



District 205

SUMMER SCHOOL 2017

Extended Year, Enrichment, & Extra Help

Dr. Leotis D. Swopes
Thornton Township High School District 205
Superintendent of Schools
swopes.Leotis@district205.net

Mr. Brett Fickes
Director of Curriculum & Instruction
fickes.brett@district205.net

The 2017 session of the District 205 Summer School, for all regular academic courses will be held at **Thornridge High School**. Community service programs and a number of other programs will be offered by the District at alternate locations.

All questions about summer school registration should be directed to the student's counselor.

Mrs. Patricia Malopsy-Fortier
District Summer School Coordinator
773-995-2577 (office line until 6/5/2017)
312-752-0367 (cell)

TABLE OF CONTENTS

Purpose	1
Sign Up/Registration	2
Calendar	3
Attendance Policy	4
Tardy Policy	4
ID Card Policy	4
Tuition	4
Refund Policy	4
Behavior Expectations	4-6
Scope of Authority Off-Campus Behavior/Offense	5
Gangs and Gang Activities	5-6
Student Dress Policies	6
Transportation and Attendance Boundaries	7
Credits and Grades	7
Graduation Ceremony	3 & 7
Class and Room Assignments	7
Food Service	7
Mandatory Attendance	7
Course Offerings	8
English/Speech	9-10
Math	11-12
Foreign Language	10-11
PE	12
Science	12-13
Social Studies	13
Special Ed	13-15
PSAT Testing	16

PURPOSE OF SUMMER SCHOOL

The purpose of summer school is to allow the student the opportunity for credit recovery or to take course work that will allow the student to be on schedule to graduate with the other members of his/her class.

It is not intended to allow students to take a course in advance and graduate earlier than would normally be the case.

An adequate number of students are needed for a course to be offered in Summer School. The administration may cancel any course for which there is insufficient enrollment in any given semester. Additionally, classes can only be offered if there is appropriate teaching staff available.

Residency Must Be Verified For the 2017-2018 School Year Before You Can Register For Summer School. Current Seniors Do Not Need To Verify Residency.

Registration

Please note that registration is on a first come first serve basis, once a class is full registration for that class may close. The District recommends you register as soon as possible to secure the class(s) you need.

Please call each building for their residency schedule:

Thornridge 708-271-4409 Thornton 708-225-4109 Thornwood 708-225-4711

Registration for Semester 1 will close on May 25, 2017 at all three buildings. After May 25th, registration will continue at Thornridge High School only for any open seats for Semester 1 and to register for Semester 2 through June 15th.

To enroll in a class, residency verification for the 2017-2018 school year must be completed and the student must bring their registration form with payment to either the Thornton or Thornwood Bookstore or the Thornridge Main Office and pay the full tuition of \$50 for each half credit course or place a \$5 deposit to hold the student's spot in the summer course. All unpaid fees will be applied to the student's account and will need to be paid in full before a student can register for fall/spring credit recovery classes, graduate and/or receive official transcripts and diploma from District 205. Students can register for two (2) three week courses for the summer.

A student, who is registered for a Summer School Course and does not plan to attend, must withdraw by May 30, 2017; they will receive a refund by mail of tuition for Summer School less any outstanding fees that are owed to the District.

Students, who do not withdraw and do not attend the class, will not receive a tuition refund.

The Board of Education requires that the Summer School Program be self-supporting. When a student registers for a summer school course, it is a commitment for the student's time and effort as well as district funds.

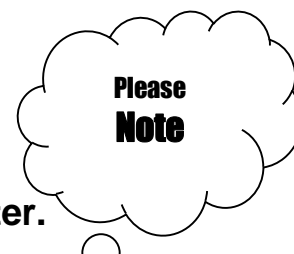
When the classes are full, students will be put on a waiting list. Students will be called on the first day, June 5, 2017 (semester 1) and June 26, 2017 (semester 2) from the waiting list, and the classes will be filled on a first come/first serve basis as students come in and pay for classes.

SUMMER SCHOOL CALENDAR

First Semester				
June 2017				
M	T	W	R	F
5	6	7	8	9
12	13	14	15	X
19	20	21	22	X
Second Semester				
June 2017				
26	27	28	29	30
July 2017				
X	X	X	6	7
10	11	12	13	X
17	18			

SUMMER SCHOOL TIME SCHEDULE

8:00 a.m. –1:00 p.m.



The first day of each semester will begin one hour later.

There will be two fifteen (15) minute breaks scheduled each day, except the first and last day of each semester. Students enrolling in Summer School should plan to be in class every day, since each day in Summer School is equivalent to ***five days*** of regular school. One hour of instruction is equivalent to one day. **Special consideration for vacations, summer camps, or early dismissal will not be granted. Credits are awarded by contact hours; which is required by State Law.**

GRADUATION

July 18, 2017

10:00 a.m.

THORNRIDGE HIGH SCHOOL

TUITION

Tuition for residents of District 205 will be **\$100** per full credit course and **\$50** per half credit course. Summer School is open to all high school students that reside in District 205 boundaries.

