

**WEST  
AURORA  
HIGH SCHOOL**

**COURSE  
CATALOG**

**2020-2021**

1201 West New York Street  
Aurora, IL 60506

Main Line: 630-301-5600  
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# LEADERSHIP

## District Administration

## Phone

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<b>Dr. Mike Smith</b> Assistant Superintendent of Human Resources	630-301-5027
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<b>Dr. Sarah Waddell</b> Director of Elementary Teaching and Learning	630-301-5086
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<b>Michelle Jones</b> Assistant Director of Instructional Technology	630-301-5085
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## High School Administration

<b>Dr. Chuck Hiscock</b> Principal	630-301-5510
<b>Whitney Martino</b> Assistant Principal – Teaching & Learning	630-301-5531
<b>Ron Murphy</b> Assistant Principal – Building & Operations	630-301-5521
<b>Dan Durbin</b> Assistant Principal – Student Services	630-301-5551
<b>Jennifer Herman</b> Director of Special Education	630-301-5082
<b>Mark Siekierski</b> Assistant Director of Special Education	630-301-5595
<b>Erica Kegarise</b> Assistant Principal-Student Activities	630-301-5517

## Dean of Students

## Phone

<b>Dan Rymarz</b> (A-Con)	630-301-5516
<b>Alvin Lewis</b> (Coo-Gre)	630-301-5555
<b>Pete Baker</b> (Grf-Ma)	630-301-6506
<b>Katie Wood</b> (Mb-Rod)	630-301-5557
<b>Jennifer Legris</b> (Roe-Z)	630-301-5559

## Counselors

<b>Steve John</b> (Lead Counselor) Private Placement & Alternative Programs	630-301-5575
<b>Jason Kaiser</b> (A-Bq)	630-301-5584
<b>Tricia Schrope</b> (Br-Con & SC)	630-301-5574
<b>Bill Stanley</b> (Coo-F)	630-301-6725
<b>Kim Orchard</b> (G-Gre & EL)	630-301-5576
<b>Amy Winslow</b> (Grf-J)	630-301-5573
<b>Steve Janca</b> (K-Ma)	630-301-5572
<b>Erin Vander Veen</b> (Mb-Pai)	630-301-5578
<b>Jackie Baker</b> (Paj-Rod)	630-301-5571
<b>Meghan Cochran</b> (Roe-Ta)	630-301-5579
<b>Ryan Gatbunton</b> (Tb-Z)	630-301-5577

## Curriculum Coordinators

<b>CTE – Brian Veit</b>	630-301-6563
<b>Bilingual/ELL- Christine Anderson</b>	630-301-6564
<b>English – Kari Nicholson</b>	630-301-5912
<b>Fine Arts – Jonathan McLearn</b>	630-301-6565
<b>World Languages – Julie Swartzloff</b>	630-301-6559
<b>Mathematics – Jennifer Story</b>	630-301-6665
<b>PE/Health/Dr. Ed. - Todd Gingerich</b>	630-301-6562
<b>Science – David Allen</b>	630-801-6894
<b>Social Studies – Kelley Hren</b>	630-301-6561

## Athletics

<b>Jason Buckley</b> Athletic Director	630-301-5581
<b>David Sally</b> Asst. Athletic Director	630-301-5580



## OUR MISSION

**We are a community that; works to ensure academic excellence for all students, inspires and promotes a sense of belonging, nurtures and creates a safe environment.**

## INTRODUCTION

West Aurora High School is one of the leading public high schools in Illinois. It enjoys a long-standing reputation for excellence in academic achievement. Our students are exposed to challenging subject matter in both academic and vocational courses. In order to make the most of the educational opportunities offered at West High School, we urge students and parents to make a four-year educational plan that includes the student's plans and goals before the student enters the freshman year. During the high school years, we recommend that parents and students examine and evaluate their initial plans to accommodate changes in the student's interest and future plans.

The West High School staff has developed this Curriculum Guide to aid parents and students in their planning efforts throughout the high school years. We urge parents and students to read and become familiar with the information included here. The guidance department is an excellent source of information about college and vocational requirements, the overall curriculum, and the registration process. Entering freshman students and parents should also consult their middle school teachers and counselors when making course selections for their ninth-grade year.

