical skills through writing, reading, and speaking experiences. Throughout the year, students will read both fiction and nonfiction texts tailored to their interests and reading abilities in order to develop their reading comprehension. They will also develop their innovation and presentation skills in various Project Based Learning experiences. Summer Reading is required. **NCAA Clearinghouse Approved Course**

ENGLISH 3 HONORS

1.0 Cr.

- Prereq: Students must meet the criteria for English Honors courses.

Description: Students in English 3 Honors will build on the skills in the English competencies that English 3 students do, but will pursue those at a greater depth, faster rate, and with more rigorous texts. In addition to the English 3 curriculum, students will also read additional literary works. Summer reading is required. **NCAA Clearinghouse Approved Course**

AMERICAN EXPERIENCE

2.0 Cr.

- Prereq: Successful completion of English 2.

Description: American Experience encourages junior students to appreciate the richness and diversity of the United States by exploring its culture from an interdisciplinary perspective. Through an inquiry-based study of American narratives using artifacts (novels, films, poems, plays, primary source documents, short stories, and others), American Experience integrates the disciplines of English and US History, to give junior students a personalized learning experience that will allow them to become literate and tolerant citizens. American Experience is a team-taught, double-period course. Students further develop rhetorical skills through writing, reading, and speaking experiences. Throughout the year, students will read both fiction and nonfiction texts tailored to their interests and reading abilities in order to develop their reading comprehension. They will also develop their innovation and presentation skills through research projects. Summer Reading is required. **NCAA Clearinghouse Approved Course**

ADVANCED PLACEMENT LANGUAGE AND COMPOSITION*

1.0 Cr.

- Prereq: Junior standing and students must meet the criteria for English Honors courses.

Description: AP English Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situation, claims and evidence, reasoning and organization, and style. Summer reading and written work is required. **NCAA Clearinghouse Approved Course**

ENGLISH 4

1.0 Cr.

- Prereq: Successful completion of English 3.

Description: This course will focus on writing and reading as related skills by practicing reading comprehension and essay writing. Students will develop critical thinking skills and the ability to write in clear, focused, well-developed, organized paragraphs and essays using fiction and non-fiction sources. The course is paired with Triton College's RHT-99 course, and successful completion will allow qualified students to bypass this class if they attend Triton College. Students will also be developing their listening and speaking skills through regular collaborative discussions of current events and various presentations. This course is a requirement for graduation. Summer reading is required. **NCAA Clearinghouse Approved Course**

ENGLISH 4 HONORS

1.0 Cr.

- Prereq: Senior Standing and students must meet the criteria for English Honors courses.

Description: Students will focus on developing their reading skills with a focus on literature. Students will study a variety of genres including poetry, fiction, non-fiction, and drama. This course is paired with Loyola University's UCLR 100 course, and successful completion will allow qualified students to receive college credit for this class. Students will also develop their writing, collaborative discussion, and presentation competencies as they continue to build on their Learning and Innovation Skills. Loyola University requires students have a 3.0 GPA to take this class. Summer reading is required. **NCAA Clearinghouse Approved Course**

ADVANCED PLACEMENT LITERATURE AND COMPOSITION*

1.0 Cr.

- Prereq: Senior Standing and students must meet the criteria for English Honors courses.

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 \$94 test fee will be collected with other fees. Summer reading is required. **NCAA Clearinghouse Approved Course**

TEST PREP

.5 Cr.

- Prereq: Student must be 11th grade

Description: This course is designed to prepare students for the SAT. The purpose of this .5 credit class is to raise SAT scores by increasing time allowed for practice to improve scores in Reading, Language, Science, Writing, and Math. Students will link their scores to customized learning programs created by Khan Academy through the likes of the SAT. Students will also learn testing strategies and learn to overcome 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. Students will conclude the course creating a list of colleges and universities that they can be admitted in with their final scores. They will then create their college board accounts, begin their resumes and submit requests for letters of recommendations from their teachers and mentors.

THE WRITTEN WORD

0.5 Cr.

- Prereq: None

Description: The pen is mightier than the sword! Today, more than ever, what we write, how we express ourselves, and the words we choose matter. Have fun while learning the skills to use words in a variety of ways that will allow you to write that perfect tweet, express your feelings, free your imagination, come up with that perfect hook, and more! **NCAA Clearinghouse Approved Course**

- Prereq: None

Description: This is a course designed to allow students to demonstrate competency and skill growth by studying topics of the student's choosing. Students may elect to focus on various genres, specific authors, career-driven focus areas, global issues, geographic areas, time periods, thematic topics, literary movements, student interests, or any combination of the above. Students will demonstrate the critical reading and research skills that will be crucial to their future success.

SCIENCE FICTION

0.5 Cr.

- Prereq: None

Description: This course provides an introductory exploration of the science fiction literary genre. It identifies the 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, viewing and discussing contrasting media, and oral presentations in connection with the readings will be a regular component of the course. The themes of the course's literature include futuristic technology, genetic engineering, artificial intelligence, space exploration, time travel, and extraterrestrials.

