Curriculum Highlights
2019-2020 School Year

Student Services Division
Kara Kendrick, Associate Principal
847-718-5212
kara.kendrick@d214.org

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 Township High School District 214
December, 2018

Dear Parents and Students of the Class of 2023:

It is my pleasure to welcome you to Prospect High School. Our August 14, 2019 start date may seem a long way off, but I assure you that it will come quickly. During that time, we have a few things to do to ensure that you have a smooth transition. Our first evening event will be on January 16, 2019. Specifics about the event have been emailed to incoming freshman families. During this event, students and parents will learn more about the academic opportunities that Prospect High School and Township High School District 214 offer. You will also be selecting your elective courses that will complete your schedule. For those parents that currently have or have had students at Prospect, there have been many additions that have enhanced our programming. We look forward to sharing all of this with you.

Prospect High School also offers students a wide range of opportunities in activities and athletic programs. Whether your interests include drama, music, dance, sports, science, math, art, literature or student government, there is an organization, team, or club for everyone. As a matter of fact, research indicates a positive correlation between academic success and participation in co-curricular programs. This involvement will enhance your learning, make you feel connected, and give you a strong sense of Prospect Pride. You will have an opportunity to learn more about these experiences on the evening of February 21st. Details regarding this event will be forthcoming.

Remember that where you have been is not as important as where you are going. It is not who you have been, but who you can become. Please take advantage of the many wonderful opportunities at Prospect High School. The years you spend here will be some of the most important of your life, and we all look forward to helping you be successful.

With Pride and Respect,

Greg Minter
Principal
Incoming Freshmen - Class of 2023
List of Important Dates and Events

Wed., January 16th
Incoming Freshman Curriculum Night - Prospect Fieldhouse
Schedule is as follows:

- Student I.D. Photos Taken
  - 6:00-6:30 p.m. or
  - 7:00-8:00 p.m.
- Administration Presentation
  - 6:30-7:00 p.m.
- Curriculum and Electives Fair
  - 7:00-8:00 p.m.
- Elective Request and PE Selection Sheet
- Drop off
  - 7:00-8:00 p.m.

Tues., January 22nd
Deadline for turning in Freshman Elective Request Forms.

Thurs., February 21st
Athletics and Activities Fair at Prospect
(Details will be forthcoming)

February (end)
Course Listing Verification available for viewing online. This verification will show level placements in English, Math, Science, Social Science, and World Language (if an elective choice), and will list other electives chosen.

June
Online Fee Payment/Registration Packets emailed to parents/guardians.

June/July
Physical/Immunization Record turned in (May 31st deadline) to Prospect for approval by school nurse.

Fees Paid during June/July.

August
Final schedules will be made available for viewing on Infinite Campus at the beginning of August, initial date to be determined. **Fees must be paid and Physical/Immunization Record MUST be received and approved by Prospect’s nurse prior to being allowed to view the student’s final schedule.**
Prospect High School - Departmental Directory

**Administration**
Greg Minter - Principal ................................................................. 718-5210
Scott McDermott - Associate Principal ........................................... 718-5214
Kara Kendrick, Associate Principal - Student Services and Operations ........................................... 718-5212
Frank Mirandola, Assistant Principal for Student Activities and Physical Education, Health and Driver Education ........................................... 718-5218
Lisa Soukup - Dean and Career and Technology Education ........................................... 718-5205
Mark Taylor - Dean ........................................................................... 718-5206
Adam Levinson, Division Head for English and Fine Arts ........................................... 718-5302
Keith Bellof, Division Head for Math and Science ........................................... 718-5349
Tina Athanasopoulos, Division Head for Social Science and World Language ........................................... 718-5314
Christina Diaz, Division Head for Special Education ........................................... 718-5567

**Student Services**
Samantha Becker, Counselor ................................................................. 718-5339
Diane Bourn, Counselor ........................................................................... 718-5279
Rachel Brill, Counselor ........................................................................... 718-5287
Colleen Carroll, Counselor ........................................................................... 718-5277
Lauren Collins, Counselor ........................................................................... 718-5440
Cathy Hill, Counselor ........................................................................... 718-5278
Jeff Konrad, Counselor ........................................................................... 718-5498
Nick Olson, Counselor ........................................................................... 718-5282
Todd Soderwall, Counselor ........................................................................... 718-5283
Cheryl Novak, School Nurse ........................................................................... 718-5319
Doug Berg, Social Worker ........................................................................... 718-5285
Andrea DiPrima, Social Worker ........................................................................... 718-5288
Jay Kyp-Johnson, School Psychologist ........................................... 718-5284
Selby Roth, School Psychologist ........................................................................... 718-5300
Introduction
to
D214 Career Pathways

For more detailed information see the Career Pathways Booklet on the District 214 Home Page (www.d214.org) under Academics/Career Discovery
D214 CAREER CLUSTERS AND PATHWAYS

Finding the best way for students to learn and achieve success is of utmost importance to the State of Illinois and the nation as a whole. College and career success is critical to our national and state economy and has become a national priority.

The Career Clusters and related Career Pathways serve as an organizing tool for schools, small learning communities, academies and magnet schools to develop more effective programs of study and curriculum.

Essential Knowledge and Skills

The cluster level knowledge and skills set is built on a common core required for career success in the multiple occupations included in the cluster.

Career and Technical Education (CTE) has been central to this call for greater college completion and the credentials that CTE provides to both traditional and nontraditional student populations and has emerged as one of the most important elements in the completion agenda throughout the country.

The Five CTE Areas

Agricultural Education  
Business, Marketing and Computer Education  Family and Consumer Sciences  
Health Sciences Technology  
Technology and Engineering Education

The National Career Clusters® Framework is comprised of 16 Career Clusters and related Career Pathways to help students explore different career options and better prepare for college and career.

The Sixteen Career Clusters

Agriculture, Food and Natural Resources  
Architecture and Construction  
Arts, Audio/Video Technology and Communications  
Business Management and Administration  Education and Training  Finance  
Government and Public Administration  
Health Science  
Hospitality and Tourism  
Human Services  
Information Technology  
Law Enforcement Services/Corrections Services  
Manufacturing  
Marketing  
Science, Technology, Engineering and Mathematics  
Transportation, Distribution and Logistics
D214 CAREER PATHWAYS - Introduction and Definitions

District 214 uses the following nationally recognized terms to help guide students through the selection of coursework and to support their decision making in preparation for their post-secondary goals.

