

**WASHINGTON COMMUNITY
HIGH SCHOOL**

PROGRAM OF STUDIES

2025 - 2026



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Note: The Board of Education reserves the right to cancel any class which does not have sufficient enrollment.

Washington Community High School District #308 does not discriminate on the basis of race, color, religion, national origin, gender, age, or disability. Grievance officers for special programs: Title IX (sex discrimination) and Section 504 (Handicapped and American Disabilities Act) –Karen Stevens, Principal; Coordinator for both programs – Dr. Kyle Freeman.

Washington Community High School District #308
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OUR MISSION STATEMENT

Washington Community High School will provide a safe environment in which students will be prepared for success in a global society.

Adopted: Prior to 1976

Revised: August 8, 1977; February 11, 1980; January 9, 1984; March 11, 1991; April 27, 1992,
November 8, 1996; April 11, 2022

District #308 Washington, Illinois

PHILOSOPHY OF EDUCATION

The Washington Community High School Board of Education believes in the following:

Vision Statement

Washington Community High School will become a world-class model of public education that prepares all students to reach their full potential.

Core Beliefs

We Believe:

Our Students are

- The first priority.
- Given every opportunity to discover themselves and what they want to become.
- Invested in their own learning.
- Life-long learners.
- Creative critical thinkers.
- Collaborative problem solvers.
- Effective communicators.

Our Teachers and Staff will

- Teach students to think clearly, logically and independently.
- Instruct citizenship and personal responsibility.
- Engage in continuous professional development plus mentoring to ensure growth.
- Passionately facilitate student's interest and engagement leading to success.

Our Strategy will

- Recognize that progress requires consistent updating of district practices.
- Supports individual differences and mutual respect.
- Encourages the development and maintenance of the physical, mental and social health of students and staff.
- Recognizes the needs of our environment and the demands of a global society.
- Integrates technological innovation into the learning process.

Our Facilities / Financials plans will provide

- Safe environments that are essential for learning.
- Sustainable solutions utilized for today's results and tomorrow's world.
- Quality education at a reasonable cost to taxpayers.

Our Community

- Is a vital part of Washington Community High School.
- Shares in the responsibility of the family, school and community.
- Partners with the Washington Community High School to prepare graduates to meet future challenges locally, nationally, and internationally.

Adopted Prior to 1976

Revised: August 8, 1977; February 11, 1980; January 9, 1984;
March 11, 1991; April 6, 1992; March 24, 1997; December 12, 2016, April 11, 2022

District #308 Washington, IL

GRADUATION REQUIREMENTS FOR THE CLASS OF 2026, 2027, 2028 & 2029

The number of credits required for graduation is twenty-two and one-half (22.5) and include these requirements.

English*	4 credits Two years of writing intensive courses are required for graduation.**
Math	3 credits (Must include Algebra 1, or equivalent, and another course which includes geometry content). Freshman, sophomore, and junior years required.
Science	2 credits
Consumer Education	Choice of ½ credit of Consumer Economics or Economics H or 1 credit of Introduction to Business, Coop, or Special Education Coop 1 or 2
U.S. History	1 credit (Block American Studies fulfills the U.S. History requirement)
Driver Education	½ credit
Health	½ credit
Physical Education***	½ credit per semester for Individual PE, Team PE, Personal Fitness and Wellness. or Strength Training and Conditioning 1 credit per semester for Block P.E. A P.E. course must be taken each semester except for the semester opposite Block P.E or the semester Health is taken.
American Political Science	½ credit
Social Studies	½ credit in addition to U.S. History and American Political Science and excluding Economics H if used to meet the consumer education requirement. The additional ½ credit must come from: Human Geography, Early Western Civilization, Modern Western Civilization, European History H AP, Survey of African and Asian History, or International Studies.
Music, Art, Drama, Foreign Language, or Vocational	1 credit Any combination of courses from these departments exclusive of the consumer education and Orientation to Technology requirements
Orientation to Technology	½ credit. Required for all freshmen.

*Four credits in English are defined as:

- English 1, English 1 Composition and Literature or Foundations of English 9 & 10, English 2/Speech, English 2/Composition and Literature or Foundations of English 9 & 10, and English 3, Block American Studies, or Foundations of English 11
- Two additional semesters of English electives

**Students must complete two years of writing intensive courses, one of which must be English and the other of which may be English or any other subject. When applicable, writing-intensive courses may be counted towards the fulfillment of other graduation requirements. See individual course descriptions to determine which courses meet this requirement.

***The physical education requirement for students in grades 10, 11, and 12 may be waived for the following reasons: (1) The student is enrolled in classes that are required for entrance into the college that he or she wishes to attend (proof is required from a higher education institution); (2) The student is participating in interscholastic athletics, Marching Band, competitive cheer, or Pantherettes; (3) The student needs to repeat a course previously failed or has transferred into the district and needs the additional course for graduation; (4) The student qualifies for the Block P.E. waiver. Waivers for P.E. will be considered on an individual basis, and students must contact their counselor to see if they qualify. Students who drop or are removed from the qualifying activity will be placed in PE as soon as possible.

Get Ahead with the Postsecondary Planning Program

What is the Postsecondary Planning Program?

The Postsecondary Planning Program provides an opportunity for students to work on college coursework or receive direct training and certification while they are still in high school.

Students may choose to complete coursework at the high school through Advanced Placement (AP) and Dual Credit (DC) courses, explore even more offerings at ICC's campus, or receive career training and certification at other locations.

Is my student ready for Early College? (Strong Start, D2)

Students encounter more challenging coursework in Early College courses, so it is important to have a conversation at home about readiness.

Some thoughtful questions to discuss at home are below:

- Is your student self-motivated and ready for the challenge?
- Does your student meet the minimum academic requirements? (Check with your student's counselor.)
- Will your student feel comfortable speaking with teachers, professors or instructors about their coursework?
- Is your student comfortable navigating a different environment, such as ICC's campus?

How do I learn more and what's next?

Your student's counselor is ready to help. Registration begins each January for the next school year. At that time, students will meet with their counselor to discuss coursework and enroll.

Before your student enrolls, we suggest that you have a conversation at home about their plans after high school. When students are choosing courses, it helps if they have ideas about their career choice or the college they would like to attend.

Resources

Contact your student's counselor for more information. Find your counselor in Skyward > Student Info on left > Counselor.

Mrs. Neff	(309) 444-5564
Ms. Beckman	(309) 444-5629
Mrs. Damery	(309) 444-5572
Mrs. McFarlen	(309) 444-5575
Ms. Schmidt	(309) 444-5579
Ms. Yeager	(309) 444-5574
Mrs. Zehr	(309) 444-5573

Want to know more details about the courses? See a full course description by visiting www.wacohi.net > For Students tab > Counseling > Program of Studies.



WCHS POSTSECONDARY PLANNING PROGRAM

	Dual Credit (DC)	Advanced Placement (AP)	Dual Enrollment D2	Strong Start	Work-Based Learning
Summary of course/program	<ul style="list-style-type: none"> • Courses taken at WCHS • Taught by Masters-level teachers • Students receive college credit from ICC with a passing grade of C or higher • Students will be officially starting their college career • Most colleges accept dual credit, but it is best to work between ICC and your college of choice early in the process 	<ul style="list-style-type: none"> • Courses taken at WCHS • Taught by AP trained teachers • Students will take a test at the end of the year and must receive a 3 or higher to be eligible for college credit in Illinois • Credit may be awarded at additional universities. Visit the CollegeBoard or specific college websites for details 	<ul style="list-style-type: none"> • Students earn an Associate of Arts or Science degree at ICC during their junior and senior years, graduating with a high school diploma and associate degree • Courses taken at ICC • A minimum of five courses per semester required • Transportation not provided 	<ul style="list-style-type: none"> • Offsite courses taken at ICC • Hours are dependent upon student schedule • Transportation is not provided 	<ul style="list-style-type: none"> • Courses taken off campus providing direct training and certification in career areas • Courses taken during the morning or the afternoon • Rest of school day is spent at WCHS • Transportation not provided
Eligibility	11 th /12 th grade students who meet the score requirements on the Accuplacer exam and/or ACT	9 th - 12 th grade students enrolled in AP courses	11 th /12 th grade students who meet requirements	11 th /12 th grade students meeting score requirements on the Accuplacer exam and/or ACT	12 th grade students (Open to 11 th grade dependent on availability)
Classes available H - Honors	<ul style="list-style-type: none"> • Biology 111 • Biology 140 • Composition 1 H (ENGL 110) • Composition 2 H (ENGL 111) • Concepts of Math (MATH 110) • Early Western Civilization (HIST 117) • Entrepreneurship & Innovation • Exploring the Teaching Profession (Univ. of St. Francis) • Foundations of Chemistry (CHEM 115) • General Education Statistics H (MATH 111) • Introduction to Sociology (SOC110) • Medical Terminology (HLTH 121) • Modern Western Civilization (HIST 118) • Survey of Earth Science (EASC 111) • Teaching in a Diverse Society 	<ul style="list-style-type: none"> • Advanced Biology H/AP • American Political Science Honors (AP Government and Politics: United States) • Art Portfolio AP • Calculus H (AP Calculus AB) • English 3 H (AP Language and Composition) • European History Honors AP • Human Geography AP • Physics Honors AP • United States History H/AP • Literature and Composition H/AP • Pre-Calculus AP 	Students will work in conjunction with ICC to determine schedules	Any ICC transfer level course that is not offered at WCHS	Construction Certified Nursing Assistant (CNA) Welding Fire Science/EMS
Cost	\$50 per course paid directly to WCHS. Student purchases textbook separately	\$98 to take the AP test in May. Price may change.	ICC tuition paid directly to ICC	ICC tuition paid directly to ICC	\$100 per course \$150 for Fire Science/EMS
Financial Aid	Course fee waived for students eligible for free and reduced lunch	Assistance may be available if criteria is met			

Transitional Courses for Seniors - Math 099 and English 095: Students who do not meet score requirements on the Accuplacer test and/or ACT exam, may achieve placement in credit bearing courses in college by successfully completing Math 099 or English 095.



Dual Enrollment (D2) for WCHS

Pilot program for current high school sophomores

Dual enrollment/degree (D2) is a full immersion program where students spend the entire school day at ICC taking courses that have been aligned to allow for completion of both the high school diploma and an Associate of Arts or Science degree upon high school graduation. This program will be open to current Washington Community High School sophomores (students will be juniors in the fall 2025.)

Eligibility Requirements

- Junior status
- Successful completion of 12.5 credits by end of sophomore year.
- Overall GPA: 3.0
- No significant discipline or attendance issues/concerns

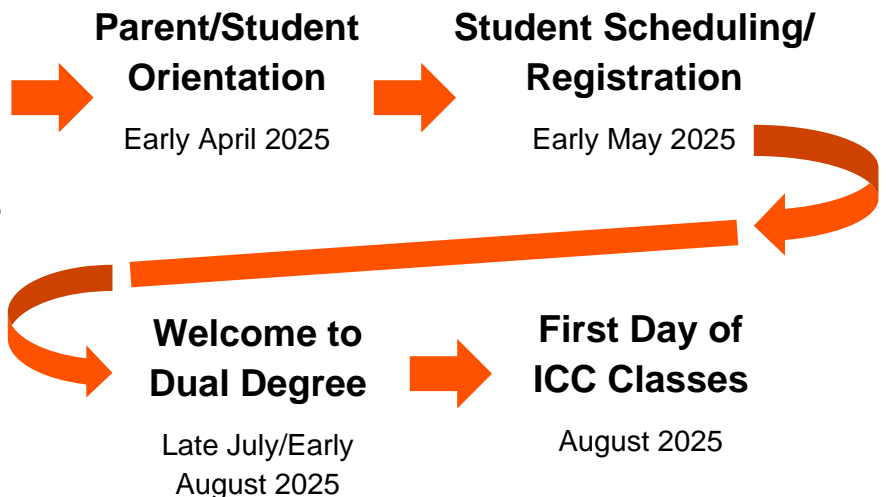
Dual Enrollment Program

- Students pay ICC tuition rate (approximately \$4500) plus the cost of textbooks and supplies.
- Possible to allow students to attend WCHS for dual credit courses offered on campus at the rate of \$50.
- Curriculum will be aligned to the NCAA Clearinghouse track to allow for ease of transfer to the most commonly attended 4-year colleges.
- Students will be responsible for transportation to and from ICC.
- Students will check in daily at ICC to meet WCHS attendance requirements.
- Classes must be taken at the ICC campus. Online classes require prior approval.
- Students will complete a monthly check in with their high school counselor. The high school counselor will confer with the student and ICC during course selection to ensure courses meet WCHS graduation requirements.
- Students will take 5 courses per semester. This makes them eligible for participation in IHSA extracurricular activities and sports.
- Students will have access to ICC’s cafeteria, library, advisors, and academic resources as an ICC student.
- Students entering Dual Enrollment will not be eligible for college freshmen scholarships.
- Courses taken at ICC will be listed as standard credit on the high school transcript, not an honors credit.
- Students must remain in good academic standing at ICC (2.0 GPA or higher) to continue in the program. Students who fall below a 2.0 GPA will return to WCHS the following semester.

Note: It is important that interested students work closely with their counselor to discuss all aspects of dual enrollment before enrolling.

Application Process

Opens	Jan. 2025
Closes	March 1, 2025
Placement Testing @ ICC	Feb. 2025
Application Review	Mid-March 2025
Applicant Notification	March 2025



Proposed Semester Schedule

SEMESTER 1				YEAR 1		SEMESTER 2			
Course	Title	Credit Hours	HS Req		Course	Title	Credit Hours	HS Req	
ENGL 110	Composition 1	3	English		ENGL 111	Composition II	3	English	
COMM 110	Intro to Communication: Presentation and Theory	3				Life Science Lab	4		
	Math – Transfer Level	3			HIST 201	American History to 1877 (SSC)	3	US History	
ICC 110	College Success	3				Math Transfer	3		
ICC 111	Career Exploration	1				Elective	3		
TOTAL HOURS 13					TOTAL HOURS 16				

SEMESTER 1				YEAR 2		SEMESTER 2			
Course	Title	Credit Hours	HS Req		Course	Title	Credit Hours	HS Req	
HIST 202	American History Since 1877 (SSC)	3	US History			English Lit		English	
	Physical Lab Science	4				Elective			
	Fine Arts	3				Elective			
	English Lit		English			Elective			
	Elective					Elective			
TOTAL HOURS 16					TOTAL HOURS 15				

WCHS Curriculum Considerations

Social Studies:

International Studies or Human Geography - 9th or 10th grade

American Political Science (APS) must be taken in 10th grade or summer school

*If student has not taken non-Western component, one elective must fulfill this high school graduation requirement

Business:

9th or 10th grade - Intro to Business to fulfill consumer ed credit OR will take BUS 240 at ICC for an elective

Fine Arts:

Student must take 2 years of fine arts or Foreign Language at WCHS before entering program OR must use electives to fulfill at ICC.

ACADEMIC SUPPORT SERVICES

Levels and Sequence of Support			
Resources available to all students		Resources requiring approval	
<u>Grade 9</u> PAC Study Hall Study Lab Peer Tutor	<u>Grade 10 - Grade 12</u> Study Hall Study Lab Peer Tutor	<u>Grade 9</u> Study Lab Credit Recovery English Lab Remediation Math Lab Remediation Math Lab Support	<u>Grade 10 - Grade 12</u> PAC Plus Study Lab Credit Recovery Math Lab Remediation Math Lab Support

WCHS Philosophy

Washington Community High School’s philosophy is to provide a variety of support for our students. These supports not only promote independent learning but are also aimed to transition students to a collegiate study atmosphere. All WCHS students have access to the following support resources:

Study Hall

Study hall is a class period set aside during the school day for students to work independently or receive academic help from peer tutoring. Students in study hall have access to computers, the library, and peer tutoring. Students attending study hall are expected to be quiet, productive, and focused in this environment.

Study Lab Peer Tutoring

The goal of study lab peer tutoring is to reach as many students as possible. Located in the library, the peer tutoring lab is available as needed to all study hall students on a daily basis. Students may also use the lab during regular classes at teacher’s discretion. This program is aimed to promote peer collaboration that transitions WCHS students to a collegiate study lab environment. The peer tutoring program can provide help with assignments, review for tests, answer questions about assignments, and edit and review writing assignments. The lab is staffed with trained student/peer tutors and at least one certified teacher. Times are available before school on select days and during school.

PAC

Panther Academic Coaching (PAC) is a study hall staffed by two certified teachers. This support focuses on freshmen and their transition into high school. PAC teachers provide tips on study habits, test-taking strategies, note-taking strategies, and model best-practice techniques. They also assist students with monitoring grades, communicating with teachers, and acclimating to the expectations of a high school student. The goal of PAC is that by the end of the year, all freshmen will become independent learners and will access supports as needed.

MTSS:

The following supports are provided for students who have been identified as needing additional academic assistance. These students have been identified by the MTSS team comprising of the principal, deans, general education teachers, the MTSS coordinator, and counselors. Students participating in these support programs need approval by the MTSS team.

Study Lab Credit Recovery

WCHS students assigned to Study Lab have been identified for the credit recovery program due to failure in specified core courses. These students are provided support with specific courses necessary for graduation. Additional assistance in organizing and prioritizing of coursework can be provided. Students assigned to study lab need approval by the MTSS team.

PAC Plus

PAC Plus students have been identified as needing additional support beyond freshman PAC. Panther Academic Coaching (PAC) Plus allows sophomores, juniors, and seniors the opportunity to work on the executive skills needed to be successful at WCHS. Note-taking, study skills, modeling effective communication, and daily/weekly one-on-one conferencing on topics such as grades, classroom behavior, and goals are expected to take place in this program. Students assigned to PAC Plus need approval by the MTSS team.

English Lab Remediation:

The remediation lab will identify skill deficits in reading and writing and provide targeted instruction of those skills. Students participating in the English Lab will use a blended curriculum that includes both online learning and instruction provided by WCHS English staff. This course is designed to meet students' individual needs for remediation in English Language Arts. Basic reading and writing skills will be presented at the students' current levels with appropriate exercises designed to bring students to grade level expectancy. Emphasis will be placed on individual skills needed to succeed on state and local grade level assessments, as well as preparation for future studies.