COMMUNICATIONS

0.5 Cr.

- Prereq: None

Description: What do employers want most in their new hires? Good communication skills! This introductory course explores the basic concepts of interpersonal, small group, digital, and public communication. Students will learn to look at all modes of media critically and to write and speak concisely and effectively. Projects may include group presentations, panel discussions, and public speaking.

Students will also develop the presentation competencies that are used and assessed throughout RHS and will prepare for their next steps into college or a career. This course begins with the belief that the communication should build, inspire, teach, or in some way motivate others.

MIXED MEDIA

0.5 Cr.

- Prereq: None

From newspapers to news-feeds, the impact that all forms of media has had on our civilization is undeniable. Throughout the semester, students will travel through a brief history of how we have evolved into the digitally social creatures we have become, and examine its impact upon their own lives as well as the impact it could have on their professional lives.

ENGLISH LEARNERS (EL)

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 EL classes is determined by diagnostic testing, teacher referral, and/or collaboration with the student and their family. Placement out of EL can be considered after the student and his/her parent/guardian consult with an EL teacher and complete all required paperwork.

EL 1

1.0 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.

EL 2

1.0 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 EL 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.

EL 3

1.0 Cr.

- 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.

EL RESOURCE

1.0 Cr.

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

Description: This course is designed to help EL 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 EL 2 or EL 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. ***NCAA Clearinghouse Approved Course***

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.

NCAA Clearinghouse Approved Course

SHELTERED ENGLISH AMERICAN HISTORY

1.0 Cr.

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

Description: This course is designed for the EL 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. ***NCAA Clearinghouse Approved Course***

HEALTH

OFFERED EVERY YEAR

HEALTH EDUCATION

0.5 Cr.

- Prereq: None

Description:

This course is designed to support skill acquisition through project-based learning. The course emphasizes reading, writing, relationship skills, self-awareness, and decision making skills. Upon completion of the course, students will have learned the foundational skills necessary to take responsibility for their overall health and wellness.

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.

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.

INTEGRATED MATH 1

1.0 Cr.

- Prereq: None

Description: This course will cover the following topics: probability and data analysis, equations in one variable, graphing linear equations, linear systems, exponents, quadratic equations, and polynomials. There will be an emphasis on the acquisition of mathematical skills related to these topics and applying them in a real world context.

NCAA Clearinghouse Approved Course

INTEGRATED MATH 2

1.0 Cr.

- Prereq: Integrated Math 1

Description: This course will cover the following topics: quadratics, polynomials, measurement, angle relationships, various geometric figures and their properties, area and volume, trigonometry, congruence, and similarities. There will be an emphasis on the acquisition of mathematical skills related to these topics and applying them in a real world context.

NCAA Clearinghouse Approved Course

INTEGRATED MATH 3

1.0 Cr.

- Prereq: Integrated Math 2

Description: This course covers the following topics in depth. Topics include systems of inequalities, quadratics, polynomials, radical and rational functions, and exponential functions. There will be an emphasis on the acquisition of mathematical skills related to these topics and applying them in a real world context. This course is designed to prepare students for a transitional course for college level mathematics.

NCAA Clearinghouse Approved Course

INTEGRATED MATH 2 HONORS

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. ***NCAA Clearinghouse Approved Course***

GEOMETRY IN CONSTRUCTION

2.0 Cr.

- Prereq: Successful completion of Algebra 1 or recommendation from teacher.

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

promotion of STEM education. This is a double-period course in which students earn credit for both Geometry and for Construction. **NCAA Clearinghouse Approved Course**

INTEGRATED MATH 3 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 32).

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**. **NCAA Clearinghouse Approved Course**

COLLEGE ALGEBRA

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**. Successful completion of this course with a qualifying SAT score of 530 earns the student Dual Credit for Math 110.

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 32).

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**. Successful completion of this course with a qualifying SAT score of 530 earns the student Dual Credit for Math 110. **NCAA Clearinghouse Approved Course**

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 32).

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 \$94 test fee will be collected with the other fees. **NCAA Clearinghouse Approved Course**

AP COMPUTER SCIENCE PRINCIPLES*

1.0 Cr.

- Prereq: Senior standing.

Description: 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 \$94 test fee will be collected with the other fees.

NCAA Clearinghouse Approved Course

AP COMPUTER SCIENCE A*

1.0 Cr.

- Prereq: Senior Standing

Description: AP Computer Science A is a college-level introductory course in computer science and structured programming. Students learn how to design and implement code to solve problems and to complete projects applicable to a real-world setting. While the programming language introduced in the course is Java, the emphasis of the course is on the development of well-known programming algorithms and strategies rather than just the programming language itself. This course meets all requirements set forth by the College Board to prepare students for the AP Computer Science A exam in May. It also provides students with an excellent foundation for further formalized study in computer science. A \$94 test fee will be collected with the other fees. **NCAA Clearinghouse Approved Course**

- 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**. Successful completion of this course (with a qualifying SAT or Accuplacer score) earns the student Dual Credit for Math 170.