## CURRICULUM REGISTRATION GUIDELINES

West Aurora High School conducts pre-registration in the winter following the completion of the first semester. Students select courses for the next year with input from teachers, guidance counselors, and parents. West High mails a listing of the courses selected by each student to their parents in late March. Parents review the course selections and contact their student's counselor if there are any errors. The guidance staff will make all corrections and updates prior to the start of the scheduling process.

**Parents and students should consider the course schedule developed during the pre-registration as final.**

## DEFINITION OF TERMS

**CREDIT:** A measure of school achievement. A student earns one-half credit by passing a semester-long course. Students must complete at least 22 credits to graduate from West Aurora High School. Typically, students enroll in seven courses each semester and therefore have the opportunity to earn three and one-half credits per semester and seven per year.

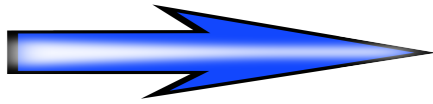
**ELECTIVE:** An elective course, which does not necessarily meet a specific graduation requirement.

**PREREQUISITE:** A condition a student must meet in order to enroll in the next course in a series of courses.

**REQUIRED COURSE:** A course a student must pass in order to graduate.

**SEQUENTIAL:** The order in which students take courses.

## COURSE TITLE KEY



Y – Year-long course  
F – Fall semester course  
S – Spring semester course  
N – NCAA approved course

## NCAA ELIGIBILITY COURSES

The NCAA (National Collegiate Athletic Association) approves certain courses for establishing initial eligibility of student-athletes. Courses marked with the N symbol are NCAA approved core courses.

## STUDENT CLASSIFICATION

West High classifies students as 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> graders. The standards for classification are as follows:

**9<sup>th</sup> GRADE:** Entering from 8<sup>th</sup> grade or students with less than 5 credits

**10<sup>th</sup> GRADE:** 5 through 9.5 credits earned

**11<sup>th</sup> GRADE:** 10 through 15.5 credits earned

**12<sup>th</sup> GRADE:** Minimum of 16 credits

West High classifies students at the end of the spring semester. Students who attend summer school may be reclassified prior to the start of the fall semester.

## DUAL CREDIT OFFERINGS

Academically qualified students have the opportunity to enroll in college-level dual credit courses. In partnership with Waubensee Community College, West Aurora High School offers a wide variety of courses to jump-start their education and complete entry-level general education, elective, or career and technical college credit work. Courses are listed throughout the catalog organized by department.

## GRADING SCALE

West High staff uses the following letter grades to report progress to parents at the end of each quarter and semester:

A – Excellent

B – Good

C – Average

D – Poor

F – Failure/no credit earned

Occasionally, the mark, “I” (incomplete) is used. This mark indicates that the student’s work is not complete. Teachers only use this mark in instances when the student has been unable to meet course requirements due to circumstances beyond the student’s control. The mark automatically becomes an “F” if the student does not complete the missing coursework within two weeks after the end of the semester. The student’s teacher can request an extension of the two-week time period.

## GRADE POINT AVERAGE

The grade point average (GPA) is an average of all grades received for all classes taken with the exception of Pass/Fail options, which are not counted in the GPA. Each letter grade has a point value:

Regular Classes	Honors Classes
A = 4	A = 5
B = 3	B = 4
C = 2	C = 3
D = 1	D = 2
F = 0	F = 0

To determine the GPA, add the number points earned for each letter grade and divide the total by the number of classes taken. (Do not count a course in which a Pass “P” grade is recorded.)

## PASS/FAIL POLICY

The **only** classes offered with a Pass/Fail options are CTE, PE, Driver’s Education, and Fine Arts. A Pass/Fail ruling may be earned if the student earns the equivalent of an “A”, “B”, or “C”. If a “D” or “F” is earned, the letter grade will be recorded. Students must return a signed form within the first 7 days of the semester to their teacher. Forms are available from the classroom teacher or the guidance counselor. A Pass “P” does not count towards class rank or GPA.

## ILLINOIS ARTICULATION INITIATIVE

The Illinois Articulation Initiative (IAI) is a statewide, cooperative agreement amongst participating Illinois colleges and universities to facilitate successful transfer of course credits from one participating institution to another, effective summer of 1998.

It can help assure a smooth transfer of credits from Waubensee Community College to your chosen four-year school. A General Education Core Curriculum has been defined by the IAI. If you follow the prescribed curriculum, you can be assured that the credits satisfy general education requirements at a majority of Illinois colleges and universities.