Tuition is accepted only at the time of registration NO EXCEPTIONS, **but please note the following:**

1. To enroll in a class, the student must bring his/her registration form to the appropriate Summer School Registration date/location and **pay the full tuition of \$100 for a full credit course or \$50 for a half credit course or pay the \$5 deposit for each half credit class.**
2. Personal checks with name, address and phone number, and imprinted check number printed on the check will be accepted. All checks will be processed through Telecheck. **Please write your Driver's License Number and/or State ID # , and current phone number on the front of the check (must be the ID # of the "Checkwriter").**

REFUND POLICY

A student, who is registered for Summer School and does not plan to attend, must withdraw by May 30, 2017. **There will be NO refunds after these dates.** Approved refunds of tuition for Summer School will be awarded by mail less any outstanding fees that are owed to the District.

There will be NO refunds for students that are dropped due to a violation of the attendance and/or discipline policy.

The Board of Education requires that the SUMMER SCHOOL program be self-supporting. When a student registers for a summer school session, it is a commitment for the student's time as well as district funds.

ATTENDANCE POLICY

Students enrolling in Summer School should plan to be in class every day since each day in Summer School is equivalent to five days of regular school. One hour of instruction is equivalent to one day.

1. **There is a limit of TWO ABSENCES** (excused or unexcused) for half credit courses and **FOUR ABSENCES** for full credit courses.
2. This policy begins the first day of summer school.
3. Students are dropped from a semester course on the **third** absence (for half credit courses) or on the **fifth** absence for (full credit courses).

TARDY POLICY

1. **THREE TARDIES TO CLASS, INCLUDING BREAKS ARE ALLOWED FOR EACH HALF CREDIT COURSE.**
2. Student is **dropped** from school on the **fourth** tardy for a half credit class.
3. Tardies include being tardy to school, as well as being tardy to class when returning from a break.

ID POLICY

All students participating in any summer school program are required to wear their summer school ID card while on the summer school site premises; the District will provide each student with a summer school ID. Students without an ID card will not be allowed in classes. Students needing to purchase a replacement ID card will be charged **\$5.00**. If they miss any class time they will be issued a tardy to class.

BEHAVIOR EXPECTATIONS

Disruptive behavior is not permissible. Students that display behavioral problems in school, on the bus, at the bus stops, or school grounds will be dropped from Summer School. Students dropped from summer school because of their behavior will NOT receive a refund or a grade for the course he/she is enrolled. District 205 has an extensive policy, which is followed during the summer.

Behavior contracts must be signed at the time students register for classes. This behavior form must accompany the registration form to the bookstore, and be sent with the form to the Summer School Principal.

SCOPE OF AUTHORITY OFF-CAMPUS BEHAVIOR

The provisions of the Board of Education's disciplinary code apply to conduct during any school function or school-sponsored activity. Moreover, the Board of Education will discipline any student whose behavior wherever it occurs, materially and substantially disrupts the school program or the learning process or endangers the general welfare of students or teachers.

OFFENSE

1. Possession and/or use of
 - a. weapons* or any object that may be used as a weapon.
 - b. look-alike weapons*

*The term "weapon" means possession, use, control or transfer of any object which may be used to cause bodily harm, including but not limited to a weapon as defined by Section 921 of Title 18, United States Code, firearm as defined in Section 1.1 of the Firearm Owners Identification Act, use of weapon as defined in Section 24-1 of the Criminal Code, knives, guns, firearms, rifles, shotguns, brass knuckles, billy clubs, or "look-alikes" thereof. Such items as baseball bats, pipes, bottles, locks, sticks, pencils, and pens may be considered weapons if used or attempted to be used **to cause bodily harm.**
2. Assault and/or Battery.
3. Damage to school, school property, the busses, or property of school personnel.
4. Theft and/or possession of stolen property.
5. False fire alarm or setting a fire.
6. Possession of drug paraphernalia.
7. Sale or distribution of drugs, alcohol or look-alike drugs (drugs made of legal materials but resembling illegal street drugs.)
8. Possession and/or use of drugs, alcohol or look-alike drugs (drugs made of legal materials but resembling illegal street drugs.)
9. Fighting in school, on school grounds, on the way home from school, and on the bus.
10. Intimidation and/or threats.
11. Extortion.
12. Trespassing (Being present on a District 205 campus, other than the campus the student attends, without permission or on the District's school busses that the student is not assigned to ride.
13. Insubordination (Refusal to obey established and well defined rules and school regulations, or refusal to obey directions or instructions of school personnel). This includes being in an unauthorized area or leaving the campus during student's regular schedule or on campus while on suspension.
14. Use of obscene (foul, filthy, repulsive, indecent, lewd) or profane language and gestures, or ethnic slurs, or possession of obscene materials.
15. Forgery and/or possession of school forms or falsifying phone call.
16. Smoking or use of any tobacco products on campus, on the bus, or in the building.
17. Wearing of head coverings, hair rollers, sunglasses, coats, jackets or bicycle shorts in school building.
18. Large bags, book bags/duffel bags, large brief cases, and anything that could be construed as a book bag in the classroom or cafeteria. Gambling, participating in games of chance with or for money or other things of value is prohibited on school property at any time, unless authorized by the Board of Education.
19. Sound Devices (including, but not limited to radios, cellular phones, and pagers) are not permitted on school property at any time, unless authorized by the Board of Education.
20. No I.D.