TRANSITIONAL MATH FOR STEM

1.0 Cr.

- Prereq: Senior standing.

Description: This course is designed to frame the outcomes of a transitional course for high school seniors to prepare them for a career requiring calculus or advanced algebraic skills. This course can serve as a prerequisite for a first college-level mathematics course such as College Algebra. The course emphasizes the mathematical practices necessary for success in a college course, particularly modeling. Mathematical understanding, communication, collaboration, authentic applications, and connections between concepts will be emphasized with procedural ability. The main emphasis of this course is the understanding of functions and how functions naturally arise through authentic modeling situations. Upon successfully completing this course, students should be able to use their understanding of the concept of functions combined with their ability to select and execute appropriate algebraic procedures and processes. While a successful student can demonstrate the ability to solve complex, multi-step mathematical and contextualized problems, the content of the course is not always applicable to authentic contexts.

TRANSITIONAL MATH FOR QUANTITATIVE LITERACY & STATISTICS

1.0 Cr.

- Prereq: Senior standing.

Description: This course is designed to frame the outcomes of a transitional course for high school seniors to prepare them for a general education college-level math course. The course will serve as a prerequisite for General Education Statistics, General Education Mathematics, Quantitative Literacy, Elementary Mathematical Modeling, or a technical/occupational mathematics pathway. To that end, the ultimate goal of this course is mathematical maturity.

The Transitional Math for Quantitative Literacy & Statistics course does not meet the prerequisite for College Algebra.

TRANSITIONAL MATH FOR TECHNICAL MATH

1.0 Cr.

- Prereq: Senior standing.

Description: This course is designed to frame the outcomes of a transitional course for high school seniors to prepare them for a career or technical path. The Transitional Math for Technical Math course is intended only for students progressing through a career pathway, meaning that they are taking career-oriented coursework while in high school and intent to enroll in a career and technical education program at the community college level that includes a technical math course. The technical math pathway cannot serve as a default math pathway and students cannot be advised into a Transition to Technical Math course if they are not taking related career pathway coursework while in high school. The course emphasizes the mathematical knowledge needed to be successful in the workplace, namely number systems, geometry, and basic algebra. More importantly, the course should feature a problem-solving learning environment, one that helps enrich the student in not only the needed mathematical skills, but also how they are used in that student's field of interest. High Schools and colleges should partner with local employers in the technical paths of sue to incorporate authentic problems from the workplace. While technology and specifically calculators may be used in this course, there may also be times where it is appropriate to encourage mental math or hand techniques. The teachers' judgement along with the use of technology in the outcome career will weigh in to the decision about the use of technology.

MUSIC

ALL MUSIC CLASSES OFFERED EVERY YEAR

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 Cobain, and Beyoncé, 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.

CONCERT BAND/HONORS* 1.0 Cr.

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

Description: This course is for students who have the equivalent of 4 years of experience playing a band instrument and are interested in being in band, and for students who do not pass an audition for 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. **Students will have the opportunity to pursue Honors credit by completing alternative coursework throughout the course and additional work outside of class. Examples can include auditioning for the I.M.E.A. or studying privately.**

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: 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. **Students will have the opportunity to pursue Honors credit by completing alternative coursework throughout the course and additional work outside of class. Examples can include auditioning for the I.M.E.A. or studying privately.**

PERCUSSION METHODS/HONORS*

1.0 Cr.

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

Description: This class is for all percussionists with the equivalent of 4 or more years of experience 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. **Students will have the opportunity to pursue Honors credit by completing alternative coursework throughout the course and additional work outside of class. Examples can include auditioning for the I.M.E.A. or studying privately.**

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.

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 \$94 test fee will be collected with other fees.

PHYSICAL EDUCATION

The goals of physical education at Ridgewood High are to enhance students skills in physical fitness, understand how to set and reach wellness goals, provide an outlet to be physically active during the school day, and provide health and wellness knowledge to use throughout their lifetime.

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 page 72 or in the Student Services Office.

ADAPTED PHYSICAL EDUCATION 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.

ADAPTED PHYSICAL EDUCATION PEER TUTORS 1.0 Cr

- Prereq: Fill out the PE Tutor Application, PE teacher recommendation, and Adapted PE signature after observation of class

Description: The Adapted P.E. Peer Tutor program is an opportunity to work with students with disabilities in pairs or small groups to master skills or concepts. Peer tutoring in P.E. is designed to increase practice time and feedback for students and often results in increased achievement and motivation among students. Peer tutors provide support for the P.E. teacher as well as encourage more independence for students with disabilities. 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.

PHYSICAL EDUCATION 1-4 0.5 Cr/1.0 Cr.