General education requirements consist of courses the colleges and universities consider essential for the student’s success in college and life and are equivalent to courses in the first two years of a four-year baccalaureate program. The IAI list includes courses in: math, oral and written communication, social and behavioral science, physical and life science, world languages, humanities and fine arts.

## PATHWAYS TO PROSPERITY

For specific information regarding the Pathways to Prosperity initiative, see page 78. Courses that are part of the Pathways are signified throughout the catalog with a P2P distinction.

## NAVIANCE FAMILY CONNECTION

<http://connection.naviance.com/waurora>

Naviance Family Connection assists students in college and career readiness. It is an online program where students can take career profile tests that show potential career choices that match students’ personality types. Students can use that data to research post-secondary options; make course decisions; and create resumes. As seniors, students will use Family Connection to log college applications; request transcripts; receive information on scholarships and college visits.



# GRADUATION REQUIREMENTS

A student must earn a minimum of 22 credits to graduate from West Aurora High School.

The minimum of 22 units of credit include the following required courses:

<b>English</b> (1 Freshman English; 1 Sophomore English; 1 Junior English; 1 English Elective)	<b>4 credits</b>
<b>Math</b> (1 Algebra; 1 Math course with Geometrical Concepts; 1 additional Math course in the proper sequence)	<b>3 credits</b>
<b>Science</b>	<b>2 credits</b>
<b>Social Studies</b> (1/2 Government; 1/2 Economics; 1 US History)	<b>2 credits</b>
<b>Health</b>	<b>1/2 credit</b>
<b>P.E./Driver Ed.</b>	<b>3 1/2 credits</b>
<b>Electives</b> (Must include 1 credit of art, music, foreign language or vocational course)	<b>7 credits</b>

Under special circumstances, junior and senior students can obtain a “physical education waiver”. Students can obtain more information about the “physical educational waiver” by contacting their school counselor.

1. A student may meet the Consumer Economic requirement by participating in and passing a full year of a school-sponsored work co-op program. In these cases, students must substitute another social studies class for the Economics course since two years of social studies are required for graduation.

Students planning to attend a four-year university after graduation, admissions requirements may vary. See individual university web pages for specifics. In general, students planning to attend a four-year university after high school should plan on the following:

- 4 years of English
- 3 years of math (Algebra, Geometry and Algebra 2)
- 3 years of science
- 3 years of social studies
- 2 years of the same foreign language, 2 years of fine arts, or 2 years of vocational courses



# FRESHMAN YEAR

Freshman year is important. A successful transition to high school life can be an important indicator of future success. The theme for freshmen year is *Who Am I?* Academic planning, career exploration, adjustment to the role of a young high school adult, and involvement in school events are the areas of concentration for the incoming high school student.

The profile of a successful freshman student includes the following:

- Understanding of graduation requirements, the importance of a high school transcript, GPA, rank-in-class and grading periods (semesters)
- Understanding of support systems and/or resources offered
- Understanding of athletics/activities offered
- Understanding of the importance of participating in community service
- Participation in grade-level tasks as part of college and career readiness curriculum
- Ability to set realistic, future goals for post-secondary success

A student who strives to meet these requirements will find high school to be a rewarding and enjoyable experience.

## FRESHMAN CHECKLIST

### FALL OF 8<sup>TH</sup> GRADE YEAR

- Take placement assessment (PSAT 8/9)
- Complete Matchmaker assessment in Career Cruising

### WINTER OF 8<sup>TH</sup> GRADE YEAR

- Attend Freshman Orientation
- Begin pre-registration with high school counselors

### SUMMER BEFORE 9<sup>TH</sup> GRADE YEAR

- Participate in Enter with Pride

### FALL

- Join athletic/club activities
- Attend *Freshman Essentials* presentations
- Participate in *SOS* activity as part of Health class
- Learn how to log on to Naviance
- Complete *Cluster Finder* assessment in Naviance
- Parents: Attend Open House – 9<sup>th</sup> Grade Level presentation

### WINTER

- Complete Course Selection with counselor (Post-secondary education/career plans, 4-year plan)
- Attend *Freshman Essentials* presentation

### SPRING

- Visit the *College and Career Center*.
- Consider summer school enrollment
- Review course selections for 10<sup>th</sup> grade
- Athletes considering playing sports at the college level should inform their counselor and coach.
- Take PSAT 8/9 exam
- Complete 9th-grade exit survey
- Attend *Freshman Essentials* presentation

# SOPHOMORE YEAR

Sophomores move from the adjustment phase of freshman year to a deeper understanding of the high school system and their role in post-secondary planning. The theme for sophomore year is *Career Exploration* with a focus on personal strengths, skills and interests. Sophomores will explore post-secondary options as it relates to personal career pathways. Continuing to build a strong GPA/class rank and taking rigorous courses is stressful.