Math Lab Remediation:

Math lab for remediation is an independent study for students who have failed one of the following math courses: Algebra 1, Practical Geometry, Geometry, or Algebra 2 Modified. Math lab for remediation will follow the same curriculum of the class that was failed, including all summative assessments. Students will work individually, with teacher support, to complete the curriculum for the semester. Students are expected to work every day in order to keep up with the content. The grade received is not calculated in GPA for Math Lab remediation. Students are assigned to Math Lab remediation per math teacher recommendations. **A scientific calculator is recommended.**

Math Lab Support:

Math lab for support is designed to allow teachers to help students be successful in their current math courses. Math lab time will be spent re-teaching math lessons, working through math assignments, and pre-teaching math lessons for future classes. Students should not expect to use this time as a study hall for other homework. Students assigned to Math Lab support need approval by the MTSS team.

BLOCK COURSES

Block courses meet daily for two consecutive class periods and are awarded one credit per semester. The extended time provides opportunity for more enhanced and in-depth study of the curriculum. Block courses include a shortened study hall and 5th hour block courses have a 30-minute lunch during 4th hour.

COLLEGE COURSES

A student may take a college course for no high school credit for the purpose of additional academic enhancement. The student must maintain full-time status as a WCHS student and receive written approval from his/her counselor. Students provide their own transportation to the ICC class and will pay tuition directly to the college.

CORRESPONDENCE COURSE

One credit from a recognized school can be counted toward credits required for graduation if approved in advance by your counselor. Correspondence courses may only be used as electives.

INDEPENDENT STUDY

A student may take an independent study course as a fifth subject with counselor and instructor approval. The independent study can be taken for one semester for one-half credit, or for one full year for one credit. Only one credit per year can be earned in this program. Independent Study is automatically designated "No Grade Point Average."

LATIN SYSTEM

Students earn distinction at graduation based upon their cumulative grade point average.

Summa Cum Laude 4.3 and above

Magna Cum Laude 3.9-4.299

Cum Laude 3.5-3.899

NCAA

If you want to play NCAA college sports and receive a scholarship at the DI or DII level, you will need to register and be cleared by the NCAA. The Eligibility Center is the organization within the NCAA that determines the academic eligibility and amateur status of all NCAA DI and DII athletes. The NCAA Eligibility website is www.ncaa.org. From the NCAA website, prospective student-athletes can gain access to understanding the Division I and Division II eligibility requirements and register an account in the eligibility center.

Both Division I and Division II require sixteen core courses. It is important that prospective student-athletes are aware of the specific requirements and that they select courses with the requirements in mind. The NCAA website has a comprehensive list of student-athlete eligibility requirements.

NCAA legislation guides the NCAA Eligibility Center staff in its review of core courses. This legislation requires that a course meet the following standards:

- Be an academic, four-year college preparatory course receiving high school graduation credit in one or more of these areas:
 - English | Math (Algebra I or higher) | Natural/physical science | Social science | World Language | Comparative religion or philosophy
- Be at or above your high school's regular academic level
- Be taught by a qualified instructor

(NCAA website, 2024)

To be a Division I qualifier you will need to complete all of the following:

- Earn 16 NCAA-approved core-course credits in the right areas.
 - Complete 10 of your 16 NCAA-approved core-course credits, including seven in English, math, or science, before the start of the seventh semester.
- Complete your 16 NCAA-approved core-course credits in eight academic semesters of four consecutive academic years from the start of ninth grade.
- Submit your final transcript with proof of graduation to the Eligibility Center.

(NCAA website, 2024)

List of denied courses at WCHS for the NCAA

English

1. Strategic Reading and Writing
2. Journalism 2H
3. Yearbook
4. English Transition (English 095)

Math

1. Algebra 2 Modified
2. Practical Geometry
3. Block Algebra 1 (only receives 1 credit)
4. Mathematical Literacy (Math 099)
5. Math for the Trades

Natural/Physical Science

1. Medical Terminology

Other

- “Courses that are taught below grade level, at a slower pace, with less rigor or depth will not be accepted as an NCAA core course. Examples include basic, essential, fundamental, or foundations courses.” (NCAA website, 2024)
- “Generally, credit recovery courses are taught via the Internet, distance learning, correspondence or computer software and are, therefore, subject to the nontraditional core course legislation.” (NCAA website, 2024)

NO GRADE POINT AVERAGE (Policy IHD)

After taking four courses each semester that count in GPA, a student may take additional courses for “no GPA” subject to the following criteria:

The course taken to meet the consumer requirement may not be taken for no GPA. Courses meeting this requirement are: Introduction to Business, Consumer Economics, Economics Honors, Coop and Coop 1 or Coop 2. The first course taken from this group will be used to meet the consumer obligation. Once the consumer obligation is met, courses taken from this group could be taken for no GPA.

The following college pattern requirements must be met for each department before a student may select a course for no GPA from that department. An exception would be permitted if two courses are taken concurrently and passing one would satisfy that credit requirement. The second course could then be taken for no GPA.

English	4 credits
Math	3 credits
Social Studies	3 credits
World Language	2 credits of one language
Science	3 credits

Students are required to complete a No GPA Form and return it to their counselor by the fifteenth day of each semester—no changes will be made after this day. Grades will be recorded on report cards and transcripts but will not be used in the calculation of grade point average or class rank. Credit for the course will be given provided the final grade is passing.

P.E., BAND, AND/OR CHOIR FOR GRADE POINT AVERAGE OPTION

P.E., band, and choir are courses that typically do not factor into a student’s GPA. However, students have the option to take P.E., band, or choir as courses that do factor into their GPA. Students who wish to exercise this option are required to complete a for GPA form and return it to their teacher by the fifteenth day of each semester—no changes will be made after this day.

POLICY FOR DROPPING A CLASS

A class cannot be dropped later than the last day of the first quarter for first semester and the last day of the third quarter for second semester.

POLICY FOR SCHEDULE CHANGES

Students will be able to change their schedules for the upcoming school year without restrictions until two weeks after the official end of the school year. Prior to that time, changes will be made as long as space is available. Thereafter, changes will be made only if there is a space in the requested class. A class will not be moved from one period to another to create a space for a change. Below are exceptions:

1. For a track change when it is agreed upon by the teacher, department chairperson, counselor, student, and parent, or departmental criteria.
2. To correct a schedule because of a failed class or a mistake.
3. For administrative reasons such as balancing, solving student-teacher conflicts, etc.
4. For preparation if the student demonstrates he/she has made a career choice change which would make the existing schedule inappropriate.
5. To replace a pre-registered class that had been dropped during the scheduling process by a school official.
6. To add a class for second semester if the change is completed prior to the first day of second semester classes. The class will be added provided there is space in all of the affected sections.

STUDENT DAY

Students are required to attend school first through seventh (1-7) period. Coop, Work-Based Learning, and Strong Start students are allowed alternative schedules to meet their needs. Zero-hour classes are currently available.

Regular Time Schedule for 2025-2026

0 hour 7:07 - 7:56

1 hour 8:00 - 8:49

2 hour 8:53 - 9:42

3 hour 9:46 - 10:39

4 hour 10:43 - 11:32

5 hour 11:36 - 1:08

6 hour 1:12 - 2:01

7 hour 2:05 - 2:54

Block 11:05 - 11:32

A lunch 11:36 - 12:04

B lunch 12:08 - 12:36

C lunch 12:40 - 1:08

STUDENT LOAD

Students with a regular schedule are required to take a minimum of six courses (one of which must be Physical Education). Students with a block course schedule are required to take a minimum of five courses (all of which must be core academic courses) and Physical Education. Coop, Work-Based Learning, and Strong Start students are allowed alternative schedules to meet their needs. Sophomores, juniors and seniors may have waivers for P.E. provided they meet the criteria. Courses not considered in the core academic areas are: Independent Study, Driver Education, Behind the Wheel, Band, Treble Choir, Concert Choir, and Chamber Ensemble. Students may take additional courses. **Students who take additional subjects (beyond the minimum of five courses and Physical Education) may drop the extra class until the last day of the first quarter and the last day of the third quarter. After the designated time, students will commit to the class for the remainder of the semester.**

WORK-BASED LEARNING

WCHS students have access to various Work-Based Learning programs through Tazewell County/Area Education for Employment (EFE). These programs provide classroom and hands-on learning experiences outside of the WCHS campus, yet still provide high school credit (1 credit each semester) and sometimes even ICC credit. Students attend WCHS part of the day and will spend the other part of the day at an assigned work site and/or off campus class. Program availability varies from year to year and is dependent upon economic factors, teacher and/or facility availability, student enrollment, etc. Washington Community High School makes no guarantees as to the format, location, length, availability, etc., of any of these programs. Programs offered include: Construction, EMS, EMS/Fire Science, Health Occupations (CNA), and Welding.

These are competitive programs available to students at 28 area high schools. The application process may include an application, resume, faculty recommendations, employment tests, and an interview. Students must also meet grade point, attendance, and disciplinary requirements.

Programs are available to juniors and seniors. Programs are one year in length except for CNA, which is one semester. Interested students should see their counselor as early as their sophomore year because it is difficult for most students to fit a Work-Based Learning opportunity into their schedule and still meet graduation and/or college pattern requirements. Students must be enrolled as a full-time student in order to participate in these programs.

TRACKING PROGRAM

FRESHMAN PLACEMENT

Incoming freshmen will be placed in English, math, science, and social studies based upon a combination of the student's 1st semester grade in the 8th grade course, 8th grade standardized assessment scores, and teacher recommendation. If parents disagree with the placement, they may complete paperwork requesting a course change for their student. Students placed in a course based upon parent request must meet academic criteria to remain in the course. Placement in a track can vary by subject. For example, a student could be in the honors track in math yet be placed in a standard English class. If there is a change in track after school starts, it should be made within the first quarter and should have the approval of the parent, teacher, department chair, and counselor.

THE HONORS PROGRAM

Note to Parents: As your son or daughter participates in the Honors Program, be sure to consider our expectations of an Honors Student:

- They should be organized, a self-starter, and motivated to learn.
- They should be expected to read supplemental material as well as the regular assignments.]
- They should be able to handle the subject matter with less instruction and preparation time per assignment.

The following are brief descriptions of the type of work expected in each department:

English Honors

The novels studied are covered more in-depth compared to the assorted episodes or abridged chapters that are studied in the academic areas. The in-depth coverage means more history, literary terminology, and critical thinking. At the junior and senior level, the focus is advanced placement in preparation for College Board examinations, or college level writing classes that may earn students college credit.

The written work must meet a higher standard with less instruction and preparation time per assignment. Testing requires more critical thinking skills at a higher level of development. There is an emphasis on an analytical approach to the reading along with research and independent learning.

Speech Honors

The same concepts are covered in honors as in the standard classes. Generally, speeches are required in the honors classes that are more complex on requirements such as longer time limits and more difficult components. Individual speeches are expected to be longer in length. Successful completion of a research outline with citations and works cited and presentation is a requirement for this course.

Social Studies Honors

There is an increased reading expectation of students in social studies honors courses because college textbooks are used in some courses and more chapters are covered in courses using the same book as the standard track. Students in American Political Science Honors AP may turn in two- or three-page opinion papers as often as once per week. Students are tested over units of work compared to chapter tests, and each test may contain essay questions.

Mathematics Honors

Algebra 1 Honors, Geometry Honors and Algebra 2 Honors classes cover more concepts and topics than standard. All honors classes move at an accelerated pace to cover the additional topics. There are more in-depth assignments and projects in the honors program.

Pre-Calculus Honors AP is a rigorous, technology-oriented class. It develops the proof behind much of what was learned in previous courses and prepares students for upper level, collegiate mathematics. Advanced Placement Calculus Honors is a college course that has no high school academic comparisons. Calculus H AP can be taken as a fifth year of math if students take two math classes their freshman or sophomore year or complete the approved Algebra 1 H in eighth grade.

Science Honors

There is a much wider range of topics covered in the honors courses. The study in Biology Honors and Chemistry Honors is more in-depth using inquiry and collaborative work. The tests cover more reading material, utilize essays, and ask higher-order thinking questions. Chemistry and Physics Honors AP involve much more math in the course content and in the lab experiments.

The Advanced Biology Honors AP, Advanced Chemistry Honors, and Advanced Physics Honors have no comparable academic courses. Advanced Chemistry Honors uses extensive laboratory study involving statistical verification. Advanced Biology Honors AP involves independent work concurrent with daily class work. Advanced Physics Honors involves extensive laboratory study and independent research along with daily class work.

HONORS TRACK

This is an accelerated program for students receiving superior ratings on all the placement criteria. Students making a semester grade lower than “C-” in an honors course will be removed and placed in a standard course if one is available. If no standard course is available, a student with a passing grade would be permitted to finish the second semester and remain in honors for the following school year if his/her second semester grade is C- or better. The following is a description of the honors sequences:

English	English 1H, English 2H/Speech, English 2H/Composition and Literature, AP English 3H Language and Composition, and two additional semesters of English electives are required to meet the four years required for graduation. For all classes, four years of English are required to meet four-year college pattern requirements. Note: Not all electives are honors courses.
World Language	Third- and fourth-year courses are designated as honors courses. Two years of the same World Language are recommended for students wanting to meet four-year college pattern requirements.
Math	Three years of math are required for graduation. All students are required to take math freshman, sophomore, and junior years. Freshmen will take Algebra 1H, Geometry H, Algebra 2H, and then Pre-Calculus H AP. Calculus H AP can be taken as a fifth year of math if students take two math classes their freshman or sophomore year or complete the approved Algebra 1H in eighth grade. Algebra 1, Geometry, and Algebra 2 are required to meet four-year college pattern requirements.
Science	Two years of science are required for graduation. Freshmen will take Biology H and Chemistry H and can elect to take Advanced Chemistry H, Advanced Biology H AP, Physics H AP, and Advanced Physics H AP. Three years of science are required to meet four-year college pattern requirements.
Social Studies	Freshmen and sophomores can elect to take Human Geography H AP. Juniors take United States History H AP. Seniors may elect to take European History Honors AP and/or Economics H. American Political Science H AP must be taken during the sophomore, junior, or senior year. However, to maximize college placement and other standardized test scores, it is recommended that APS be taken before second semester of the junior year. An additional semester of social studies is required for graduation, and three years of social studies is recommended for students wanting to meet four-year college pattern requirements. The additional semester requirement must come from: Human Geography, Survey of African and Asian Studies, Early Western Civilization DC, Modern Western Civilization DC, European History H AP, International Studies, or Survey of African and Asian History.

The following reassignments will be made as a result of students earning a grade lower than “C-” in an honors course (unless circumstances do not allow and administrative approval has been given):

COURSE	REASSIGNMENT TO
English 1 H	English 1 (second semester)
English 2 H Comp. and Lit.	English 2 Speech (second semester)
English 2 H Speech	English 2 Comp. and Lit. (second semester)
English 3 H AP	English 3 (second semester)
Literature & Composition H AP	Will be permitted to finish year

Composition 1 H DC	Another non-honors English course
World Language 3 H	Recommend dropping if fail first semester
World Language 4 H	Recommend dropping if fail first semester
Algebra 1 H	Algebra 1 (second semester)
Algebra 2 H	Algebra 2 (second semester)
Geometry H	Geometry (second semester)
Pre-Calculus H AP	College Prep Math (second semester)
Biology H	Biology (second semester)

Chemistry H	Chemistry (second semester)
Physics H AP	Physics (second semester)
Advanced Biology H AP	Will be permitted to finish year
Advanced Chemistry H	Will be permitted to finish year
Advanced Physics H	Will be permitted to finish year
United States History H AP	United States History (second semester)
European History H AP	Will be permitted to finish year

**Additional honors electives are offered in Accounting 2H, Art Portfolio H AP, Chamber Ensemble, Journalism 2H, and Marching Band/Band. Refer to course descriptions for specific criteria.

STANDARD TRACK

The majority of incoming freshmen are placed in the standard track. This track is designed to give students a solid background to prepare for college, technical training, and/or future occupational/career choices.

English	English 1 or English 1 Composition & Literature, English 2/Speech, English 2/Composition and Literature, English 3 or American Studies, and two additional semesters of English electives are required to meet the four years required for graduation. For all classes, four years of English are required to meet four-year college pattern requirements.
Math	<p>Three years of math are required for graduation. Math is also <u>required</u> freshman, sophomore, and junior years. Freshmen will follow one of these sequences:</p> <ul style="list-style-type: none"> ● Algebra 1 or BK Algebra 1, Geometry, Algebra 2, College Prep Math (can also take Dual Credit Math 110 DC/Math 111 H DC) or Pre-Calculus H AP ● Algebra 1 or BK Algebra 1, Geometry, Algebra 2 Modified, Algebra 2 ● Algebra 1 or BK Algebra 1, Practical Geometry, Geometry, Algebra 2 or Algebra 2 Modified ● BK Algebra 1, Geometry, Algebra 2 or Algebra 2 Modified ● BK Algebra 1, Practical Geometry, Geometry <p>Algebra 1 (or BK Algebra 1), Geometry, and Algebra 2 are required to meet four-year college pattern requirements.</p>

Science	<p>Two years of science are required for graduation. Freshmen will follow one of two sequences:</p> <ul style="list-style-type: none"> ● Biology <p>Chemistry sophomore year Chemistry, Physics, Anatomy and Physiology, Adv. Chemistry H (with approval), Adv. Biology H AP (with approval), Adv. Physics H (with approval), Biology 111 DC, Biology 140 DC, Foundations of Chemistry DC, Survey of Earth Science DC, and zoology can be taken during the junior and/or senior year.</p> <p>Three years of science are required to meet four-year college pattern requirements.</p>
Social Studies	<p>Juniors will take United States History or American Studies. American Political Science must be taken during the sophomore, junior, or senior year and is recommended to be taken before second semester junior year to maximize college placement and other standardized test scores. An additional semester of social studies is required for graduation. The additional semester must come from: Human Geography, Survey of African and Asian Studies, Early Western Civilization DC, Modern Western Civilization DC, European History H AP, International Studies, or Survey of African and Asian History. Three years of social studies is also recommended for students wanting to meet four-year college pattern requirements.</p>

CAREER TECHNICAL EDUCATION: BUSINESS/TECHNOLOGY COURSES

SEQUENCE OF COURSES			
Grade 9	Grade 10	Grade 11	Grade 12
Computer Applications Video and Animation Graphic Communications Introduction to Business Orientation to Technology Principles of Computer Science Sports & Entertainment Marketing	Accounting 1 Business Law Computer Applications Computer Programming 1 Advanced Programming Video and Animation Graphic Communications Introduction to Business Principles of Computer Science Sports & Entertainment Marketing	Accounting 1 Accounting 2H Business Law Computer Applications Computer Programming 1 Advanced Programming Consumer Economics Cooperative Education Video and Animation Entrepreneurship & Innovation Graphic Communications Introduction to Business Principles of Computer Science Sports & Entertainment Marketing Computer Technology Pathways & Certifications Work-Based Learning	Accounting 1 Accounting 2H Business Law Computer Applications Computer Programming 1 Advanced Programming Consumer Economics Cooperative Education Video and Animation Entrepreneurship & Innovation Graphic Communications Introduction to Business Principles of Computer Science Sports & Entertainment Marketing Computer Technology Pathways & Certifications Work-Based Learning

ACCOUNTING 1: one credit; full-year course; grades 10-12

This course is beneficial for all students considering a career in business, accounting, marketing, and/or management. Instruction includes planning, recording, analyzing, and interpreting financial information in order to assist in the decision-making process of any business. In addition to stressing basic fundamentals and terminology of accounting, instruction will provide understanding of the preparation of journals, ledgers, and financial reports. Practice sets with actual business papers will be used to simulate business procedures. Students will be introduced to computerized accounting procedures using Cengage.