**Career Cluster**: Group of occupations and industries that have a set of foundational knowledge and skills in common. There are 16 nationally recognized career clusters which each contain multiple career pathways.

**Career Pathway**: Multi-year program of academic and technical study that prepares students for a full range of post-secondary options within each career cluster. Career pathways provide a context for exploring career options at all levels of education. Career pathways link student learning to the knowledge and skills needed for future education and employment.

**Program of Study**: Sequence of courses and experiences which include core academic, career and technical education content. Programs of study include opportunities to earn college credit and industry-recognized credentials or certificates and gain external career experiences while in high school. Programs of study also may lead to a student earning a college degree.

**Within each District 214 Program of Study the following terms are used to describe coursework and opportunities which align with that career area.**

**Pathway Courses**: Recommended sequence of courses which provide students opportunities to explore and develop skills within a specified career area.

**Related Electives**: Courses which provide students additional opportunities within the specified career area or opportunities to develop skills and knowledge in a closely related career area.

**Workplace Learning Experiences**: Extended educational opportunities in which students engage in authentic and relevant work aligned with a career pathway. These experiences allow students to participate in a professional work environment and assist with career skill development and decision making. These opportunities may provide varied levels of support, depending upon students’ individual needs.

**Career Related Activities**: Opportunities for student career exploration and/or career skill development which may include the involvement of industry partners. These opportunities are generally less formal and/or intensive than Workplace Learning Experiences in the areas of career exploration and/or career skill development.

**Certifications**: Credentials awarded to students by an independent third party verifying qualifications or competencies in a career skill area. Industry-recognized certifications are sought or accepted by employers as a recognized, preferred or required credentials for recruitment, screening, hiring, retention or advancement purposes of their employees.

**College Majors**: College majors are concentrations of educational study focused on a career area. College majors can lead to an associate, bachelor, master, or doctorate degree. In this document, a sample of majors related to each program of study is listed.

**Careers**: Careers are occupations which usually require special training or formal education. In this document, a sample of careers related to each program of study is listed.

For more detailed information please see the Career Pathways Booklet on the D214 Home Page under Academics/Career Discovery Center.
**AGRICULTURE, FOOD, AND NATURAL RESOURCES**
- AP Environmental Science, Foods 1, Foods 2, College Culinary Arts/ProStart
- 1-2, AP Chemistry, AP Biology, PLTW Introduction to Engineering Design, PLTW Civil Engineering and Architecture (BGHS), AP Physics

**ARCHITECTURE & CONSTRUCTION**
- Woodworking 1-2, Drafting/CAD, PLTW Introduction to Engineering Design, College Practical Architectural Construction (PAC), PLTW Civil Engineering and Architecture (BGHS), PLTW Principles of Engineering Design

**ARTS, A/V TECHNOLOGY, AND COMMUNICATIONS**
- Media Technology 1-4, Production and Editing (FVEC), College Production (FVEC), College Composition, Journalistic Writing
- 1-3, Media Technology 1-4, Acting 1-4, Concert/Symphonic Band, Jazz Band, Harmony & Arranging, Beginning Mixed/Treble/Advanced Mixed Choir, Orches., Dance 1-2, Orchestra/Concert Orchestra, Graphic Arts Design, Advanced Graphic Arts, Art 1, Introduction to 3D Art 2D/3D Art, Photography 1-3, Art Portfolio 1-2, AP Studio Art, Photography 1-3

**BUSINESS MANAGEMENT AND ADMINISTRATION**
- Introduction to Business, College Entrepreneurship, College Business, College Accounting, AP Economics

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**EDUCATION & TRAINING**
- Foundations for Learning & Development, Introduction to Teaching Methods, College Introduction to Education, Practicum in Early Childhood Education 2-4, College Education Academy, College Introduction to Education, Teacher Internship Program, AP coursework in subject area (secondary education)

**FINANCE**
- Introduction to Business, College Entrepreneurship, College Accounting, AP Economics

**GOVERNMENT & PUBLIC ADMINISTRATION**

**HEALTH SCIENCE**
- Introduction to Health Careers, College Health Occupation Career Observation (HCC), Medical Terminology (HCC), College Nursing Assistant Training (HCC), Middle College: Health Careers (HCC), Medical Science Academy
Curriculum Information
(by Academic Department)
Career and Technical Education

Lisa Soukup  
Phone: 847-718-5205  
lisa.soukup@d214.org

Laura Bernstein, Division Assistant  
Phone: 847-718-5241  
laura.bernstein@d214.org
<table>
<thead>
<tr>
<th><strong>Business Education</strong></th>
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<tbody>
<tr>
<td>05601/2 Introduction to Business**</td>
<td>1</td>
<td>9-12</td>
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<tr>
<td>06210 Personal Finance**</td>
<td>.5</td>
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<tr>
<td><strong>Foods and Nutrition</strong></td>
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<td></td>
</tr>
<tr>
<td>57800 Introduction to Culinary Arts I</td>
<td>.5</td>
<td>9-12</td>
</tr>
<tr>
<td>57900 Introduction to Culinary Arts II (pre-req 57800)</td>
<td>.5</td>
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<tr>
<td><strong>Family Life and Education</strong></td>
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<tr>
<td>09610 Foundations for Learning and Development</td>
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<td>9-12</td>
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<tr>
<td>09620 Introduction to Teaching Methods</td>
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<tr>
<td>09040/50 Mobile App Development/Computer Programming/IT Orientation</td>
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<th><strong>Engineering</strong></th>
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<td>06881/2 Project Lead the Way–Intro to Engineering Design</td>
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<tr>
<td>02850 Fabrication Technology I</td>
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<tr>
<td>02860 Fabrication Technology II (pre-req 02850)</td>
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<td>06051-2 Automotive Systems</td>
<td>1</td>
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<tr>
<td>06801/2 Robotics 1 (Application Required)</td>
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<tr>
<td>06250 Graphic Arts Tech 1</td>
<td>.5</td>
<td>9-12</td>
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<tr>
<td>06260 Graphic Arts Tech 2 (pre-req 06250)</td>
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<td>9-12</td>
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** Meets Consumer Ed Requirement

*** Meets Fine Arts Requirement
FAMILY & CONSUMER SCIENCES
Classes Offered to Freshmen

Nutrition and Culinary Design

Introduction to Culinary Arts I
#57800 Semester .5 credit
This is an introductory course in food preparation and nutrition that includes classroom and laboratory experiences. Class work emphasizes time management and safety as students gain basic knowledge and skills in food preparation. Units of instruction include breakfast foods, lunches, convenience cooking, and desserts.