Final disposition of any case may result in recommended expulsion if student has not made adequate and necessary adjustment. Any behavior deemed unacceptable may lead to disciplinary action.

GANGS AND GANG ACTIVITIES

The District 205 Board of Education finds that the presence of gangs and gang activity cause a substantial disruption of school activities; by this policy the Board of Education acts to prohibit the existence of gangs and gang activities as follows:

No student on or about school property, on the bus, or at any school activity:

1. Shall wear, possess, use, distribute, display, or sell any clothing, jewelry, emblem badge, symbol, sign or other thing which is evidence of membership or affiliation in any gang.
2. Shall commit any act or omission, or use any speech, either verbal or nonverbal (gestures, handshakes, etc.) showing membership or affiliation in a gang.
3. Shall use any speech or commit any act or omission in furtherance of the interests of any gang or gang activity including but not limited to:
 - a. Soliciting others for membership in any gangs;
 - b. Requesting any person to pay protection or otherwise intimidating or threatening any person;
 - c. Committing any other illegal act or other violation of school district policies;
 - d. Inciting other students to act with physical violence upon any other person.
4. A "gang" as defined in this policy is any group of two or more persons, whose purposes include the commission of illegal acts, including but not limited to the Disciples, Vice-Lords, and El Rukins, etc.
5. Penalties for Violations
 - a. Any student who is first suspected of violating paragraphs 1 or 2 of this policy will be required to surrender any material or object alleged to violate the policy to school officials and attend a parent conference. Subsequent identical violations of the policy will subject the student to a hearing and suspension or expulsion as described in sub-paragraph B. Any student alleged to have violated paragraph 3 of the policy upon a finding of a violation in accordance with the hearing requirements of Section 10-22.6 of "The School Code" shall be subject to a suspension or expulsion for a period not to exceed one full year.

NOTE: When the word "day(s)" is used throughout this discipline policy, this denotes **school** day(s).

STUDENT DRESS POLICIES

It is expected that everyone show good judgment in determining good taste and appropriateness of dress. Cooperation by all will result in the school not having to take any action regarding dress guidelines.

1. Dress must be consistent with good health and safety standards.
2. Dress must reflect propriety; a decent coverage of the body is expected. Clothing and conduct which provoke disruption (short skirts and shorts, halter tops, tank tops, or other revealing clothing) are not permitted. Shorts will be considered appropriate dress when the length is at least mid-thigh. Shorter lengths will be considered a violation of the policy statement. Bicycle shorts are not acceptable.
3. Any insignia, style or ornament which identifies an organization dedicated to the mistreatment of a minority, religious or racial group, secret society, a fraternity or sorority will be banned. Obscene language or any reference to drugs, alcohol, or gang affiliation may not be written on clothing or on the body.
4. Dress must reflect appropriateness as to time and place; for example, feet must be protectively covered. Clothing and footwear must not have ornamentation's that will damage furniture or floors or create a safety hazard to the student or to other students.
5. The wearing of coats, hats, head scarves, sweat bands, visors, hair rollers, sunglasses and plastic caps is not permitted in the school building. Head coverings and coats worn during school time may be taken by teachers, deans, counselors, or administrators. School personnel are not responsible for loss of student head coverings or

coats. Head coverings and coats taken by school personnel may be picked up from the student's Assistant Principal in charge of discipline.

6. Wearing apparel or the displays of symbols which identify any secret society, fraternity or sorority are not allowed.

If a student's appearance violates any of the above rules or disrupts the educational process, he/she will be subject to disciplinary action decided upon by the appropriate administrator.

TRANSPORTATION AND ATTENDANCE BOUNDARIES

Bus transportation to summer school will be furnished to regular Summer School students who live more than 1-1/2 miles from campus. **Transportation for Driver Education students will not be furnished unless their schedule coincides with the regular Summer School schedule, and they qualify because of the distance they live from school.**

Students, who ride bikes to school, must park them in the supervised bike racks.

CREDITS AND GRADES

All courses carry the same credit as they do during the regular school year, and no credit will be awarded for a student not completing the entire course.

If you fail an Honors Level or Higher Course and re-take that same subject in Summer School, Honors Credit is not awarded.

GRADUATION CEREMONY

School District 205 will have a summer graduation ceremony. Each student must have his or her counselor submit the appropriate form to the summer school counselor in charge of graduation. Graduating students will wear caps and gowns. Graduation is July 18, 2017 at 10:00 a.m. at Thornridge High School.

CLASS AND ROOM ASSIGNMENTS

When the students report to school the first day, they will find their room assignments posted in selected locations throughout the building. Staff members will be in the halls to assist students in locating their classrooms.