ACCOUNTING 2 HONORS: one credit; full-year course; grades 11-12

Prerequisite: Successful completion of Accounting 1

This course builds upon the foundations established in Accounting I. The Accounting I principles are applied to more complicated and more in-depth types of business organizations. This course will include both managerial and financial accounting. Students will become familiar with specialized fields of accounting. Practice sets and Excel will be used to simulate business conditions and enhance learning.

BUSINESS LAW: one-half credit; one-semester course; grades 10-12

This course provides an understanding of the general laws that exist in our society. The course includes the study of crimes and torts, court systems, business, and personal law. Students will be able to better understand their basic legal rights and responsibilities and apply them to their everyday roles as consumers, workers, and citizens. They will demonstrate decision-making skills and apply them to the solving of frequently encountered legal situations. Participation in a mock trial will be used to enhance law concepts. This course is a must for any student considering a career in business, criminal justice, law enforcement, or law.

COMPUTER APPLICATIONS: one-half credit; one-semester course; grades 9-12

Prerequisite: Successful completion of Orientation to Technology

This is a computer applications course that provides hands-on experience with the Microsoft Office Suite and Windows software. Included will be units of instruction in word processing, spreadsheets, databases, presentation software, operating systems, and the Internet. Students will be able to apply skills learned in this class to other classes, personal work on home computers, post-secondary education, or employment. This is a lab course and most work will be completed at school.

COMPUTER PROGRAMMING 1: one-half credit; one-semester course; grades 10-12

Prerequisite: Algebra 1 with a recommended grade of "C".

NOTE: Students in the past who failed to meet the above grade recommendations had great difficulty with the course content. The Business Department strongly recommends that those students not take this class.

This course introduces students to the fundamentals of computer programming. Students will learn to design and write programs in the Python programming language. Python is a console language with easy syntax which makes it a great language for beginners. Students will learn the basic fundamentals including logic, variables, algorithms, arrays, data types, looping, comparing, and flowcharting.

ADVANCED PROGRAMMING: one-half credit; one-semester course; grades 10-12

Prerequisite: Completion of Computer Programming with a recommended grade of a "C" or better.

NOTE: Students in the past who failed to meet the above recommendations had great difficulty with the course content. The Business Department strongly recommends that those students not take this class.

This course is designed to teach students the visual basic programming language. Students will continue to use many methods learned in Programming 1, with more structured programming and problem-solving techniques using a GUI (graphical user interface).

CONSUMER ECONOMICS: one-half credit; one-semester course; grades 11-12

This course includes a study of the American economic system and the principles essential for participation as a consumer. The course covers personal financial planning topics such as: goal setting, budgeting, banking, checking, savings options, housing, investment options, taxes, auto, home and life insurance, consumer credit and consumer debt, and consumer aids and protection. This course satisfies the consumer education requirement for graduation.

COOPERATIVE EDUCATION (COOP): one credit for classroom & one credit for job; full-year course; recommended to be at least 17 years old by September 1st; may be taken for two years; grades 11 or 12

The purpose of this program is to develop employment competencies in students through classroom instruction and work experience related to career interests. Students may be granted 1-3 hours of release time for employment purposes based on their graduation status and academic load.

Classroom instruction includes job-seeking skills, personal development, occupational survival and behavioral skills for basic work relations, and personal finance instruction. Students must successfully complete the application and interview process during the semester prior to being accepted into the program. Acceptance into the program or specific job placement cannot be guaranteed. A training agreement outlining student, parent, coordinator, and training station responsibilities must be signed in order for the student to receive the work experience credit. Students violating the training agreement could be placed in study hall, receive a lower or failing grade, and /or be removed from the program. Students must provide their own transportation to the job. Students are expected to plan and participate in activities for the purpose of socialization, community service, and fundraising to pay for the employer appreciation banquet. This course provides students with knowledge, attitude, skills, and habits necessary to make the transition from school to career successfully. This course meets the consumer education requirement for graduation.

Cooperative Education may be taught using a blended learning format dependent upon scheduling. Blended learning is a unique academic model that combines online learning and face-to-face support. It was developed due to educational institutions seeking new and innovative ways to customize learning to suit the needs of their students. Following five weeks of traditional instruction, the students would attend classes on assigned days. The remaining

class work will be completed online. Students need to be self-motivated and have regular attendance to be successful in this class environment. Coop students already complete an interview process with these criteria. If students were doing poorly, then they would attend class every day until their grade was a C or higher.

VIDEO AND ANIMATION: one-half credit; one-semester course; grades 9-12

Prerequisite: OTT

Video and Animation is a hands-on technical course that focuses on career and communication skills through the film industry of video production and animation. Students will apply their creative and technical skills in creating and designing digital videos. Students will engage in skills to learn storytelling, animating imagery, capturing and editing video and audio, while infusing career education concepts including marketing, advertising, public relations, and entrepreneurship.

ENTREPRENEURSHIP & INNOVATION: one-half credit; one-semester course; grades 11-12

Entrepreneurship & Innovation introduces the concept of Entrepreneurship beginning with identifying characteristics of the Entrepreneur, evaluating opportunities, feasibility, financing, and planning for success. Students will also understand the need for a contingency plan as well as an exit strategy. Students will be experiencing hands-on learning through a wide variety of activities and individual projects throughout the semester. This course is appropriate for all students who are planning to pursue a career in business/business administration. Students will take a comprehensive final exam. If they score 70% or higher, they have the option to receive 3 credit hours from the University of Iowa Tippie College of Business for just \$150 (which is greater than a \$1,000 value). University of Iowa is accredited, and credits should be accepted as transfer credits.

GRAPHIC COMMUNICATIONS: one-half credit; one-semester course; grades 9-12

This course is designed for the novice user in creating/producing, illustrating, evaluating, and designing all types of business forms, reports, and other documents. Some familiarity with the computer, word processing (Word and Google Docs), and keyboard are expected. Initial emphasis is placed on desktop concepts, learning and working in the windows and desktop environment, and desktop applications, utilizing software programs such as Adobe, Canva, and Microsoft Publisher.

The course is designed for the student who is interested in pursuing any career in entrepreneurship, graphic design, business, publishing, or education fields, since most documents such as websites, newsletters, brochures, invitations, social media posts, and announcements are created and produced in-house, rather than by an outside print shop.

INTRODUCTION TO BUSINESS: one credit; full-year course; grades 9-12

This course provides students with an introduction and orientation to business concepts. Business computations and business communications are integrated and emphasized throughout the course through the use of multiple hands-on activities. Units of study include entrepreneurship, credit, international business, budgeting, comparison of prices, taxes, banking, management, insurance, career preparation and economics. The consumer education requirement for graduation can be met by completing both semesters.

ORIENTATION TO TECHNOLOGY: one-half credit; one-semester course; REQUIRED grade 9

Students in this course will develop and/or expand proper touch typing and basic word processing skills. Microsoft Office Suite will be used to format documents such as letters, MLA-style research papers, emails, presentations, spreadsheets, charts, brochures, calendars, web pages, and newsletters. Students will become acclimated with Windows 10 and learn how to safely utilize the Internet, email, and other programs, such as Xello, to complete interest and abilities inventories, research occupations and colleges, and prepare a four-year high school plan. Students will also be educated in Google Apps and learn how to use it effectively in the educational environment.

PRINCIPLES OF COMPUTER SCIENCE: one-half credit; one-semester course; grades 9-12.

This beginning level course introduces students to computer science through a variety of plugged and unplugged activities. These activities will help them work on collaboration, creation, communication, and problem-solving skills. Students will learn introductory units in Digital Information, The Internet, App Design, Variables & Functions, and how to work with Data. Students will learn fundamental programming constructs using the code.org app lab. This course is best taken prior to Programming 1 as it provides a solid foundation for basic programming concepts.

SPORTS & ENTERTAINMENT MARKETING: one-half credit; one-semester course; grades 9- 12

The mission of Sports & Entertainment Marketing is to enable students to understand and apply marketing, management, and entrepreneurial principles to real life situations. This course will include case studies, Internet projects, market research, and real-life activities. This class will use simulations and community resources to engage students in applying the principles of marketing.

COMPUTER TECHNOLOGY PATHWAYS & CERTIFICATIONS: one credit; full-year course; grades 11-12

Support class prepares students to interact with users providing first-line technical support resolving general technology problems. Students are trained to support end users to ensure that all calls and problems are dealt with quickly and effectively. Troubleshooting hardware, basic network concepts, supporting new technologies, and repairing devices are taught in a hands-on class atmosphere. Students gain an understanding of how a help desk functions and the role of customer service in today's world of technology. This class will be used to help prepare students for one of pathways: PC Pro, Java Programming, Network Pro, Cyber Security, or IT Security Pro. This course may be repeated with a different pathway.

For information about Work-Based Learning Programs, see page 13

CAREER TECHNICAL EDUCATION: FAMILY AND CONSUMER SCIENCES

SEQUENCE OF COURSES			
Grade 9	Grade 10	Grade 11	Grade 12
Child Development 1 Child Development 2 Creative Fashions 1 Creative Fashions 2 Interior Design	Child Development 1 Child Development 2 Creative Fashions 1 Creative Fashions 2 Foods and Nutrition 1 Foods and Nutrition 2 Interior Design	Child Development 1 Child Development 2 Creative Fashions 1 Creative Fashions 2 Exploring the Teaching Profession DC Foods and Nutrition 1 Foods and Nutrition 2 Human Relationships Interior Design Teaching in a Diverse Society DC	Child Development 1 Child Development 2 Creative Fashions 1 Creative Fashions 2 Exploring the Teaching Profession DC Foods and Nutrition 1 Foods and Nutrition 2 Human Relationships Interior Design Teaching in a Diverse Society DC

CHILD DEVELOPMENT 1: one-half credit; one-semester course; grades 9-12

Upon successful completion of Child Development 1 and 2, students are eligible to receive a Level One Early Childhood Education Credential. Courses do not have to be taken consecutively, but strongly encouraged.

In this orientation level course, the development of children from conception through the toddler stage is studied. Emphasis is placed on increased understanding of children and the development of basic skills in relating to them. Students will have laboratory experiences with children (3-5 years of age). Broad areas of emphasis include prenatal development; physical development; social development and relationships; mental development; emotional development; and purposes, types, and supervision of play. This course offers preschool experience.

CHILD DEVELOPMENT 2: one-half credit; one-semester course; grades 9-12

Prerequisite: Successful completion of Child Development 1

Upon successful completion of Child Development 1 and 2, students are eligible to receive a Level One Early Childhood Education Credential. Courses do not have to be taken consecutively, but strongly encouraged.

This course provides information to assist students interested in careers in elementary education preschool occupations. The development of the child during the preschool years and the philosophy and management of day care centers is studied in preparation for the laboratory experiences with the preschooler (3-5 years of age). Broad areas of emphasis include: the physical, social, emotional, and mental development of the preschooler; care-giving equipment and facilities; state and local regulations governing care-giving operations; and educational and creative activities for preschoolers. This course offers preschool experience for the majority of the semester.

CREATIVE FASHIONS 1: one-half credit; one-semester course; grades 9-12

This course is designed for students who are interested in learning the basic skills of sewing construction. Students will become proficient in the use of hand sewing mechanisms, as well as the computerized sewing machines, while also learning basic textile information, buying skills, and care of fabric. Students will complete projects to demonstrate their mastery of basic skills with each project serving as a building block for the next. Students will be responsible for paying for their own supplies and materials for the class. Students will provide services to the community by participating in community service projects.

CREATIVE FASHIONS 2: one-half credit; one-semester course; grades 9-12

Prerequisite: Successful completion of Creative Fashions 1

This course is designed to extend the students' knowledge of sewing. Students will complete projects requiring the application of higher-level sewing skills and knowledge of advanced options on the electronic sewing machines. Although some of the projects will be teacher-directed, the important component of this course is for students to set personal project goals that will display their creativity and mastery of sewing skills. The course will teach more complex reading of sewing directions. Students will be responsible for paying for their own supplies and materials for the class. Students will take part in a community service project during the semester.

EXPLORING THE TEACHING PROFESSION DC: one-half credit; one-semester course; grades 11-12

Prerequisite: 2.75 Overall GPA or Qualifying Placement Score

As a dual credit high school opportunity, students will explore the teaching profession and the paraprofessional role as viable career options. Topics include teacher skills, attributes and dispositions of successful teachers and the structure and purpose of schools.

FOODS AND NUTRITION 1: one-half credit; one-semester course; grades 10-12

This course includes basic classroom and laboratory experiences needed to develop knowledge and understanding of basic food principles and applies nutritional information for people of all ages. Students will study food preparation from all aspects of nutrition. Students with food allergies should be aware that a variety of ingredients are used in this class. Units include: Reading the Recipe, Kitchen Safety, Milk, Eggs, Grains, Fruits and Vegetables.

FOODS AND NUTRITION 2: one-half credit; one-semester course; grades 10-12

Prerequisite: Successful completion of Foods and Nutrition 1

This course is designed to expand the student's knowledge of nutrition and food preparation through classroom and laboratory experiences. Students will learn about the selection of kitchen equipment and how to purchase this equipment. Special attention will be given to the national nutritional recommendations and how they can be incorporated into daily food planning and preparation. Students with food allergies should be aware that a variety of ingredients are used in this class. At the completion of this course, the students can earn the ServSafe Food Handlers Certificate of Achievement. Units Include: Food Borne Illness, Soups and Sandwiches, Pies, Cakes, Cake Decorating, Meats, and Casseroles.

HUMAN RELATIONSHIPS: one-half credit; one-semester course; grades 11-12

This course is designed to assist individuals in achieving satisfaction through responsible participation as adults. Broad areas of emphasis include self-esteem, values, goals, and decision making, communication and conflict resolution, dating and engagement, strengthening family relationships, changing roles and relationships, and family breakdown. Various resources to assist with life problems are also explored. This is a project-based class.

INTERIOR DESIGN: one-half credit; one-semester course; grades 9-12

This course includes a study of housing trends, housing styles, housing alternatives, and financial aspects of acquiring a home. Interior design is included with an emphasis on color and art principles, furniture styles selection and arrangement, floor plans and layouts, and accessories. This is a project-based class.

TEACHING IN A DIVERSE SOCIETY: one-half credit; one-semester course; grades 11-12

Prerequisite: 2.75 Overall GPA or Qualifying Placement Score

This course is a dual-credit high school opportunity that is designed to develop insight into the teaching profession and the education system as part of a diverse society. Students examine personal bias which can affect teaching and learning and explore various cultural groups and their valuable contributions to the classroom. The course also presents various teaching standards by which candidates can broaden their knowledge and views of teaching and learning while developing culturally responsive philosophies of education.

For information about Coop and Work-Based Learning Programs, see pages 13 and 20.

CAREER TECHNICAL EDUCATION: INDUSTRIAL TECHNOLOGY

SEQUENCE OF COURSES			
Grade 9	Grade 10	Grade 11	Grade 12
Applied Tech Lab Construction I Robotics Engineering Welding 1	Applied Tech Lab Architectural Drafting and Design A/B Automotive 1 Construction 1 Construction 2 Engineering Graphics A/B Mechanical Engineering Graphics and Solid Modeling A/B Robotics Engineering Welding 1 Welding 2	Architectural Drafting and Design A/B Automotive 1 Automotive 2 Construction 1 Construction 2 Engineering Graphics A/B Mechanical Engineering Graphics and Solid Modeling A/B Robotics Engineering Welding 1 Welding 2 Work-Based Learning	Architectural Drafting and Design A/B Automotive 1 Automotive 2 Construction 1 Construction 2 Engineering Graphics A/B Mechanical Engineering Graphics and Solid Modeling A/B Robotics Engineering Welding 1 Welding 2 Work-Based Learning

APPLIED TECHNOLOGY LABORATORY: one-half credit; one-semester course; grades 9-12 Cannot be taken simultaneously with any other Industrial Technology courses except Automotive, Construction & Welding.

This is an introductory course designed to expose students to general industrial technology concepts, processes, and systems. The students will use hands-on activities in various units called modules. Students will use cooperative learning and self-directed learning in modular lab workstations with computers, a/v equipment, and high-tech lab equipment and supplies. Students will choose five of these modules: 3D Modeling, Arduino, CNC Lathe, Electronics, Hand Tools, Power Tools, Research and Design, Residential Wiring, Robotics, and Small Gas Engines. Power tool safety will also be emphasized and practiced through the design and production of a small woodworking project.

ARCHITECTURAL DRAFTING AND DESIGN A: one-half credit; one-semester course; grades 10-12
 Prerequisite: "C-" average or better in Engineering Graphics 1B or instructor approval.

This course is designed to introduce students to residential architectural drafting/CAD principles and techniques. Through the creation of a set of plans for an average size home, students will learn architectural drafting techniques, common construction methods, and basic home design. These plans will include a floor plan, foundation plan, electrical plan, structural section and typical wall section.