Introduction to Culinary Arts II
#57900 Semester .5 credit
Prerequisite: #57800
This class is a continuation of the principles and techniques taught in Intro to Culinary Arts I using and expanding the students’ knowledge as they study advanced techniques and applications. Students are introduced to a wide variety of culinary styles as well as career opportunities related to the profession. Units of study include working with meats, poultry, and pasta.

Childcare

Foundations for Learning and Development
#09610 Semester .5 credit
Students explore topics focusing on growth and development from conception through adolescence with emphasis on the techniques and skills necessary to promote healthy physical, social, emotional, and intellectual development. This course incorporates concepts from child psychology, educational research, biology, sociology, and philosophy. This course is part of a sequence of courses which may earn a student dual credit. See dual credit section in academic handbook for details.

Introduction to Teaching Methods
#09620 Semester .5 credit
This laboratory course concentrates on the practical application of knowledge gained during Foundations for Learning and Development. The student will learn hands-n fundamentals of lesson planning and instruction applicable to all levels of teaching. Students will plan activities, teach, supervise, and observe children in a preschool setting. This course is part of a sequence of courses which may earn a student dual credit. See dual credit section in academic handbook for details.

Please see the 2019-20 Academic Handbook
for Family and Consumer Science courses offered to Grades 10-12
Business
Classes Offered to Freshmen

Introduction to Business*
#05601/2 Full Year 1 credit
Introduction to Business is designed for all students interested in understanding how economics relates to everyday living in the business world for the worker, consumer, and citizen. Students explore banking, insurance, credit, practical money management, consumer protection, communications, and career planning. This course satisfies the state consumer education requirement.

Personal Finance*
#06210 Semester .5 credit
Personal Finance is a course designed to help students understand the impact of individual choices on occupational goals, and future earnings potential. Real world topics covered will include income, money and risk management, spending and credit, as well as saving and investing. Students will design personal and household budgets; simulate use of checking and saving accounts; demonstrate knowledge of finance, debt, and credit management; and evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal financial decisions. Projects for this class involve interactive computer assignments that simulate real-life decision-making skills. This course satisfies the Illinois State Consumer Education graduation requirement.

*Meets Consumer Education Graduation Requirements

Please see the 2019-20 Academic Handbook for Business courses being offered to Grades 10-12
Career/Technology
Classes Offered to Freshmen

Project Lead the Way (PLTW)
Introduction to Engineering
#06881/2  Full Year  1 credit
Introduction to Engineering Design encourages students to be creative and apply decision-making and problem solving skills to specific design problems, using powerful computer hardware and software (Inventor) to develop 3-D models or solid renderings. Using a CAD (computer aided design) system, students explore the design process through creating, analyzing, rendering, and producing-model.

Fabrication Technology I
#02850  Semester  .5 credit
In this introductory course, students will learn to apply fundamental drafting, 3D Modeling and design skills. Students will learn to use computer aided drafting programs to produce various projects. Students will use wood, metal and 3D printers throughout the year, ensuring student understanding of the design and production process. This course should be considered as the first course in the Architectural & Construction or Manufacturing Pathways.

Fabrication Technology II
#02860  Semester  .5 credit
In this advanced course, students will learn to apply drafting software to design and produce their own projects. Students will take on specific jobs with set constraints, focusing on various design principles such as form and function, aesthetics and more. Students will use a variety of woodworking tools, CNC operated machines and 3D modeling software to design and produce projects. This course will follow the introductory Fabrication Technology Course I.

Automotive Systems
#06051/2  Full Year  1 credit
This course provides a blend of hands-on skills and theoretical knowledge of the automobile. Lab exercises will emphasize preventive maintenance and entry-level job requirements. Students will explore each automotive system from both scientific and practical points of view and have ample opportunity to work on his/her own vehicle for lab experience. However, having a car or drivers license is not required.
IT Orientation/Computer Programming /Mobile App Development
#09040/50  
**Full Year  1 credit**
This is a collaborative, lab based, hands-on course focusing on the development of applications for mobile devices and an introduction to computer networking basics. Students will work in teams, using real-world tools and processes to develop and redesign existing mobile apps in addition to building new apps of their own. Students do not need any prior computer programming experience to successfully complete this course.

Robotics I
#06801/2  
**Full Year  1 Credit**
This course will apply problem solving as a tool for the process of machine design. Students will use skills to create, design and fabricate radio-controlled robots. First year students participating in the District’s Wildstang FIRST Robotics program will receive Robotics I credit for their participation. Students must apply to participate in Wildstang FIRST Robotics.

Graphic Arts Design
#01260/06440  
**Full Year  1 credit**
This course will present information about computers used in the graphic arts field including computer hardware, software, terminology, and desktop publishing. Students will explore the traditional areas of paste-up, key lining, production of text, and artwork with the use of the computer. They will also have an opportunity to plan, design, and produce a finished printed product. This course is team taught by the art and graphic arts departments and meets the ne arts requirement when taken in conjunction with Graphic Design 1 (01260).

Graphic Arts Tech 1
#06250  
**Semester .5 credit**
This course provides students with an overview of the graphic arts industry and will give them an opportunity to become involved with hands-on experiences in lithography and screen-printing. Each student will have opportunities to gain an insight into the graphic arts industry in order to investigate a possible career.

Graphic Arts Tech 2
#06260  
**Semester .5 credit**
This course is designed for students who want to further their investigation into a career in graphic arts. The students will concentrate on lithography and screen printing in addition to desktop publishing, layout and design, camera work, stripping and plate making, safety, press work, bindery and screen printing. Students will have ample time to develop and explore job skills.

