



District 205

SUMMER SCHOOL 2015

Extended Year, Enrichment, & Extra Help

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The 2015 session of the District 205 Summer School, for all regular academic courses and the BOOST Program for In-Coming Freshman, will be held at **Thornridge High School**. Community service programs and a number of other programs will be offered at **Thornridge High School**. All questions about summer school registration should be directed to the student's counselor.

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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 2015-2016 School Year Before You Can Register For Summer School.

Please call each building for their residency schedule

Thornridge 708-271-4446/4692

Thornton 708-225-4120

Thornwood 708-225-4711

Sign Up/Registration Timelines for Any Class Needed

1st Semester Failures (of the 2014-2015 school year)

Register for Classes March 23, 2015 to May 29, 2015

Students will meet with their counselor to receive registration forms and registration information and then bring the form with full payment to either the Thornton/Thornwood Bursar Office the Thornridge Main Office. Students are not registered for summer school until full payment has been made and residency verification for the 2015-2016 school year has been completed.

2nd Semester Failures (of the 2014-2015 school year)

Register for Classes June 9, 2015 through June 18, 2015

(At the Thornridge Main Office during regular business hours)

Students will receive registration information via US Mail and robo call after 2nd Semester grades have been officially posted. Students will then report to the Thornridge Main Office to complete the registration process. Students are not registered for summer school until full payment has been made and residency verification for the 2015-2016 school year has been completed.

To enroll in a class, residency verification for the 2015-2016 school year must be completed and the student must bring their registration form with payment to either the Thornton/Thornwood Bursar Office or the Thornridge Main Office and *pay the full tuition of \$150 for full credit courses or \$75 for half credit courses.*

A student, who is registered for a Summer School Course and does not plan to attend, must withdraw by **Friday, May 22, 2015**; 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 9, 2015 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 2015				
M	T	W	R	F
X	9	10	11	X
15	16	17	18	X
22	23	24	25	X
29	30			
Second Semester				
July 2015				
6	7	8	9	10
13	14	15	16	X
20	21	22	23	X

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 23, 2015 at 10:00 a.m.

THORNRIDGE HIGH SCHOOL – David L. Eanes Auditorium

TUITION

Tuition for residents of District 205 will be **\$150** per full credit course and **\$75** per half credit course. Summer School is open to eighth grade graduates for **BOOST** and 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 \$150 for a full credit course or \$75 for a half credit course.**
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 24, 2015. 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. For full credit classes, **three (3)** tardies to class equal one **(1) absence** (this includes breaks).
4. 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.
5. 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. Students without an ID card will not be allowed in classes. Students needing to purchase an 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 Bursar Office, 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 AP Course and re-take that same subject in Summer School, AP 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 23, 2015 at 10:00 a.m. at Thornridge High School in the David L. Eanes Auditorium.**

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

The purpose of summer school is to allow the student the opportunity to make up course work that has been failed 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, except in the case of BOOST.

Subject: Mathematics		Subject: English		Subject: Science		Subject: Social Studies	
Algebra I		English I		Biology I		Ancient World History	
Algebra I Co-Taught		English I Co-Taught		Biology I Co-Taught		Ancient World History Co-Taught	
Algebra II		English II		Chemistry		Econ	
Algebra II Co-Taught		English II Co-Taught		Chemistry Co-Taught		Econ Co-Taught	
Financial Algebra		English III		Physics I		US History	
Geometry		English III Co-Taught		Physics I Co-Taught		US History Co-Taught	
Geometry Co-Taught		English IV				Psychology	
Statistics		English IV Co-Taught				Sociology	
Statistics Co-Taught		High School Reading				Sociology Co-Taught	
						Afro American History	
Subject: Foreign Language		Subject: Other		Subject: PE/Health		Subject: SPED	
Spanish I		Business and Computers		PE I		Functional Living Skills	English II LVL
Spanish II		Speech		PE II		Functional Math I	English III LVL
French I				PE III		Functional Math II	English IV LVL
French II				PE IV		Language Arts I	Biology LVL
ELL I				Health		Language Arts II	Chemistry LVL
						Algebra I LVL	Environmental Science LVL
						Algebra II LVL	Ancient World LVL
						Geometry LVL	Econ LVL
						English I LVL	US History LVL
							Wilson Reading
BOOST for Incoming Freshmen							
Math/English (YR): 1 elective credit							
Math/English Co (YR): 1 elective credit							
Spanish (YR): 1 elective credit							
French (YR): 1 elective credit							
Business and Computers (SEM): ½ elective credit							
Health (SEM): ½ credit (graduation requirement)							