- Prereq: Freshmen-Senior

Description: This course is designed to meet students where they are in their physical wellness journey. Students will have an opportunity to choose a specific class they are interested in learning more about and improving their physical activity level. The objective of this course is for a student to pick a focus area, progress monitor, reflect, and see how much they can grow throughout the course of the year.

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.

PROJECT LEAD THE WAY: PRINCIPLES OF DESIGN 1.0 Cr.

- Prereq: PROJECT LEAD THE WAY: PHYSICS/ENGINEERING

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.

INTEGRATED SCIENCE 2 1.0 Cr.

- Prereq: Successful completion of Integrated Physics/Engineering

Description: This is a foundational science course designed for 10th grade students. The course will introduce science concepts through project based learning. We will use projects to develop the competencies and skills of scientific method, critical thinking, lab safety, writing, and analyzing information. This class will dive into more challenging and in depth concepts of Biology, Chemistry, and Physics.

NCAA Clearinghouse Approved Course

INTEGRATED SCIENCE 2- FOOD SCIENCE 1.0 Cr.

- Prereq: Successful completion of Integrated Physics/Engineering

Description: This is a foundational science course designed for 10th grade students. The course will introduce science concepts through project based learning. We will use projects to develop the competencies and skills of scientific method, critical thinking, lab safety, writing, and analyzing information. This course considers why food matters and the science behind supporting a healthier food system. Conversations will address issues ranging from resilient agriculture and healthy food access to the future of seeds and making the most of available food resources. The course takes a multi-faceted approach to food through exposure to excellent writing about food, agriculture and environmental sustainability; cooking labs that will help students learn through the preparation and tasting of food.

NCAA Clearinghouse Approved Course

CHEMISTRY – HONORS*

1.0 Cr.

- Prereq: Successful completion of Honors Integrated Physics with a C or better or Integrated Physics/ Engineering by Design 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. **NCAA Clearinghouse Approved Course**

INTEGRATED SCIENCE 3

1.0 Cr

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

Description: This is a foundational science course aimed at 11th grade students. The course will introduce science concepts through project based learning. We will use projects to develop the competencies and skills of scientific method, critical thinking, lab safety, writing, and analyzing information. This class will spiral in more challenging and in depth concepts, as students learn Biology, Chemistry, and Physics. **NCAA Clearinghouse Approved Course**

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. **NCAA Clearinghouse Approved Course**

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 \$94 test fee will be collected with other fees. **NCAA Clearinghouse Approved Course**

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 \$94 test fee will be collected with other fees. **NCAA Clearinghouse Approved Course**

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 \$94 test fee will be collected with the other fees. **NCAA Clearinghouse Approved Course**

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. **NCAA
Clearinghouse Approved Course**

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

.5 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.

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. ***NCAA Clearinghouse Approved Course***

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. **NCAA Clearinghouse Approved Course**

AMERICAN EXPERIENCE

2.0 Cr.

- Prereq: Successful completion of English 2.

Description: American Experience encourages junior students to appreciate the richness and diversity of the United States by exploring its culture from an interdisciplinary perspective. Through an inquiry-based study of American narratives using artifacts (novels, films, poems, plays, primary source documents, short stories, and others), American Experience integrates the disciplines of English and US History, to give junior students a personalized learning experience that will allow them to become literate and tolerant citizens. Areas of skill development include reading, research, writing, reflection, collaborative discussion, presentation, and projects, in both individual and group modes. American Studies is a team-taught, double-period course.

ADVANCED PLACEMENT GOVERNMENT*

1.0 Cr.

- Prereq: Sophomore or better standing. Student must meet the criteria for Social Studies Honors courses.

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 \$94 test fee will be collected with other fees. **NCAA Clearinghouse Approved Course**

- Prereq: Student must meet the criteria for Social Studies Honors courses

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 \$94 test fee will be collected with the other fees. ***NCAA Clearinghouse Approved Course***

- Prereq: Student must meet the criteria for Social Studies Honors courses

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.

- Prereq: Junior or Senior standing. Student must meet the criteria for Social Studies Honors Courses.

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 \$94 test fee will be collected with the other fees. ***NCAA Clearinghouse Approved Course***

SOCIAL STUDIES SURVEY

.5 Cr.

- Prereq: None

Description: Social Studies Survey is a skill-based experience within the social sciences: Psychology, Sociology, Economics, and Practical Law. Students will get exposure to choice elements of each larger subject in order to gauge future interest in related career pathways. This exploration includes but is not limited to clinical psychologist, social worker, lawyer, criminologist, forensic psychologist, police officer, small business owner, entrepreneur, bank officer, financial analyst, politician, activist. Studies will be encapsulated in the fundamental knowledge of the larger curricula. This problem/project-based curriculum focuses on the RHS Graduation Requirements of reading, writing, presentation and collaborative discussion and tailored by student interest.