Please see the 2019-20 Academic Handbook for Career/Technology courses being offered to Grades 10-12
# Suggested English Course Selections 2019-20

<table>
<thead>
<tr>
<th>Grade</th>
<th>General Education</th>
<th>General Education</th>
<th>Honors</th>
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| 9th   | 02101/2 Written and Oral Comm.  
02111/2 Reading Lab | 02561/2 Written and Oral Communication | 03991/2 Honors Written and Oral Comm. |
| 10th  | 03831/2 World Lit and Comp | 03841/2 World Lit and Comp | 03851/2 Honors World Lit and Comp  
02611/2 AP Seminar (AP Capstone) |
| 11th  | 03471/2 American Lit and Comp | 03481/2 American Lit and Comp or  
04181/2 American Lit and Comp: Integrated | 03971/2 AP Language and Comp |
| 12th  | 03900 English Composition and  
03740 Popular Literature | 03620 Contemporary Literature  
03910 Creative Writing  
03580 Humanities Literature  
03570 British Literature  
03780 Contemporary American Texts/  
Media Analysis  
63290 College Composition  
03861/2 English 100  
03640 Philosophical Literature | 04051/2 AP English Lit and Comp |

**Electives:** (The following English Courses earn elective credit but do not satisfy English graduation requirements.)

<table>
<thead>
<tr>
<th>Grade</th>
<th>General Education</th>
<th>General Education</th>
<th>Honors</th>
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|       | 03060 Acting 1  
03070 Acting 2  
03300 Acting 3  
03310 Acting 4 | 03150/03160 Yearbook 1 & 2  
03170/03180 Yearbook 3 & 4  
03320/03330 Yearbook 5 & 6  
03340/03350 Yearbook 7 & 8 | 03110/03140 Journalistic Writing 1-4  
03240/03270 Journalistic Writing 5-8  
03190 Broadcast Journalism |
FINE ARTS

Adam Levinson, Division Head
Phone: 847-718-5302
adam.levinson@d214.org

Maria Schane, Division Assistant
Phone: 847-718-5303
maria.schane@d214.org
ACTING 1 (03060)
Have you ever wanted to be given permission to be someone you are not? Prospect Theater is a great place to start your high school career and a super fun way to gain your graduation required fine arts credit. If you come into high school loving drama, then take Acting 1. If you have never given drama a single thought, but loving taking risks, playing games, and creating stories, then take Acting 1. Or, if you just want to get more comfortable in front or and with other people, then Acting 1 is for YOU!

This class is a fantastic way to learn about communication and storytelling through activities like:

SEEING PROFESSIONAL SHOWS
ACTING GAMES
IMPROV
AND SO MUCH MORE

If you enjoyed that, then TAKE ACTING 2 (03070):

Continue taking classes and learn about stage combat, scene study, acting for film, and scriptwriting. There are benefits for everyone!

You never know, you might realize that you belong in the spotlight. Take Acting 1 & determine if you want to explore this awesome fine art!

Contact Jeremy Morton, Fine Arts Coordinator and Drama Director with any questions:
jeremy.morton@d214.org, 847-718-5554
Art 1
Open to Grades 9-12
No Prerequisite
Fine Arts Credit
2 semesters

Art 1 is the foundations course of the art program. We will explore many different materials, learn new techniques: Drawing in: pencil, charcoal, pastel and ink. Painting: watercolor, tempera. Sculpture: clay, metal and plaster. Learn the basics of visual art.

We believe there is more than one solution to a problem. In this class you will create more art in one year, than many people do in a lifetime.

After completing Art 1 you are able to continue into 2D-1, 3D-1, Art Imaging and/or Photo 1. Students who continue in the program may be interested in AP Studio Art as a senior.

Intro to 3D Art
Open to Grades 9-12
No Prerequisite
Fine Arts Credit
One Semester

In this course you will explore the nature of three dimensional art through a variety of media and techniques: wire, plaster, clay and metal.

After completing Intro to 3D Art, students can continue with 3D Art 1, Art Imaging and/or Photo 1. Students who continue in the program may be interested in AP Studio Art as a senior.
Art students may want to take a variety of art courses. Check the prerequisites. See your art teacher for a variety of course combinations.

See your art teacher if you are considering an Art or Photography major in college.

* Stacked together (2D-1,2 Art Portfolio & AP)
** Stacked together (3-D-1,2,3 Art Portfolio & AP)
*** Stacked together (Photo 2,3,Art Portfolio & AP)
The award-winning Prospect High School band program wants you!

Brass and woodwinds should register for Cadet Band (01751/2)
Percussionists should sign up for Instrumental Ensemble (01811/2)

Potential color guard members should register for Cadet Band: Color Guard (00170)

~Color guard auditions will happen this winter, please contact Mr. Barnum and check the bands’ website (www.prospectband.com) for details~

All instrumentalists will be members of the marching band in the fall and members of the concert band in the winter and spring.

If you have any questions, please contact
Chris Barnum, Director of Bands
(847) 718-5363  chris.barnum@d214.org
www.prospectband.com
Prospect Orchestra Program

Concert Orchestra (01791/2)
All incoming freshmen should sign up for CONCERT ORCHESTRA 01791/2.
An audition is not required for this orchestra.

Orchestra (01831/2)
ORCHESTRA is an auditioned group open to 10th, 11th, and 12th grade string students.
Auditions take place each spring. All non-freshman string players should sign up for ORCHESTRA 01831/2, and will be placed in the appropriate ensemble after auditions.

Orchestra Winds & Percussion (01891/2)
Wind and percussion players make up the Symphony Orchestra. Students are invited to sign up for Orchestra Winds and Percussion now, and audition for potential placement within the ensemble during the fall.

For further details contact:

Peter Weber
Director of Orchestras, Jazz Bands, and Guitar
Prospect High School
peter.weber@d214.org
847-718-5435
Prospect High School Guitar and Jazz Program

**Guitar I (01841/2) and Guitar II (01851/2)**

**GUITAR 1** is open to anyone who wants to learn how to play the guitar, or anyone who is interested in furthering their guitar skills. We will cover a variety of playing techniques and musical styles – rock, acoustic, classical, etc. Students will be provided an instrument to learn and practice on during the school day. **GUITAR 1** is open to all Prospect students; you do not need to be enrolled in any other music course or have previous musical experience. **GUITAR 2** is a continuation of skills learned in GUITAR 1, sign up for **GUITAR 2** if you have taken the prerequisite class: GUITAR 1.

Jazz Band is a 9th hour class that does not conflict with your academic course load. Classes take place after school.

**Jazz Band (01801/2)**

Please sign up for **Jazz Band (01801/2)** now, and audition for placement in one of the ensembles late summer before the beginning of school. Contact the director for audition information. All players, except guitar and piano players, must be a part of the band program. Bass players must be a part of the orchestra program.