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

This freshman English course emphasizes higher-level thinking skills. Through a focus on using both fiction and nonfiction readings as models of writing, students will develop skills in the analysis of what is read so that they can apply similar techniques to their own writing. Research and technology, as well as listening and speaking, will support the development of these skills. Students will practice in-depth analysis of both fiction and nonfiction readings, gain preliminary skills in research and technology, and reinforce listening and speaking skills. Students in this yearlong freshman course will practice reading literary works of various lengths and test-taking skills for a variety of tests. Students will create and practice single and multi-paragraph writing assignments for a variety of purposes. This course is designed for students who have met entry level reading and writing requirements.

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.

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.

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.

ENGLISH III

English III studies novels, short stories, drama, essays, and poetry by American authors. Emphasis is placed on improving writing, developing critical thinking skills, expanding vocabulary, and improving reading and study skills. Preparation skills for college entrance exams are also addressed.

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.

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.

OTHER

BUSINESS AND COMPUTERS

SPEECH I

This course is designed to prepare students to become more effective communicators in today's society by improving relevant skills in speaking, listening and critical thinking. Objectives include communication theory, interpersonal and interpersonal communication, public speaking, library research and information analysis, outlining career orientation, and social skills and processes of group interaction.

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.

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.

MATH

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 calculator to class each day. You can check with the instructor if you have any questions regarding the purchase of a calculator.

ALGEBRA I SEMESTER ONE

This course will review components of Algebra which includes working with expressions, order of operations, problem solving, functions and their graphs. In addition, operations with real numbers including fractions, decimals, percent's, square roots, and integers will be reviewed. Students in first semester will also work with solving linear equations requiring one-step, two-step, and multi-step solutions. Word problems will also be emphasized including ratio, proportion, and percent.

ALGEBRA I SEMESTER TWO

This course will review components of Algebra which includes graphing points. Students will be able to write and graph linear equations from given information. Students will also work with solving and graphing inequalities. Systems of linear equations will also be covered using graphing, substitution, and elimination methods. Students will also review exponential rules, scientific notation, polynomials, factoring, radicals, and quadratics.

ALGEBRA I 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

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 in 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. Students are required to use a scientific calculator.

GEOMETRY SEMESTER ONE

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 in 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. Students are required to use a scientific calculator. During first semester, students learn basic geometric terms, symbols, and postulates. Students are also instructed about angle pair relationships and are exposed to deductive and inductive reasoning. Students also work with triangle congruence and other triangular relationships. Identify basic geometric symbols, vocabulary, and postulates.

GEOMETRY SEMESTER TWO

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 in 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. Students are required to use a scientific calculator. During second semester, students work with proportions, similar triangles, Pythagorean Theorem, and right triangle relationships. Students also work with trigonometric ratios on right triangles, and identify quadrilaterals and their relationships. Students develop measurements such as perimeter, area, and volume of various figures.

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

The course extends the skills developed in Algebra I and Geometry. It emphasizes competence in algebraic methods and procedures. Complex numbers are introduced and the idea of a function as used as a unifying concept. Skills are stressed in conjunction with concepts.

ALGEBRA II SEMESTER ONE

This course extends the skills developed in Algebra I and Geometry. It emphasizes competence in algebraic methods and procedures. During first semester, students review working with expressions, equations, and order of operations. In addition, students work with linear functions, absolute value functions, and inequalities. Students also solve systems of equations using a variety of advanced methods. Students also are exposed to polynomial operations. A (TI-83) graphing calculator is required for this course.

ALGEBRA II SEMESTER TWO

This course extends the skills developed in Algebra I and Geometry. It emphasizes competence in algebraic methods and procedures. During the second semester, students will work with polynomial, radical, and quadratic functions. Properties of exponents will also be reviewed. Students will also be exposed to functional operations including composite functions. Students will also work extensively with exponential and logarithmic functions. A (TI-83) graphing calculator is required for 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

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.

STATISTICS

The focus of this course will be learning how to design studies, collect and analyze data, and interpret results along with the study of probability and statistical evidence.