FOOD SERVICE

During Summer School snack service will be available to the students from 9:30 a.m. – 12:30 p.m. in the Thornridge Cafeteria. Complimentary breakfast is available for all students prior to the start of each regularly scheduled summer school session and an optional lunch is available after school for all students (a late bus is provided for those students that choose to stay for lunch).

Summer School Course Offerings

Subject: Mathematics	Subject: English	Subject: Science	Subject: Social Studies	
Pre-Algebra I	English I	Biology I	Ancient World History	
Algebra I	English I Co-Taught	Chemistry	Econ	
Algebra I Co-Taught	English II	Physics I	US History	
Algebra II	English II Co-Taught	Environmental Science	Sociology	
Algebra II Co-Taught	English III		Afro American History	
Financial Algebra	English III Co-Taught			
Financial Algebra Co-Taught	English IV			
Geometry	English IV Co-Taught			
Geometry Co-Taught	High School Reading			
Subject: Foreign Language	Subject: Other	Subject: PE/Health	Subject: SPED	
Spanish I	Business and Computers	PE	Functional Living Skills	English II LVL
Spanish II	Speech	Health	Functional Math	English III LVL
French I			Functional Language Arts	English IV LVL
French II			Functional Science	Biology LVL
ELL I			Functional Social Studies	Chemistry LVL
			Functional Vocational Work	Environmental Science LVL
			Algebra II LVL	Econ LVL
			Geometry LVL	US History LVL
			English I LVL	

ENGLISH

SPECIAL NOTE: Counselors will indicate English level by using the appropriate course number on the Course Request form. English (all levels), Full Credit and Semester 1 & 2 abide by the course descriptions listed below.

ENGLISH I

ENGLISH I - This course introduces the elements of fiction through the study of short stories and novels. The essay and short biography forms are studied as models for the teaching of writing. The course emphasizes the writing process to develop the basic skills needed for correct writing and critical thinking. Major areas of study include reading, library skills, critical thinking skills, and vocabulary development. This course is designed for students who have met entry level reading and writing requirements. Independent Research Project is required. This course fulfills one credit of required English credit.

ENGLISH I Co-Taught - This course introduces the elements of fiction through the study of short stories and novels. The essay and short biography forms are studied as models for the teaching of writing. The course emphasizes the writing process to develop the basic skills needed for correct writing and critical thinking. Major areas of study include reading, library skills, critical thinking skills, and vocabulary development. This course is designed for students who have met entry level reading and writing requirements. Independent Research Project is required. This course fulfills one unit of required English credit.

ENGLISH II

ENGLISH II - Integrating reading, writing, literature, speaking, listening, vocabulary, library skills, and critical thinking skills, students read and write for a variety of purposes. Using thematic units and incorporating engaged learning strategies, students analyze what they read and apply it in their own writing. Students will read, understand, and appreciate a variety of literary and technical genres representative of many cultures, eras, and ideas. This course is designed for students who perform at grade level in their reading and language arts skills because the genres are studied in depth. Independent Research Project is required.

ENGLISH II Co-Taught - Integrating reading, writing, literature, speaking, listening, vocabulary, library skills, and critical thinking skills, students read and write for a variety of purposes. Using thematic units and incorporating engaged learning strategies, students analyze what they read and apply it in their own writing. Students will read, understand, and appreciate a variety of literary and technical genres representative of many cultures, eras, and ideas. This course is designed for students who perform at grade level in their reading and language arts skills because the genres are studied in depth. Independent Research Project is required.

ENGLISH III

ENGLISH III - This course traces the development of American literature and thought from pre-Colonial times to the present through a survey of literary and technical genres, devices, and techniques representative of many diverse subcultures, eras and ideas. This course is designed for college-bound and/or career-oriented students who perform at grade level in their reading and language arts skills. Integrating reading, writing, literature, speaking, listening, vocabulary, library and critical thinking skills, students read and write for a variety of purposes. Preparation skills for college entrance exams and the PARCC assessment are emphasized. A formal, research project is required.

ENGLISH III Co-Taught - This course traces the development of American literature and thought from pre-Colonial times to the present through a survey of literary and technical genres, devices, and techniques representative of many diverse subcultures, eras and ideas. This course is designed for college-bound and/or career-oriented students who perform at grade level in their reading and language arts skills. Integrating reading, writing, literature, speaking, listening, vocabulary, library and critical thinking skills, students read and write for a variety of purposes. Preparation skills for college entrance exams and the Prairie State assessment are emphasized. A formal, research project is required, as well as an annotated bibliography for the Senior Project.

ENGLISH IV

English IV - emphasizes the development of world literature and thought with an emphasis on British literature through novels, short stories, drama, nonfiction and poetry. The course emphasizes improvement in writing, reading, and critical thinking skills. A library research project is required.

ENGLISH IV Co-Taught - This course focuses on research skills essential for students entering the workplace or post-secondary studies. It is designed to develop stylistic maturity in writing by using a wide-ranging vocabulary, a variety of sentence structures, logical organization, etc. This course allows students to become more critical readers, thinkers, and writers as they become intellectually engaged. Students will learn how to incorporate research into their writing for a variety of purposes.