**For further details contact:**
Peter Weber  
Director – Orchestra, Jazz Band, and Guitar  
Prospect High School  
[pete.weber@d214.org](mailto:pete.weber@d214.org)  
Phone: 847.718.5435
The Prospect Choir Department features over 140 singers in nine different choirs. The groups perform at a variety of concerts and events throughout the year. Music styles vary from early Renaissance to modern pop music and everything in between.

All of the groups are credit-bearing classes and some are by audition only.

**Freshman Choir** (Beginning Mixed Choir 01570)
This choir is made up of women and men who are in their 1st year at Prospect. This course concentrates on vocal technique, sight-reading, music theory and music history. This group performs approximately three times a year.

**Honors Women’s Choir** (Treble Choir 01540).
This choir is comprised of sophomore through senior women who are selected by audition. This class concentrates on vocal technique, sight-reading, music theory and music history. This advanced class concentrates on more difficult music and larger works. This group performs in the District 214 Honors Music Festival as well as given the opportunity to audition for District MEA Choir and Vocal Jazz. This group performs approximately four times a year.

**Honors Choir** (Advanced Mixed Choir 01590)
This choir is comprised of sophomore through seniors women and men who are selected by audition only.
This class concentrates on vocal technique, sight-reading, music theory and music history. This group performs in the District 214 Honors Music Festival as well as given the opportunity to audition for
District MEA Choir and Vocal Jazz. This group performs approximately five times a year.

**Madrigal/Jazz Singers** (Vocal Ensemble 01641)
This is a 16-22-voice group that is selected by audition only. The group is made up of sophomore through senior women and men. We work on madrigal music in the fall, A Cappella and jazz music in the spring. This group performs often during the holiday season and hosts a Madrigal dinner.

**Company** (Vocal Ensemble 01530)
This is an all women competitive show choir that meets on Monday & Wednesday nights each week for six hours. This group is made up of 40-46 (freshman through senior women). This group is selected by audition only. And is a credit bearing class. This group sings and dances and participates in many performances/competitions each year. There is a fee to participate in this program. It is strongly suggested that students be in a choir during the day to be apart of this auditioned group.

**Mixed Company** (Vocal Ensemble 01631)
This is a mixed competitive show choir that meets on Tuesday & Thursday nights each week for six hours. This group is made up of 40-50 students - women and men. (freshmen through seniors).
This group is selected by audition only and is a credit bearing class.
This group sings, dances and attends many performances and competitions each year. There is a fee to participate in this program. It is strongly suggested that students be in a choir during the day to be apart of this auditioned group.

If you have any questions about the PHS Choir program please contact:

Jennifer Troiano
Director of Choral Music and Show Choirs
847-718-5370
jen.troiano@d214.org
Math/Science

Keith Bellof, Division Head
Phone: 847-718-5349
keith.bellof@d214.org

Jamie Phillips, Division Assistant
Phone: 847-718-5350
jamie.phillips@d214.org
MATHEMATICS:

Prospect recommends all students take four years of mathematics. Most four-year colleges also prefer four years of high school math.

Students will be placed into either Algebra, Honors Geometry or Honors Algebra II based on their middle school math coursework.

SCIENCE:

Prospect recommends all students take at least three years of science (Biology, Chemistry and Physics). Most four-year colleges also prefer at least three years of high school science.

All students will take either Biology or Honors Biology during their freshman year.
District 214 Math Pathways

Transitional Math
Sem 1
Algebra II
04742
Int. Alg. 04660

Algebra II 04751
Dual Credit Options 04752
AP Statistics

AP Calculus AB
AP Calculus BC
AP Statistics

Honors Pre-calculus
AB (04840/04850)
or
BC (04890/04950)

Honors Algebra II
AB (04800/04810)
or
BC (04900/04910)

Honors Geometry 04920/04930

College Ready Pathway
Algebra 04620/04630

College Credit Pathway
Algebra 04700/04710

Advanced Placement Pathway

District 214 Science Pathways

Science Electives:

- One Semester Electives – Environmental Science, Human Physiology, Medical Chemistry, Oceanography, and Zoology
- Two Semester Electives – AP Biology, AP Chemistry, AP Environmental Science, and AP Physics C

- Physics 519
  05191/05192

- Physics 516
  05161/05162

- AP Physics 1
  05201/05202

- Chemistry 514
  05141/05142

- Chemistry 511
  05111/05112

- Honors Chemistry
  05121/05122

- Biology 504
  05041/05042

- Biology 502
  05021/05022

- Honors Biology
  05031/05032
Social Science/World Language

Tina Athanasopoulos, Division Head
Phone: 847-718-5314
tina.athanasopo@d214.org

Susan Cozine, Division Assistant
Phone: 847-718-5315
susan.cozine@d214.org
Freshman Registration Information

SOCIAL SCIENCE PLACEMENT

Human Geography

- Human Geography is intended to introduce students to the disciplines of social science that embody the Illinois State Standards. In this course students will understand the connections between people and the land in which they live. Areas of study will include: a focus on political power and civic awareness, economic development and cultural change, population and migration, agriculture, and urbanization.

- Students who are placed in Honors English will be placed in Advanced Placement Human Geography. This course is prescribed for students who have the reading and analytical skills for a broader and more rigorous study of the social sciences. In this course students will understand the connections between people and the land in which they live. Areas of study will include: a focus on political power and civic awareness, economic development and cultural change, population and migration, agriculture, and urbanization. Students will be encouraged to take the AP Human Geography test in May with the potential to earn college credits.

WORLD LANGUAGE PLACEMENT

- Junior High/Middle School teachers are the most influential factors in placing a student in the appropriate level of a World Language.

- Placement tests are given to Junior High/Middle School students in April/May. These tests help to support teacher placement. The Junior High/Middle School teachers will review borderline grades on the placement tests, and placement of the student may be changed.
SOCIAL SCIENCE CORE CURRICULUM

Graduation Requirement: Three years of Social Science

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Human Geography</th>
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<tbody>
<tr>
<td>Regular</td>
<td>Advanced Placement</td>
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<table>
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<tr>
<th>Sophomore</th>
<th>World History</th>
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<tr>
<td>Regular</td>
<td>Advanced Placement</td>
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<tr>
<th>Junior</th>
<th>United States History</th>
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<tbody>
<tr>
<td>Regular</td>
<td>Advanced Placement or American Studies</td>
</tr>
</tbody>
</table>

SOCIAL SCIENCE ELECTIVE CURRICULUM

NO LONGER OFFERING LAW & INDIVIDUAL

American Law - 07990  .5  9-12
Criminal & Civil Law – 07880  .5  9-12
Constitutional Law - 07890  .5  9-12
Psychology 1 - 07740  .5  11-12
Psychology 2 - 07750  .5  11-12
Sociology 1 - 07710  .5  11-12
Sociology 2 - 07720  .5  11-12

*If take both Soc 1 & 2, get consumer education credit.

