

# Highland Park High School

## ***Welcome Class of 2026***

### ***Curriculum and Course Registration***



**We are excited to welcome students and  
parents into our Giant family!**

**Visit the HPHS website: [www.dist113.org/hphs](http://www.dist113.org/hphs)**

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# REGISTRATION TIMELINE AND OTHER IMPORTANT DATES

## ***Giant Welcome!***

**\*\* Class of 2026 Giant Welcome website goes live on December 13, 2021 \*\***

<b>January 5</b>	2022-2023 HPHS Program of Studies available on the HPHS website.
<b>January 26</b>	Course placements available for viewing by parents in Infinite Campus. Parents will receive an email after 3pm with instructions for how to set up their IC Parent Portal account..
<b>February 1</b>	Summer school registration begins. Course information and registration information are available on the summer school website.
<b>February 1&amp;2</b>	Counselors visit D112 middle schools to register students for courses -- Northwood (February 1); Edgewood (February 2)
<b>February 3</b>	Virtual course registration meetings with counselors for students attending private schools.
<b>February 4</b>	Course registrations available in IC for viewing and parent confirmation.
<b>February 11</b>	Course registration deadline. All parent and student requests for course changes or level changes and course placement override forms due to HPHS Counseling Department. <b>NO CHANGES WILL BE MADE AFTER THIS DATE.</b>
<b>February 12</b>	Course change moratorium begins.
<b>May 2</b>	Health forms, Physical Exam, Immunizations, and Dental forms are due. Submit to Health Services at HPHS at <a href="mailto:hphshealthservices@dist113.org">hphshealthservices@dist113.org</a>
<b>August (TBD)</b>	Schedules and counselor assignments released in Infinite Campus.
<b>August (TBD)</b>	Freshman Prep Day (book sale, lockers distributed, ID & yearbook photos taken)
<b>August (TBD)</b>	Freshman Link Crew Orientation with Freshman Mini schedule - 12:30 p.m. to 3:00 p.m.
<b>August 17</b>	First Day of School – full day for all students



# Paperwork Checklist

- January 7 - [Enrollment and Online Registration](#) due
- February 11 - All student course registrations due
- No later than May 2 - [Health and Emergency Forms](#) Due *(Including Physical Exam, Immunizations, and Dental forms)*

**RETURN TO HEALTH SERVICES** [hphshealthservices@dist113.org](mailto:hphshealthservices@dist113.org)

## CONTACT INFORMATION:

### Course Registration

Jennifer Ginopolis, Co-Department Chair of Counseling

[jginopolis@dist113.org](mailto:jginopolis@dist113.org)/ 224-765-2050

Aliza Gilbert, Co-Department Chair of Counseling

[agilbert@dist113.org](mailto:agilbert@dist113.org)/ 224-765-2055

### Health and Emergency Forms

Susan Brady, Nurse

[sbrady@dist113.org](mailto:sbrady@dist113.org)/ 224-765-2200

### Financial Aid

Norma Aguilar, Administrative Assistant to the Assistant Principals

[naguilar@dist113.org](mailto:naguilar@dist113.org)/ 224/265-2007

### Residency

Kelly Schaffner, District Registrar

[kschaffner@dist113.org](mailto:kschaffner@dist113.org)/ 224-765-2005

# **Infinite Campus & Schoology**

## **Infinite Campus**

Infinite Campus (IC) is the student information system which enables students and parents to access data from their personal computers utilizing secure, web-based programming. Through IC you will be able to access student schedules, progress reports, secure grade data, attendance, and other pertinent student information in real time. You will receive complete access information and registration instructions in January

## **Schoology**

Schoology is the learning management system (LMS) used by Township High School District 113. Schoology enables students, teachers, and parents to engage with digital learning materials and their school community from the classroom and beyond. In addition to providing a centralized location for online classroom content, students and parents can view feedback and grades as well as communicate with teachers, coaches, and club sponsors through Schoology. Once parents have their Infinite Campus account set up, they should also establish an account in Schoology. Directions can be found on the HPHS website at <https://www.dist113.org/Page/2801>.

# 9th Grade Placement Assessments

Highland Park High School staff use multiple sources of information about students to help make course placement decisions for our incoming 9<sup>th</sup> graders. Among these sources of data are: conversations with middle school teachers, students' middle school grades, and student assessment scores. Below is an overview of the various assessments that are used by HPHS to inform our placement decisions for your student. Please note that some of these assessments are mandatory for all 8<sup>th</sup> grade students and some are voluntary.

## **Mandatory Assessments (all 8<sup>th</sup> grade students complete these assessments at their middle schools during the 8<sup>th</sup> grade year)**

- **MAP test (Administration dates vary):** All District 112 students take the MAP test two times a year. During 8<sup>th</sup> grade, students take the MAP math test in the Winter instead of the Spring window. The staff at HPHS uses the students' longitudinal data in the MAP reading and the MAP math tests to help inform student course placement during 9<sup>th</sup> grade. We encourage all 8<sup>th</sup> grade students to take the MAP exams seriously, as accurate MAP scores will help ensure that a student is placed in the correct high school course.
- **Assessment of Performance toward Proficiency in Languages (AAPPL) for Spanish and French Second Language Learners and Heritage Speakers of Spanish**  
(Administration date: January 3-14, 2022)

This assessment is for all students in District 112 that are currently in 8th grade Spanish and French programs as a second language and 8th grade Heritage speakers that are not currently enrolled in a language class. Students will take the assessment to determine proficiency in the three modes of communication; interpersonal listening/speaking, presentational writing, and interpretive reading/listening. The results of this assessment will be used to help determine the correct placement level in Spanish and French classes.

- **Assessment of Performance toward Proficiency in Languages (AAPPL) for Dual Language**  
(Administration date: January 3-14, 2022)

\*All students who plan to enroll in the Dual Language Program at Highland Park High School will need to complete an "Intention to Participate" form to declare interest in the program. Details will be shared during the registration process.

This assessment is for all students in District 112 that are currently in 8th grade Dual program. Students will take the assessment to determine proficiency in the three modes of communication; interpersonal listening/speaking, presentational writing, and interpretive reading/listening. The results of this assessment will be used to help determine the correct placement level in High School.

# **Physical Education & Link Crew**

The Link Crew program has been designed to ease the transition from middle school to high school. It provides an opportunity for freshmen to adjust to the high school community in a supportive, caring environment.

Link Crew provides freshmen with a fun and interactive “Freshman Orientation” program on the first day of freshman attendance. During the orientation, freshmen learn about the high school, meet other members of the freshman class, take tours of the building, and participate in a number of activities designed to welcome them into the high school.

To better support the transition of freshmen throughout the school year, all freshmen are assigned at least two junior or senior Link Leaders. The role of the Link Leader is to serve as peer mentor to freshmen; Link Leaders help freshmen learn to navigate the various demands of high school life.

Throughout the year, Link Crew Days are conducted. The goal of Link Crew days is to reconnect freshmen with their Link Leaders, to expose freshmen to various aspects of the school, and to work on a variety of activities that foster educational, social and personal wellness.

All incoming freshmen are automatically assigned a Link Crew and Link Leaders. Information regarding Orientation Day will be mailed home to students and parents in early August.

## **Freshman Physical Education**

All freshmen are required to take physical education. Freshmen learn fitness concepts, team building skills, experience a variety of aerobic activities, and participate in volleyball, dance, swimming, track and field, tumbling, and basketball. Students track their physical fitness progress and health habits throughout the year. All students will purchase a gym uniform at the Book Sale.