HIGH SCHOOL READING - The High School Reading course aims to improve student ability in reading, raising students to grade level through concentrated study of reading strategies. The course will also support students in all content areas while reinforcing strategies and skills in vocabulary, comprehension, fluency, text familiarity, writing, and test taking. By increasing students' overall reading skills, their confidence will rise. Weekly vocabulary assignments and class participation are required to assist individual growth in reading skills. Students will be formally assessed at the beginning of the year as well as at the end of each semester.

OTHER

BUSINESS AND COMPUTERS

SPEECH I - Required for entry into the House of Arts and Communication and a requirement for graduation, Speech I is designed to prepare students to become more effective communicators in high school, in their post-graduate endeavors, and in everyday society. It emphasizes the improvement of skills in speaking, listening, and critical thinking. Topics include communication theory, interpersonal and intra-personal communication, public speaking, library and media research, information analysis, outlining, career orientation, social skills, processes of group interaction, and an introduction to literary analysis and performance. All activities emphasize the development of self-esteem. The career speech for the required Senior Project is a component of this course. It is strongly advised that this course be taken the Freshman or Sophomore year, but it may be taken in the Junior and Senior year.

Foreign Language

FRENCH I - This course introduces students to the four basic skills of the French language: speaking, understanding, reading and writing. Students will explore a variety of French-speaking cultures as well as develop an understanding of different ways of life.

FRENCH II - This course is designed to develop further the four basic skills: listening comprehension, speaking, reading and writing, with greater emphasis on reading and writing. Cultural awareness is expanded beyond textbook content.
PREREQUISITE: French I or demonstrate proficiency via assessment.

SPANISH I - This course introduces students to the four basic skills of the Spanish language: speaking, understanding, reading and writing. Students will explore a variety of Spanish-speaking cultures as well as develop an understanding of different ways of life.

SPANISH II - This course is designed to further develop the four basic skills of language learning - listening, speaking, reading, and writing, with greater emphasis, however, on reading and writing the Spanish language. The second year continues the study of the Spanish-speaking world—its customs and traditions. PREREQUISITE Spanish I or demonstrate proficiency via assessment.

ENGLISH AS A NEW LANGUAGE (ELL) - This course is designed to meet the needs of non-English speaking students. Emphasis will be placed on developing listening, understanding, speaking, reading and writing skills to enable students to function in their content area classes as well as in the English speaking environment outside of the school. Credit earned in this course applies to the English graduation requirement. PREREQUISITE: The student's composite proficiency level is less

than 4.8 and/or a literacy composite proficiency level less than 4.2 (W-APT, ACCESS), which is the criterion for limited-English language proficiency (LEP) in Illinois. The school district has the discretion of using additional indicators to determine whether the student is eligible for services. The ELL Coordinator will coordinate with the Area Instructional Leader for placement and scheduling.

MATH

PRE-ALGEBRA - This double-period course utilizes the research-based Carnegie Learning Bridge to Algebra curriculum to build students' understanding of the core concepts and foundational skills necessary to be successful in Algebra I and Geometry. The course covers the following concepts and topics: The Number System; Factors and Fractions; Operations with Rational Numbers; Ratio, Proportionality, and Percent; Foundations of Algebra; Expressions, Equations, and Exponents; and Showing Relationships with Graphs.

ALGEBRA I

ALGEBRA I - This course provides an up-to-date development of algebraic concepts which establish a firm basis for successfully pursuing subsequent mathematics courses. Equations, inequalities, polynomials, relations and functions are used as essential tools of algebra. The understanding of these concepts will be enhanced by the use of appropriate applications from geometry and data analysis. Problem solving skills are stressed. Each student in this course is required to have a scientific calculator. The student is expected to bring this scientific calculator to class each day. The student can check the instructor's syllabus if he/she has any questions regarding the purchase of a calculator. **PREREQUISITE:** Placement test(s) and area criteria.

ALGEBRA I with SUPPORT Co-Taught - This course provides an up-to-date development of algebraic concepts while continuing to develop and improve arithmetic and number sense skills. A variety of strategies and approaches are used to provide the student with multiple representations of the concepts. Arithmetic skills are a necessary skill and will be addressed daily through direct instruction techniques. Equations, inequalities, polynomials, relations, and functions are used as essential tools of algebra. The understanding of these concepts will be enhanced by the use of appropriate applications from geometry and data analysis. Problem solving skills are stressed. Each student in this course is required to have a scientific calculator. The student is expected to bring this scientific calculator to class each day. You can check the instructor's syllabus, if you have any questions regarding the purchase of a calculator.

GEOMETRY

GEOMETRY - The concepts and relationships of points, lines, planes, line segments, circles, and polygons are studied and developed. Algebra is integrated in many areas such as coordinate geometry. Increased emphasis is placed on connections, use of technology, and preparation for external tests. Logical reasoning and deductive processes are developed and transformations are introduced. Each student in this course is required to have a scientific calculator. The student is expected to bring this scientific calculator to class each day. The student can check the instructor's syllabus if he/she has any questions regarding the purchase of a calculator. **PREREQUISITE:** It is highly recommended that students complete the benchmark requirements for Algebra One before taking this course.