ARCHITECTURAL DRAFTING AND DESIGN B: one-half credit; one-semester course; grades 10-12
 Prerequisite: "C-" average or better in Architectural Drafting and Design A or instructor approval.

This course is a continued study of residential architectural drafting/CAD principles and techniques. Additional focus is given to design processes. Using skills gained in the first semester, students will design a variety of structures both alone and as a team using a variety of CAD programs. Building Information Modeling (BIM) and 3D modeling using Autodesk Revit will also be introduced.

AUTOMOTIVE 1: one credit; one-semester course; grades 10-12

This course provides basic experiences related to maintenance, repair, and servicing of a variety of transportation. Planned learning activities will allow students to become knowledgeable of fundamentals, principles, and methods as well as develop technical skills related to auto mechanics. Instruction will include safety principles and practices, internal combustion engine principles, and maintaining, servicing, and repairing different types of transportation vehicles.

AUTOMOTIVE 2: one-half credit; full-year course; grades 11-12

Prerequisite: "C-" average or better in Automotive 1 or instructor approval.

This course provides experiences related to maintenance, repair, and servicing of a variety of transportation and maintenance equipment. Planned learning activities will allow students to become knowledgeable of fundamentals, principles and methods as well as develop technical skills related to auto mechanics. Instruction will include safety principles and practices, internal combustion engine tear-down, servicing brakes, and other entry-level job skills.

CONSTRUCTION 1: one-credit credit; one-semester course; grades 9-12

This course introduces students to construction technology. Students will learn the safety principles and machine and tool operation techniques related to masonry, carpentry, and finish work associated with building construction. This course is designed to give students a more in-depth awareness and understanding of the construction trades.

CONSTRUCTION 2: one credit; full-year course; grades 10-12

Prerequisite: Construction 1

This course expands on students' knowledge of construction technology. Students will continue learning safety principles and machine and tool operation techniques related to carpentry, electrical, plumbing, and finish work associated with building construction. Students will finish with an introduction to project management. (Estimating materials Needed tools, Blueprint Drawing and Reading, Estimating Man Hours) This course is designed to give students a more in-depth awareness and understanding of the construction trades.

ENGINEERING GRAPHICS A: one-half credit; one-semester course; grades 10-12.

This is an introductory course designed to expose students to technical drawing with an emphasis on computer aided drafting (CAD) principles and practices. Students are introduced to engineering software tools, blueprint reading, and design. 3D modeling skills will be developed using PTC Creo. Applied Tech Lab is recommended before taking this course, but not required.

ENGINEERING GRAPHICS B: one-half credit; one-semester course; grades 10-12

Prerequisite: "C-" average or better in Engineering Graphics 1A or instructor approval.

This course is a continued study of general CAD principles and practices with further exploration of technical drawing. New material will be introduced in 2D drafting, architecture, 3D printing, assembly modeling, and product design. Software skills using PTC Creo and AutoCAD will be developed.

MECHANICAL ENGINEERING GRAPHICS AND SOLID MODELING A one-half credit; one-semester course; grades 10-12

Prerequisite: "C-" average or better in Engineering Graphics 1B or instructor approval.

This is an advanced course designed to emphasize mechanical engineering CAD principles and techniques including a review and further exploration of 3D modeling and product design. PTC Creo 3D solid modeling skills will be advanced through a variety of individual and group projects that reflect real-world engineering problems.

MECHANICAL ENGINEERING GRAPHICS AND SOLID MODELING B: one-half credit; one-semester course; grades 10-12

Prerequisite: "C-" average or better in Mechanical Engineering Graphics and Solid Modeling A or instructor approval. This is an advanced course designed to emphasize mechanical engineering CAD principles and techniques including a review and further exploration of 3D modeling and product design. PTC Creo 3D solid modeling skills will be advanced through a variety of individual and group projects that reflect real-world engineering problems.

ROBOTICS ENGINEERING: one credit; full-year course; grades 9-12

Prerequisite: Algebra 1

Robotics Engineering will introduce students to the field of engineering, robotics, and automation. In this course, students will apply their knowledge of math and science to design and create robots and machines in a competitive environment.

WELDING 1: one credit; full-year course; grades 9-12

This course is designed to educate and develop safe skills in the area of welding fabrication. The students will learn the safe procedures for the handling and set-up of these dangerous items. They will also learn the proper techniques of welding in the flat, vertical and horizontal positions with low and medium carbon steels. They will also learn the use of the cutting/grinding techniques to prepare metal, how to read welding symbols and basic prints.

WELDING 2: one credit; full-year course; grades 10-12

Prerequisite: "C-" average or better in Welding 1 or instructor approval.

This course is designed to further acquaint the students with advanced techniques in welding and set-up procedures. Students will learn TIG processes, the ability to use multiple processes to complete projects, expand on skills learned in Welding 1 in various positions. This course will also include welding blueprint reading, exposure to post graduation schooling and careers.

For information about Coop and Work-Based Learning Programs, see pages 13 and 20.

DRIVER EDUCATION

* **DRIVER EDUCATION:** one-half credit; one-semester course

Prerequisite: Passing grades in at least eight courses during previous two semesters.

This course presents the rules and safety precautions for driving on the highway. The main units covered are alcohol and drugs, insurance and accident procedures, laws and enforcement, emergencies, adverse conditions, maintenance, distracted driving and defensive driving. It is recommended that Driver Education and Behind-The-Wheel be taken concurrently. Classroom meets daily for 10 weeks. In order to keep enrollments equally balanced between semesters, enrollment in first or second semester Driver Education will be announced on a yearly basis at registration.

Note: The classroom portion of driver education is a school requirement for graduation.

* **BEHIND THE WHEEL:** no credit; one-semester course

This course gives students actual experience driving a car. The student must be taking or have taken and passed driver education classroom in order to enroll in behind-the-wheel. There is a fee of \$20.00 to the Secretary of State for a driving permit. In order to keep enrollments equally balanced between semesters, enrollment in first or second semester BTW will be announced on a yearly basis at registration.

NOTE: DRIVER EDUCATION ABSENCES. The State of Illinois requirement for driver education is 30 hours of classroom instruction and 6 hours of behind-the-wheel instruction. In order to provide this instruction, an extremely tight scheduling situation must be maintained. If the student's absences from the classroom phase or the BTW phase are so numerous as to prevent a student from receiving the required 30 hours of classroom or 6 hours of BTW instruction, the student will need to repeat the appropriate phase in its entirety. **Note: Because of the State requirement for classroom hours, the classroom phase of Driver Education will meet Monday through Friday for the first 10 weeks of each semester.**

During second semester of the school year, eligible students can apply for minimester Driver Education (class and behind the wheel). The course is taught daily during zero hour (7:06 – 7:56 a.m.) for 10 weeks and concludes the last regularly scheduled school day. BTW scheduled by instructor.

- To be eligible for the minimester school Driver Education program, students must have passed a combination of eight classes the past two semesters.
- Freshman will be allowed to take Drivers Education in the fall semester if they have passed 8 classes while in 8th grade. WCHS staff will consult with feeder districts for eligible students before placing them in classroom Drivers Ed.
- The age requirement for students to qualify for the minimester Driver Education program will be determined on a yearly basis.
- Enrollment is limited to 25 or 75 students (depending on the number of sections offered) and is handled on a first-come, first-serve basis based on letters of invitation which are mailed to students who meet the age requirement for minimester and summer school Driver Education.
- There is a fee for this class.
- There is also summer school Driver Education (class and behind the wheel) beginning on the summer school start date. (3 days of class for 3 hours per day over 4 weeks) BTW scheduled by instructor.
- Due to changes in the state requirement, students must pass both classroom and Behind the Wheel in one year from the time the permit is issued. Failure to do so will require the student to retake both classes.

ENGLISH

SEQUENCE OF COURSES				
Track	Grade 9	Grade 10	Grade 11	Additional Requirements
Standard	English 1 Comp & Lit English 1	English 2/Speech and English 2/Comp and Lit	Block American Studies English 3	Two additional semesters
Honors	English 1H	English 2H/Speech and English 2H/ Comp and Lit	English 3H AP	Two additional semesters
Elective Courses	Grade 9	Grade 10	Grade 11	Grade 12
	Journalism 1 Yearbook Writing & Design ***	Journalism 1 Journalism 2H Strategic Reading and Writing Yearbook Writing & Design ***	British Literature Creative Writing Journalism 1 Journalism 2H Mythology Yearbook Writing & Design ***	British Literature Composition 1H DC Composition 2H DC Creative Writing English 095 English Transition Journalism 1 Journalism 2H Mythology Literature & Composition H AP Yearbook Writing & Design ***
Four-year college-pattern requirements: 4 years of English *** Yearbook Writing & Design is a general elective and does not count towards English graduation requirements.				

ENGLISH 1 COMPOSITION AND LITERATURE: one credit; full-year course; grade 9

Prerequisite: Placement is based on data received including 8th grade teacher recommendations, standardized test scores and 8th grade semester grades.

English One Composition and Literature develops composition, literature, and rhetorical skills. Students will engage in a variety of writing experiences that will include formal and informal opportunities. A strong emphasis will be placed on writing. Various literary works will be covered, including novels, short stories, poetry, and plays that will foster reading comprehension and fluency. Specific reading and writing skills such as context clues, sentence completion, inference, and main idea will be covered. Students will utilize technology, databases, and multimedia to process and communicate information to others in both formal and informal settings. This class is aligned to the Common Core State Standards.

*Fulfills one year of the two-year writing-intensive component required for graduation by the State of Illinois.

ENGLISH 1: one credit; full-year course; grade 9

Prerequisite: Placement is based on data received including 8th grade teacher recommendations, standardized test scores and 8th grade semester grades.

This course develops composition, literature and grammatical skills. Spelling and other grammatical principles are addressed through writing. Literature includes short stories, plays, poetry, novels, and nonfiction. Students will develop research and writing skills through the process of writing essays and creating presentations. Vocabulary is taught in context. This class is aligned to the common core.

*Fulfills one year of the two-year writing-intensive component required for graduation by the State of Illinois.

ENGLISH 1 HONORS: one credit; full-year course; grade 9

Prerequisite: Placement is based on data received including 8th grade teacher recommendations, standardized test scores and 8th grade semester grades.

Students must maintain a “C-” or better grade average to remain in English 1 Honors.

This course is designed to introduce students to the reading and writing skills and concepts they will need to be successful throughout the English honors program. Students will read texts in a variety of genres: non-fiction, poetry, historical fiction, and drama. Emphasis will be placed on developing students’ close-reading and discussion skills. Over the course of the year, students will complete writing assignments in the following areas: research, literary analysis, argument. Mechanical and grammatical concepts will be taught in-context.

*Students entering the English honors program will be expected to participate in summer reading. Students will be assigned a novel with supplementary material that should be completed and turned in at the start of the new school year.

*Fulfills one year of the two-year writing-intensive component required for graduation by the State of Illinois.

ENGLISH 2/COMPOSITION AND LITERATURE: one-half credit; one-semester course; grade 10

This course is designed to focus on writing and literature. Students will develop critical thinking and analytical skills through close reading of fiction and nonfiction. Writing will include the development of rhetorical analysis, argumentative and research skills. In addition, grammar as it relates to writing and to the ACT test will be emphasized.

*Fulfills .5 of the two-year writing-intensive component required for graduation by the State of Illinois.

ENGLISH 2/COMPOSITION AND LITERATURE HONORS: one-half credit; one-semester course; grade 10

Prerequisite: “C-” or better in English 1 Honors

Students must maintain a “C-” or better grade average to take English 2/Speech (Honors).

This course is designed to develop proficiency in methods of rhetoric and argumentation. The primary focus will be on writing skills in the context of literature studies and on nurturing higher- order thinking skills. Emphasis will be on developing students’ close reading, rhetorical analysis, synthesis and argumentative skills as they read, write and conduct research. Students will hone their critical thinking skills, thereby enabling them to write essays of rhetorical analysis and argumentation. The course is designed to expose students to the major concepts covered in the English 3 AP course and on the College Board AP Language test. Grammar as it relates to writing and to the ACT test will be emphasized. Mastery of these skills will be demonstrated through a research-based unit. Vocabulary and study skills units will be included.

*Fulfills .5 of the two-year writing-intensive component required for graduation by the State of Illinois.

ENGLISH 2/SPEECH: one-half credit; one-semester course; grade 10

This is a required course designed to acquaint the student with various speech techniques with which to develop a student’s poise in front of an audience, his ability to orally express himself fluently and concisely, and his ability to organize his thoughts clearly and quickly. Emphasis will be placed on developing research and analytical skills to organize and support speech organization, particularly as it relates to persuasion. Speech courses are differentiated by the length and complexity of the completed assignments, expectations for classroom participation, and mastery of concepts and practice.

ENGLISH 2/SPEECH HONORS: one-half credit; one-semester course; grade 10

Prerequisite: “C-” or better in English 1 Honors

Students must maintain a “C-” or better grade average to take English 2H/Composition and Literature.

This is a required course designed to acquaint the student with various speech techniques which develop a student’s poise in front of an audience, his ability to orally express himself fluently and concisely, his ability to organize his thoughts clearly and quickly, and his use of research and persuasive techniques. Students will demonstrate proficiency in using analytical thinking and organizational skills to develop and perform oral presentations.

BLOCK AMERICAN STUDIES: two credits (one credit for English 3 and one credit for United States History); full-year course; grade 11

This course is designed for students who have completed English 2 and have been referred by their educational team.

American Studies presents American history, literature, and arts in an integrated context designed to emphasize the connections among the various components of American culture, past and present. Writing will include research writing and projects as well as essay writing that reflects evaluation of reading. This course is only offered during 5th hour and meets daily for 90 minutes. Students enrolled in this class are required to have study hall/lunch during 4th hour. Students earn one credit per semester for a total of two credits.

*Fulfills one year of the two-year writing-intensive component required for graduation by the State of Illinois.

ENGLISH 3: one credit; full-year course; grade 11

This course includes an American literature survey. Short stories, novels, plays, and poems will be read throughout the year. Students will study literature from the 1600's to modern American prose, poetry, and drama. Students study the art of persuasion by means of studying rhetoric. Writing will include a research paper and essay writing that reflects evaluation of the historical and literary content. Various strategies will be studied as preparation for the ACT test.

*Fulfills one year of the two-year writing-intensive component required for graduation by the State of Illinois.

ENGLISH 3 HONORS AP LANGUAGE AND COMPOSITION: one credit; full-year course; grade 11
Prerequisite: "C-" or better in English 2 Honors.

Students must maintain a "C-" or better grade average to remain in AP English Language and Composition.

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in fiction and non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. AP Exams are given each year in May. Students who earn a qualifying score on an AP Exam are typically eligible to receive college credit and/or placement into advanced courses in college. *This class may have a required summer reading assignment.

*Fulfills one year of the two-year writing-intensive component required for graduation by the State of Illinois.

BRITISH LITERATURE: one credit; full-year course; grades 11-12

British literature is a formative part of our American language and literary history. This course is a survey organized to emphasize British prose, poetry, and drama. Critical thinking and analytical skills will be utilized through writing, discussions, and a variety of higher-level thinking activities. **This course may be taken first and/or second semester.**

*Fulfills one year of the two-year writing-intensive component required for graduation by the State of Illinois.

STRATEGIC READING AND WRITING: one-half credit; one-semester course; grade 10

Prerequisite: Students not meeting college readiness benchmarks based on test scores, teacher recommendation, counselor recommendation

This course will provide prescriptive intervention to students in areas of study skills, vocabulary, fluency, reading comprehension, and written communication. Students will practice close-reading strategies with multimodal texts in an evidence-based curriculum to improve reading and writing performance inside and out of the classroom.

ENGLISH TRANSITION 095: one credit; full-year course; grade 12

Prerequisite: Approval of principal or teacher. Students must have completed the required three years of English for graduation.

This course focuses on the skills of reading and writing and prepares students for the academic challenges of the college classroom. Students will read critically and write developed essays of various lengths. Credit earned does not count toward any degree nor does it transfer. Upon successful completion of the course, students will be prepared to take English 110.

COMPOSITION 1 HONORS DC: one-half credit; one-semester course; grade 12

Prerequisite for ENG 110: Qualifying placement score

Recommendation: C or above in English 3 or American Studies ICC dual credit of 3 hours for ENGLISH 110: COMPOSITION 1

Note: This class is equivalent credit to scoring a 3 or above on the AP Language exam taken in English 3 Honors AP Language and Composition.

Composition 1 is a dual credit course offered through Illinois Central College. The purpose of the course is to prepare you for writing tasks at the university, in your future careers, and in your daily life. In this course, we will be completing a number of different types of assignments progressing from writing expressive pieces to writing referential pieces (explaining and/or analyzing the subject matter for the reader), to writing persuasive pieces. This progression will be achieved through a combination of activities including critical reading, discussion, writing exercises, conferences (teacher and peer), and revision. Throughout this class students will develop an awareness of their own writing process developed through reading, writing, rewriting, and metawriting (writing/thinking about how you write). There will be an emphasis on using and properly documenting reliable sources. As a requirement for the course, students will write at least 4,000 words this semester.

*Fulfills one semester of the two-year writing-intensive component required for graduation by the State of Illinois.

COMPOSITION 2 HONORS DC: one-half credit; one-semester course; grade 12

Prerequisite: C- or above in ENGLISH 110: COMPOSITION 1 HONORS: Comp. 1 must have been taken for dual credit. (Those with a C- in Comp. 110 may not do well in this class.); AP Language score of 3 or above
ICC dual credit of 3 hours for ENGLISH 111: COMPOSITION 2

ENG 111 or COMPOSITION 2 is the second course in the writing sequence offered through Illinois Central College. In this course, students will progress from writing analysis and inquiring about issues to writing argumentative and persuasive compositions using research, critical reading, discussion, exercises, conferences, and revision. The majority of the work is argumentative in purpose. Students will also use advanced research and critical thinking skills. Even more emphasis is placed on the use of reliable research and the fine details of documentation.

By taking both of the sequenced courses, students will have fulfilled the freshman composition requirements for most universities. (For example, the University of Illinois will not accept ENG 110 alone but will award credit to students who have taken the ENG 110/111 combination.) Credit may be transferred to the student's chosen college/university after acceptance at the school is received.