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. **NCAA Clearinghouse Approved Course**

INTRODUCTION TO ECONOMICS/HONORS

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. **Students will have the opportunity to pursue Honors credit by completing alternative coursework throughout the course NCAA Clearinghouse Approved Course**

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. **NCAA Clearinghouse Approved Course**

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. **NCAA Clearinghouse Approved Course**

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. We individualize instruction for all our students by offering modified curricula in a variety of classroom settings. In addition to academic support, we provide our students with a wide variety of therapeutic services including occupational therapy, physical therapy, speech therapy, music and art therapy, and specialized physical education instruction. Finally, we offer individualized transition support to help our students plan for life post high school. Our philosophy is to make every student a confident, productive member of society.

Ridgewood Community High School District 234 is a member of Leyden Area Special Education Cooperative (LASEC). Ridgewood High School and its associated districts in LASEC provide programs for students ages 3 through the day before their 22nd birthday.

Students under the following classifications are eligible to receive special education services:

- Specific Learning Disability
- Attention-Deficit/Hyperactivity Disorder
- Conduct Disorder
- Hearing Impaired
- Social/Emotional Disability
- Other Health Impaired

- Autistic Spectrum Disorder
- Physical Disability
- Vision Impairment (including blindness)
- Deaf-Blindness
- Intellectual Disability
- Acquired Brain Injury
- Speech or Language Impairment

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 Setting: 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 with special needs 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 special needs. 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 a more restrictive environment. These self-contained classrooms are aligned with regular education curriculum. PEERS classes are designed to accommodate the individual students' needs, skills, learning rate, and learning style in a smaller group setting. ***All PEERS courses are NCAA Approved***

PEERS courses include:

- PEERS English 1
- PEERS English 2
- PEERS English 3
- PEERS English 4
- PEERS Integrated Math 1
- PEERS Integrated Math 2
- PEERS Integrated Math 3

- PEERS Integrated Math 4
- PEERS Integrated Science 1
- PEERS Integrated Science 2
- PEERS Integrated Science 3
- PEERS U.S. History
- PEERS American Government

LIFE Setting: The LIFE program is part of the LASEC cooperative family of programs that provide serves for students with multiple disabilities. Students in our LIFE program are typically our most impacted learners (i.e. non-verbal, medically fragile, wheel chair users), who require a highly structured and supportive learning environment.

Transition Setting: The transition program is a part of the LASEC corporative family of programs that provide transition support to our students *after* they have completed four years of high school. Students receive their RHS diplomas after they exit the transition program. The transition program provides students with experiences to help them be lead successful, productive lives (i.e. job internships, job shadowing experiences, functional skill building experiences and college readiness experiences).

When appropriate, courses may be combined. You have the right to receive a copy of § 226.50 of ISBE regulations upon request.

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.

RISE (RECOGNIZING AND IDENTIFYING SPECIFIC EMOTIONS)

1.0 Cr.

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

Description: Students will develop an understanding of measurement, currency, banking, insurance, taxes, and how to spend money wisely. Students will practice measuring, money transactions, create budgets, reinforce calculating skills, and identify wise consumer choices.

SHINE (SHARING HELPFUL INFORMATION NEEDED FOR EXCELLENCE)

1.0 Cr.

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

Description: Shine is our introductory occupational prep course. It teaches students the skills they need to succeed in high school along with preparing them for future employment. The course focuses on four main areas. These include personal information where students learn to fill out forms and applications; self-awareness where they learn to describe their strengths, interests, disability, etc.; transition to adulthood where they explore post-secondary education and training options along with jobs; and self-advocacy where the students learn about IEPs and setting goals. Students will practice the skills they learn in the class out in the community during community-based instructional trips since students with low incidence disabilities have great difficulty in generalizing skills to new settings and will need to use the skills in the community upon graduation from Ridgewood.

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.
-

PROJECT LEAD THE WAY: PRINCIPLES OF DESIGN

1.0 Cr.

- Prereq: PROJECT LEAD THE WAY: PHYSICS/ENGINEERING

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.

- 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.

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).

INTRODUCTION TO CONSTRUCTION TRADES

1.0 Cr.

- Prereq: None

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. Real-life applications of math, science, and reading are reinforced through career experiences. Some of the areas of focus in this course include: frame carpentry, finish carpentry, plumbing, electrical wiring, dry walling, floor/wall/tile coverings, painting, cement foundations, and roofing. (May be accepted as Triton Credit).

GEOMETRY IN CONSTRUCTION

2.0 Cr.

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

Description: It is an interdisciplinary course that integrates Geometry and Construction topics through the building of a significant construction project. The purpose of the course is to provide students with a better understanding of both the Geometry and the Construction content through the combination of the academic and work-world contexts. The Geometry content matches that of the other Geometry courses taught in the Math Department, and prepares students for the subsequent Algebra 2 course. Students will be exposed to and gain

hands-on experience in the following areas of construction: safety, framing, plumbing, electrical, roofing, windows, doors, and siding. Additional emphasis is given to teamwork, problem-solving, and the promotion of STEM education. This is a double-period course in which students earn credit for both Geometry and for Construction. A \$50 fee will be charged for the cost of materials.