World Religions 1- 07810  .5  11-12
College World Religions 2 - 67630  .5  11-12
AP Economics - 07931  1.0  11-12

* Consumer education credit

AP European History - 07671  1.0  11-12
AP Government & Politics - 07871  1.0  11-12
AP Psychology - 07761  1.0  11-12
Confused on World Language Level Placement?

To be successful in learning another language, students need to:

- be committed to putting forth the effort to learn the language.
- be willing to speak the language.
- spend time daily memorizing vocabulary with the use of flash cards or divided paper.
- be willing to spend extra time with teachers if they do not understand major concepts.

If my Junior High Teacher places me in level 2, and my placement test shows level 2, should I stay in level 2?

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ You will start the language from the beginning. That means learning numbers, days of the week, etc.</td>
<td>➢ Completion of level 2 will satisfy a two-year college entrance requirement.</td>
</tr>
<tr>
<td>➢ You will go at twice the pace as the Junior High or Middle School.</td>
<td>➢ Teachers will review level 1 material for the first two to three weeks of school.</td>
</tr>
<tr>
<td>➢ Teachers will begin to speak the target language in class.</td>
<td>➢ Teachers will speak the target language in class.</td>
</tr>
<tr>
<td>➢ You will be able to complete four years of a language at Prospect.</td>
<td>➢ You spent two years learning level 1 material in Junior High. You will cover new material in half the time in level 2.</td>
</tr>
<tr>
<td></td>
<td>➢ You will be able to complete four years of a language at Prospect, including Advanced Placement where you can earn college credit.</td>
</tr>
</tbody>
</table>
WORLD LANGUAGES
AT
PROSPECT HIGH SCHOOL

Who can study a World Language?
Anyone who has the desire to learn is welcome. World Languages at Prospect High School want YOU. We ask you to join us on a cultural journey as you learn to understand, to speak, to read, to write and to enjoy the World Language of your choice. We welcome you to learn with us, to sing with us and to celebrate with us.

Whom does World Language want?
We want all students ... quiet students, lively students, serious students, students who plan to go to college and students who don’t. Our variety of programs and activities promises success and interest for each type of student. You’ll be glad you joined us.

Why should I take a World Language?
Learning a World Language is one of the most rewarding studies available in high school and opens the way to many satisfying and enriching experiences. It provides opportunities to get to know another culture’s music, art, literature and history. In an increasingly global and diverse society, a second language is essential.

College Requirements
Study of a World Language in high school can be used to meet college entrance requirements. Completion of a World Language in high school may lead to college credit. Many colleges require 2 or more years for admission. Some require more for graduation.

Personal Development
Communicate within the language.
Discover world cultures through the food, fashion, arts and music.
Experience a sense of achievement.
Enjoy the experience.

Global Competitor & Career Opportunities
1. Business careers
2. Diplomatic service
3. Science
4. Research
5. Airlines
6. Travel
7. Journalism
8. Arts
9. Teaching
10. Social Work
11. Translating & interpreting
12. Service: hotels, restaurants
13. Computer programming
14. Law

The command of a World Language is an important asset to effectively compete in the global job market.
French is a beautifully rich language spoken in 51 countries around the world. It is the second most frequently taught language in the world after English. As 50% of English words are derived from their French roots, students studying French tend to earn high scores on the language portions of the ACT and SAT exams.

Students who study French often gain entry into the world of diplomacy, fashion, haute cuisine, movies, literature, art, history and music, as well as find themselves at the forefront of business, medical research and aeronautics. One has only to look northward to Canada, the United States’ largest trading partner, to realize the potential that exists for using one’s French language skills in a professional or travel setting. Future travels to France, Canada, Belgium, Switzerland, Tahiti, the French West Indies and a wide variety of other countries give students ample room to utilize their communication skills in French.

Prospect is proud to organize a student trip to France every spring, as part of a sister city exchange with French high school students in Sèvres, France. Students also have the opportunity to participate in yearly field trips to the Art Institute of Chicago and the Alliance Française. We recommend that all students sign up for a 4-year French study plan to gain the most from this exciting learning experience!
Italian is a beautiful language spoken all around the world. Italy is one of the top five economies in the world and many employers seek people who speak both Italian and English. Knowing Italian is greatly beneficial in several career fields. Italy is a world leader in the culinary arts, interior design, fashion, graphic design, machine tool manufacturing, robotics and numerous others. Millions of Americans travel to Italy each year to experience its rich culture, fabulous art, architecture and exquisite cuisine. Over 60% of the world’s art treasures are found in Italy as well as some of the world’s most famous writers and inventors.

The Italian program at Prospect is a comprehensive study of the language offering Italian 1, 2, 3, 4 and Advanced Placement. The four language skills; reading, writing, listening and speaking are developed in a variety of ways. The students also learn about Italian culture, fashion, food, art, and literature through the use of computers, videos, slides and other authentic materials. Classroom activities include cooperative learning groups, paired work and individual instruction. The emphasis, however, is on speaking and communication in Italian.

All students in the Italian program can participate in field trips that enrich the student's experience of learning Italian. Field trips include attending the opera, visits to museums and activities with local middle schools' Italian programs.

The Italian program is proud of its travel to Italy and exchange programs. Students enrolled in the Italian 3, 4 and Advanced Placement courses can participate in the exchange program. In September approximately 20 Italian students from Verona, Italy travel here to live with their Prospect High School correspondents and their family to see what it's like to live in America and to be a high school student. In March, our Prospect students travel to Verona to live with their Italian exchange student and family. This successful program has enriched the students’ experience of Italian. With successful mastering of the language the students may become members of the Italian National Honor Society. All students may join Prospect’s Italian Club which organizes several activities throughout the year and participates in many school-wide activities as well.
Bienvenido al mundo de español
(Welcome to the world of Spanish)

Spanish is the language of our neighbors to the south: Mexico, Central America, South America and, of course, Spain. Millions of Americans visit these places and you will very likely be one of them some day!