*Fulfills one semester of the two-year writing-intensive component required for graduation by the State of Illinois.

CREATIVE WRITING: one-half credit; one-semester course; grades 11-12

The Creative Writing course serves as an introduction to the creative writing process, as well as a study of genre, contemporary literary techniques and the act of creation itself. Students will work to develop their authorial voice by designing creative non-fiction, poetry, and fiction.

*Fulfills one semester of the two-year writing-intensive component required for graduation by the State of Illinois.

JOURNALISM 1: one credit; full-year course; grades 9-12

This course is designed to enhance communication skills and increase awareness of mass media's role in daily life. The course emphasizes writing, reading, listening, and speaking skills as they relate to journalism. Students will be introduced to the particular writing style of journalism and will have the opportunity to apply skills in practical ways by assisting with publication projects and engaging in a wide variety of journalistic activities. Opportunities to enhance computer skills, learn leadership strategies, pursue individual objectives, develop team and social skills, and have fun are all incorporated into this course.

*Fulfills one year of the two-year writing-intensive component required for graduation by the State of Illinois

JOURNALISM 2 HONORS: one credit; full-year course; grades 10-12

Prerequisite: Completion of Journalism 1 and/or permission of the instructor.

This course may be repeated for one additional credit per year through an Independent Study contract.

This course puts students at the center of school activity as they apply their journalistic skills to cover news, issues, and perspectives of the school community. Students will publish the school's newspaper, *The Advocate*, explore issues of current journalism, and pursue communication skills that will support their career aspirations. The course is highly individualized; each student will have input in determining individual goals, tasks, responsibilities, and journalistic focus. Media convergence, ethical issues, technology skills, and leadership training are some of the topics/activities that will be pursued. Students will provide self-evaluations of their learning progress to track activities and achievement relating to their journalism goals. The curricular focus of this course will be supplemented with extracurricular activities designed to enhance teamwork, camaraderie and community service.

*Fulfills one year of the two-year writing-intensive component required for graduation by the State of Illinois.

MYTHOLOGY: one-half credit; one-semester course; grades 11-12

Prerequisite: successful completion of English 1 and 2

Students enrolled in Mythology will study myths from various cultures, with a particular emphasis on myths from ancient Greece, Egyptian, Norse, and contemporary mythology to gain a more comprehensive and analytical understanding of both ancient and contemporary cultures. Students will be expected to regularly research using reliable resources and should be prepared to properly document their research.

LITERATURE AND COMPOSITION HONORS AP: one credit; full-year course; grade 12

Prerequisite: "C-" or better in English 3 Honors, B or higher in English 3, or permission of Department Chair.

This course is for seniors who have completed three years of Honors English coursework. This course is designed to prepare students for the writing and literacy skills necessary for success in college. The bulk of the work will be improving students' ability to read, write, think and speak critically, primarily about fiction texts. AP English Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as strategic elements such as syntax, figurative language, and tone. The course includes intensive study of representative works from various genres and periods, concentrating on works of literary merit.

This course may be taken first and/or second semester.

*Fulfills one year of the two-year writing-intensive component required for graduation by the State of Illinois.

YEARBOOK WRITING AND DESIGN: one credit; full-year course; grades 9-12

(General Elective - **not to be used for English graduation credit**)

Students will gain skills in one or more of the following areas: page design, advanced publishing techniques, copywriting, editing and photography while producing a creative, innovative yearbook which records school memories and events. Classroom activities will include reading, research, projects, and problem solving. Students will often work in teams, but will be expected to complete individual assignments in relation to the team's work. Assessment methods will include written exams, tests, and quizzes; oral and written reports; reading assignments; and projects. Students may enroll in this course up to four times.

FINE ARTS

SEQUENCE OF COURSES			
Grade 9	Grade 10	Grade 11	Grade 12
<p>ART</p> <p>Art 1 Painting and Alternative Media Basic Digital Photography Adv. Digital Photography Ceramics Digital Illustration Drawing Sculpture</p> <p>DRAMA Dramatic Arts</p> <p>MUSIC Chamber Ensemble** Concert Choir History of Rock Intro to Guitar Intermediate Guitar Marching Band/Band** Music Theory Treble Choir</p> <p>**May be taken for Honors Level credit with instructor approval</p>	<p>Art 1 Painting and Alternative Media Basic Digital Photography Adv. Digital Photography Ceramics Digital Illustration Drawing Sculpture</p> <p>Dramatic Arts Advanced Dramatic Arts</p> <p>Chamber Ensemble** Concert Choir History of Rock Intro to Guitar Intermediate Guitar Marching Band/Band** Music Theory Treble Choir</p> <p>**May be taken for Honors Level credit with instructor approval</p>	<p>Art 1 Painting and Alternative Media Basic Digital Photography Adv. Digital Photography Ceramics Digital Illustration Drawing Sculpture</p> <p>Dramatic Arts Advanced Dramatic Arts</p> <p>Chamber Ensemble** Concert Choir History of Rock Intro to Guitar Intermediate Guitar Marching Band/Band** Music Theory Treble Choir</p> <p>**May be taken for Honors level credit with instructor approval</p>	<p>Art 1 Painting and Alternative Media Basic Digital Photography Adv. Digital Photography Ceramics Digital Illustration Drawing Sculpture Art Portfolio H AP</p> <p>Dramatic Arts Advanced Dramatic Arts</p> <p>Chamber Ensemble** Concert Choir History of Rock Intro to Guitar Intermediate Guitar Marching Band/Band** Music Theory Treble Choir</p> <p>**May be taken for Honors level credit with instructor approval</p>

ART

ART 1: one-half credit; one-semester course; grades 9-12

Introduction to Art is an exploration of a variety of media and development of art practices including the elements and principles of design, composition, perspective, color theory, and fundamental principles of two dimensional and three-dimensional art design. Art history is covered throughout the semester and the students are required to keep a class workbook. This class is a prerequisite for all future art classes.

BASIC DIGITAL PHOTOGRAPHY: one-half credit; one-semester course; grades 9-12

Prerequisite: Successful completion of Art 1 with a “C” average or higher or consent of teacher

Digital Photography provides students with basic art and photography skills. The major emphasis of this course will be to develop the ability to see in a photographic manner and to analyze images through the elements of formal design. Students will learn how to take compositionally artistic photographs, analyze their own photographs, and present their photographs in a professional manner. Students will be taught how to use shutter speeds and apertures, file formats, photo resolution, and digital cameras. They will also learn how to artistically manipulate a photograph using the same equipment that professional photographers and graphic designers use today. Ownership of a DSLR camera is recommended, but not required. This course is recommended if a student plans to continue on to AP Art Portfolio.

ADVANCED DIGITAL PHOTOGRAPHY: one-half credit; one-semester course; grades 10-12

Prerequisite: Successful completion of Basic Digital Photography with a “C” average or higher or consent of teacher

This course is an advanced exploration of digital photography. Students will begin to explore the use of digital photography in society and will experiment with different photography techniques in Adobe Photoshop. Students will complete various photographic assignments that delve into the artistic expression that photography provides.

DRAWING: one-half credit; one-semester course; grades 9-12

Prerequisite: Art 1 with "C" average or higher or consent of teacher

Students will employ traditional drawing techniques and media while learning about artists and historical traditions. This course will emphasize realistic drawing and composition while exploring how drawing is used in many different art forms and mediums including silkscreen, lithography, digital technology and other non-traditional forms.

PAINTING AND ALTERNATIVE MEDIA: one-half credit; one-semester course; grades 9-12

Prerequisite: Art 1 with “C” average or higher or consent of teacher

Students will explore the painting art form through various painting types and techniques. Other alternative media processes that will be explored are 2-dimensional mixed media, screen printing, printmaking, and other various experimental art forms. This course is recommended if a student plans to continue on to AP Art Portfolio.

SCULPTURE: one-half credit; one-semester course; grades 9-12

Prerequisite: Art 1 with "C" average or higher or consent of teacher

Students will explore various mediums and techniques that lend themselves to the exploration of sculpture. Techniques including: carving, installation, environmental and assemblage sculpture will be applied. Various mediums will be used to create three-dimensional pieces, including: plaster, wire, wood, found objects and other multi-media. This course is recommended if a student plans to continue on to AP Art Portfolio.

CERAMICS: one-half credit; one-semester course; grades 9-12

Prerequisite: Art 1 with “C” average or higher or consent of teacher

Students will be introduced to the world of ceramic art with an emphasis on different techniques, functions, and form. Various processes will be used to create three-dimensional artworks, including: throwing on the wheel, raku firing and hand building with emphasis on the techniques of slab, coil, carving and pinch. This course is recommended if a student plans to continue on to AP Art Portfolio.

DIGITAL ILLUSTRATION: one-half credit; one-semester course; grades 10-12

Prerequisite: Successful completion of Art 1 “C” average, Successful completion of Basic Digital Photography “C” average

This course is for students who are considering pursuing a career in an art related field. Digital Illustration provides students with specific art and technology skills to develop their craft. The major emphasis of this course will be drawing and creating on a digital platform. Students will be taught Adobe Illustration, some Photoshop, animation & digital media, storyboards, drawing skills, and career-based concepts. Digital Illustration is recommended if a student plans to take AP Art Portfolio with an emphasis in Painting and Alternative Media or Drawing.

ART PORTFOLIO HONORS AP: one-half credit per semester; full-year course; grade 12

Prerequisite: Minimum of 2 years of art with “C” average or higher or approval of the art department chairperson.

Art Portfolio AP is an advanced placement course for the talented and industrious student. Curriculum content revolves around research and study in any art-related area which fulfills the student's own interest. Students must choose a focus in 2-D, Drawing or 3-D art. Students will apply techniques learned in the prerequisite courses. The course objective will be to develop an art portfolio of student work to enable the student to be accepted into an art school of his/her choice. Emphasis will be on developing knowledge and understanding of art history and art criticism.

A portfolio is required by most universities and art schools that offer professional programs leading to a B.F.A. degree. The student's art portfolio is reviewed by university faculty to determine admission into the School of Art and to bestow art scholarships. Art Portfolio is designed to be taken as the student's last high school art course. The focus will be the preparation of a suitable portfolio which will contain ten to fifteen examples of the student's best original work. Each student will be required to exhibit examples of work created during this class in a Senior Exhibition.

This course prepares students for the AP Art and Design Exam.

UNIFIED ART: one credit; two-semester course; grades 9-12

Unified art is a year-long elective course that offers a unique opportunity for students of varying ability levels and backgrounds to collaborate and serve as both, a peer mentor and learner. This course is designed to provide students with and without disabilities the opportunity to experience art in a modified and safe environment. The focus of this course is on the academic and social growth of all participants. Engaging in art alongside peers will support and foster social relationships within the school community. This course will allow each student to gain an appreciation and understanding of the various abilities that are present in an artist setting.

DRAMA

DRAMATIC ARTS: one credit; full-year course; grades 9-12

The course is designed to introduce the student to the world of drama. Students will explore many aspects of play production and appreciation. Topics covered include structure of drama, variety of drama, set construction, stage lighting, sound, makeup, costuming, acting, improvisation, and pantomime. This is a participation class. Students will perform parts of plays, both alone and in group settings. Participation (in some form) will be required for the fall play and spring musical.

ADVANCED DRAMA: one credit; full-year course; grades 10-12

Prerequisite: Dramatic Arts or participation in play or musical.

The course covers the principles of stage movement, script analysis, characterization, stage direction, script cutting, special makeup techniques, and theatre history. Short plays, cuttings, monologues, and duet acting will be used to perfect skills. Some plays could be performed before an audience. Participation (in some form) is required for both the fall play and spring musical. **This course may be repeated for one additional credit per year through an Independent Study contract.**

MUSIC

HISTORY OF ROCK: one-half credit; one-semester course; grades 9-12

This course offers students an opportunity to study the evolution of rock music from early American history to present day.

INTRO TO GUITAR: one-half credit; one-semester course; grades 9-12

This is a course designed for students who have never studied guitar and want to get a general overview of how to play guitar, how to read guitar music (both notes and tab), how to tune the instrument and how to play some basic chords. Some guitars are available through the school.

INTERMEDIATE GUITAR: one-half credit; one-semester course; grades 9-12
Prerequisite: A grade of “C” or higher in Intro to Guitar or consent of instructor.

This is a course designed for students who have earned a “C” or higher in the Introduction to Guitar course and are interested in expanding their skills on the instrument and experiencing more advanced playing opportunities. Some guitars are available through the school.

MUSIC THEORY: one-half credit; one-semester course; grades 9-12
Prerequisite: Have participated in school musical organizations or have **two or more years of music lessons**.

This is a technical course designed to better prepare students interested in a music career and to provide a more complete understanding of music.

***MARCHING BAND/BAND:** one-half credit per semester; full-year course; grades 9-12 Band is a full-year course that meets daily. Students in this class participate in Concert Band, Basketball Band and, during the first quarter, they either participate in Competitive Marching Band or the Football Pep Band. Band students also have the option of participating in the Jazz Ensemble, Orchestra Pit, Madrigal Brass and Recorders and other chamber groups. Attendance is required for several after school/weekend rehearsals and performances. Students will audition to determine which class section of Band they will be enrolled in for the spring semester. Students will be given the option to take this course for GPA credit.

***MARCHING BAND HONORS/BAND HONORS:** one-half credit per semester; full-year course; grades 9-12
Prerequisite: Member of Symphonic Winds

Band is a full-year course that meets daily. Students in this class participate in Concert Band, Basketball Band and, during the first quarter, they participate in Competitive Marching Band. Band students also have the option of participating in the Jazz Ensemble, Orchestra Pit, Madrigal Brass and Recorders and other chamber groups. Attendance is required for several after school/weekend rehearsals and performances. Students will audition to determine which class section of Band they will be enrolled in for the spring semester. Qualifying students must complete activities which meet the qualifications for honors level designation. Students will be allowed to take the course for honors credit any two semesters during high school. Students can determine which two semesters they want to take the course as Honors Credit.

TREBLE CHOIR: one-half credit per semester; full-year course; grades 9-12

This course is open by audition to singers in soprano/alto range. This course is designed for those students with an interest in singing literature of two, three, and four parts. The curriculum includes instruction in music theory and music history. The course meets daily, and students will be required to participate in scheduled concerts and IHSA events on evenings and weekends. Students will be given the option to take this course for GPA credit.

***CONCERT CHOIR:** one-half credit per semester; full-year course; grades 9-12

This course is designed for those students with an active interest in singing mixed music. Enrollment is open to all students. The course meets daily, and students are required to participate in scheduled concerts on evenings and weekends. Students will be given the option to take this course for GPA credit.

CHAMBER ENSEMBLE/CHAMBER ENSEMBLE HONORS: one-half credit per semester; full-year course; grades 9-12

Prerequisite: Selected by audition in spring for following school year

Entrance to this class will be by audition and approval of the choral director. This will be a select group of singers that will make up the existing Madrigals. The course meets daily and is designed to give preparation and opportunity to perform publicly. It includes a study of different musical styles and composers as well as an opportunity to develop the solo voice. Students will be given the option to take this course for honors GPA credit. Qualifying students must complete activities which meet the qualifications for honors level designation. Students will be allowed to take the course for honors credit any two semesters during high school. Students can determine which two semesters they want to take the course as Honors Credit.

WORLD LANGUAGES

SEQUENCE OF COURSES			
Grade 9	Grade 10	Grade 11	Grade 12
French 1 Spanish 1	French 1 French 2 Spanish 1 Spanish 2	French 1 French 2 French 3 Honors* Spanish 1 Spanish 2 Spanish 3 Honors*	French 1 French 2 French 3 Honors* French 4 Honors* Spanish 1 Spanish 2 Spanish 3 Honors* Spanish 4 Honors*
*Third- and fourth-year language courses are awarded honors credit. First and second year courses cannot be taken for honors credit.			

Although some freshmen placed in English Comp. & Lit. have done acceptable work in first-year world languages, the department recommends that incoming freshmen who have been placed in English Comp. & Lit. consider carefully their decision to take a world language and postpone world language study until they have completed their freshman English course and are confident they can complete the work required in a world language course.

FRENCH 1: one credit; full-year course; grades 9-12

French 1 is taught using Comprehensible Input strategies such as TPR (Total Physical Response), TPRS (Teaching Proficiency through Reading and Storytelling), FVR (Free Voluntary Reading), Movie Talk, and the Natural Approach. The class is taught primarily in French by creating stories, describing videos and pictures, and by talking with the students about their lives. Students are also required to read two novels that are written for language learners. The most popular words in the language are emphasized and listening and reading are the primary focus of this level. Grammar is taught naturally in context. An introduction to French culture is also included.

FRENCH 2: one credit; full-year course; grades 10-12 or instructor approval

Prerequisite: “C-” or better in French 1.

French 2 builds upon the fundamental skills learned in French 1. This level is also taught using Comprehensible Input techniques (see French 1 description) with reading and listening being the primary focus of this level. However, speaking and writing skills are also being developed. Students are required to read two novels that are written for language learners. Grammar is taught naturally in context. The study of French culture is continued and expanded.

FRENCH 3 HONORS: one credit; full-year course; grades 11-12 or instructor approval

Prerequisite: “C-” or better in French 2.

Third-year language classes are the natural step after a student has successfully completed levels one and two. The student will be taught to understand, read, write, and speak intermediate low French. Study of the cultures of French-speaking countries is continued, and emphasis is placed on the cultural skills of history, sociology, geography, and anthropology, as well as literature.

FRENCH 4 HONORS: one credit; full-year course; grade 12 or instructor approval

Prerequisite: “C-” or better =in French 3 Honors or instructor approval.

In the fourth year of French, syntax, vocabulary, and structure are refined and reviewed as well as listening, reading, writing, and speaking skills. Also included in the curriculum are a study of the history, music, culture, and art of French-speaking countries and reading of different genres of French literature. Students are encouraged to take the College Board’s AP test in the spring and possibly can earn college credit before starting college.

SPANISH 1: one credit; full-year course; grades 9-12

Spanish 1 is taught using Comprehensible Input strategies such as TPR (Total Physical Response), TPRS (Teaching Proficiency through Reading and Storytelling), FVR (Free Voluntary Reading), Movie Talk, and the Natural Approach. The class is taught primarily in Spanish by creating stories, describing videos and pictures, and by talking with the students about their lives. Students are also required to read two novels that are written for language learners. The most popular words in the language are emphasized and listening and reading are the primary focus of this level. Grammar is taught naturally in context. An introduction to the Hispanic culture is also included.