## **Dual Language Freshman Physical Education**

This course follows the same curriculum as Freshman Physical Education. The intended population of this course includes: dual language students who wish to improve their Spanish conversational language skills, students studying Spanish who are seeking authentic opportunities to utilize language with Native speakers, and Native Spanish speakers who wish to share their language and culture with peers. Instruction is conducted in both English and Spanish.

# ENGLISH DEPARTMENT

## SUMMER LITERACY ENRICHMENT

### Summer School English Offering: Building Reading Proficiency

Building Reading Proficiency is a summer school course that meets for 5 hours a day, four days a week, for 3 weeks of summer school. Students work on developing their critical literacy skills, including strategic reading, fluency, and vocabulary development. Students receive targeted instruction in a variety of reading strategies using a common text and then practice applying these strategies with independently chosen texts in small literacy circles. The course is designed primarily for incoming 9th graders who need more literacy support; therefore, students recommended for English I + Reading should strongly consider this option for summer school preceding freshman year.

## FRESHMAN ENGLISH PROGRAMMING

### Core English I Courses with Additional Support:

- English I + Reading I
- English I + Freshman English Lab

### Core English I Choices:

- English I
- English I Honors

## FRESHMAN ENGLISH COURSES BY RECOMMENDATION

Students may be recommended and placed into a literacy intervention based on data collected during 8<sup>th</sup> grade year as well as feedback given from 8th grade teachers. These options may include English I that meets for double the amount of time per week through an additional Reading I course or an English I option that meets for an additional block of instruction during block days. These decisions will be shared with students during the registration process.

### Reading I

In addition to the core content of English I, this course has an additional period of instruction and is structured to support students as they become increasingly aware of their preferences and growth as readers. Students learn a variety of strategies to access and interpret information from multiple texts, while teachers provide support and strategies to develop independent readers who can navigate a range of texts. A goal for this course is for students to become independent and collaborative learners as they reflect on their own thinking and growth in multiple skill areas including reading, writing, speaking and listening, research, and language. Additionally, this course focuses on the introduction of analytic writing and the development of text-based arguments.

### English I + Freshman English Lab

This course is a small learning community that aims to support freshmen during their transition to high school, while nurturing and strengthening the development of their academic identities. The overall goal of the course is to build the academic and content area literacy skills of our students in order to better prepare them for the academic rigor of high school and college. Placement in this



course is a deliberate one. The structure of this course provides two teachers with the opportunity to better meet students' individual learning needs by making a larger class smaller. Teachers may group students flexibly and allocate class time based on skill-development, enrichment opportunities, interest, or targeted interventions; thus, the class may split at times and remain together at others. Students will set rigorous personal learning goals and will be pushed to their highest potential. The content of the course focuses on the introduction of analytic writing and the development of text-based arguments. Students will also practice writing in narrative modes. Teachers work with anchor texts and supplemental texts to guide students' practice at appropriate levels. In addition to the regular single period English I class, students are required to attend one Lab session. The purpose of this additional time is to support students in their development of the Freshman English Standards and help them acclimate to high school. Additionally, the Lab will support students in transferring the literacy strategies they learn in this course to their other core content classes.

A Lab period looks like any other academic period. Teachers use the time in the following ways:

- Whole-class, responsive instruction, to address academic needs that are identified in class. (Examples: workshops on theme, on the difference between inferences & predictions, reinforcing writing skills)
- Pre- and post-assessments in order to accurately identify student needs. (Examples: grammar pre- and post-test on six different areas of English grammar, SSR (sustained silent reading) pre- and post-reading comprehension strategies, or vocabulary pre- and post-tests.)
- SSR reading and strategy work. Students are given individualized strategy practice that they will use to complete using their choice SSR books.
- 1-on-1 instruction to review and assess reading comprehension and writing skills.
- 1-on-1 conferences to offer revision opportunities and set individualized learning goals specific to reading, writing, and 21st century scholarship skills.

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## **FRESHMAN ENGLISH CHOICES**

Students who are not recommended for English I + Reading I or English 1 + Freshman English Lab may choose a single period of English I or English I Honors. There are no placement criteria for each of these courses. The course descriptions will provide more information, so students can choose a course that is in-line with their learning styles and learning goals. Students will select one of these choices when they meet with HPHS counselors in January.

### **English I**

This is a single period course that is thematically organized utilizing inquiry as a primary strategy for learning. The course introduces students to a range of literary genres and develops skills in reading, writing, language, research, and speaking and listening. The course focuses on the introduction of analytic writing and the development of text-based arguments. Students will also practice writing in narrative modes. Teachers will provide support and differentiated strategies to build reading skills, so students can analyze sophisticated texts. Teachers work with anchor texts and supplemental texts to guide students' practice at appropriate levels.

### **English I Honors**

English I Honors is designed for students to work with the support of a teacher on advanced concepts and skills in language arts. The class is open to any student who opts-in to this freshman

experience. Students who excel in language arts or are willing to extend their learning and growth in this area will be successful. All students are capable of enrichment if their passions and achievements push them to extend their learning and attain advanced PreAP skills.

The text complexity and skill development of this course will be above grade level. The course will: develop a deeper awareness of language; practice composition in rhetorical forms to focus on structure, detail, and language; cultivate deeper discussion skills and questioning techniques; and provide a mix of collaborative and individual inquiry experiences.

The level of skill development during the class period will shift to push students to think, write, and discuss at higher levels beyond the core 9th grade standards. This program rewards critical-thinking, reflection, and student ownership. Each semester will end with a multi-part, skill-based honors-level performance assessment.

### **Enrichment Lab**

The Enrichment Lab is an honors transition program for students who do not select English I Honors but wish to enter this pathway of learning at the beginning of semester two, while continuing with their core freshman English class (English I + Reading, English I + Lab, or English I) in order to prepare for a smooth transition into English 2 Honors. Students will select this option during January of their freshman year. They will opt-in to a weekly honors-level extension if possible during study halls or off-lab periods. This enrichment opportunity, in addition to differentiated core experiences during their regularly scheduled English class, will enable students to build advanced skills. This opportunity will serve as a support for students who wish to select English 2 Honors during their sophomore year.

# **MATH DEPARTMENT**

## **Algebra I**

Algebra I is a first-year algebra course that expands on the rules of arithmetic learned in pre-algebra. Topics include: identifying the number systems; simplifying expressions using algebraic symbols, formulas, arithmetic operations, and properties of exponents; solving, writing, and graphing linear equations and inequalities; solving systems of linear equations; simplifying, rationalizing, and solving problems containing radicals; introducing function notation and exponential functions, solving and graphing quadratic equations. A TI-Nspire CX CAS calculator will be required for this course as a teaching aid to visualize algebraic concepts. When necessary, students will have the option to enroll in an additional 50 minutes of math support through Algebra I Lab.

## **Geometry**

This course is an introduction to the basic principles of Euclidean geometry. Students have the opportunity to learn key definitions, symbols, notations, theorems, and properties of geometric figures that serve as the foundation of the course. Emphasis is placed on developing deductive reasoning and logical thinking skills through the use of geometric proof. Content explored includes: basic definitions, lines, angles, triangles, quadrilaterals, circles, polygons, solids, congruence, similarity, proportion, elementary trigonometry, and formulas for perimeter, area, surface area and volume. The curriculum will be presented utilizing a wide variety of instructional strategies, which could include cooperative learning, mathematical discourse, discovery learning, projects, math labs, and technology. Students are expected to complete daily homework assignments which may include projects and labs. A TI-Nspire CX CAS calculator will be required for this course as a teaching aid to visualize concepts.