Close to home, the number of Spanish-speaking people in American cities and in our own community is increasing. You may not have to go further than your own block to find someone with whom you may speak Spanish. Many professions and businesses are looking for people who can speak Spanish with their Spanish-speaking customers and employees. A social worker, lawyer, doctor, banker, salesperson or secretary may find Spanish a useful skill, with special opportunities for those who speak and write well.

Through the Spanish Program at Prospect High School, the student learns to communicate orally, as well as through reading and writing. He/she also learns about the dynamic culture of the Spanish-speaking people of the world. Throughout a student’s studies and participation in Spanish Club, he/she may have opportunities to participate in field trips to museums, restaurants, plays, musicales and exhibits.

Prospect’s Spanish program offers levels 1, 2, 3, 4 and Advanced Placement. Advanced Placement Spanish students use their reading, writing, listening and speaking skills in classes conducted in the language through the use of literature, grammatical lessons, oral presentations and special projects.

With successful mastering of the language the students may also become members of the Spanish National Honor Society.

Prospect is proud to organize an exchange program with students from Col·legi Pare Manyanet in Barcelona, Spain every year. In the fall, 20 students from Barcelona travel here to live with their Prospect High School correspondents and their family to see what it's like to live in America and to be a high school student. In March, our Prospect students travel to Barcelona to live with their Spanish exchange student and family. This successful program has enriched the students’ experience in Spanish.
PE, Health and Driver Ed

Frank Mirandola
Assistant Principal
Phone: 847-718-5218
frank.mirandola@d214.org

Laura Bernstein, Division Assistant
Phone: 847-718-5241
laura.bernstein@d214.org
Prospect High School
Physical Education

Vision Statement:

The Prospect High School Department of Health and Physical Education, along with District 214, is making the commitment to preparing our students for the 21st century. In order to live longer, to be as functional, and independent as possible, our students will need to be able to assess their own health and wellness. Through our courses and instruction our students will learn the processes necessary to maintain and improve their overall health. Students will be given the opportunity for personal assessment and be encouraged to problem solve through situations to reach their health goals. Our approach to teaching health and physical education will empower all of our students to sustain regular, lifelong physical activity as a foundation for a healthy, productive, and fulfilling life.

Physical Education course options throughout your high school career:

Freshman Offerings:
Freshman PE
Beginning Strength & Conditioning
Dance 1
Health

Every student will take one semester of Physical Education and one semester of Health during their sophomore year.

**Blended and Integrated Health options are available**

Driver Education

Prospect High School is a co-op program with the state of Illinois and offers the "B waiver" program. If your student earns a "B" or higher in the classroom portion and the lab portion they will be exempt from the road test at the DMV*

*(There is a random spot check that may occur with your driver. The driver would then be required to perform the state test with a state evaluator)*

*The "B" waiver is not available in the private driver education programs.*

Prospect offers a comprehensive a Driver Education program that consists of 30 hours of classroom and 6 hours behind the wheel.

Prospect High School Driver Education fee is currently $350.00. Fees are due on Feb 1, 2019
Special Education

Christina Diaz, Division Head
Phone: 847-718-5349
cristina.diaz@d214.org

Penney Harney, Division Assistant
Phone: 847-718-5569
Penney.harney@d214.org
**Prospect High School**  
**Special Education Program**

**What is the Special Education Program?**  
The primary goal of the Special Education Program is to meet identified student needs in the *least restrictive environment* so that they may learn the skills, acquire the knowledge, and develop the attitudes and skills necessary for them to reach their full potential as citizens who can meet the challenges of a changing global society. Our services are designed to accomplish this mission.

**What does the Case Manager do?**  
Every student in the Special Education Program is assigned a Case Manager; a certified special education teacher who is responsible for coordinating all of the educational services provided for the student. The Case Manager is usually the parent’s primary contact person at Prospect High School, as the Case Manager has routine contact with the student and his/her teachers.

These services may include:
- academic programming and support in Strategies for Learning class
- parent/teacher/administrative contacts
- consultations with mainstream teachers and administrators
- coordination with out-of-building staff & programs
- vocational assistance
- social skills training
- educational testing
- implementation of the I.E.P.
- conducting eligibility reviews and annual reviews
- maintaining the special education file

Additionally, all special education students receive services from an academic counselor within the Student Services Division. The role of the academic counselor is to ensure that the students are taking classes that meet both the graduation requirements and their individual educational needs as described in the IEP.

**What types of special education programs are available at Prospect High School?**

**Consultative Services**  
Special education consultation is the least restrictive form of participation in the Special Education Program. Typical consultative services include communication between the Case Manager and the student's teachers to monitor a student's progress and ongoing communication with the student and parent. There is minimal direct contact between the Case Manager and the student in the consultative model. Students who receive consultative services demonstrate a large amount of independence and responsibility for advocating for their needs, keeping up with daily homework, adequately completing important projects and papers, and consistently earning satisfactory grades. **Students receive special ed. consultative services for a short period of time (no more than 1 semester).** Once students demonstrate the skills necessary for them to be successful independently, these students are discontinued from special education services, as they are no longer needed.

**The Resource Program**  
Students enrolled in the resource program are enrolled in special education classes for less than 50% of their school day. Most of these students are enrolled in a special education Strategies for Learning class. This class is a skills based course that focuses on student's individual needs
and goals. This is NOT a class that is designed specifically for homework completion. Students may receive assistance with organization and preparing for tests in Strategies for Learning. However, completing homework is not the focus of this program.

**Instructional Courses**
Credit-bearing special education courses are taught by special education teachers and usually have smaller class sizes so that individual student needs can be met. Student participation in special education instructional courses is determined by individual need; therefore, students may be enrolled in special education instructional courses for a small or a large portion of their school day. If a student is enrolled in special education courses for more than 50% of the school day, we refer to this as the Special Education Instructional Program.

**ACE Program**
The ACE Program is designed to meet the educational needs of those students whose behavior and/or emotion have prevented them from experiencing success in the general education setting. Through direct contact with members of the instructional team, students are provided with the opportunity to develop the problem solving, interpersonal, and organizational skills needed to be successful in the general education setting, with the ultimate goal being to limit the amount of support necessary to be successful in the general education setting.