The profile of a successful sophomore includes the following:

- Understanding of Dual Credit and AP courses
- Identifying electives offered as it relates to personal career pathways
- Understanding and utilization of support systems and resources offered
- Participation in athletics and/or activities offered
- Understanding of the importance of participating in community service
- Participation in grade-level tasks as part of college and career readiness curriculum
- Ability to set realistic, future goals for post-secondary success

## SOPHOMORE CHECKLIST

### SUMMER BEFORE 10<sup>TH</sup> GRADE YEAR

- Check on summer school grades  
(See if they were received and recorded)

### FALL

- Continue participation in athletic and/or activities
- Visit and utilize the services provided in the College and Career Center (CCRC)
- Complete *Do What You Are* assessment in Naviance
- Analyze *Do What You Are* assessment (along with *Cluster Finder* results) in connection to possible career interests
- Learn how to search for careers in Naviance
- Explore career options
- Attend Financial Aid Presentation
- Parents: attend Open House – 10<sup>th</sup> Grade Level presentation

### WINTER

- Complete Course Selection with counselor  
(Post-secondary education/career plan and update original 4-year plan)
- Fill out the NCAA Clearinghouse form if considering a Division I or Division II school

### SPRING

- Consider summer school enrollment
- Review course selections for 11<sup>th</sup>-grade year
- Attend *Sophomore Essentials* presentation
- Register for College Board account and create a Khan Academy account to prepare for PSAT 10 exam
- Identify minimum of *three* career interests
- Take PSAT 10 exam Complete
- 10<sup>th</sup>-grade exit survey

### SUMMER BEFORE 11<sup>TH</sup> GRADE YEAR

- Check on summer school grades (See if they were received and recorded)



# JUNIOR YEAR

Junior year is a significant year. For many students, the balance of managing courses, preparing for college exams, and college planning activities can be a challenge. This year, there continues to be an emphasis on the importance of GPA/class rank and taking rigorous courses while heightening opportunities to facilitate post-secondary decision-making and planning. The theme for junior year is *Action Plan Development*. This process includes guiding students to seek relative and current information pertaining to their post-secondary options (2- year college, 4-year college, military, technical/trade school or work). The profile of a successful junior student includes:

- Enrollment in dual credit/AP courses
- Identifying electives offered as it relates to personal career pathways
- Understanding and utilization of support systems/resources offered
- Continued participation in athletics/activities offered
- Participation in community service
- Participation in grade-level tasks, as part of college and career readiness curriculum
- Ability to set realistic, future goals for post-secondary success

## JUNIOR CHCKLIST

### FALL

- Continue participation in athletic and/or activities
- Attend College Night at WCC or other college fair
- Utilize resources provided in the College and Career Center (CCRC)
- Visit the library to meet with college reps
- Consider and plan college campus visits
- Participate in PSAT if 4-year college-bound immediately after high school
- Participate in ASVAB if interested in the military after high school
- Attend Financial Aid presentation
- Learn how to navigate features of Naviance, research/list colleges of interest for post-secondary planning
- Parents: attend Open House – 11<sup>th</sup> Grade Level presentation

### WINTER

- Begin brainstorming possible target colleges, universities or other post-secondary options
- Explore college entrance requirements
- Sign-up for the SAT Boot Camp
- Consider taking an official SAT or ACT exam (prior to State testing day in spring))
- Consider and plan college campus visits
- Make sure you can access your College Board account
- Use Khan Academy to prepare for SAT
- Interpret/Analyze results of ASVAB or PSAT exams from fall (if applicable)
- Be sure to fill out the NCAA Clearinghouse form if you are considering a Division I or Division II school
- Continue to visit the CCRC
- Continue to visit the library to meet with college reps
- Create a personal statement
- Attend SAT Boot Camp