## **Geometry Honors**

In this course, students study the properties of geometric figures including area and volume of two and three-dimensional figures. Emphasis is placed on the Pythagorean Relationship. Students investigate deductive reasoning and critical thinking processes through the study of formal proofs. Algebra and geometry are studied as analytical geometry (combining equations and graphs) to solve problems in the coordinate plane. The curriculum will be presented utilizing a wide variety of instructional strategies, which could include cooperative learning, mathematical discourse, discovery learning, projects, math labs, and technology. Students are expected to complete daily homework assignments which may include projects and labs. A TI-Nspire CX CAS calculator will be required for this course as a teaching aid to visualize concepts.

## **Algebra II with Trigonometry**

This course covers topics typical for a second-year algebra course, including trigonometry. This course is intended to prepare students for Pre-Calculus Advanced or Pre-Calculus. There will be daily homework assignments and occasional projects and labs. Semester one topics in this course include solving and graphing linear, quadratic, and polynomial equations and inequalities, solving systems in two and three variables. Second semester covers properties of exponents, solving and graphing rational, logarithmic, exponential and radical equations. The course concludes with topics of trigonometry including right triangles,

introductory graphing and solving basic trigonometric equations. A TI-Nspire CX CAS calculator will be required for this course as a teaching aid to visualize algebraic concepts.

### **Algebra II with Trigonometry Honors**

In this course students will study the classes of functions such as linear, quadratic, exponential, logarithmic, rational, polynomial, and trigonometric. There is a strong emphasis on discovery-based learning in this course where the use of technology will lead students to a deeper understanding of these classes of functions. A significant amount of time is devoted to the derivation, and proof of many trigonometric properties. This fast-paced course prepares students for Honors Pre-Calculus. A TI-Nspire CX CAS calculator will be required for this course as a teaching aid to visualize algebraic concepts.

### **Introduction to Computer Science**

This course is a year-long introduction to the basic science and artistry of structured programming and computer science. It is designed to be appropriate for students with little to no computing background. The first semester involves learning Web Design and Graphic Design, while the second semester focuses on Mobile Application and Game Design. HTML/CSS/JS, MIT AppInventor and Python are the primary languages/software tools used in the development and mastery of course targets. Because it is a lab-based course, students will spend a considerable amount of time experimenting with course topics. Course topics will include: algorithms, problem-solving, pseudocode, debugging, control structures, data types, data structures, introductory object-oriented theory, and code documentation. Two culminating projects will include experiencing the Software Development Life Cycle by creating a fully functional website (HTML/CSS/JS) and a Mobile Application and/or Game. Field trips may be integrated into the course to provide students with exposure to how programming is done in industry. This course will provide a solid preparation for AP Computer Science.

# SCIENCE DEPARTMENT

## Freshman Placement

Placement of incoming freshmen is based on the following data:

- 8<sup>th</sup> grade science teacher recommendations
- MAPs Testing Data in Science, Reading and Math
- 8th grade math and science grades

No one piece of data reflects a whole student; therefore, all of these pieces are weighed in order to make the placement that ensures the highest possibility for success. The beginning point in the science curriculum should be weighed carefully based on a student's cognitive level and skill strength in Algebra. Appropriate accommodations are made within the context of these courses to meet varied learning styles and mathematical abilities.

Freshman course options are **Physics** and **Physics Honors**.

### Physics

Students investigate Physics concepts, through laboratory-based experimentation, of motion, force, work, power, energy, electricity, and waves in sound and light. Students strengthen science skills through problem solving, experimental design, gathering and interpreting data, communicating results and connecting their learning to real world applications. Designed for students who are independent learners ready to gather and analyze data, express this data graphically, and draw conclusions, this course develops conceptual understanding of physics. Written communication will be progressively developed through the completion of formal laboratory write-ups. A strong foundation of algebraic skills and scientific reasoning is highly recommended.

### Physics Honors

Success in **Physics Honors** is most impacted by the ability of the student to think abstractly as well as manipulate and apply algebraic equations to these abstract concepts. The topics studied in this course include kinematics, dynamics, wave theory, electricity and magnetism. It is intended for students who are planning to study a science-related field in college. Freshman Physics is a rigorous course that moves at a fast pace through a math-based physics curriculum. Although success in past science experiences and motivational level are factors, they are not always indicators of success within the Physics curriculum.

# SOCIAL STUDIES DEPARTMENT

## **Patterns in World History**

This is a single period course that provides students with the opportunity to explore such concepts as the effect of different forces on people, the effects of change and why it occurs, and how multiple perspectives shape our understanding. These concepts are explored using case studies from both historical and contemporary societies. A primary focus will be placed on the study of historical case studies and regions from around the world, often with specific focus on the Middle East, Latin America, and Southern Africa. This course meets the computer literacy requirement for graduation.

## **Dual Language Patterns in World History**

This is a single period course that focuses on the same content and skills as the other Patterns offering but is designed for students who are interested in developing academic language in English and Spanish. This course will be taught primarily in Spanish and it specifically is designed for students who have completed the Dual Language program in District 112 before coming to high school or who are native speakers of Spanish. This course provides students with the opportunity to explore such concepts as the effect of different forces on people, the effects of change and why it occurs, and how multiple perspectives shape our understanding. These concepts are explored using case studies from both historical and contemporary societies. A primary focus will be placed on the study of historical context and literature from around the world, with a strong emphasis on Latin America as well as the Middle East and Africa. This course meets the computer literacy requirement for graduation.

### **Some extracurricular activities to consider:**

SOAR (Students Organized Against Racism)  
Model UN  
Congressional Debate  
Scholastic Bowl  
Investment Club

Key Club  
Mock Trial  
Human Rights Club  
Close-Up  
America's Club

# WORLD LANGUAGE & DUAL LANGUAGE DEPARTMENTS

Highland Park High School is proud to offer courses in 5 languages

## CHINESE - FRENCH - HEBREW - ITALIAN - SPANISH

### Which course do I take freshmen year?

#### **Chinese I, French I, Hebrew I, Italian I, Spanish I**

- These courses are for students with no prior instruction in the target language.

#### **French II or French II Honors, Hebrew II or above, Spanish II or Spanish II Honors**

- These courses are for students who complete the traditional junior high school language program.
- Placement in an honors section will be determined by a combination of teacher recommendation and a placement exam to be given in January at the Junior High Schools.

#### **Spanish Language Arts II Honors**

- This course is for native and heritage speakers of Spanish and for students who were in the Dual Language Program in District 112.
- Placement will be determined by a combination of teacher recommendation and a placement exam to be given in January at the Junior High Schools.

### **¿Hay cursos para los de lengua dual, los hispanohablantes nativos y los hispanohablantes de herencia?**

- Sí, todos los estudiantes en los programas de lengua dual, los hispanohablantes nativos y los de habla herencia tendrán una evaluación para determinar su nivel en el curso de Spanish Language Arts II Honores.
- La determinación será basada en los resultados del examen y recomendación del profesor del octavo grado durante el mes de enero.

### **Additional notes:**

- After level I of any language, honors credit is available for all courses.
- With the exception of Hebrew, no honors credit is given for level V.
- All levels are offered based on student enrollment.

