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Primary Education

Foundations of Learning and Development

Introduction to Teaching Methods

Elective

College Introduction to Education (DC)

Teacher Internship Program

College Education Academy (DC) (application required)

High School District 214 Graduation Requirements

English

English | English | English | English

Course Descriptions Section - Page 223

4.0 credit units

Mathematics

Mathematics | Mathematics | Mathematics | Mathematics (Recommended)

Including one unit of Algebra I and one unit of Geometry.
Course Descriptions Section - Page 251

3.0 credit units

Social Science

Social Science | Social Science | Social Science (Recommended)

Must include one year of U.S. History or combination of U.S. History and American Government and one semester civics.
Course Descriptions Section - Page 269

2.0 credit units

Science

Science | Science | Science (Recommended)

Course Descriptions Section - Page 261

2.0 credit units

Career & Technical Education

Career and Technical Education

Course Descriptions Section - Page 275

1.0 credit unit

Fine Arts

Fine Arts

Course Descriptions Section - Page 239

0.5 credit unit

Consumer Education

Consumer Education

Students meet the consumer education graduation requirement by passing one of the following courses or combination of courses: Personal Finance (06210) - Page 288, Economics (07830) - Page 273, Consumer Education (59940) - Page 274.

0.25 credit unit

Physical Education

Physical Education | Health | Physical Education | Physical Education

A minimum of 3-5 days of daily physical education is a required course for all students in each of four years of high school. The State also requires that students during high school take a minimum of 18 weeks (one semester) of health education.*
Course Descriptions Section - Page 309

Refer to page 327 in Academic Policies and Procedures section regarding substitutions for physical education.



Post Secondary

Career Related Electives

- AP Psychology
- World Language

Career Related Activities for the Primary Education pathway

- Athletics
- District Career Days
- District Career Nights
- District Career Treks
- Educators Rising
- Principals Advisory Council
- Scholastic Bowl
- Service Learning
- Student Athletic Trainer
- Student Council
- Student Tutor

Four-Year University Admission Requirements

- English (4 years)
- Mathematics (4 years)
- Social Science (3-4 years)
- Science (2-3 years)
- World Language (2-3 years)
- Fine Arts (1-2 years)

See your counselor regarding admission requirements for highly selective institutions.

Honors, Advance Placement and Dual Credit courses are offered throughout the curriculum. Please consult with your high school counselor for the latest information regarding course offerings, scheduling and registration for all career pathways and courses.

**This represents the number of units of credit required at full implementation for the graduating class of 2012 and beyond (12 units, assuming a unit is equivalent to a year-long course). Additionally, physical education, while not a state graduation requirement is a required course for all students a minimum of 3-5 days a week in each of four years of high school (See ILCS 110,5/27-6 and 23 Ill. Adm. Code Section 1.425).*



Educator Prep



The Educator Prep program is designed to teach students the skills and knowledge they need to become successful educators. The program offers dual credits and the opportunity to observe and teach in various classroom environments.

The goal of the program is to recruit students interested in education and ensure they are qualified and prepared for teaching positions in Chicago's northwest suburbs and other areas.

Students who complete the Educator Prep program and continue to study teaching at National Louis University or Northeastern Illinois University are guaranteed a student teaching position at a high school in the District or at one of the District's partner schools. After college graduation, they will be guaranteed a job interview if the District has an opening in their area.

This program, which other school districts have adopted as a model, aims to break down barriers of access and affordability and, through strong partnerships, provide students with opportunities to become successful teachers in area communities and beyond.