SPANISH 2: one credit; full-year course; grades 10-12 or instructor approval

Prerequisite: "C-" or better in Spanish 1.

Spanish 2 builds upon the fundamental skills learned in Spanish 1. This level is also taught using Comprehensible Input techniques (see Spanish 1 description) with reading and listening being the primary focus of this level. However, speaking and writing skills are also being developed. Students will continue developing reading skills. Grammar is taught naturally in context. The study of the Hispanic culture is continued and expanded.

SPANISH 3 HONORS: one credit; full-year course; grades 11-12 or department approval

Prerequisite: "C-" or better in Spanish 2.

Spanish 3 builds upon the fundamental skills learned in Spanish 2. This level is also taught using Comprehensible Input techniques; however, emphasis is placed on developing speaking skills while continuing to develop reading, writing, and listening skills. Grammar is taught naturally as well as explicitly to prepare students for language study at the college level. Students are required to read novels written for language learners, as well as begin to read authentic text. The study of Hispanic culture is continued and expanded.

SPANISH 4 HONORS: one credit; full-year course; grade 12 or instructor approval

Prerequisite: "C-" or better in Spanish 3 Honors or instructor approval.

This course is a capstone of Spanish study. Syntax, vocabulary, and structure are refined and reviewed, as well as reading, writing, listening, and speaking skills. Fourth-year Spanish also includes a study of the geography, history, music, culture, and art of Hispanic countries, as well as reading of different genres of Hispanic literature. After this course, students will be able to read, write, listen, and speak Spanish at an intermediate-low to intermediate-mid-level.

MATHEMATICS

SEQUENCE OF COURSES				
Track	Grade 9	Grade 10	Grade 11	Grade 12
Standard	Block Algebra 1	Geometry	Algebra 2	College Prep Math <u>or</u> Pre-Calculus H AP <u>or</u> Math 110 Concepts DC <u>and/or</u> Math 111 Statistics H DC <u>or</u> Math 099 Mathematical Literacy and Math 111 Statistics H DC Math for the Trades
		Geometry	Algebra 2 Modified	Algebra 2
		Practical Geometry	Geometry	Algebra 2 <u>or</u> Algebra 2 Modified Math 099 Mathematical Literacy
Standard	Algebra 1	Geometry	Algebra 2	College Prep Math <u>or</u> Pre-Calculus H AP <u>or</u> Math 110 Concepts DC <u>and/or</u> Math 111 Statistics H DC Math 099 Mathematical Literacy Math for the Trades
		Practical Geometry	Algebra 2 Modified	Algebra 2
		Practical Geometry	Geometry	Algebra 2 <u>or</u> Algebra 2 Modified
Honors	Algebra 1 H	Geometry H	Algebra 2 H	Pre-Calculus H AP
	Algebra 1 H	Geometry H & Algebra 2 H	Pre-Calculus H AP	Calculus H AP
	Algebra 1H & Geometry H	Algebra 2H	Pre-Calculus H AP	Calculus H AP
	Geometry H	Algebra 2 H	Pre-Calculus H AP	Calculus H AP
Note: Students must take math freshman, sophomore and junior years.				

BLOCK ALGEBRA 1: two credits; full-year course; grade 9

Prerequisite: Placement is based on data received including 8th grade teacher recommendations, standardized test scores and 8th grade semester grades.

Block Algebra I will be taught during a block period and will follow the Algebra I curriculum but with extra time devoted to activities to reinforce the content. The curriculum includes solving linear equations and inequalities in one variable, factoring, and solving quadratics in one variable, recognizing, interpreting, and graphing linear, quadratic, and exponential functions. Students should expect to spend additional time outside of class on homework. *Students are still required to take math freshman, sophomore, and junior years. A scientific calculator is required every day for this course.*

ALGEBRA 1: one credit; full-year course; grades 9-12

Prerequisite: Placement is based on data received including 8th grade teacher recommendations, standardized test scores and 8th grade semester grades.

Algebra 1 is the foundation course for higher mathematics and includes solving linear equations and inequalities in one variable, factoring, and solving quadratics in one variable, recognizing, interpreting, and graphing linear, quadratic, and exponential functions. Topics are taught in greater depth with an increased amount of application work. **A scientific calculator is required every day for this course.**

ALGEBRA 1 HONORS: one credit; full-year course; grade 9

Prerequisite: Placement is based on data received including 8th grade teacher recommendations, standardized test scores and 8th grade semester grades. *Students must maintain a “C-” or better grade average to remain in Algebra 1 Honors.*

Algebra 1 Honors is the foundation course for higher mathematics and includes the four fundamental operations with rational numbers and polynomials, solving linear equations and inequalities in one variable, recognizing and interpreting characteristics of linear and quadratic functions, graphing equations and inequalities in two variables, factoring of polynomials, and solving and graphing quadratic equations. These topics are taught in greater depth and at an accelerated pace as compared to Algebra 1. Additional topics offered in Algebra 1 Honors include: graphing quadratics and quadratic inequalities, operations with rational and irrational square roots, exponential functions, and simplifying radical expressions. **A scientific calculator is required for this course, but a graphing calculator is allowed.**

NOTE: Algebra 1 Honors is offered in eighth grade at some area grade schools for incoming freshmen who have a goal of completing AP Calculus their senior year. An alternative option for students with this goal is to take both Algebra 1 Honors and Geometry Honors during their freshman year or take both Geometry Honors and Algebra 2 Honors during their sophomore year.

PRACTICAL GEOMETRY: one credit; full-year course; grades 10-12

Prerequisite: Passing grade in Algebra 1

The topics studied include: properties of lines, planes, angles, triangles, quadrilaterals, and other figures. Instead of the traditional two-column proofs, informal reasoning is taught through examples, activities, and technology. **A scientific calculator is required for this course.**

GEOMETRY: one credit; full-year course; grades 10-12

Prerequisite: Algebra 1 with recommended grade of “C-” or better, Block Algebra 1 with recommended grade of “B-” or better, or completion of Practical Geometry

NOTE: Students in the past who failed to meet the above grade recommendation had great difficulty with the course content. Hence, the math department strongly recommends that those students not take this class.

This course uses transformations and constructions to cover properties of lines, planes, angles, triangles, quadrilaterals, circles, similarity, and congruence. Students are introduced to formal proof and are expected to prove statements and theorems using deductive reasoning. Basic concepts of trigonometry are introduced using ratio and proportion. **A scientific calculator and straightedge are required for this course.**

GEOMETRY HONORS: one credit; full-year course; grades 9-10

Prerequisite: “C-” or better in Algebra 1 Honors

Prerequisite for enrolling 9th grade students: Placement is based on data received, including 8th grade teacher recommendations, standardized test scores, and 8th grade semester grades.

Students must maintain a “C-” or better grade average to remain in Geometry Honors.

This course uses transformations and constructions to cover properties of lines, planes, angles, triangles, quadrilaterals, circles, similarity, and congruence. Students will master formal proof and be asked to prove statements and theorems using deductive reasoning. Basic concepts of trigonometry are introduced using ratio and proportions. Geometry Honors is taught at an accelerated pace.

Freshmen enrolled in this course are expected to complete Algebra 2 Honors, Pre-Calculus, and Calculus before graduating. **A scientific calculator is required for this course.**

ALGEBRA 2 MODIFIED: one credit; full-year course; grades 11-12

Prerequisite: Passing grade in Geometry

This course includes an introduction to advanced algebra topics. The content covered includes solving and graphing linear functions, algebraic concepts for linear functions, statistics and probability, solving and graphing absolute value functions, graphing quadratic functions, operations with polynomials, factoring and solving quadratic functions, the Fundamental Theorem of Algebra, and simplifying rational functions. **A scientific calculator is required for this course.**

ALGEBRA 2: one credit; full-year course; grades 11-12

Prerequisite: Algebra 1 and Geometry with recommended grades of "C-" or better.

NOTE: Students in the past who failed to meet the above grade recommendation had great difficulty with the course content. Hence, the math department strongly recommends that those students not take this class.

Algebra 2 includes the four fundamental operations with rational numbers and polynomials, solving linear equations and inequalities in one variable, graphing equations and inequalities in two variables, factoring of polynomials, solving quadratic equations, graphing quadratic equations and quadratic inequalities, operations with rational and irrational square roots and simplifying radical expressions. These topics are expanded and taught on a more advanced level as compared to Algebra 1 or Algebra 2 Modified. The new topics offered in Algebra 2 include relations and functions, solving and graphing absolute value equations, solve and graph polynomials, exponential functions, rational and radical functions, and trigonometry. **A scientific calculator with a table key is required for this course. TI-36x Pro is recommended**

ALGEBRA 2 HONORS: one credit; full-year course; grades 10-11

Prerequisite: "C-" or better in Geometry Honors or C- or better in Algebra 1 Honors and currently enrolled in Geometry Honors

Students must maintain a "C-" or better grade average to remain in Algebra 2 Honors.

This course covers the four fundamental operations with rational numbers and polynomials, factoring of polynomials, solving quadratic equations, graphing quadratics and quadratic inequalities, graphing and solving polynomial functions, operations with rational and irrational roots, simplifying radical expressions, relations and functions, graphing exponential and logarithmic functions, binomial expansions, trigonometry, graphing trig functions, solving trig functions, trig identities, and conic sections. **A scientific calculator is required for this course. A graphing calculator is recommended for this course. Some examples include the TI 84 and the TI Nspire, non CAS model.**

COLLEGE PREP MATH: one credit; full-year course; grades 11–12

Prerequisite: Algebra 2

This fourth-year mathematics course will cover linear relations and functions, polynomial functions, graphical representations of functions, trigonometry, complex numbers, sequences and series, exponential and logarithmic functions, probability, data analysis and statistics. **A scientific calculator is required for this course.**

MATH 099 MATHEMATICAL LITERACY: one-half elective math credit; one-semester course; grade 12

Prerequisite: Students must have completed the required three years of math for graduation

This course is a one semester course for non-math and non-science majors integrating numeracy, proportional reasoning, algebraic reasoning, and functions. Students will develop conceptual and procedural tools that support the use of key mathematical concepts in a variety of contexts.

Throughout the course, college success content will be integrated with mathematical topics. Credit earned does not count toward any degree, nor does it transfer. Upon successful completion of the course, students will be prepared to take General Education Mathematics, General Education Statistics, Literacy, and/or Technical Math. This course is not a prerequisite for College Algebra.

MATH 110 CONCEPTS OF MATHEMATICS DC: one-half credit, one-semester course; grade 12

Prerequisite: Qualifying placement score; successful completion of Algebra 1, Geometry, Algebra 2 with a grade of “C” or higher.

ICC dual credit of 3 hours for MATH 110: CONCEPTS OF MATHEMATICS

This course introduces the nature of mathematics through a study of elementary logic, set theory, statistics, counting principles and probability, graph theory, and the mathematics of finance. The course will focus on mathematical reasoning and real-life problem solving. This is not intended to be a survey course or a math appreciation course.

TI-36x Pro is recommended.

MATH 111 GENERAL EDUCATION STATISTICS HONORS DC: one-half credit, one-semester course; grade 12

Prerequisite: Qualifying placement score; successful completion of Algebra 1, Geometry, Algebra 2 with a grade of “C” or higher. ICC dual credit of 3 hours for MATH 111: GENERAL EDUCATION STATISTICS

This course includes a study of frequency distribution, graphs (histograms, pie charts, etc.), measures of location (mean median, mode, and percentile), measures of dispersion (variance, standard deviation), probability, estimating and predicting, normal distribution, binomial distribution, and correlation. This course will emphasize the quantitative portion of descriptive statistics – gathering, analyzing, presenting and interpreting data. A scientific calculator is required for this course. **TI-36X Pro is required, and will be used in all in-class examples.**

MATH FOR THE TRADES: one-half credit; one-semester course; grade 12

Prerequisite: Completed Algebra 1 and another course which includes geometry content as well as concurrently enrolled in a trade class (welding, automotive, construction) or with CTE teacher approval.

This course includes an introduction to trades and occupational mathematics. The course will provide students with foundations of mathematics that are used in a multitude of technical fields. The students will deepen their understanding by working through practical on-the-job applications. The course is designed to develop mathematical skills by focusing on the commonalities between CTE and Math. Teaching skills through this connection provides students with a unique skill set to help them understand mathematics while preparing them for their future careers.

PRE-CALCULUS HONORS AP: one credit; full-year course; grades 11-12

Prerequisite: "C-" or better in Algebra 2 Honors or “A-” or better in Algebra 2

The goal of this course is to prepare a student for Calculus and higher-level mathematics. Essential Pre-Calculus topics are graphing; functions, including polynomials, rational, logarithms, and exponentials; trigonometry, including equations, graphs and proofs; solving equations and conic sections. The course follows the curriculum guidelines recommended by The College Board for the AP Test and future math classes. **A graphing calculator is required for this course. A TI-84 is recommended.**

CALCULUS HONORS AP (Advanced Placement): one credit; full-year course; grade 12

Prerequisite: Pre Calculus H AP with a minimum of “C-” and a recommended grade of “B-” or above.

NOTE: Students in the past who failed to meet the above grade recommendations had great difficulty with the course content. Hence, the math department strongly recommends that those students not take this class.

Calculus is designed to cover a full first semester of college Calculus. Students would have the opportunity of testing in the spring for advanced placement (college credit). There is an additional fee for this test. The course is intended for students who have a thorough knowledge of college preparatory mathematics, including algebra, trigonometry, and analytic geometry. Functions are studied, as well as many topics of differential and integral calculus. **A graphing calculator is REQUIRED for this course. Some examples include the TI-84 and the TI Nspire, non CAS model.**

PHYSICAL EDUCATION and HEALTH

SEQUENCE OF COURSES			
Grade 9	Grade 10	Grade 11	Grade 12
Freshman PE Block PE Strength Training and Conditioning (can take second semester in addition to Freshman PE)	Health Individual PE Personal Fitness and Wellness Team PE Block PE Strength Training and Conditioning Unified PE	Individual PE Personal Fitness and Wellness Team PE Block PE Strength Training and Conditioning Unified PE	Individual PE Personal Fitness and Wellness Team PE Block PE Strength Training and Conditioning Unified PE

***FRESHMAN PE:** one-half credit per semester; full-year course; grade 9

Freshman Physical Education is a co-educational program that offers a daily program of fitness and sports skills activities. There will be a focus on the five components of fitness with an emphasis on cardiovascular endurance. Grading will be based on daily participation and skill and knowledge. Students will be given the option to take this course for GPA credit.

***BLOCK PE - INDIVIDUAL SPORTS AND FITNESS:** one credit per semester; grades 9-12

This course offers a variety of activities that may not be offered in a regular PE class setting. Some possible activities may include bowling, rock climbing/high ropes, advanced team building, ice skating and personal fitness at Five Points. There may be an activity fee of approximately \$15-\$30 for students to participate in the off-campus activities. Students will be given the option to take this course for GPA credit.

***INDIVIDUAL PE:** one-half credit; one-semester course; grades 10-12

Individual PE is a co-educational program that offers a daily program of fitness and individual sports activities. Sports covered include (but are not limited to): tennis, archery, bowling, badminton, pickleball, bags, frisbee golf, golf, roller-skating, self-defense. There will be a focus on the five components of fitness with an emphasis on cardiovascular endurance. Grading will be based on daily participation, skill, and knowledge. Students will be given the option to take this course for GPA credit.

***PERSONAL FITNESS AND WELLNESS:** one-half credit; one-semester course; grades 10-12

Personal Fitness and Wellness is a co-educational program that offers a daily program of fitness activities. Activities include (but are not limited to): personal wellness, goal setting, yoga, weight and band training, nutrition, walking programs/alternate exercise programs to running, meditation/relaxation, creation of a personal fitness plan. There will be a focus on the five components of fitness with an emphasis on cardiovascular endurance. Grading will be based on daily participation, skill, and knowledge. Students will be given the option to take this course for GPA credit.

***TEAM PE:** one-half credit; one-semester course; grades 10-12

Team PE is a co-educational program that offers a daily program of fitness and team sports skills activities. Sports covered include (but are not limited to): football, soccer, ultimate frisbee, basketball, flicker ball, kitten ball, kick ball, volleyball, floor hockey, lacrosse. There will be a focus on the components of fitness with an emphasis on cardiovascular endurance. Grading will be based on daily participation, skill, and knowledge. Students will be given the option to take this course for GPA credit.

***STRENGTH TRAINING AND CONDITIONING:** one-half credit per semester; grades 9 (second semester), 10-12

Prerequisite: C average in the previous semester of a physical education or strength training and conditioning course.

Weightlifting is a semester class that allows students to learn the proper techniques of lifting and safety of a weight room. Each student is given a personal workout that they do to earn participation points on a weekly basis. In addition, students are assessed on a set of body weight exercises throughout the semester. Finally, students are also assessed on the progress/improvement they make over the course of the semester on 5 core lifts. Students will be given the option to take this course for GPA credit.

Note to freshmen: Freshmen who wish to take this class must also be enrolled in Freshman PE during second semester in order to maximize achievement of Illinois state standards in physical education.

HEALTH: one-half credit; one-semester course; grade 10 REQUIRED

Health is co-educational course covering many units of health education including consumer health, care of the human body, prevention of disease, nutrition, mental health, drugs, alcohol, tobacco, accident prevention, family life and sexual education (STI's), and First Aid/CPR and AED instruction with an opportunity to become American Red Cross certified. These units are introduced through class lecture, health education pamphlets, videos, guest speakers, research projects and presentations using technology, and many hands-on activities. Students also complete several written assignments related to areas of health education. Health is required of all sophomores during either first or second semester and will replace one semester of Physical Education.

***UNIFIED PE:** one-half credit per semester; grades 10-12

Prerequisite: Students must have passed Freshman PE and be accepted by the application process.

Unified PE is a co-education program that offers a daily program of fitness and sport skills activities. This class is meant to be inclusionary for students with and without disabilities and be a representation of the Special Olympics pledge: *I pledge to look for the lonely, the isolated, the left out, the challenged and the bullied. I pledge to overcome the fear of difference and replace it with the power of inclusion. I #ChooseToInclude.* This class will encompass the five components of fitness in collaboration of both athletic and physical activities. This class will follow the guidelines set forth by Unified Special Olympics including but not limited to social skills and teamwork.