# Highland Park High School Chinese Language Program

Grade Level	Chinese Sequences	
	<i>*or appropriate placement based on Individual Student Assessment</i>	
9 <sup>th</sup> grade	Chinese I	Chinese I
10 <sup>th</sup> grade	Chinese II	Chinese II Honors
11 <sup>th</sup> Grade	Chinese III	Chinese III Honors
12 <sup>th</sup> Grade	Chinese IV	Chinese IV Honors

# Highland Park High School French Language Program

Grade Level	French Sequences		
	<i>*or appropriate placement based on Individual Student Assessment</i>		
9 <sup>th</sup> grade	French I	French II	French II Honors
10 <sup>th</sup> grade	French II	French III	French III Honors
11 <sup>th</sup> Grade	French III	French IV	French IV Honors
12 <sup>th</sup> Grade	French IV	French V	AP French Language and Culture



## Highland Park High School Hebrew Language Program

Grade Level	Hebrew Sequences	
	<i>*or appropriate placement based on Individual Student Assessment</i>	
9 <sup>th</sup> grade	Hebrew I	Hebrew I
10 <sup>th</sup> grade	Hebrew II	Hebrew II Honors
11 <sup>th</sup> Grade	Hebrew III	Hebrew III Honors
12 <sup>th</sup> Grade	Hebrew IV or Hebrew V	Hebrew IV Honors or Hebrew V Honors

## Highland Park High School Italian Language Program

Grade Level	Italian Sequences	
	<i>*or appropriate placement based on Individual Student Assessment</i>	
9 <sup>th</sup> grade	Italian I	Italian I
10 <sup>th</sup> grade	Italian II	Italian II Honors
11 <sup>th</sup> Grade	Italian III	Italian III Honors
12 <sup>th</sup> Grade	Italian IV	Italian IV Honors

# Highland Park High School Spanish Language Program

Grade Level	Spanish Sequences <i>*or appropriate placement based on Individual Student Assessment/recommendation</i>		
9 <sup>th</sup> grade	Spanish I	Spanish II	Spanish II Honors
10 <sup>th</sup> grade	Spanish II	Spanish III	Spanish III Honors
11 <sup>th</sup> Grade	Spanish III	Spanish IV	Spanish IV Honors
12 <sup>th</sup> Grade	Spanish IV	Spanish V	AP Spanish Language and Culture

# Highland Park High School Dual Language Program

\*\*Click [here](#) for a video overview of Dual Language at HPHS\*\*

Grade Level	Spanish Language Arts	Dual Language Content Courses
9 <sup>th</sup> grade	Spanish Language Arts II Honors <i>*or appropriate placement based on Individual Student Assessment</i>	DL Patterns of World History DL Freshman Physical Education DL Intro to Business DL Guitar
10 <sup>th</sup> grade	AP Spanish Language	DL Sophomore Physical Education DL Traffic Safety DL Intro to Business DL Guitar
11 <sup>th</sup> Grade	AP Spanish Literature	DL Biology DL Guitar DL Unique P.E.
12 <sup>th</sup> Grade	Spanish Seminar Honors <i>*Dual Credit with Lake Forest College</i>	DL Guitar DL Unique P.E.

# Performing Arts (Fine Arts)

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## **Concert Choir (full year)**

Concert Choir provides opportunities for freshmen and other first year choral students to develop their musical potential through singing in a choral ensemble. Study includes the care and cultivation of beautiful tone, the ability to read music, the building of technical skills, team spirit, and responsible rehearsal habits, as well as fundamental music theory and ear training skills. Students will develop listening skills and their ability to evaluate music performances. Private lessons are encouraged. Course may be repeated for credit. Attendance at all public performances is required. No pre-requisite class required.

## **Treble Choir (full year)**

Treble Ensemble is an auditioned ensemble open to freshmen-senior sopranos and altos, and is designed to further their musical potential and aesthetic understanding through singing in a choral ensemble. Study includes the care and cultivation of beautiful tone, aesthetic awareness, the ability to read music, the refinement of technical skills, team spirit, and responsible rehearsal habits, and intermediate/advanced music theory and ear training skills. Students will strengthen listening skills and their ability to analyze and evaluate music and music performances. Private lessons are encouraged. Attendance at all public performances is required. No prerequisite course required. Honors credit is available by application.

## **Chorale (full year)**

Chorale, open to all sophomores-seniors by audition, provides opportunities for advanced choral students to refine their musical production and aesthetic understanding through singing in a choral ensemble. This advanced ensemble further develops the cultivation of beautiful tone, aesthetic awareness, and the ability to read music at a more advanced level, the refinement of technical skills, team spirit, and responsible rehearsal habits, as well as advanced music theory and ear training concepts. Students will strengthen listening skills and their ability to analyze and evaluate music and music performances. Private lessons are encouraged. Attendance at all public performances is required. Honors credit is available by application. Membership is by audition only. Contact Mr. Alumbrosos ([aalumbrosos@dist113.org](mailto:aalumbrosos@dist113.org)).

## **Swing Choir (full year)**

Swing Choir combines advanced singing and dancing techniques to perform a wide variety of musical styles, including pop, musical theatre and jazz. Singing and dancing experience are strong assets for students who choose to audition for this performance ensemble. Private lessons are encouraged. Attendance at all public performances is required. This group is open to all HPHS students. Membership is by audition only. Contact Mr. Alumbrosos ([aalumbrosos@dist113.org](mailto:aalumbrosos@dist113.org)).

## **MadCap (full year)**

These singers are a small and highly select group of voices. A high level of skill and experience are required because of the style and difficulty of the music performed. In the fall semester, the group studies Madrigals, an a cappella form of vocal music from the Renaissance era. The group also performs around the community for various holiday events. In the spring semester, the group transforms into a contemporary a cappella group (in the style of Pentatonix, Voctave, and others). The music studies contemporary popular music and students learn to develop a healthy, style-appropriate vocal tone for this style, as well as other related skills such as

vocal percussion and microphone technique. This ensemble is open to all students involved in an HPHS music ensemble, and rehearses outside of the school day. Membership is by audition only. Contact Mr. Alumbrosos ([aalumbrosos@dist113.org](mailto:aalumbrosos@dist113.org)).

### **Music Theory (one semester)**

This class is designed for students who wish to enrich their understanding of musical fundamentals. Students will develop skills that lead to an understanding of music theory, composition, and arranging. Tools used include piano keyboard and guitar.

### **AP Music Theory (full year)**

This course is designed to develop the student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. Students will be required to read, notate, write, sing and listen to music, while completing assignments that contain sight-singing, dictation, and analysis of musical excerpts. The course will include concepts that will allow students to be successful when taking the AP Music Theory exam. Some of these concepts include: musical terminology, notational skills, basic compositional skills, score analysis, and aural skills.

### **Concert Band (full year)**

If you play a woodwind, brass, or percussion instrument, then Concert Band is the place for you! Concert Band is open to all freshman band students. The class focuses on performing great band music as well as building individual musicianship and technique. Being enrolled in this class also allows all members the opportunity to participate in jazz band, pep band, marching band, musical productions, community and school events, and possibly travel nationally or internationally. Very advanced students may audition for participation in Wind Symphony.

### **Concert Orchestra: (full year)**

Did you play a string instrument in elementary or middle school and wish you had another chance? Wish you could play some of the world's greatest music? Join Concert Orchestra for an opportunity to study violin, viola, cello or bass and develop musical skills that could last a lifetime.

### **Symphony Orchestra: (full year)**

String players! Want to travel the world by performing in one of HPHS's top musical organizations and play the incredible music that has endured for ages? Sophomores through seniors are able to gain membership in this outstanding performing group. Symphony Orchestra plays movie soundtracks, original works, classical masterpieces and more!

### **Chamber Orchestra: (full year)**

This elite ensemble of 12-16 string students performs the highest-level chamber repertoire possible. Challenge and improve your performance skills and create memories that will last a lifetime. This ensemble truly sets a high standard of musical excellence. Chamber Orchestra members must audition. Contact Mr. Clark for audition information ([rclark@dist113.org](mailto:rclark@dist113.org)).