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.

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.

THEATER ARTS

THEATER ARTS 1: ACTING

0.5 Cr.

- Prereq: None

Description: Learn to perform in front of others! In this on-your-feet class, learn the skills to be confident when delivering a presentation, keeping cool during an interview, and acquiring the techniques for effective memorization and delivery. Improvisation, characterization, vocal techniques, and stage vs film acting are all included in the course.

THEATER ARTS 2: TECHNICAL THEATRE

0.5 Cr.

- Prereq: None

Description: Learn how to design, build, and bring your imagination to life through this interactive hands-on course. Learn the differences between mixing paint colors from light colors. Learn how to bring a sound design to life for a performance. Learn how to program lights for theatre, dance shows, and live music events. Learn to draft a stage design and how to build it. With the skills learned in this class, you can be hired to work for the Ridgewood Auditorium Staff, and learn the skills that you can take to the next level!

THEATER ARTS 3: MUSICAL THEATRE

0.5 Cr.

- Prereq: Theater Arts 1 or Instructor Recommendation

Description: Learn the methods to becoming a triple threat! An actor that can act, sing, and dance! Learn how to develop the skills to improving your singing voice, breath control and endurance while dancing, and improving your character development, including ensemble and chorus work. The final for this class is a live musical performance!

THEATER ARTS 4: TECHNICAL THEATRE DESIGNS

0.5 Cr.

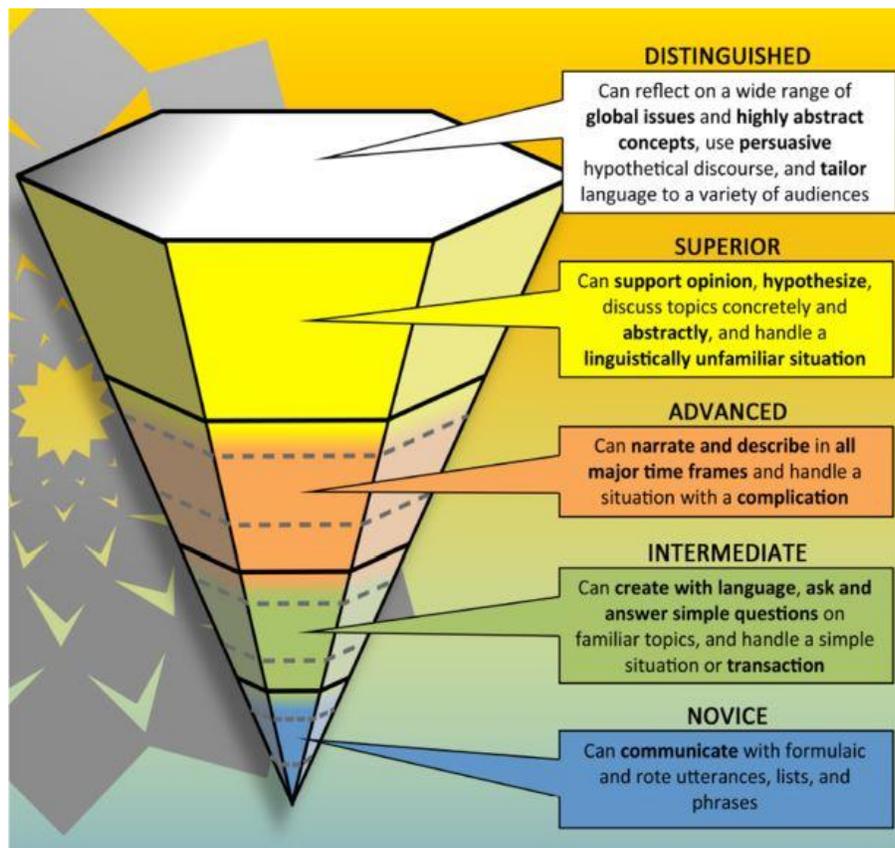
- Prereq: Theater Arts 2 or Instructor Recommendation

Description: In this advanced practical course, learn to bring your creations to life for live theatre productions and/or film and editing. Take fieldtrips to local Chicago theaters to meet and talk to designers and stage hands. Learn the skills that can lead to working in theatre/film behind the scenes.

WORLD LANGUAGES

The goals of Ridgewood's World Languages Program are to enable students to communicate effectively in another language, to understand the cultures that support the language, to see connections between language study and other disciplines, and to appreciate what it means to live in a global community.

- 95% target language is spoken in class.
- World Readiness Standards
- Proficiency-Based learning and assessment
- Use of authentic materials
- Real-world applications
- 21st century skills
- Cultural awareness



We want our students to be successful and achieve the Illinois State SEAL of Biliteracy and perform well on their AP World Language exams. To this end, our curriculum is structured so that students should achieve the following proficiency ratings at the end of each level of study. In order to achieve these goals, students must reach the Intermediate High rating.