ADDITIONAL INFORMATION:

- This course is modeled off the principals and goals of Special Olympics' Unified Champion Schools.
- The roster will look to have 1 student with a qualifying disability to 1 student without. (Qualifications will be based off the guidelines set forth by Special Olympics Illinois and Unified Champion Schools)
- Students may need to complete an application and/or interview prior to registering for the course.
- Students may be expected to participate in events outside of the regular school day. These may include but are not limited to The Youth Activation Summit Conference, scheduled athletic competitions, and social events.
- Participants will be expected to participate in athletic competitions during the course of the school year. Playing time during these athletic events will be based off the students knowledge and ability to play the sport. Students who play an IHSA Sport may be asked to facilitate more instruction to their classmates rather than playing in the competitive sporting event.
- Sporting events may or may not be sanctioned by the IHSA.

SCIENCE

SEQUENCE OF COURSES				
Track	Grade 9	Grade 10	Grade 11	Grade 12
Standard	Biology	Chemistry	Physics Advanced Biology H AP (with approval) Advanced Chemistry H (with approval) Anatomy & Physiology** Biology 111 DC Biology 140 DC Foundations of Chemistry DC Medical Terminology DC* Survey of Earth Science DC Zoology	Physics Physics H AP (with approval) Advanced Biology H AP (with approval) Advanced Chemistry H (with approval) Advanced Physics H (with approval) Anatomy & Physiology** Biology 111 DC Biology 140 DC Foundations of Chemistry DC Medical Terminology* Survey of Earth Science DC Zoology
Honors	Biology H	Chemistry H	Advanced Biology H AP Advanced Chemistry H Physics H AP Anatomy & Physiology** Biology 111 DC Biology 140 DC Foundations of Chemistry DC Medical Terminology DC* Survey of Earth Science DC Zoology	Advanced Biology H AP Advanced Chemistry H Physics H AP Advanced Physics H Anatomy & Physiology** Biology 111 DC Biology 140 DC Foundations of Chemistry DC Medical Terminology DC* Survey of Earth Science DC Zoology
*Medical Terminology is not an honors course and cannot be used to meet high school science graduation requirements or college pattern requirements. **Anatomy & Physiology is not an honors course.				

BIOLOGY: one credit; full-year course; grades 9-10

This course includes a combination of science practices and biological content, including labs and projects. In depth content includes: molecules to organisms (structures and functions), ecosystems (interactions, energy, and dynamics), heredity (inheritance and variation of traits), and biological evolution (unity and diversity of life). Skills developed during the course include: asking questions and defining problems, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics, constructing explanations and designing solutions, engaging in argument from evidence, and obtaining, evaluating and communicating information.

BIOLOGY HONORS: one credit; full-year course; grade 9

Prerequisite: Students must maintain a “C-” or better grade average to remain in Biology H.

This course includes a combination of science practices and biological content, including labs and projects. In depth content includes: molecules to organisms (structures and functions), ecosystems (interactions, energy, and dynamics), heredity (inheritance and variation of traits), and biological evolution (unity and diversity of life). Skills developed during the course include: asking questions and defining problems, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics, constructing explanations and designing solutions, engaging in argument from evidence, and obtaining, evaluating and communicating information. A strong emphasis is placed on independent investigation and projects. Student self- initiative is encouraged.

CHEMISTRY: one credit; full-year course; grades 10-12

Prerequisite: Successful completion of Biology

The focus of this course will be introducing basic chemistry concepts such as atomic structure, nuclear chemistry, trends of the periodic table, and chemical reactions. Along with these concepts, students will be learning the following about energy; energy types, transformations and resources. Emphasis will be placed on group work and collaboration, lab work and activities, and effectively using technology to research the most current information.

CHEMISTRY HONORS: one credit; full-year course; grade 10

Prerequisite: “C” or above in Algebra 1 and “C-” or above in Biology H. Students must maintain a “C-” or better average to remain in Chemistry H.

The focus of this course will be introducing basic chemistry concepts such as atomic structure, nuclear chemistry, trends of the periodic table, and chemical reactions. Along with these concepts, students will be learning about renewable and nonrenewable resources. Other topics include the properties of water, the carbon cycle and climate change. Emphasis will be placed on group work and collaboration, lab work and activities, and effectively using technology to research the most current information. Chemistry Honors is more in-depth using inquiry and collaborative work.

ADVANCED BIOLOGY HONORS AP: one credit; full-year course; grades 11-12

Prerequisite: Biology Honors or Standard, Chemistry Honors or Standard (combined B average). At least 1 of these courses must be honors.

AP Biology is a course designed for students with a genuine interest in biology, especially those students considering a career in the biological sciences. This course has the equivalent of the materials that would be covered in freshman level college classes. Daily studying and additional lab time are required for success in this class. This course will emphasize the idea of science as a process. With a goal of taking and passing the AP exam to gain college credit. The four Big Ideas as described in the Advanced Placement Curriculum are listed below. These ideas will be the focus of the class. Each Idea will be covered in a variety of ways incorporating a variety of biological disciplines. Big Idea 1: The process of evolution drives the diversity and unity of life Big Idea 2: Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis Big Idea 3: Living systems store, retrieve, transmit, and respond to information essential to life processes Big Idea 4: Biological systems interact, and these systems and their interactions possess complex properties Proficiency on the AP Biology exam is the equivalency of BIOL 160 at ICC.

ADVANCED CHEMISTRY HONORS: one credit; full-year course; grades 11-12

Prerequisite: Chemistry H with a “C” or better grade average OR Chemistry with a “B” or better grade average and teacher approval.

The focus of this course will be to establish a solid chemistry foundation for those who are preparing to take a college chemistry course. Topics will include stoichiometry, gas laws, solutions, acids and bases, kinetics and equilibrium. Coursework will include lectures, laboratory investigations, computer simulations and other relevant activities. Students will design and carry out one independent research project.

ANATOMY & PHYSIOLOGY: one credit; full-year course; grades 11-12

Prerequisite: Successful completion of one year of Biology and one year of Chemistry/physical science

Human Anatomy and Physiology refines the basic concepts which were introduced in Biology and extends into the structure and function of the human body. Topics include the following: cytology, histology, human genetics, and the integumentary, skeletomuscular, cardiovascular, respiratory, digestive, excretory, nervous, endocrine/lymphatic, and reproductive systems. Laboratory skills related to the biological and medical professions, plus the necessary technical vocabulary, will be stressed. Some dissection work is required.

PHYSICS: one credit; full-year course; grades 11-12

Prerequisite: "C-" or better in Algebra 1, and successful completion of one year of Biology and one year of Chemistry/physical science

This course is designed for the student who is not majoring in science or engineering. We will utilize technology and hands-on activities on a daily basis to explore the various aspects of physics. Some concepts covered are forces, kinematics, momentum, and energy. Less emphasis is placed on the mathematical aspects of the topics than in Physics Honors AP.

PHYSICS HONORS AP: one credit; full-year course; grades 11-12

Prerequisite: Successful completion of Geometry and "C-" or better in previous honors science courses. Students must maintain a "C-" or better grade average to remain in Physics Honors AP.

This is a hands-on course based upon scientific inquiry with the purpose of preparing the students with the necessary problem-solving skills to succeed in college. This course includes a study of forces, kinematics, energy, momentum, rotation and fluids. There will be many laboratory experiments.

ADVANCED PHYSICS HONORS: one credit; full-year course; grade 12

Prerequisite: Successful completion of Physics Honors or "B" or better in Physics and instructor approval.

Many different physical phenomena will be studied including wave theory, light, optics, electricity, magnetism, thermodynamics and nuclear energy. Applications of concepts to society, individuals, and technology are also included in this course. This class pushes students to gain knowledge through observation, generalization, and then application. The knowledge may be gained from experimenting, in-class demonstrations, textbook, or field trips. It is up to the student to generalize this information and then apply it in problem solving, writing, and/or on the examination. Students will design and carry out one independent research project.

BIOLOGY 111 DC: one-half credit; one semester course; grades 11-12 (ICC dual credit for 4 hours: BIOL 111)

Prerequisite: Successful completion of one year of Biology and one year of Chemistry/physical science, and qualifying placement score

This course develops an understanding of the biological nature of man including their reproduction, genetics, origin, and evolution. Three lecture and two laboratory hours per week.

BIOLOGY 140 DC: one-half credit; one semester course; grades 11-12 (ICC dual credit for 4 hours: BIOL 140)

Prerequisite: Qualifying placement score, and successful completion of one year of Biology and one year of Chemistry/physical science

This course presents an investigation of human organisms on the cellular, histological, and organ systems level of development. It is intended as an intense overview of basic anatomy and physiology principles and relationships. It is also a required course or prerequisite for nearly 20 degree and certificate programs at ICC.

SURVEY OF EARTH SCIENCE DC: one-half credit; one semester course; grades 11-12 (ICC dual credit for 4 hours: EASC 111)

Prerequisite: Successful completion of one year of Biology and one year of Chemistry/physical science, and qualifying placement score

This course surveys the four main areas of earth science (geology, oceanography, meteorology, and astronomy). Topics include Earth materials (rocks and minerals), the formation and history of the earth, surface processes, plate tectonics, weather and climate, and Earth's place in the solar system. This course is particularly suited for students not majoring in the sciences.

FOUNDATIONS OF CHEMISTRY DC: one-half credit one semester, grades 11-12 (ICC dual credit for 4 hours: CHEM 115)

Prerequisite: Successful completion of one year of Biology and one year of Chemistry/physical science, and qualifying placement score

This course is a one-semester survey of General, Organic, and Biological Chemistry. It covers atomic structure, chemical bonding, solutions, organic functional groups, compounds of physiological importance, and metabolic pathways. Mathematical treatment and problem solving are expected in the first part of the course. Recommended for students pursuing dental hygiene and other health-related occupations.

MEDICAL TERMINOLOGY DC: one-half credit; one-semester course; grades 11-12 ICC dual credit of 2 hours: HLTH 121

Prerequisite: Successful completion of one year of Biology and one year of Chemistry/physical science, and qualifying placement score

(Career Technical Elective - **not to be used for science graduation credit**)

This semester course in word derivation consists of lessons containing roots, prefixes and suffixes, and their meanings. A study is made of the terminology used in all areas of medical and paramedical specialties. Emphasis is placed on word-building techniques and understanding of typical medical reports. This course is offered through ICC as a dual-credit vocational course. The student will complete the necessary ICC registration and Accuplacer Testing PRIOR to the first day of the course. This course follows the syllabus and requirements of Illinois Central College.

ZOOLOGY: one-half credit; one-semester course; grades 11-12

Prerequisite: Successful completion of one year of Biology and one year of Chemistry/physical science, and qualifying placement score

Zoology is a college-preparatory, science elective that allows students to explore the animal kingdom. It is a guided tour through the complex and diverse world of animals and will represent a sampling of the 9 major animal phyla including both vertebrates and invertebrates. The class will focus on how animals reproduce, develop, obtain food & metabolize energy, respond to their environments, and maintain homeostasis. This class will also provide exposure and interaction with real animals through dissections, field trips, class speakers, etc.

SOCIAL STUDIES

SEQUENCE OF COURSES				
Track	Grade 9	Grade 10	Grade 11	Grade 12
Standard	Human Geography International Studies	APS Human Geography International Studies Survey of African and Asian History	APS Survey of African and Asian History U.S. History Early Western Civilization DC* Modern Western Civilization DC* International Studies Topics in Modern U.S. History Introduction to Sociology DC* Sociology 2	APS Survey of African and Asian History Psychology 1 Psychology 2 Early Western Civilization DC* Modern Western Civilization DC* International Studies Topics in Modern U.S. History Introduction to Sociology DC* Sociology 2
Honors	Human Geography H AP International Studies*	APS H AP Human Geography H AP International Studies* Survey of African and Asian History	APS H AP Survey of African and Asian History U.S. History H AP Early Western Civilization DC* Modern Western Civilization DC* International Studies Topics in Modern U.S. History Introduction to Sociology DC* Sociology 2	APS H AP Survey of African and Asian History European History H AP Economics H Early Western Civilization DC* Modern Western Civilization DC* Psychology 1* Psychology 2* International Studies* Topics in Modern U.S. History Introduction to Sociology DC* Sociology 2
<p>* Not Honors Track Courses Note: ½ credit must come from: Human Geography, European History AP, Western Civilization, or International Studies.</p>				

HUMAN GEOGRAPHY: one-half credit; one-semester course; grades 9-10

Human Geography is a one-semester course designed to introduce students to the field. Content is organized around the following subfields: economic geography, cultural geography, political geography, urban geography, and demographics. The course includes analysis of such phenomena as globalization and human-environment interaction.

HUMAN GEOGRAPHY HONORS AP: one-half credit; one-semester course; grades 9-10

*This course is open to non-Honors students with the approval of the instructor and counselor

AP Human Geography is a one-semester course that presents students with the curricular equivalent of an introductory college-level course in cultural geography. Content is organized around the following subfields: economic geography, cultural geography, political geography, and urban geography. The approach is problem oriented, including analysis of such phenomena as globalization, colonialism, and human-environment interaction. Students are encouraged to take the AP exam offered in May.

*This course fulfills one-half year of the two-year writing-intensive component required for graduation by the State of Illinois.

INTERNATIONAL STUDIES: one-half credit; one-semester course; grades 9-12

International Studies is a one-semester global studies course which focuses on world affairs and international events and seeks to examine contemporary life in regions of the world today including Asia, the Middle East, Africa, Europe, and the Americas. Case studies of ongoing problems and issues in these regions will be covered which may include human rights, religious conflict, genocide, military aggression, economic growth, terrorism, and immigration. Students will complete projects analyzing the role and limits of the United Nations in global conflicts. Students will also discuss current events featured in newspapers (including the New York Times), television, and online media.

AMERICAN POLITICAL SCIENCE (STANDARD): one-half credit; one-semester course; grades 10-12

Emphasis is placed on the practical study of the United States legal and political systems. The constitutions of the United States and Illinois are taught in the class. The organization of the governmental system and comparative political and economic systems will be examined. Social studies concepts will be used to gain decision-making skills in real life situations. This course fulfills the constitution requirement for graduation.

AMERICAN POLITICAL SCIENCE AP (HONORS): one-half credit; one-semester course; grades 10-12

Prerequisite: Honors standing in English or permission of the instructor and counselor.

The emphasis is placed upon an evaluation of elements of the legal and political system of the United States. Text readings and lecture are used to review the organization of governmental systems and comparative governmental and economical systems; discussions, case studies, simulations, films/short clip, and group research projects are used to analyze the systems. Social studies concepts will be used to help interpret human behavior and to gain decision-making skills in life situations.

Research activities are required, and students will be encouraged to take the Advanced Placement Test in American Government and Politics. This course fulfills the constitution requirement for graduation. Advanced placement tests require an additional fee.

EARLY WESTERN CIVILIZATION DC (STANDARD): one-half credit; one-semester course; grades 11-12

Prerequisite: Qualifying placement score

ICC dual credit of 3 hours for History 117: Early Western Civilization

Note: Students may not enroll in European History H AP if they enroll in Early Western Civilization DC

This course presents an introduction to the history of Western Civilization in the Ancient, Medieval, and Renaissance periods. Major topics include origins of civilization, the Hebrews, Greek and Roman civilization, origins and development of Christianity, Medieval society and economy, the rise of national monarchies, the Renaissance, the Protestant Reformation, and the origins of modern economic and political concepts.

MODERN WESTERN CIVILIZATION DC (STANDARD): one-half credit; one-semester course; grades 11-12

Prerequisite: Qualifying placement score

ICC dual credit of 3 hours for History 118: Modern Western Civilization

Note: Students may not enroll in European History H AP if they enroll in Modern Western Civilization DC

This course presents an introduction to the history of Europe and its relationship with the world since the Renaissance. Major topics include development of science and technology, capitalism and industry, liberalism, imperialism, nationalism, socialism, totalitarianism, and international relations.

BLOCK AMERICAN STUDIES: two credits (one credit for English 3 and one credit for United States History); full-year course; grade 11

Enrollment by teacher and counselor recommendation only.

American Studies presents American history, literature, and arts in an integrated context designed to emphasize the connections among the various components of American culture, past and present. Writing will include a research writing and projects as well as essay writing that reflects evaluation of reading. This course is only offered during 5th hour and meets daily for 90 minutes. Students enrolled in this class are required to have study hall/lunch during 4th hour. Students earn one credit per semester for a total of two credits.

*Fulfills one year of the two-year writing-intensive component required for graduation by the State of Illinois.

UNITED STATES HISTORY: one credit; full-year course; grades 11-12

United States History presents the chronological history of the United States analyzing events, trends, movements, and personalities. Study will include comparative economic and political systems and international affairs. The first semester will emphasize the time periods from the Age of Exploration to Reconstruction. The second semester emphasizes development from the time periods from Reconstruction to the 21st century. Learning activities include assigned readings from the text and supplemental materials, oral and written assignments, audio-visual supplements, lecture, and note taking. In addition, class discussions will emphasize social studies concepts which help the interpretation of human behavior and decision making in life situations.

UNITED STATES HISTORY AP (HONORS): one credit; full-year course; grades 11-12

Prerequisite: taking English honors or have the approval of both the AP instructor and counselor.

Students must maintain a "C-" or better grade average to remain in United States History H.

This course is designed to encourage the in-depth, independent study of American History from colonial times to the present. Emphasis will be upon the ability to analyze comparative political and economic systems with emphasis on the United States. Students will be able to analyze events, trends, personalities, and movements which shaped Illinois, the United States, and the world. There will be data gathering, lecture, reading in the text and relevant documents, plus discussion to use the basic concepts of social studies in interpreting human behavior and applying skills to decision making in life situations. Students also will be encouraged, but not required, to take the Advanced Placement Exam. There will be a fee for taking the exam.

TOPICS IN MODERN U.S. HISTORY: one-half credit; one-semester course; grades 11 (second semester)-12

Prerequisite: Completion of one semester of U.S. History and APS.