### **Guitar I-II (full year)**

Have you always wanted to learn how to play the guitar? Have you started to learn playing from online resources like YouTube or ultimate guitar tab? Guitar I-II is designed for the beginning and experienced guitarist seeking to continue their study of music on guitar. They learn how to read guitar music in TAB, standard notation and chord symbols. They learn songs from varied styles and have the chance to learn songs of their choosing. Regardless of skill level, students are placed in Guitar I-II before being placed in Guitar III-IV.

### **Guitar III-IV (full year)**

This class is the second year of curriculum at HPHS. Students continue their Guitar I-II studies from where they left off. If they were beginners in Guitar I-II, they advance their knowledge of barre chords, soloing, scales and more intricate TABs. If they were experienced guitarists in Guitar I-II, they start learning songs from different styles like flamenco, fingerpicking, bluegrass, rock on the electric guitar and more. Regardless of skill level, students are placed in Guitar III-IV for their second year guitar classes.

### **Dual Language Guitar I-II (full year)**

Taught primarily in Spanish. Have you always wanted to learn how to play the guitar? Have you started to learn playing from online resources like YouTube or ultimate guitar tab? Guitar I-II is designed for the beginning and experienced guitarist seeking to continue their study of music on guitar. They learn how to read guitar music in TAB, standard notation and chord symbols. They learn songs from varied styles and have the chance to learn songs of their choosing. Regardless of skill level, students are placed in Guitar I-II before being placed in Guitar III-IV.

### **Dual Language Guitar III-IV (full year)**

Taught primarily in Spanish. This class is the second year of curriculum at HPHS. Students continue their Guitar I-II studies from where they left off. If they were beginners in Guitar I-II, they advance their knowledge of barre chords, soloing, scales and more intricate TABs. If they were experienced guitarists in Guitar I-II, they start learning songs from different styles like flamenco, fingerpicking, bluegrass, rock on the electric guitar and more. Regardless of skill level, students are placed in Guitar III-IV for their second year guitar classes.

### **Jazz Lab (full year)**

Jazz Lab is a class focused on the study and performance of jazz. If you've never played jazz before but are curious what it has to offer, if you want to solidify your foundations in jazz history, theory, and performance, or if you just want to improve your instrumental skills in a creative, exciting environment, Jazz Lab will provide you with the opportunity to explore the many facets of this classic American music.

### **Dance I (full year)**

Dance is a great place to get your day going by dancing, listening to great music and having a chance to create your own dances. You don't have to have any experience to join this fun course.

### **Acting I-II (full year or one semester)**

Acting I-II is a class built for both beginners and those who have had previous acting training. The course is taught in HP's small, black box theatre and promises an energetic introduction to the fundamental skills an

actor needs to create a believable character and become a successful entertainer. Along the way, self-confidence and public speaking skills are developed, making this a transformative class for all students, no matter their future path. The instructors promise a safe, judgment-free classroom valuing open minds and hearts. Acting I-II is a prerequisite for Acting 3, Directing for the Stage, and Advanced Theatre Performance (Honors.)

### **Tech Theatre (full year)**

Tech Theatre provides a hands-on learning environment where students work to support all elements of HP Theatre productions. Students actively participate in set construction, light hang, props creation, scenic painting, and more as they learn about skills and tools needed to help bring all the technical elements of a performance to life.

### **Film Making, I-II (full year)**

Some of the best films come from independent filmmakers around the world, including HPHS. Film Making takes students through the entire process of creating a film and allows students to bring their own creative ideas to life. Students in this class will get to make short films, stop action, music videos, and silent films. You might create a film that goes viral!

# Visual Arts (Fine Arts)

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## **Art Studio I-II (full year or one semester)**

This fast-paced art course introduces students with painting, drawing, collage, printmaking, and design. Art practices are emphasized, teaching students creativity, imagination and the hand skills necessary to achieve personal expression. No experience necessary.

## **Ceramic/Sculpture I-II (full year or one semester)**

Students dive right into the three-dimensional world through creating works of art in clay, learning both hand building and wheel throwing techniques. Ceramic/Sculpture II extends three-dimensional knowledge, techniques, and concepts. No experience necessary.

## **Photography I-II (full year or one semester)**

Photography teaches students how to see the world through the lens of a camera. Students will be introduced to the basics of both digital and black and white film photography. Students will learn how to work with the DSLR and SLR cameras in manual mode, create in the darkroom, edit on Photoshop, create a photo blog, and express themselves through their artwork. No experience necessary.

## **Graphic Arts I-II (full year or one semester)**

In this multidisciplinary course, students will develop a working knowledge of graphic design and its many applications. Students will work with industry-standard software such as Adobe Photoshop, Adobe Illustrator and Adobe Flash to create a variety of projects like: logo design, layout design, website design, package design, advertising design, silkscreen, and more. No experience necessary. (Fine Art or Applied Art).

## **Metalwork and Glass, I-II (full year or one semester)**

Students will explore 3-dimensional art through working with different metals and glass. Various 3-dimensional design skills will be practiced through casting, assemblage, soldering, glass fusing and slumping. Students will focus on creativity within the 3-dimensional form. No experience necessary.

## Design Technology (Applied Arts)

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### **Introduction to Engineering Design Honors (Project Lead the Way) (full year)**

Introduction to Engineering Design encourages students to be creative as they work through the engineering design process. Students use computer software (Inventor) to produce, analyze and evaluate models of project solutions. Students study the design concepts of form and function and use state of the art technology to translate conceptual design into reproducible products.

### **Graphic Arts I-II (full year)**

(Fine Art or Applied Art)

## Business (Applied Arts)

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### **Introduction to Business (full year)**

This course contributes to a student's practical understanding of economics, accounting/finance, marketing, sales, and the aspects of running a business, and will study the role of a consumer in society, investments, credit, budgeting, insurance, taxes, and career planning. Second semester students will operate a real class business for profit.

### **Introduction to Business-Dual Language (full year)**

Introduction to Business-DL is a class designed to introduce students to a wide-range of business themes, from personal finance to businesses on the global scale. Topics such as personal finance, investing, globalization, and international marketing allow students to grow their bilingual, biliterate, and bicultural skills in real-world settings. This course will also teach students to navigate the marketplace with cross-cultural competence as they build a comprehensive understanding of how linguistic and cultural capital inform business practices.

Principios de negocios internacionales es una clase que presenta a los alumnos una amplia variedad de temas comerciales, desde finanzas personales hasta empresas transnacionales. Temas como las finanzas personales, inversiones, globalización, y el marketing internacional dejan que los estudiantes mejoren sus habilidades bilingües, bicultas, y biculturales en entornos realistas. También, la asignatura enseñará cómo navegar por el mercado con competencias multiculturales mientras los estudiantes desarrollan un conocimiento comprensivo de cómo el capital lingüístico y cultural informan las prácticas comerciales.



# **Family and Consumer Science (Applied Arts)**

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## **Preschool Lab: Introduction to Teaching I-II (one semester or full year)**

This course allows students to develop teaching and observation skills while working one on one with preschool children. Study includes learning about the intellectual, physical, social and emotional development of the preschool child, through hands-on experiences. Students will also develop teaching activities to present to the preschool children. This course provides high school students first hand knowledge of working and teaching preschool children.

## **Creative Cuisine (one semester)**

This one semester introductory course covers the basic skills needed to be comfortable inside a kitchen setting. Areas of focus include safety and sanitation principles, knowledge of kitchen/cooking tools, and cooking terminology. Other topics of study include healthy lifestyle decisions, healthy eating options, food portion sizes, calorie needs, nutrition, and reading food labels. Students will participate in a variety of hands-on cooking labs.