STATISTICS SEMESTER ONE

The focus of this course will be learning how to design studies, collect and analyze data, and interpret results along with the study of probability and statistical evidence. Students will be introduced to basic terminology and the development of statistical studies and experiments. In addition, students will learn methods of visually presenting data. Measurements of central tendency and descriptive statistics of variation such as standard deviation will be completed. Students will also determine correlation. Over the course, students will build inference skills. A (TI-83) graphing calculator is required for this course.

STATISTICS SEMESTER TWO

During second semester students are exposed to different types of probability, permutations, and combinations. Students will learn the differences between discrete and continuous variables. In addition, students will learn the importance of the normal distribution and calculate z-scores. The central limit theorem will also be covered. Over the course, students will build inference skills. A (TI-83) graphing calculator is required for this course.

STATISTICS CO-TAUGHT

This course is designed to train students how to create studies, collect and analyze data, and interpret results along with the study of probability and statistical inference. Exposure to real data can aid personal development and decision-making, as well as give students concrete examples of how statistics plays a role in their lives today. Students will learn that the ability to critically evaluate data is an important life skill because data influences every part of their lives. This introductory statistics course will allow students the opportunity to gain sound intuition in developing their understanding of the concepts of quantitative, as well as qualitative literacy. The use of a graphing calculator is required. This item may be rented in the bursar's office/bookstore.

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. The student is expected to dress in uniform and participate daily in physical education. Activities offered fall into the categories of team sports, individual sports and other activities.

SCIENCE

BIOLOGY I

Biology I is a balance of traditional and modern biological science. Emphasis is placed on broad concepts applicable to all living systems. The course is organized according to the following themes: 1) Cell structure and function. 2) The requirement of energy to maintain the organization of living systems. 3) Reproduction in terms of history, heredity, biochemistry, and anatomy and physiology. 4) Evolution and relationships among phyla. 5) Anatomy and physiology of the various organ systems. 6) Behavior and ecology of organisms. A considerable amount of time is spent on laboratory investigations. PREREQUISITE: One science credit.

BIOLOGY I 1st semester

Biology I is a balance of traditional and modern biological science. Emphasis is placed on broad concepts applicable to all living systems. The course is organized according to the following themes: 1) Cell structure and function. 2) The requirement of energy to maintain the organization of living systems. 3) Scientific Methodology.

BIOLOGY I 2nd semester

Biology I is a balance of traditional and modern biological science. Emphasis is placed on broad concepts applicable to all living systems. The course is organized according to the following themes: 1) Heredity. 2) Evolution and relationships among phyla. 3) Behavior and ecology of organisms. A considerable amount of time is spent on laboratory investigations. PREREQUISITE: One half science credit.

BIOLOGY CO-TAUGHT

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

Chemistry is a class that includes laboratory work, lecture-discussions, and other class procedures that are carefully structured to form the framework upon which chemical concepts, theories, and principles are based. Topics in this course include scientific method; measurement; properties of matter; atomic structure; periodic table; nomenclature and compounds; balancing equations; types of reactions; moles; stoichiometry; bonding; calorimetry; gas laws; solutions and acids and bases. Highly involved in these topics are equation writing, problem solving and experimentation. This course provides a solid foundation in chemistry for students.

CHEMISTRY 1ST SEMESTER

Chemistry is a class that includes laboratory work, lecture-discussions, and other class procedures that are carefully structured to form the framework upon which chemical concepts, theories, and principles are based. Topics in this course include scientific method; measurement; properties of matter; atomic structure; periodic table; nomenclature and compounds; balancing equations; and types of reactions. Highly involved in these topics are equation writing, problem solving and experimentation. This course provides a solid foundation in chemistry for students.

CHEMISTRY 2ND SEMESTER

Chemistry is a class that includes laboratory work, lecture-discussions, and other class procedures that are carefully structured to form the framework upon which chemical concepts, theories, and principles are based. Topics in this course include moles; stoichiometry; bonding; calorimetry; gas laws; solutions and acids and bases. Highly involved in these topics are equation writing, problem solving and experimentation. This course provides a solid foundation in chemistry for students. Prerequisite: one-half credit in Chemistry.

CHEMISTRY CO-TAUGHT

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 I

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.

PHYSICS I Semester 1

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. Topics include: One dimensional motion, kinematics, projectile motion, forces, and centripetal acceleration.

PHYSICS I Semester 2

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. Topics include: Conservation of energy, Conservation of momentum, rotation, static equilibrium, universal law of gravitation.