### SPRING

- Consider and plan any spring break campus visits
- Begin listing target colleges on a comparison worksheet
- Request publication materials from target colleges
- Pre-register with counselor
- (Post-secondary education/career plan, update your original 4-year plan)
- Take the official SAT exam on a school day as part of the state testing/graduation requirement
- Consider summer school enrollment
- Take AP exams, if appropriate
- Attend *Junior Essentials* presentation complete
- 11th-grade exit survey which includes the creation of a resume

# SENIOR YEAR

Senior year is an exciting year, as students prepare to transition for life after high school. The theme for senior year is *Execution of Action Plan*. It is important for students to continue strong study habits in order to maintain a solid GPA and class rank and continue to take challenging courses in order to best prepare for post-secondary options. Seniors should review progress towards graduation, address any concerns, follow through with procedures needed for implementation of post-secondary plan; this includes an understanding of the application process, meeting deadlines for college admissions, NCAA, scholarships, testing and financial aid. This is a reflective time as students can now look back on how they have matured, but there is still work to be done as students prepare for the next phase of their life. The profile of a successful senior includes:

- Enrollment in Dual Credit and AP courses
- Discussion and evaluation of post-secondary plans
- Understanding and utilization of support systems and resources offered
- Continued participation in athletics and activities offered
- Continued participation in community service
- Participation in grade-level tasks as part of college and career readiness curriculum
- Ability to set realistic, future goals for post-secondary success

A student who strives to meet these requirements will find high school to be a rewarding and enjoyable experience.

## SENIOR CHECKLIST

### SUMMER BEFORE 12<sup>TH</sup> GRADE YEAR

- Check on summer school grades (See if they were received and recorded)
- Attend Senior Workshop in August

### FALL

- Continue participation in athletic and/or activities
- Consider ACT/SAT retakes and/or SAT subject tests
- Consider and plan college campus visits
- Participate in senior interview with counselor
- Visit the College and Career Center (CCRC)
- Visit the library to meet with college reps
- Attend College Night at WCC
- Attend Senior Meeting in October
- Determine target colleges to apply and deadlines
- Request and gather teacher recommendations
- Submit college applications, transcripts and college entrance exams (ACT and/or SAT) to be eligible for early admission
- Update post-secondary plans in Naviance
- Check for scholarships in Naviance
- Order cap and gown for graduation
- Attend Financial Aid Presentation and FAFSA workshop
- Complete FAFSA online, which opens on October 1st
- Parents: Attend Open House – 12<sup>th</sup> Grade Level presentation

### WINTER

- Make sure all college applications and supplemental material are submitted
- Be sure to fill out the NCAA Clearinghouse form if you are considering a Division I or Division II school