## **Fashion & Interior Design (one semester)**

This is a project-oriented course that introduces students to aspects of the fashion and interior industries. Topics of study include color basics, color schemes, elements and principles of design, career opportunities, fashion design, fashion cycle, interior design, housing and decorating styles, floor plan designs and design applications. Students create innovative projects and develop effective time management skills.

## **Individual Career Development (one semester)**

This one semester introductory course provides students an opportunity to focus on personal growth and development, as well as explore the career planning process. Additionally, career cluster pathways and career research opportunities involving personal interests will be conducted. Students will also learn about financial awareness while managing a personal budget for classroom tasks. This course counts as a consumer education credit.

# **SPECIAL EDUCATION**

The Township High School District 113 Special Education Department supports the district vision of providing every student with an excellent and equitable education. Special Education is specially designed instruction, support, and services provided to a student with an identified disability through the implementation of an Individual Education Plan (IEP) that addresses the student's unique learning needs. The purpose of Special Education is to enable students to successfully develop to their individual potential. Our Special educators work collaboratively with students, parents, teachers, school staff, and community representatives as they assist students in achieving their individualized goals.

Our Special Educators work closely with all staff to help them gain knowledge about students with disabilities and to help educators provide appropriate support and services, as outlined in a student's IEP. The work of the Special Education Department is done with care, integrity, fairness, patience, and respect. Small group instructional classes are taught in core academic areas and are described throughout this booklet in the appropriate departments. Enrollment in all classes taught by Special Education Teachers is made through the Individualized Education Plan process.

## **FUNDAMENTAL CLASSES**

Fundamental classes are small group instructional classes taught by Special Education Teachers in core academic subject areas. They are designed to mirror a general education class curriculum. These classes are highly modified to meet the needs of students in the class. Information about each Fundamentals Class can be found in its corresponding content area in the program of studies. Enrollment in Fundamentals classes is made through the Individual Education Plan process.

## **ESSENTIALS CLASSES**

Essentials classes are small group, instructional classes taught by Special Education teachers in core academic areas. These classes provide a functional academic curriculum that focuses on basic skill development. Essentials classes encompass life skills, vocational education, and practical application to promote independence in the local community. Enrollment in Essentials classes is made through the Individual Education Plan process.

## **ALTERNATIVE EDUCATION COMMUNITY (AEC)**

The Alternate Education Community is a learning experience for students with Individualized Education Plans that indicate a need for significant social/emotional support. All classes are taught by Special Education teachers with support from related service providers, such as school psychologists and school social workers. The program is designed to meet the educational and social-emotional needs of students who experience significant behavioral, and/or emotional concerns. Essential to the program is a classroom-wide Positive Behavior Intervention and Support (PBIS) system which is a proactive, systems approach to establishing the behavioral supports and social culture needed for all students in a classroom to achieve social, emotional and academic success. The goal of the program is to help students develop the skills needed for success in the general education program and the foundation of skills for life after high school. Enrollment in the Alternative Education Community is made through the Individual Education Plan process. Open to grades 9-12

## **LEARNING STRATEGIES**

The Learning Strategies classrooms offer support through a resource program that provides structure and assistance to students in the class. Strategies are individualized to address the student's identified disability and focus on assisting the student in becoming a self-determined, independent learner. Teachers in the center work closely with students, parents, classroom teachers, counselors, and support staff to help the student

meet established goals and learn methods for success both in high school and life following graduation. Eligibility in the program is determined through the Individualized Education Plan process. Open to grades 9-12.

# Summary of Elective Courses

## **Applied Arts**

Introduction to Business (full year)  
Individual and Career Development (1 sem)  
Fashion & Interior Design (1 sem)  
Introduction to Engineering Hon (full year)  
Creative Cuisine (1 sem)  
Preschool Lab: Introduction to Teaching (1 sem)  
Preschool Lab II

## **Fine OR Applied Arts**

Graphic Art I  
Graphic Art II

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## **Fine Arts**

Art Studio I (1 sem)  
Art Studio I-II (full year)  
Film Making I (1 sem)  
Film Making I-II (full year)  
Ceramics/Sculpture I (1 sem)  
Ceramics/Sculpture I-II  
Photography I (1 sem)  
Photography I-II (full year)  
Acting I (1 sem)  
Acting I-II (full year)  
Technical Theater (full year)  
Dance I (full year)  
Digital Music Production (1 sem)  
Music Theory (full year)  
Metal Works & Glass I (1 sem)  
Metal Works & Glass I-II (full year)

## **Choral Music, Band, Orchestra (all courses are full year)**

Concert Orchestra  
Concert Choir  
Concert Band  
Percussion Ensemble  
Jazz Lab  
Guitar I-II

## **World Language (all are full year)**

Chinese  
French  
Hebrew  
Italian  
Spanish  
Spanish Language Arts

## **Social Studies (full year)**

Patterns in World History

## **Math**

Introduction to Computer Science

## **Miscellaneous**

Peer Mentoring

# Graduation Requirements

See the [HPHS Program of Studies](#) located on the HPHS website for additional information

## Minimum Credit Requirements:

Credit is granted for passing work at the end of each semester of study. Most courses, unless stated differently, are assigned one credit per semester. Forty-one (41) credits are required for graduation.

## Minimum Course Requirements:

Credits must be earned in the following areas to fulfill the graduation requirements of HPHS.

### Course Areas Credits

- English (8 semesters)
- Physical Education (7 semesters)
- Mathematics (some algebra and geometry are required) (6 semesters)
- Health Education (1 semester)
- Science (4 semesters)
- Social Studies Electives (1 semester)
- U.S. History (2 semesters)
- World Language (4 semesters) - pending Board approval
- Applied Arts Electives (1 semester)
- Civics (1 semester)
- Fine Arts Electives (1 semester)
- Electives in any subject (minimum of 5 semesters)

## Other Requirements:

**Traffic Safety:** Students must successfully complete this non-credit course or show evidence that they have taken it privately.

**Constitution:** This requirement is fulfilled junior year by successfully completing the Constitution unit in U.S. History, AP U.S. History or American Studies or by passing a separate examination.

**Consumer Education:** Students must pass one qualified consumer education class prior to graduation, and can meet this state requirement by earning credit in any of the following courses:

- Introduction to Business (freshmen and sophomores only)
- Individual and Career Development (freshmen and sophomores only)
- Accounting Honors (sophomores, juniors, seniors)*
- Economics (sophomores, juniors, seniors)*
- AP Economics (sophomores, juniors, seniors)*
- Work Partnership Program (juniors, seniors)*
- Business Law (juniors, seniors)*
- Personal Living (seniors only)*
- Consumer Economics (summer school, class or on-line)*

**Computer Literacy:** Students must pass a year-long course that includes intensive instruction in computer science literacy, and can meet this state requirement by earning credit in any of the following courses:

Patterns of World History (freshmen)

Graphic Arts I-II (freshmen, sophomores, juniors, seniors)

*Incubator Honors (sophomore, juniors, seniors)*

# REGISTRATION WORKSHEET

**Complete this worksheet with your parent/guardian and bring it to school on February 1, if you attend Northwood and February 2, if you attend Edgewood**

Name\_\_\_\_\_ Dual Language? \_\_\_\_Yes \_\_\_\_No

Middle School \_\_\_\_\_ Do you have an IEP? \_\_\_\_Yes \_\_\_\_No

- Highland Park High School has a 9 period day
- All students are expected to have a lunch period
- A study hall will be added to any schedule that has an open period
- All science classes meet for two periods
- Many Fine and Applied Arts classes meet for one semester only or have a one semester option....if this is the case, make sure to choose two to make a full year course
- Social Studies, World Language, Fine Arts, and Applied Arts are all considered electives