Semester 1

	Speaking	Writing	Listening	Reading
Level 1	Novice Low	Novice Mid	Novice Mid	Novice Mid
Level 2	Novice High	Novice High	Novice High	Novice High
Level 3	Intermediate Low	Intermediate Low	Intermediate Low	Intermediate Low
Level 4	Intermediate Mid	Intermediate Mid	Intermediate Mid	Intermediate Mid
Level 5 (AP)	Intermediate Mid	Intermediate Mid	Intermediate High	Intermediate High

Semester 2

	Speaking	Writing	Listening	Reading
Level 1	Novice Mid	Novice High	Novice High	Novice High
Level 2	Intermediate Low	Intermediate Low	Intermediate Low	Intermediate Low
Level 3	Intermediate Mid	Intermediate Mid	Intermediate Mid	Intermediate Mid
Level 4	Intermediate High	Intermediate High	Intermediate High	Intermediate High
Level 5 (AP)	Intermediate High	Intermediate High	Advanced Low	Advanced Low

Each Level of WL study will work on the ACTFL Can-Do proficiency skills and be exposed to the AAPPL exam topics. In addition, at the end of each level of study, students will be assessed using the AAPPL exam to receive a proficiency rating. Students whose proficiency exceeds course expectations in at least one category will receive Honors Credit at the end of the course.

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. Students who wish to receive the Illinois State SEAL of Biliteracy and/or receive a 3, 4, or 5 in and AP WL class should plan for four years of WL study. It is also 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.



**This program is partially supported by a grant from the Illinois Arts Council Agency.*

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 AP Spanish based on their skills at the end of the course.

SPANISH - Level 1 (Novice Low-Novice High) 1.0 Cr.

- Prereq: None

Description: The course is designed to give students the opportunity to develop beginning level of understanding and speaking in Spanish. The course's topics include content will include personal identity, family, the classroom, pastimes, daily routine, shopping and vacations. Grammatical structures are included and cultural topics are 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. **NCAA Clearinghouse Approved Course**

SPANISH Level 2 (Novice High-Intermediate Low) 1.0 Cr.

- Prereq: Level 1 (Novice Low-Novice High) or Familias y Culturas

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. Topics include celebrations, food, health and well-being, housing, city life and music. **NCAA Clearinghouse Approved Course**

SPANISH Level 3 (Intermediate Low -Intermediate Mid) 1.0 Cr.

- Prereq
- Prereq: Level 2 (Novice High-Intermediate Low) or Familias y Culturas

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. Higher-order listening and speaking skills are emphasized, along with cultural awareness. Topics include visual art, nature and sciences, technology, the world of work and current events. More advanced grammatical structures will be used throughout this course. **NCAA Clearinghouse Approved Course**

SPANISH Level 4 (Intermediate Mid-Intermediate High) 1.0 Cr.

- Prereq: A grade of C or better in Level 3 (Intermediate Low-Intermediate Mid), Familias y Culturas 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. *If enrollment is low, students may have the option to take Spanish 4 as Senior Instructional Leadership Corps (SILC) and will focus on leadership in a Spanish 1 or 2 classroom while studying the material more in depth and investigating topics of interest independently. **NCAA Clearinghouse Approved Course**

ADVANCED PLACEMENT SPANISH LANGUAGE - Level 5 (Intermediate Mid-Advanced Low) 1.0 Cr.

Prereq: Spanish 1, 2, 3, a minimum of C in Spanish 3 or Familias y Culturas, 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. This course is offered as a Dual Credit course in conjunction with Triton College and students will receive two courses of credit at Triton upon successful completion. A \$94 test fee will be collected with the other fees. **NCAA Clearinghouse Approved Course**

SPANISH SENIOR INSTRUCTIONAL LEADERSHIP CORPS (SILC) up to 1.0 Cr.

- **Prereq: Open to students who have previously completed Spanish Levels 3, 4 and/or AP Spanish. ** Students must have received a minimum of a B in the course in which they wish**

to SILC and mentor teacher permission. **APPLICATION REQUIRED.** *See Student Services Office.

- **Evidence of Learning:**
 - *Student will be expected to turn in their weekly reflections.*
 - *Students will provide evidence of products for the classroom. (Examples include: entrance/exit slips, study guides, notes, or other teacher approved ideas.*
 - *Student will create a complete lesson plan.*

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 the teacher 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 written or online reflection of their experiences. SILC is the ideal program for seniors who are prepared to be inspirational models 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.*

ITALIAN - Level 1 (Novice Low - Novice High) 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. ***NCAA Clearinghouse Approved Course***

ITALIAN 2- Level 2 (Novice High – Intermediate Low) 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 one in the fall and one in the spring. ***NCAA Clearinghouse Approved Course***

ITALIAN 3 Level 3 (Intermediate Low - Intermediate Mid) 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. **NCAA Clearinghouse Approved Course**

ITALIAN 4 Level 4 (Intermediate Mid -Intermediate High)

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. **NCAA Clearinghouse Approved Course**

ADVANCED PLACEMENT ITALIAN LANGUAGE and CULTURE* (Intermediate High - Advanced Low)

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 \$94 test fee will be collected with the other fees. **NCAA Clearinghouse Approved Course**

SENIOR INSTRUCTIONAL LEADERSHIP CORPS (SILC)

up to 1.0 Cr.