GEOMETRY Co-Taught - The concepts and relationships of points, lines, planes, line segments, circles, and polygons are studied and developed. Algebra is integrated in many areas such as coordinate geometry. Increased emphasis is placed on connections, use of technology, and preparation for external tests. Logical reasoning and deductive processes are developed and transformations are introduced. Each student in this course is required to have a scientific calculator. The student is expected to bring this scientific calculator to class each day. You can check the instructor's syllabus, if you have any questions regarding the purchase of a calculator.

ALGEBRA II

ALGEBRA II - This course provides an extension of concepts developed in Algebra I and Geometry. New topics include complex numbers, probability, matrices, exponential and logarithmic functions and quadratic functions. Solving systems of equations are reviewed. The use of a graphing calculator is required. This item may be rented in the bursar's office/bookstore. **PREREQUISITES:** It is highly recommended that students complete the benchmark requirements for Algebra One and Geometry before taking this course.

ALGEBRA II Co-Taught - This course provides an extension of concepts developed in Algebra I and Geometry. New topics include complex numbers, probability, matrices, exponential and logarithmic functions, quadratic functions, and solving systems of equations are reviewed. The use of a graphing calculator is required. This item may be rented in the bursar's office/bookstore.

FINANCIAL ALGEBRA

FINANCIAL ALGEBRA - This course is designed to train students to be excellent consumers in the economy. Students will review math computation skills and will learn concepts that will allow them to be increasingly successful with their personal and business finances. These skills include managing money and managing expenses. Students will look at personal costs associated with vehicles, housing, and insurance. There will also be opportunities to examine business costs such as services, utilities, accounting, depreciation, pricing, stocks, and bonds. Students may be assigned specific projects, which will be tailored to the specific House in which they are enrolled. Each student in this course is required to have a scientific calculator. The student is expected to bring this scientific calculator to class each day. The student can check the instructor's syllabus if he/she has any questions regarding the purchase of a calculator. **PREREQUISITES:** It is highly recommended that students complete the benchmark requirements for Algebra One, Geometry, and Algebra Two before taking this course..

FINANCIAL ALGEBRA Co-Taught - This course is designed to train students to be excellent consumers in the economy. Students will review math computation skills and will learn concepts which will allow them to be increasingly successful with their personal and business finances. These skills include managing money and managing expenses. Students will look at personal costs associated with vehicles, housing, and insurance. There will also be opportunities to examine business costs such as services, utilities, accounting, depreciation, pricing, stocks, and bonds. Students may be assigned specific projects, which will be tailored to the specific House in which they are enrolled. Each student in this course is required to have a scientific calculator. The student is expected to bring this scientific calculator to class each day. You can check the instructor's syllabus, if you have any questions regarding the purchase of a calculator.

PHYSICAL EDUCATION

PHYSICAL EDUCATION - Students must pass physical education each semester they are enrolled in high school unless exempted from physical education under provisions of Board Policy. All physical education courses are divided into nine week segments. Students participate in new activities each quarter. The student is expected to dress in uniform and participate daily in physical education. Courses offered fall into the categories of team sports, individual sports and activities. **PREREQUISITES:** A physical examination on file in the nurse's office and a regulation physical education uniform and lock are required.

HEALTH EDUCATION - This course is designed to help today's young people develop a healthier life-style and avoid risks today and in the future. The course emphasizes a wellness approach to health. Curricular topics include: alcohol use and abuse, human growth and development, prevention and control of sexually transmitted diseases (including AIDS), public and environmental health, mental wellness, nutrition, chronic disease prevention and personal health. This course replaces one semester of physical education.

SCIENCE

BIOLOGY I - Biology regular level is a balance of traditional and modern science. Students are provided a rich experience through broad concepts applicable to all living systems. The course is organized around the following concepts: 1. Cell structure and function, 2. Evolution and its relationship to phyla, 3. Energy requirements to support organization, 4. Behavior and ecology of organisms, 5. Heredity, and 6. Scientific Methodology. Technology and considerable laboratory investigations aid students in their understanding of the concepts. During laboratory investigations students will practice work place skills, and strong emphasis is placed on laboratory safety.

CHEMISTRY - Laboratory work, lecture-discussions, and other class procedures are carefully structured to form the framework upon which chemical concepts, theories, and principles are based. Broad topics in this course include energy and chemical reactions, metric system, gas laws, stoichiometry; periodic laws; and atoms and their structures. Highly involved in these topics are equation writing, problem solving and experimentation. This course provides a solid foundation in chemistry. It is appropriate for students who have been academically successful and who intend to pursue either a science or a non-science major in college.

PHYSICS - This course is a student-centered course that concentrates on a systematic understanding of fundamental physics and physical processes. A strong emphasis is placed on analytical thinking through problem solving. Discussions, demonstrations, lectures, reading, writing, laboratories, projects, and classroom presentations are used to develop a quantitative scientific approach to understanding our physical world. Physics requires students to think, both creatively and conceptually. In addition, students will learn to develop skills in leadership, collaboration and scientific inquiry.
PREREQUISITES: One algebra credit and one science credit.