**Individual Learning Instructional Program**
The Individual Learning Program is designed to provide each student with the knowledge, skills and experiences needed in order to promote the development, growth, and demonstration of independent and career life skills. Curriculum focuses on developing functional skills that will enable students to be successful in academic, social, and vocational settings. Organizational, self-advocacy, and independent functioning skills are stressed in this program. Certified special education teachers provide instruction in small class sizes.

**Accommodations**
These tools are meant to provide students with the same access to the instruction as the rest of the student population. Accommodations provided for students are based on a continued demonstrated need and are discontinued once it is determined that this need no longer exists or feedback indicates the student in not accessing the service. Receiving accommodations on the IEP does NOT mean a student will receive them on State Standardized Tests. Accommodations for these tests are determined by the organization giving the test (i.e.- ACT, SAT, etc).

**Do special education students participate in the “regular” registration process at Prospect?**
Special education students participate in the “regular” registration/course selection process; however, the annual review meeting convened in the spring of a student’s 8th grade school year will determine if the selected courses/schedule meets the student’s needs for high school. If the courses selected are not appropriate, changes will be made at the IEP meeting and a revised course schedule will be created.

**What does a typical special education freshman schedule look like?**
A typical special education freshman schedule includes:
- Math
- English
- Science
- PE
- Social Science
- Lunch
- Elective/Reading *
- Strategies for Learning
*When students are enrolled in two periods of English/Reading, enrollment in elective courses is usually delayed until sophomore year.*

**Who should I contact if I have questions about this program?**

Christina Diaz is the Special Education Division Head and welcomes your questions.

When Christina Diaz is unavailable, Penny Harney, Special Education Division Assistant, can often assist with many of your questions.

Rev. 12/18
NJROTC
The Naval Junior Reserve Officers Training Corps (NJROTC) is an elective-credit Leadership Development Program for District 214 students. The class provides training in leadership, personal development and citizenship. Instruction revolves around a curriculum of in science, history and human behavior, leadership and the military. The program develops discipline and self-confidence and is intended to give students a head start in skills needed to succeed in high school, college, workplace, or community. It is not a military recruiting program. There is no military obligation and the program is taught by District 214 employees who are also retired military. There are benefits if a student chooses to join the military or apply for NROTC college scholarships, but there are benefits and scholarship opportunities for all students regardless of career choice. The program is designed to help all students excel.

NJROTC is held at Wheeling High School and is offered to PHS students as a Wednesday night course. Students are buses to and from WHS. Students study academics from 4:30 pm to 6:30 pm followed by a one-half-hour dinner break. Instruction resumes in the field house for drill, fitness and game activities. Scheduling conflicts with after-school activities can usually be resolved to satisfy most activity sponsors or coaches, as long as arrangements can be made to obtain sufficient 'contact' time to justify NJROTC credit. As an elective course, NJROTC does require commitment to academic subjects and instruction includes physical education training, marching, and military bearing. PE waivers are available based on a student's schedule (students are encouraged to take both PE and NJROTC, but dropping PE does open up room for an additional class or study hall). Cadets are expected to wear their uniform one-day per week. Uniforms are provided by the Navy, as are all book and instructional materials. There is no cost to the program.

More than just a classroom experience, the cadets form a Battalion that is 'run' by the cadets themselves. Under the supervision of the instructors, students apply leadership theory to real world experiences and lead their fellow cadets. Extra-curricular activities, though not mandatory, are highly encouraged as they are the best way to enjoy NJROTC. Cadets can volunteer for community service, color guard presentations and precision drill, orienteering, marksmanship, athletic or academic teams. They hold lock-ins, swim meets, social functions and fieldtrips. Each year the unit flies on military aircraft to visit and observe naval operations in Florida, Hawaii, or California.

Additional information about the Naval Junior Reserve Officers Training Corps can be obtained by contacting the Naval Science Instructors at 718-7115.

The unit’s web site has more information: https://sites.google.com/site/district214njrotc/
**Leadership Development Program:** NJROTC Courses (NS1, NS2, NS3 & NS4)

District 214’s Leadership Development Program is a series of elective Naval Science courses to develop leadership and citizenship. The program goal is to develop better leaders, without regard to where that leadership will be applied and to encourage and prepare students for college or continued higher education. **This program is not designed to recruit students into military service.** The purpose of JROTC programs is found in the Congressional law, Title 10 USC (United States Code) Chapter 102. “To instill in students the value of citizenship, service to school and community, personal responsibility, and a sense of accomplishment.” It is the instructors’ belief that NJROTC helps cadets prepare for any career pathway but also that NJROTC helps ensure viable college options for D214 graduates.

NJROTC is an accredited academic class with courses offered for each year of high school. Each course is designed to compliment other high school courses and students earn one year academic credit for each year of NJROTC. Students wear a uniform once each week and participate in academic and drill activities. (Uniforms and books are provided at no cost). Studies range from basic leadership training and discipline to history, oceanography and meteorology. PE waivers are available based on a student’s schedule.

While class and uniform requirements are mandatory, it is the voluntary participation in unit activities and extra curricular unit teams that set NJROTC apart from other academic classes. Cadets apply their classroom skills in positions of responsibility to run the day-to-day battalion activities. They also plan and execute activities such as local fieldtrips; community service; orientation trips to Hawaii, California or Florida; and the annual military ball. Cadets are heavily involved in community service projects and regularly amass over 1500 hours of service. Cadets can also participate on voluntary teams, including Drill, Physical Fitness, Academics, Orientation and Marksmanship. These activities take place after normal classroom hours. There are also summer activities available.

NJROTC offers a lot for all types of students. For some, it is a sense of ‘family’ among a much larger student body or an opportunity to develop organizational skills. It can be an alternative learning environment that addresses different learning styles, or a chance to demonstrate and refine leadership skills. It is always a chance for any student to grow, excel, flourish and reap benefits of a successful educational experience.

Students register for NJROTC just as they would for any class. Though students can enroll in NJROTC at anytime, enrolling in NJROTC as part of the registration process ensures elective credit. There are also voluntary summer activities and indoctrination sessions which give incoming students a 'jump start' and a chance to learn more about the program prior to beginning the academic year.

Additional information is available from instructors at (847) 718-7115/7116. An NJROTC web page can be viewed at https://sites.google.com/site/district214njrotc/.