- Prereq: Open to students who have previously completed Italian IV, Spanish IV, AP Italian, and/or AP Spanish.** Students must have received a minimum of a B in the course in which they wish to SILC and mentor teacher permission. APPLICATION REQUIRED.
- Evidence of Learning:
 - Student will be expected to turn in their weekly reflections.
 - Students will provide evidence of products for the classroom. (*Examples include: entrance/exit slips, study guides, notes, or other teacher approved ideas.*)
 - Student will create a complete lesson plan.

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 teacher 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 written or online reflection of their experiences. SILC is the ideal program for seniors who are prepared to be inspirational models 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.

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 returned to the Counselor.

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

NAME _____ CURRENT GRADE _____ DATE _____

Students must qualify based on the prerequisites for each course identified in the Registration Guide.

Circle the Dual Credit program for which the student is applying:

- **Allied Health**
- **Architecture**
- **Automotive Technology**
- **Biology**
- **Business**
- **Construction**
- **Computer Science**
- **Criminal Justice Administration**
- **Early Childhood Education**
- **Engineering Technology**
- **Emergency Medical Services**
- **Hospitality Industry**
- **Health Education**
- **Health, Sport, & Exercise Science**
- **Nurse Assistant**
- **Psychology**
- **Arts/Visual Design/Multimedia**

TERMS:

- The student confirms that he/she has met all prerequisite requirements pertaining to the 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.
- 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 should carefully consider participation in this program.
- Any student involved in athletics/activities who enroll 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 one class each semester of participation 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.
- 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 _____

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 receive a Physical Education Exemption.

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

1. Medical reasons. (Grades 9, 10, 11, 12)
2. Religious reasons. (Grades 9, 10, 11, 12)
3. 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.
4. Marching Band (Grades 10, 11, & 12)
5. Participation in varsity athletics (Grades 11 & 12)
6. Admission to an institution of higher learning (Grades 11 & 12)
7. Completion of a graduation requirement (Grade 12 or Grade 11 with Administrative approval)

A student's PE Exemption request for #4, #5, #6, or #7 above will only be considered if s/he has 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.

2019-20 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 2019-20, 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 for medical reasons.

Medical Condition: _____

NOTE: Your PE Exemption Application **MUST** include a signed statement from a person licensed under the Medical Practice Act that corroborates the medical reason for the request.

- I am applying for a PE Exemption for religious reasons.

Religion: _____

NOTE: Your PE Exemption Application **MUST** include a signed statement from a member of the clergy that corroborates the religious reason for the request.

- I am applying for a PE Exemption because I participate in Marching Band (Grades 10, 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 2018-19.

Fall:	Volleyball	Football	Cross Country	Soccer (Boys)	Golf	Cheerleading	Tennis (Girls)	Poms
Winter:	Basketball		Wrestling		Cheerleading		Poms	
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 2018-19 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

Principal/Designee Signature Date

Adapted Physical Education Peer Tutor Application

Physical Education Department

Ridgewood High School

Student Name: _____

Year in School 2019/20: _____ **Date:** _____ **Ms. Hanes' Signature:** _____

Directions - Please fill out the form below and submit to Ms. Hanes in the Physical Education Department. APE Peer Tutors 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 Ms. Hanes + Obtain signature

Application for World Language Senior Instructional Leadership Corps (SILC)

2020-21

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

Independent Study Proposal

Title of the Independent Study: _____

Student name: _____

Student's current grade: _____

Student's email address: _____

Parent/Guardian email address: _____

Proposed dates for the Independent Study: _____

Please respond in detail to the following questions.

1. Provide a summary of the independent study. What will you be doing with your time? With whom will you be working?
2. Outcomes: As the result of this independent study, what will you know and be able to do?
3. Why are these outcomes significant for you?
4. Include a description of what you plan to do to get to your goal. Develop a syllabus for your course that includes a detailed timeline of your project.
5. How will you know when you have achieved the outcomes of your independent study course?
6. Include your ideas for how you will be assessed.
7. Include a rubric for each assessment so you can objectively be given a grade.
8. Include a reflection evaluating the process and course of study with responses to at least these questions: What did you do well? Where did you struggle? Why? With whom did you consult? What did you learn about yourself and how you learn? Etc.

Please submit your completed proposal to the Director of Student Services for review and possible approval.

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.