## Sample I

### Semester 1

1. English
2. Math
3. Science
4. Science lab
5. PE
6. Lunch
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

### Semester 2

1. English
2. Math
3. Science
4. Science lab
5. PE
6. Lunch
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

## Sample II

### Semester 1

1. English
2. Math
3. Science
4. Science lab
5. PE
6. Lunch
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

### Semester 2

1. English
2. Math
3. Science
4. Science lab
5. PE
6. Lunch
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# 2021-2022 PERIOD SCHEDULE

## Monday– Giant Days

Early Bird	Per. 1	Per. 2	Per. 3 & Announcements	Per. 4	Per. 5	Per. 6	Per. 7	Per. 8	Per. 9
7:25 - 7:55	8:00 - 8:42	8:47 - 9:29	9:34 - 10:22	10:27 - 11:09	11:14 - 11:56	12:01 - 12:43	12:48 - 1:30	1:35 - 2:17	2:22 - 3:04

## Tuesday & Thursday (White Day)

	<b>Early Bird</b> 7:15 - 7:55 <b>Period 5</b> 8:00 - 9:14 <b>Period 1</b> 9:19-10:33	
<b>Periods 3ABC</b>		
<b>Lunch 3A</b> 10:38–11:08 <i>Bell rings for lunch dismissal @ 11:08</i>	<b>Period 3A</b> 10:38–11:15 <i>Bell rings for class dismissal @ 11:15</i>	<b>Period 3A/3B</b>  10:38–11:52 <i>No bell at 11:52</i>
<b>Period 3B/3C</b>  11:13–12:27 <i>No bell at 11:13</i>	<b>Lunch 3B</b> 11:15–11:45 <i>Bell rings for lunch dismissal @ 11:45</i>	
	<b>Period 3C</b> 11:50–12:27 <i>Bell rings for start of class @ 11:50</i>	<b>Lunch 3C</b> 11:57–12:27 <i>No bell at 11:57</i>
	<b>Period 9</b> 12:32–1:46 <b>Period 7</b> 1:51–3:05	

## Wednesday & Friday (Blue Day)

	<b>Early Bird</b> 7:15 - 7:55 <b>Collaboration</b> 8:00 - 8:45 <b>Period 4</b> 8:55 - 10:09 <b>Homeroom</b> 10:14 - 10:33	
<b>Periods 2ABC</b>		
<b>Lunch 2A</b> 10:38–11:08 <i>Bell rings for lunch dismissal @ 11:08</i>	<b>Period 2A</b> 10:38–11:15 <i>Bell rings for class dismissal @ 11:15</i>	<b>Period 2A/2B</b>  10:38–11:52 <i>No bell at 11:52</i>
<b>Period 2B/2C</b> 11:13–12:27 <i>No bell at 11:13</i>	<b>Lunch 2B</b> 11:15–11:45 <i>Bell rings for lunch dismissal @ 11:45</i>	
	<b>Period 2C</b> 11:50–12:27 <i>Bell rings for start of class @ 11:50</i>	<b>Lunch 2C</b> 11:57–12:27 <i>No bell at 11:57</i>
	<b>Period 8</b> 12:32–1:46 <b>Period 6</b> 1:51–3:05	



# Summer School

Highland Park/Deerfield High Schools Summer School courses begin on **June 13, 2022, and end on July 21, 2022. The location is yet to be determined.** Some Enrichment Courses may run in August. Please be careful that camp and vacation plans do not conflict with Summer School dates because there aren't any authorized absences for summer school. A student may have no more than three absences from a six-week semester course or two absences from a three-week semester course in order to receive credit. Final exams will occur on the last day of each semester. Students may NOT take the final exam before the last day of the semester. Please do not ask for special consideration as there are NO exceptions and this policy is strictly enforced. ***District #113 reserves the right to cancel or limit enrollment for any course up to the first day of classes.***

## **TENTATIVE COURSE OFFERINGS AVAILABLE TO INCOMING FRESHMEN**

**(THESE COURSES WERE OFFERED IN SUMMER 2021)**

<b>Applied Arts</b>	<ul style="list-style-type: none"><li>● Graphic Design 1</li><li>● Intro to Programming</li></ul>
<b>English</b>	<ul style="list-style-type: none"><li>● Building Reading Proficiency</li></ul>
<b>Fine Arts</b>	<ul style="list-style-type: none"><li>● Music Essentials I: Bach to Rock</li></ul>
<b>Mathematics</b>	<ul style="list-style-type: none"><li>● Building Math Proficiency</li><li>● Math Academy</li><li>● Advanced Math Academy</li><li>● Statistics: Unlocking the Power of Data</li></ul>
<b>Physical Education</b>	<ul style="list-style-type: none"><li>● Nutritional and Whole Body Fitness</li><li>● Unified Weights &amp; Conditioning</li></ul>
<b>Science</b>	<ul style="list-style-type: none"><li>● Genetics</li><li>● Neuroscience</li><li>● Physics Bridge Course</li><li>● FUSE Lab: Summer STEAM Experience</li></ul>
<b>Special Education</b>	<ul style="list-style-type: none"><li>● Courses vary – contact Tiffany Rowe: 224-765-1019</li></ul>
<b>EL</b>	<ul style="list-style-type: none"><li>● Courses vary – contact Jesse Villanueva: 224-765-2298</li></ul>
<b>World Languages</b>	<ul style="list-style-type: none"><li>● Bridge to High School Spanish</li></ul>
<b>General Credit Enrichment</b>	<ul style="list-style-type: none"><li>● Details will be included in the Summer School Brochure</li></ul>

**GENERAL INFORMATION:**

1. The approved brochure will be posted on our Summer School website. We recommend that you save this link to your computer for easy access: <https://www.dist113.org/domain/1260>.
2. All information pertaining to Summer School will be posted on this site whenever it becomes available. On-line registration begins on Monday, February 1st at 7:00 am.
3. Check the brochure for the ONLINE course and bus transportation registration date. You will need your District 113 Student ID number (found on the label of your registration folder), a current guardian email address and your Discover, Visa or Mastercard to register online. You will receive an immediate confirmation via email when you complete the online process which is your confirmation that the student is enrolled in the class. Please check the brochure for more information.
4. Walk-in registration (sorry, no cash accepted) is by appointment only and will be processed manually based on seat availability.
5. The tuition cost per semester course is in the Summer School Program of Studies. Additional lab fees may apply depending on the course.
6. District #113 students requesting tuition assistance should call Amy Bricker (DHS) at 224-632-3043 or Jennifer Ginopolis (HPHS) at 224-765-2050 or Aliza Gilbert at 224-765-2055.

## Drop-In Center & Groups

The Drop-In Center is a safe, friendly, comfortable, informal environment available to all Highland Park High School students. If you need a place to talk, share, or vent, there are plenty of people to talk to in the Drop-In Center! The Drop-In Center provides the following services for students:

- Support Groups
- Academic Monitoring
- Individual Counseling
- Parent Consultation
- Crisis Intervention
- Food Pantry



Groups meet once a week on a rotating schedule. This means the first week group will meet 1st period; the second week group will meet 2nd period, and so on. We encourage all students who access the Drop-In Center on a regular basis to join a group. If you're interested in joining one of our groups, please stop by and speak with one of our staff. Support groups are a great place to discuss issues, vent your problems, share experiences, and meet people. Drop-In Center is open periods 1-9 in room B303. To contact the Drop-In Center, call 224-765-2589 or contact your counselor.