PHYSICS CO-TAUGHT

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.

SOCIAL STUDIES

ANCIENT WORLD HISTORY

This course emphasizes world history through a cultural approach. Each world region is studied as a separate unit including geography, history, culture, and contemporary issues. Some of the major Issues that can be covered include migrations, religions, tradition, 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.

ANCIENT WORLD HISTORY CO-TAUGHT

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.

ECONOMICS

This course is designed to introduce students to the basic principles of economics and the fundamental operations of the American economy. This course includes consumer education topics required by state law.

ECONOMICS CO-TAUGHT

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

This course begins with an overview of U.S. History prior the 1900's and continues with a unit on the U.S. and state constitutions. During first semester students will learn about the cultural, social, political, economic and technological developments from 1900-1930. Second semester will address these same issues from 1930 to the present. Reading, writing, study skills, and reasoning skills are also emphasized in this course.

U.S HISTORY CO-TAUGHT

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.

PSYCHOLOGY

Psychology is the study of the mind and behavior. The discipline embraces all aspects of the human experience—from the functions of the brain to the actions of nations, from child development to care for the aged. The 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.

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.

SOCIOLOGY CO-TAUGHT

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.

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.

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.**

R-001973- FUNCTIONAL LIVING SKILLS FOR 9-10-11-12 1 UNIT 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.

R-001951- FUNCTIONAL MATH I FOR 9-10 1 UNIT 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.

R-001953- FUNCTIONAL MATH II FOR 11-12 1 UNIT 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.

R-001963- FUNCTIONAL LANGUAGE ARTS I FOR 9-10 1 UNIT 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.

R-001965- FUNCTIONAL LANGUAGE ARTS II FOR 11-12 1 UNIT 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.

R-001305 - ALGEBRA W/SUPPORT LVL FOR 9 1 CREDIT 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.

R-001327 - ALGEBRA II LVL FOR 11 1 CREDIT 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.

R-001321 - GEOMETRY LVL FOR 10 1 CREDIT 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.

R-001003 - ENGLISH I LVL FOR 9 1 CREDIT 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.

R-001015 - ENGLISH II LVL FOR 10 1 CREDIT 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.

R-001047 - ENGLISH III LVL FOR 11 1 CREDIT Emphasis is placed on improving writing skills, reading thematic units and novels in American literature, and reinforcing study habits and reading skills.

R-001075 - ENGLISH IV LVL FOR 12 1 CREDIT 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.

R-001207- BIOLOGY LVL FOR 9 1 UNIT 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.

R-001209- CHEMISTRY LVL FOR 10 1 UNIT 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.

R-001227- ENVIRONMENTAL SCIENCE LVL FOR 11-12 1 UNIT 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.

R-000149- ANCIENT WORLD HISTORY LVL FOR 9 1/2 UNIT This 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.

R-000171- ECONOMICS LVL FOR 10 1/2 UNIT 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.

R-001141- U.S. HISTORY LVL FOR 11-12 1 UNIT 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.

WILSON READING

The Wilson Reading course is designed for use with individuals who have language difficulties in the areas of decoding (word reading) and encoding (spelling). Based on Orton-Gillingham principles, Wilson Reading is a highly structured, program that directly teaches the structure of the English language. This research-based course is an intensive, 12 step sequential program that Wilson students follow throughout high school. All instruction is multisensory and highly interactive.

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

- **College & Career Portfolio (Senior Project) - Any students that have documentation to turn in for College & Career Portfolio can turn it into Janette Morales (708) 271-4078 at the district office. She will be available to collect documents Tuesday through Thursday from 10:00a.m. to 2:00 p.m. on days Summer School is scheduled.**
- **The 8th Grade Explore Test will be given on the following dates: June 10th, June 17th, June 24th, July 8th, and July 15th, July 22nd, and July 29th. Incoming freshman should report to Thornwood High School no later than 8:15 AM on testing dates (enter through the main door and sign in at the security desk).**

Special Education Program Wilson Reading

This six-week program will serve the severe Learning Disabled and Communication Disabled students who exhibit low language skill ability. Enrollment eligibility will be determined by the coordinators of the program, and invitations to attend will be submitted by them.

Contact Thomas Porter, Pupil Personnel Services at 708-225-4995, porter.thomas@district205.net for further information.

District 205

Summer School 2015

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 2015 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 _____ **Date** _____