SOCIAL STUDIES

ANCIENT WORLD HISTORY - The course emphasizes world history and geography through a historical approach. Significant historical time periods are covered in this course from the early river valley civilizations through the middle ages. Some of the major issues that will be covered include migrations, religions, traditions, the family, change, the future, the arts, the roles of men and women, geographic location, map reading, relationships among places and physical geography. A gradual, controlled teacher directed pace is utilized. Placement is based on entrance criteria.

ECONOMICS - Economics is designed to meet goals under Illinois State Learning Standard 15. The Economics material is introductory in nature and will give students a sampling of many different economic concepts. Economics is the study of how the goods and services we want are produced and distributed among us, as well as how our scarce productive resources are used to satisfy human wants. Upon completion of this portion of the course students will need to gain a fundamental understanding of these concepts as well as their roles within our economic system as a consumer and within the larger global picture. This is a required course.

U.S. HISTORY - The course begins with an overview of U.S. history prior to the 1900's. State requirements for the Federal and State constitutions will be addressed. Students will learn about cultural, social, political, economic and technological developments from 1900-1930 during the first term. Second term will address these same issues from 1930 to the present. Study skills, reading, writing and reasoning skills are also emphasized in this course. This is a required course.

SOCIOLOGY - In this course students will examine the social structure of our society, social interaction amongst individuals and groups, and the major social institutions in America. Students will be exposed to these concepts through the study of culture, socialization, stratification, and social problems that affect our society and shape our history. Coursework will include research and discussion on the topics listed above. This course addresses Illinois State Goals 16 and 18 for Social Studies.

AFRICAN-AMERICAN HISTORY - This course is an introductory survey of the history and culture of African Americans and an examination of their philosophical and intellectual traditions. In the course, students are introduced to the West African origins of African Americans, slavery, emancipation, historical individuals, legal cases, civil rights movement and contemporary issues are addressed by using interdisciplinary approaches of their socio-cultural development in the American context, and an investigation of their contributions to the development of United States history and culture are examined. This course addresses Illinois State Goals 14, 15, 16 and 17 for Social Studies.

SPECIAL EDUCATION

FUNCTIONAL VOCATIONAL SKILLS

This five-stage career program will assist students in learning the basic skills needed for employment. Through testing, task analysis, skill training, and on-the-job experiences, students will develop their employability skills.

FUNCTIONAL WORK

This five-stage career program will assist students in learning the basic skills needed for employment. Through testing, task analysis, skill training, and on-the-job experiences, students will develop their employability skills. Students in this class will do work around the district, such as: landscaping, cleaning, and other tasks assigned by the teacher. *Students must be D.O.R.S. certified to participate in this program. Enrollment is limited to twenty students.*

FUNCTIONAL LIVING SKILLS - This course emphasizes those skills that will assist students to function as independently as possible in the following areas: 1.) Self-care; 2.) Domestic responsibilities; 3.) Personal safety in the home and community; 4.) First Aid; 5.) Health; 6.) Human Sexuality; 7.) Community skills; and 8.) Recreation.

FUNCTIONAL MATH - The course includes the following phases of mathematics: whole and fractional numbers, equations, ratios, and proportions, prime and composite numbers, the decimal system and place values, percentages, study of money usage, telling time, calendar study and measurements.

FUNCTIONAL MATH II - This course builds on the skills learned in Math I. The students will develop daily life math skills in the areas of number identification, number concepts and their applications, problem solving, measurement, money, and time. These concepts will be made applicable to life experiences through individual and group activities, assignments and projects. Emphasis will be placed on researching careers, participating in interviews, reading and understanding job ads, filling out applications, and using the decision making process to choose a job that is best suited to each.

FUNCTIONAL LANGUAGE ARTS - This course will assist students to develop their reading, speaking, listening, grammar, writing, and research skills. Emphasis in this course will be on functional skills related to the students' immediate and long-term needs both in school and within their family and community.

FUNCTIONAL LANGUAGE ARTS II - This course builds on the skills of Functional Language Arts I. Students will continue to improve reading proficiency and expand their vocabulary. They will learn to pre-write, mind-map, write a five paragraph essay, edit and revise.

ALGEBRA II LVL - This course provides an extension of concepts developed in Algebra I and Geometry. New topics include complex numbers, probability, matrices, exponential and logarithmic functions, quadratic functions, and solving systems of equations are reviewed. The use of a graphing calculator is required.

GEOMETRY LVL - The concepts and relationships of points, lines, planes, line segments, circles, and polygons are studied and developed. Algebra is integrated in many areas such as coordinate geometry. Increased emphasis is placed on connections, use of technology, and preparation for external tests. Logical reasoning and deductive processes are developed and transformations are introduced.

ENGLISH I LVL - A concentrated effort is placed on the writing process to develop the basic skills needed for correct writing and critical thinking. Improvement in reading skills, in critical thinking skills, and the development of vocabulary are also major areas of study.