### **Alliance**

For LGBTQ+, questioning students, and allies

### **Beginnings**

A group to help support students who have transferred to HPHS

### **Changes**

For students experiencing parental separation or divorce

### **Connections**

For students who struggle with issues related to depression and/or anxiety

### **Cope Together**

A group to support each other in navigating this pandemic time period

### **Dreamers**

For undocumented students, allies, and anyone interested in immigrant issues

### **EL Boys Group**

For English Learners (EL) male students

### **Equinox**

A co-ed African-American student leadership group

### **Evolución**

For female students who are recent immigrants and transitioning English Learners (EL) \*Spanish facilitation

### **Freshman Transition**

Focuses on transition to high school and skills needed for academic success and social connectedness

### **Grief and Loss**

For students who have faced significant loss

### **Images**

All-girl group to discuss girl issues. Topics range from eating disorders and depressions to self-esteem and relationship issues

### **Inicios**

For newly arrived female immigrant students from English Learners (EL) program \*Spanish facilitation  
**LBG & LGG** (Freshman, Sophomore, Juniors, & Seniors)  
For students who identify as Latino/Latina/Latinx to discuss/process issues and life experiences

### **Outlook 1 & 2**

A co-ed group to discuss a variety of issues of the student's choice

### **Superación**

Focuses on the intersectionality of post-high school planning and English Learners (EL) student identity.  
\*Facilitated in English, with minimal Spanish

### **TGIF**

For students identifying as Transgender, and/or have questions about gender and sexual identity

### **Transitions**

Pregnant students and new moms to discuss stages of pregnancy, resources, and emotional well-being of students

### **Unite**

For students in military families, discussing current events and issues surrounding military life

# Athletic & Activity Involvement

The Activity & Athletic Departments look forward to working with the **Class of 2026** and meeting your child individually. For the **Class of 2026** and new transfer students, we have planned many opportunities to share information and answer questions about our extracurricular offerings. For detailed information regarding each athletic team or activity, please visit our website and choose your areas of interest. Hope to see you in attendance at one or all of the dates listed below. Always check our web calendar, as dates may change due to facility use needs.

## **April 2022**

Summer Sports Camp information will be posted online. All participants will need to register and pay online.

## **May 2022**

### **Athletic Open House**

Attend this open house if your child is interested in attending an athletic summer camp offered at our high school and/or interested in joining an athletic team. All athletic teams will be in attendance, meaning a showcase of fall, winter, and spring sports. Check the HPHS athletic website for more info.

## **August 2022 - Mark Your Calendar!**

**Fall Athletics Begin: August 8, 2022 for all Fall sports**

### **Activity Fair – Featuring all clubs**

An Activities Fair for all open activities will be held during the school day so all students will be able to attend. Students will be encouraged to come during their lunch period to greet members of over 60 clubs and 30 athletic teams. We hope all will attend to learn about club first meetings and athletic start dates. Attendance is optional, however encouraged for all looking to make an extracurricular connection. The HPHS Activities website shares information about each club, participation requirements, associated costs (if any) and the current meeting schedules.

## **September 2022**

### **Club Meetings Begin – Generally after Labor Day**

Learn about club memberships and meeting times at the Activity Fair in August and/or read the GIANT Life News and postings shared throughout the building. Most clubs have open membership all year round and either meet before or after school on a weekly basis. For more information, students are encouraged to visit the Activities or Athletic websites for details about all clubs and teams.

Please feel free to contact our offices with any questions:  
Activities: Lesa Friedrich, [lfriedrich@dist113.org](mailto:lfriedrich@dist113.org), 224-765-2370  
Athletics: Paul Harris, [pharris@dist113.org](mailto:pharris@dist113.org), 224-765-2096

# HPHS PTO BOARD

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Treasurer/Membership	Shannon Flynn	<a href="mailto:shannonmflynn@yahoo.com">shannonmflynn@yahoo.com</a>	312-371-3346
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Member-at-Large	Claire Lovell	<a href="mailto:claire.lovell112@gmail.com">claire.lovell112@gmail.com</a>	847-778-2768
Member-at-Large	Chris Lee	<a href="mailto:clee123@gmail.com">clee123@gmail.com</a>	773-218-5272
Member-at-Large	Rachel Lieberman	<a href="mailto:rachellieberman1020@yahoo.com">rachellieberman1020@yahoo.com</a>	773-251-2800
Member-at-Large Spanish Outreach	Consuelo Wilson	<a href="mailto:consuelo.w3@gmail.com">consuelo.w3@gmail.com</a>	773-593-2140

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## STAFF CONTACT WE'RE HERE FOR YOU!

DEPARTMENT	PROGRAM DIRECTOR/ DEPARTMENT CHAIR	PHONE	E-MAIL
Principal	Deborah Finn	224-765-2001	<a href="mailto:dfinn@dist113.org">dfinn@dist113.org</a>
Applied & Fine Arts	Shanova Friend	224-765-2161	<a href="mailto:sfriend@dist113.org">sfriend@dist113.org</a>
Counseling	Aliza Gilbert Jennifer Ginopolis	224-765-2055 224-765-2050	<a href="mailto:agilbert@dist113.org">agilbert@dist113.org</a> <a href="mailto:jginopolis@dist113.org">jginopolis@dist113.org</a>
English	Leonard DePasquale	224-765-2121	<a href="mailto:ldepasquale@dist113.org">ldepasquale@dist113.org</a>
World Language/Dual Lang	Jeffrey Handley	224-765-2181	<a href="mailto:jhandley@dist113.org">jhandley@dist113.org</a>
TPI/EL	Jesse Villanueva	224-765-2298	<a href="mailto:jvillanueva@dist113.org">jvillanueva@dist113.org</a>
Mathematics	Elizabeth Waller	224-765-2221	<a href="mailto:ewaller@dist113.org">ewaller@dist113.org</a>
Physical Education	Lynn Hatzikostantis	224-765-2091	<a href="mailto:lhatzikostantis@dist113.org">lhatzikostantis@dist113.org</a>
Science	Daniel Kleinschrodt	224-765-2261	<a href="mailto:dkleinschrodt@dist113.org">dkleinschrodt@dist113.org</a>
Social Studies	Joseph Brysiewicz	224-765-2291	<a href="mailto:jbrysiewicz@dist113.org">jbrysiewicz@dist113.org</a>
Special Education	Kristin Endre Tricia Tisworth	224-765-2312 224-765-2311	<a href="mailto:kendre@dist113.org">kendre@dist113.org</a> <a href="mailto:ttisworth@dist113.org">ttisworth@dist113.org</a>
Assistant Principal	Alesia Margetis Loren Stillwell Matthew Wallace	224-765-2004 224-765-2002 224-765-2003	<a href="mailto:amargetis@dist113.org">amargetis@dist113.org</a> <a href="mailto:lstillwell@dist113.org">lstillwell@dist113.org</a> <a href="mailto:mwallace@dist113.org">mwallace@dist113.org</a>
Activities	Lesa Friedrich	224-765-2370	<a href="mailto:lfriedrich@dist113.org">lfriedrich@dist113.org</a>
Athletics	Paul Harris	224-765-2321	<a href="mailto:pharris@dist113.org">pharris@dist113.org</a>
Library	Lindsey Meyer	224-765-2211	<a href="mailto:lmeyer@dist113.org">lmeyer@dist113.org</a>
Nurse	Susan Brady	224-765-2208	<a href="mailto:sbrady@dist113.org">sbrady@dist113.org</a>