This course provides students with the opportunity to more thoroughly cover modern topics in U.S. history. The course will cover U.S. History following WWII and will examine popular culture items from each decade (TV programs, music, news articles, and literature). Learning activities include presentations; cartoon and figure analysis; participation through surveys, debates, interviews, and discussions; and written assignments on various decades discussed in class. The culminating project for the course is a group project in which each group chooses a decade and creates a visual aid presentation to review the popular culture and politics of that decade as well as their importance.

INTRODUCTION TO SOCIOLOGY DC: one-half credit; one-semester course; grades 11-12

Prerequisite: Qualifying placement score

ICC dual credit of 3 hours for Sociology 110: Introduction to Sociology

This one semester dual-credit course introduces students to the discipline of sociology. It utilizes the three sociological perspectives of functionalism, symbolic interactionism, and social conflict theory in order to analyze the structures and processes of group life. Major areas of inquiry include theory and research methodology, culture, socialization, statuses and roles, groups and organizations, collective behavior, and deviance and crime. Students will be introduced to the social institutions of the family and education, as well as dimensions of social stratification, including social class and gender.

SOCIOLOGY 2: one-half credit; one-semester course; grades 11-12.

Prerequisite: Introduction to Sociology recommended but not required, as the course builds on the first semester topics and concepts.

Students will explore current American social issues, utilizing a sociological imagination and considering a variety of perspectives as they analyze opposing viewpoints, form opinions, and seek solutions to social problems. Second semester sociology is primarily discussion, debate, activity, and project based. A sampling of topics include: issues in adolescence and aging, racial and ethnic relations, religion, and the changing family. As a result of this course, students will gain a better understanding of both society and themselves, as they examine how the social world influences the way they think, feel, and act.

ECONOMICS HONORS: one-half credit; one-semester course; grade 12

Prerequisite: Complete or qualify for United States History Honors AP or approval of instructor and counselor.

Economics Honors is a study of supply and demand theory, land and labor, capital, economic theories, and comparative economic and political systems with an emphasis on economic growth and stabilization. Study also includes units on money; inflation, externalities, public goods, GDP, career readiness, budgeting, taxes, and inflation. Learning activities consist of text and article analysis, lecture, internet assignments, setting up a stock market portfolio, and problem solving which will help interpret human behavior and apply social studies skills to decision making in life situations. This course fulfills the state requirement for consumer education.

PSYCHOLOGY 1: one-half credit; one-semester course; grade 12

Psychology is the scientific study of the mind and behavior. Psychologists attempt to explain and predict why people think, feel, and behave as they do, as well as help individuals improve their quality of life. In this course, students will be introduced to the core ideas and theories of psychology, resulting in an increased understanding of the complexities and diversity of their own thoughts and behavior, as well as those of others. Topics explored include: biological bases of behavior, sensation and perception, life span development from infancy to old age, states of consciousness, learning, memory, and emotions.

PSYCHOLOGY 2: one-half credit; one-semester course; grade 12

Psychology 2 builds upon themes and concepts introduced in Psychology 1. However, it is NOT necessary to have taken Psychology 1 prior to this course. Psychology 2 will explore the following topics: intelligence, personality, stress, motivation and emotion, psychological disorders and treatment, and concepts in social psychology.

EUROPEAN HISTORY HONORS AP: one credit; full-year course; grade 12

Prerequisite: qualify for English honors or approval of instructor and counselor

Note: Students may not enroll in Early Western Civilization or Modern Western Civilization if they enroll in European History H AP

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. Students may take either semester, but if they plan to take the AP test, they need to sign up for the entire year.

*This course fulfills one year of the two-year writing-intensive component required for graduation by the State of Illinois.

SURVEY OF AFRICAN AND ASIAN HISTORY: one credit; two semester course; grades 10-12

Survey of African and Asian History will offer students an overview of the history of civilizations of African and Asia from their beginnings to present day, including a focus on native political and cultural development, the colonial period, and the effects of the end of the cold war on these continents. Students will be encouraged to take the course for the entire year, but (as with European History AP) they will have the option to select one semester if they prefer. **This course may be taken for a full year, first semester, or second semester.**

SPECIAL EDUCATION

Eligibility for these courses is determined by a multidisciplinary staffing.

SEQUENCE OF COURSES			
Grade 9	Grade 10	Grade 11	Grade 12
Foundations of English 9 Foundations of Reading 1 Foundations of Speech	Foundations of English 10 Foundations of Reading 2 Foundations of Speech	Foundations of English 11 Foundations of Reading 3 Foundations of Speech	Foundations of English 12 Foundations of Reading 4 Foundations of Speech
Foundations of Math 1 Foundations of Algebra 1	Foundations of Math 2 Foundations of Algebra 1 Foundations of Geometry	Foundations of Math 3 Foundations of Algebra 1 Foundations of Geometry Foundations of Algebra 2	Foundations of Math 4 Foundations of Algebra 1 Foundations of Geometry Foundations of Algebra 2
Foundations of General Science	Foundations of General Science Foundations of Biology	Foundations of General Science Foundations of Biology	Foundations of General Science Foundations of Biology
Foundations of Geography	Foundations of Geography Foundations of U.S. History	Foundations of Geography Foundations of U.S. History	Foundations of Geography Foundations of U.S. History
Foundations of American Political Science	Foundations of American Political Science Foundations of Health	Foundations of American Political Science Foundations of Health	Foundations of American Political Science Foundations of Health
Foundations of Orientation to Technology	Foundations of Orientation to Technology	Foundations of Orientation to Technology	Foundations of Orientation to Technology
Foundations of Human Relations 1	Foundations of Human Relations 2 Coop 1*	Foundations of Human Relations 3 Coop 1* Coop 1 Job Coop 2* Coop 2 Job	Foundations of Human Relations 4 Coop 1* Coop 1 Job Coop 2* Coop 2 Job Coop 3 Coop 3 Job
*Students in special education can meet the consumer education requirement by successfully completing both semesters of either Special Ed Coop 1 or Special Ed Coop 2.			

FOUNDATIONS OF ENGLISH 9 & 10: one credit; full-year course; grades 9-10 Note: Sections are offered every other year

This course is designed as a survey course of various pieces of literature in different forms. Through novels and short stories, this course focuses on reading comprehension skills while exploring literary techniques and themes. In addition, this course is used to strengthen students' writing organization and conventions, as well as grammar and vocabulary usage.

FOUNDATIONS OF ENGLISH 11 & 12: one credit; full-year course; grades 11-12

Note: Sections are offered every other year

This course is offered to students whose reading and/or writing skills are significantly below grade level. Literature studied focuses on American literature divided into historical eras with continued focus on comprehension as well as study skills through the literature. Because students take the class over two consecutive years, the units studied alternate each year. Writing skills are further developed with an emphasis on research.

FOUNDATIONS OF READING 1, 2, 3, 4: one credit; full-year course; grades 9-12

Instruction focuses on reading comprehension skills such as main idea, cause and effect, compare and contrast, inferring, drawing conclusions, and vocabulary in context. Students will apply learned skills including discrimination word patterns, surveying strategies, decoding, self-questioning, and textual connections by reading stories of increasing length and with more complex syntax. Writing focuses on structure, supporting details, spelling, and grammar to increase independence.

FOUNDATIONS OF SPEECH: one-half credit; one-semester course; grades 9-12

Speech is designed to improve the student's self-confidence in various communication situations. This one semester course focuses on positive growth activities, study skills, following and giving oral directions, understanding verbal and nonverbal messages, and interpersonal communication. Students will also prepare and deliver speeches with emphasis on organizing one's thoughts clearly and quickly, developing the ability to express one's self fluently and confidently, and using research from various sources.

FOUNDATIONS OF MATH 1, 2, 3, 4: one credit; full-year course; grades 9-12

Designed to meet the individualized needs of students in the content areas of practical math, algebra, and geometry. Skills covered include but are not limited to: number order, money, computation, time, algebra, geometry, budgeting, and problem solving.

FOUNDATIONS OF ALGEBRA 1: one credit; full-year course; grades 9-12

Students will develop their math skills focusing on Algebra. This course provides a "hands-on" approach to learning. Basic Algebra covers the same material as first semester Block Algebra. It moves at a slower pace and is customized to each student. We learn about equations, inequalities, and linear functions. Students will explore relationships among various representations of mathematical concepts. This class will ease the transition to Block Algebra, Basic Geometry or Practical Geometry.

FOUNDATIONS OF GEOMETRY: one credit; full-year course; grades 10-12

This class will explore points, lines, and angles in the plane, perimeter, area, and volume of triangles, quadrilaterals, and circles. Using manipulatives and projects, students will apply geometry concepts to real world applications.

FOUNDATIONS OF ALGEBRA 2: one credit; full-year course; grades 11-12

This class is a continuation of Basic Algebra and Basic Geometry. This class enables students to gain knowledge of financial literacy. Students become familiar with personal finance skills. Topics covered include: making decisions, how to read a pay stub, living on your own, understanding the language of a lease, comparison shopping, budgeting, banking services, understanding credit, becoming familiar with loans, and how to save. Students will complete a project of planning a trip for spring break using a budget. They will need to complete airfare/gas mileage, hotel stay and itinerary for each day. During the year we also play the game of life and discuss how obstacles do come up in life and strategies to best approach the different scenarios.

FOUNDATIONS OF GENERAL SCIENCE: one credit; full-year course; grades 9-12

This course introduces students to two areas of science: physical science, and earth science. Physical Science introduces students to practical physics including properties of matter, force and motion, heat, electricity, and energy. Earth Science includes studies of the Earth's crust, atmosphere, history, and oceans. Students also study the solar system and space exploration. Learning activities include oral and written discussions, audio-visual supplements, lecture, note taking, labs, projects, and supplemental material.

FOUNDATIONS OF BIOLOGY: one credit; full-year course; grades 10-12

This course introduces students to biological sciences focusing on cycles of life; basic chemistry; cell growth, development, and reproduction; genetics and inheritance patterns; classification and organization; behavioral biology and ecosystems. Basic biology offers the opportunity to sharpen student ability to interpret data, formulate hypotheses, observe, and record information, analyze data, and draw conclusions. States goals 11, 12, and 13 will be addressed.

FOUNDATIONS OF GEOGRAPHY: one-half credit; one-semester course; grades 9-12

Geography is designed to acquaint the student with the economic, political, cultural, historical, and physical aspects of various geographical regions. This course covers basic world geography, as well as geography specific to the United States. Topics include the themes of geography, continents, oceans, regions, states, and mapping.

FOUNDATIONS OF UNITED STATES HISTORY: one credit; full-year course; grades 10-12

U. S. History presents the chronological history of the United States including the events, movements, and people associated with the different periods of growth. The course covers the early development of the United States from the colonization through the Civil War, development of industries in the United States, WWI, 1920s, 1930s, WWII, post WWII, and historical events and people between 1980 and the present. Learning activities include assigned readings from the text, supplemental materials, oral and written discussions, audio-visual supplements, lecture, and note taking.

FOUNDATIONS OF AMERICAN POLITICAL SCIENCE: one-half credit; one-semester course; grades 9-12

This course places emphasis on the practical study of the United States Constitution and the Illinois State Constitution. In addition to studying the Constitution in detail, students study the history of our government, responsibilities of citizenship, voting, current events, and the political and economic systems of other governments. Students are required to pass tests on both the US Constitution and the Illinois State Constitution.

FOUNDATIONS OF HEALTH: one-half credit; one-semester course; grades 9-12

This course provides students with a basic understanding of drug, alcohol, and tobacco abuse, chronic and communicable diseases, public health problems, prevention of disease, accident prevention, first aid, mental health, and sex education.

FOUNDATIONS OF ORIENTATION TO TECHNOLOGY: one-half credit; one-semester course; grades 9- 12

This course will meet the requirements of Orientation to Technology including topics such as keyboarding, word processing, Excel, PowerPoint, basic graphic design, Internet skills, exploring Google and using files and folders. Students will complete career exploration exercises and activities using Career Cruising. Students will develop general workplace skills in the areas of working collaboratively with a team, quality control, prioritizing tasks, workplace safety, organizing work, and developing positive work habits and attitudes.

FOUNDATIONS OF HUMAN RELATIONS 1-4: one credit; full-year course; grades 9-12

Basic Human Relations is designed to assist individuals in achieving satisfaction through responsible participation as adults in the family, community, and workplace. Broad areas of emphasis include; self-esteem, values, goals and decision making, communication and conflict resolution, human sexuality, life stages, relationships, stress management and self-care. This course may be taken first and or second semester.

FOUNDATIONS OF COOPERATIVE VOCATIONAL EDUCATION 1 (Work Study): one credit for classroom & one credit for job (job credit is optional); full-year course; grades 10-12+-age out

This course provides an opportunity for students to develop marketable skills and knowledge in an occupation while working or volunteering on the job. The student is supervised by the teacher- coordinator and by the employer. The supervised work activities assist the student in gradually acquiring the appropriate attitudes and skills necessary to be successfully employed. The job training site provides opportunities to practice and improve appropriate job skills and attitudes. Student placement is sometimes a continuum, beginning with in-school placement and followed by placement at sites within the community. Learning experiences are provided as specified in the student training

plans. In the classroom portion of this course, students receive instruction on job seeking skills, individualized assistance to develop job-specific skills, and instruction in consumer rights and responsibilities. Additional topics include: assessment of interests, aptitudes and skills, comparative pricing, budgeting, banking, labor/management relations, consumer aids and protection. Students must complete both semesters successfully to satisfy the consumer education requirement.

FOUNDATIONS OF COOPERATIVE VOCATIONAL EDUCATION 2 (Work Study): one credit for classroom & one credit for job (job credit mandatory); full-year course; grades 11-12+-age out

This course provides students with knowledge and the assistance necessary to develop skills, habits, and attitudes necessary to make the transition from school to career successfully. The student is supervised on the job by the teacher-coordinator and the training sponsor at the job site. A training agreement outlining student, parent, coordinator, and training station responsibilities must be signed in order for the student to receive the work experience credit. Students are expected to plan and participate in activities for the purpose of socialization, community service, and fundraising to pay for the employer appreciation banquet. In addition, topics covered include creating your personal transition plans for work or college, money and banking, budgeting, insurance, investments, and taxes. Students must complete both semesters successfully to satisfy the consumer education requirement. Students taking this course must be willing to begin working either competitively or on a volunteer basis and be enrolled in the Co-Op Job Credit.

FOUNDATIONS OF COOPERATIVE VOCATIONAL EDUCATION 3: CAREER PORTFOLIO: one credit for classroom & one credit for job (job credit mandatory); full-year course; grades 11-12+-age out Pre Rec. Coop 1, Coop 2, Job Credit Mandatory

Career Portfolio is a third-year course offering in the Coop Program focusing on job development and career readiness for those preparing to transition from high school. Curriculum is developed based off of individual student need but concentrates on resume development, preparing for living independently, and post-high school transition plans. Students taking this course must be willing to begin working either competitively or on a volunteer basis and be enrolled in the Coop Job Credit.

LIFE SKILLS PROGRAM

The Academic Life Skills and Developmental programs curriculum will focus on functional life skills in the areas of Reading, Math, Community, and Vocational Living. The following skills will be worked on in the Academic Life Skills Program at WCHS. The transition program curriculum will focus on four major areas of young adult life: Daily Living, Personal Life, Community Living, and Vocational Living. The following skills will be worked on in the transition program at WCHS.

BASIC VOCATIONAL LIVING SKILLS 1-4: one credit; full-year course; grades 9-12

Designed to meet the needs of the students in the Academic and Developmental Programs. Topics covered include: teamwork, health and safety, exploring different options for living as independently as possible, investigating work related skills and environments, basic cooking skills, assembly line and work production through the use of workboxes.

ADVANCED VOCATIONAL LIVING SKILLS 1-4: one credit; full-year course; grades 9-12

Designed to meet the needs of the students in the Transition Program. Topics covered include: enrollment in the Cooperative Education Program and referred to STEP, teamwork, employment interests, employment skills, cooking, assembly line and work production through the use of workboxes.

BASIC COMMUNITY LIVING 1-4: one credit; full-year course; grades 9-12

Designed to meet the needs of the students in the Academic and Developmental Programs. Topics covered include: My Community, recreation and leisure activities, restaurant skills, shopping skills, current events, assembly line and work production through the use of workboxes. *Developmental Program will also target areas of social integration.*

ADVANCED COMMUNITY LIVING 1-4: one credit; full-year course; grades 12+-age out

Designed to meet the needs of the students in the Transition Program. Topics covered include: My Community, recreation and leisure activities, living independently, restaurant skills shopping skills, and public transportation. Tours of post-secondary settings will also be arranged.

BASIC PANTHER PROFESSIONALS 1-4: one credit; full-year course; grades 9-12

Students will receive in-house training in specific job areas to help prepare them for employment. In-house training will be in the areas of food service, retail, clerical, patient care and housekeeping. Work etiquette as well as appropriate social interactions while on the job will be discussed. Students will have the opportunity to assist with the canned food drive.

Designed to meet the students' needs in that are part of the Academic and Developmental Programs. Topics to be covered will include: practical money skills, shopping and budgeting, story problems, restaurant math, grocery store math, department store math, telling time, time management, assembly line and work production through the use of workboxes.

ADVANCED PANTHER PROFESSIONALS 1-4: one credit; full-year course; grades 11-12+-

Students will receive in-house training in specific job areas to help prepare them for employment. In-house training will be in the areas of food service, retail, clerical, patient care and housekeeping. Work etiquette as well as appropriate social interactions while on the job will be discussed. Students will have the opportunity to participate in a variety of on-site simulated businesses.

DAILY LIVING 1-4: one credit; full-year course; grades 11-12+

Designed to meet the needs of students in the Transition Program. Topics covered include: nutrition, travel and time management, grooming, safety, housekeeping, and first aid. Students will explore local transportation options.

PERSONAL LIFE 1-4: one credit; full-year course; grades 11-12+

Designed to meet the needs of the students in the Transition Program. Topics covered include: self-advocacy, seeking resources, feelings and emotions, alcohol, drugs, and tobacco, safety, relationships, social skills, telephone skills, manners and decision making.

Designed to meet the students' needs in that are part of the Academic and Developmental Programs. Topics to be covered will include: practical money skills, shopping and budgeting, story problems, restaurant math, grocery store math, department store math, telling time, time management, assembly line and work production through the use of workboxes.