ENGLISH II LVL - This course reinforces skills taught in English I. The course includes short stories, mythology, novels, grammar, and writing skills. The students also concentrate on the mastery, of the basic elements of composition such as vocabulary, punctuation, sentence structure, paragraph and theme unity.

ENGLISH III LVL - Emphasis is placed on improving writing skills, reading thematic units and novels in American literature, and reinforcing study habits and reading skills.

ENGLISH IV LVL - Emphasis is placed on the writing of the paragraph, reading thematic units and novels in world literature, and improving study habits and reading skills. English skills necessary for obtaining a job are stressed.

BIOLOGY LVL - Biology regular level is a balance of traditional and modern science. Students are provided a rich experience through broad concepts applicable to all living systems. The course is organized around the following concepts: 1. Cell structure and function, 2. Evolution and its relationship to phyla, 3. Energy requirements to support organization, 4. Behavior and ecology or organisms, 5. Heredity, and 6. Scientific Methodology. Technology and considerable laboratory investigations aid students in their understanding of the concepts. During laboratory investigations students will practice work place skills, and strong emphasis is placed on laboratory safety.

CHEMISTRY LVL - Laboratory work, lecture-discussions, and other class procedures are carefully structured to form the framework upon which chemical concepts, theories, and principles are based. Broad topics in this course include energy and chemical reactions, metric system, gas laws, stoichiometry; periodic laws; and atoms and their structures. Highly involved in these topics are equation writing, problem solving and experimentation. This course provides a solid foundation in chemistry.

ENVIRONMENTAL SCIENCE LVL Environmental science is an elective course for students who have one year of previous science credit. It is organized into three broad areas consisting of natural interactions in the environment, human impact on natural systems, and political and economic forces that affect the environment. Students will have experience in environmental issue investigation, data-based decision making, and action plans concerning real-life environmental problems.

ECONOMICS LVL The Economics material is introductory in nature and will give students a sampling of many different economic concepts. Economics is the study of how the goods and services we want are produced and distributed among us,

as well as how our scarce productive resources are used to satisfy human wants. Upon completion of this portion of the course students will need to gain a fundamental understanding of these concepts as well as their roles within our economic system as a consumer and within the larger global picture.

U.S. HISTORY LVL This is a survey course of U.S. History adapted to the needs of the students. The U.S. Constitution, American flag, voting procedures, and the Declaration of Independence test is administered in connection with this course to meet safe requirements.

****Co-taught classes will be available for Special Education and E.S.L./E.L.L. students.***

- **The 8th Grade PSAT Test will be given on the following dates: June 7th, June 14th, June 21st, June 28th, and July 12th. Incoming freshman should report to Thornridge High School no later than 8:15 AM on testing dates (enter through the main door and sign in at the security desk).**

District 205

Summer School 2016

Policies and Procedures Sign-Off Sheet

***By initialing next to each procedure and signing below, I am hereby acknowledging an understanding of the procedures and receipt of the Summer School Handbook.**

__ Students must be in possession of and properly display their school ID at all times. Any student not in possession of a school ID must immediately report to the Bursar's Office to obtain a temporary ID. Students found in constant violation of this policy will be referred to their dean.

__ Students are required to report to school daily in strict accordance with the District 205 school dress code as explained in the summer school handbook. Students in violation of the dress code will not be allowed in class.

__ It is understood that cell phones and other electronic devices such as iPods and MP3 players will not be displayed during the school days. Item(s) will be confiscated by any school official or security from a student in violation of this policy.

__ Students understand that they must report to class on time, as tardiness is a disruption to the learning environment and will be held to strict accordance with the district's summer school attendance policy.

THREE TARDIES TO CLASS, INCLUDING BREAKS ARE ALLOWED FOR EACH HALF CREDIT COURSE. Student is **dropped** from school on the **fourth** tardy for a half credit class. For full credit classes, **three (3) tardies to class equal one (1) absence** (this includes breaks). There is a limit of **six** tardies (excused or unexcused) for a full credit class. Students are dropped from Summer School on the **seventh** tardy. Tardies include being tardy to school, as well as being tardy to class when returning from a break.

__ Students enrolling in Summer School should plan to be in class **every** day since each day in Summer School is equivalent to five days of regular school. One hour of instruction is equivalent to one day. **There is a limit of TWO ABSENCES** (excused or unexcused) for half credit courses and **FOUR ABSENCES** for full credit courses. This policy begins the first day of summer school. Students are dropped from a semester course on the **third** absence (for half credit courses) or on the **fifth** absence for (full credit courses).

__ Students riding school buses are expected to conduct themselves in a quiet and respectable manner, as not to disrupt the bus driver. Students found in violation of this policy may have their bus riding privileges suspended.

__ I have received the school rules in the 2013 Summer School Handbook. Included are the Attendance, Student Dress, Sexual Harassment, Grading and Acceptable Use Policies, as well as the Discipline Guidelines. I understand that it is my responsibility to be in compliance with all the policies and procedures provided in these documents.

Student Name (Print) _____

Student Signature _____

I.D. # _____ **Home School (Please Circle) TT TR TW**

Parent Signature _____