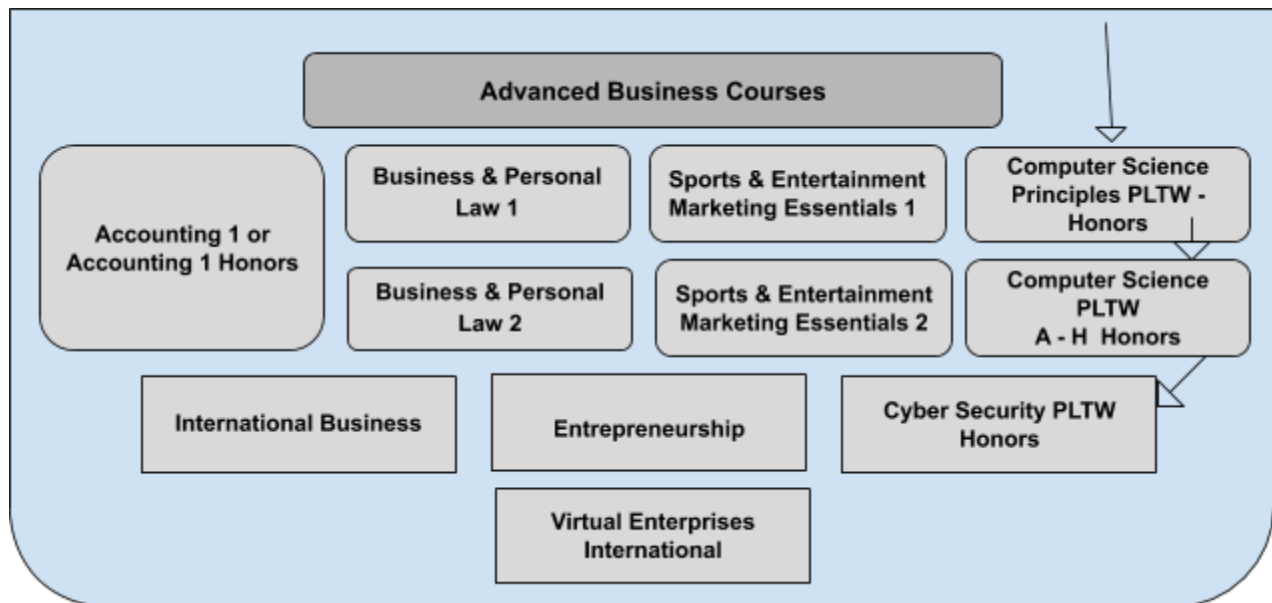
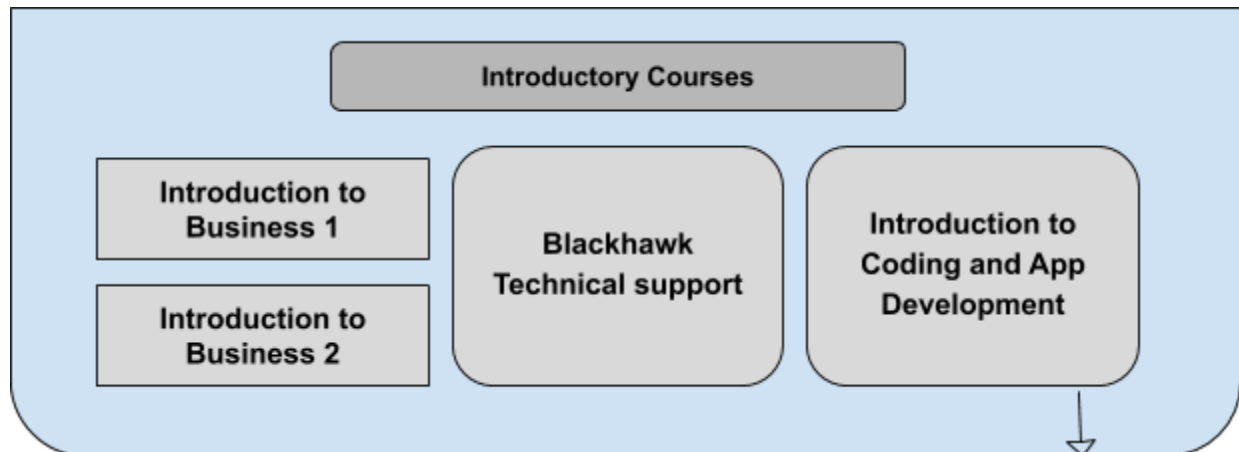
### SPRING

- Plan campus visits to help with final decisions
- Compare award letters and financial aid options
- Send the required deposit to the school of your final choice and also notify the schools you won't be attending
- Take AP exams, if appropriate
- Stay up-to-date on housing choices. Other important questions to answer: When is freshman orientation? When are placement tests? When is course registration?
- Attend Graduation/Senior Meeting
- Participate in *Senior Activity Day*
- Attend Senior Honors Night
- Request a final transcript be sent to your final college choice and log final college in Naviance
- Complete 12th-grade senior exit survey in Naviance



# CAREER AND TECHNICAL EDUCATION

## **BUSINESS EDUCATION**



# **HEALTH SCIENCES**

## **Courses**

Health  
Occupations and  
Communications  
9, 10, 11, 12

Legal and Ethical  
Issues in  
Healthcare  
10, 11, 12

## **Courses Available to 11th & 12th**

Business  
Information  
Systems

Medical  
Insurance and  
Reimbursement

Medical  
Office  
Procedures

# **FAMILY AND CAREER**

## **Introductory Courses-Available to 9th - 12th**

Intro to Foods 1  
CT113F/CT114S

Fashion Design 1  
CT134Y

Child and Parent  
Development  
CT124Y

Interior Design  
CT123Y

Intro to Foods 2  
CT115F/CT116S

## **Courses Available to 10th - 12th**

Advanced  
Foods  
CT237Y

Fashion  
Design 2  
CT258Y

Early Childhood  
Occ 1  
CCCT244Y

Real-World  
Readiness  
CT125F/S

Culinary 2, 3, 4  
CT237Y  
CT481Y  
CT485Y

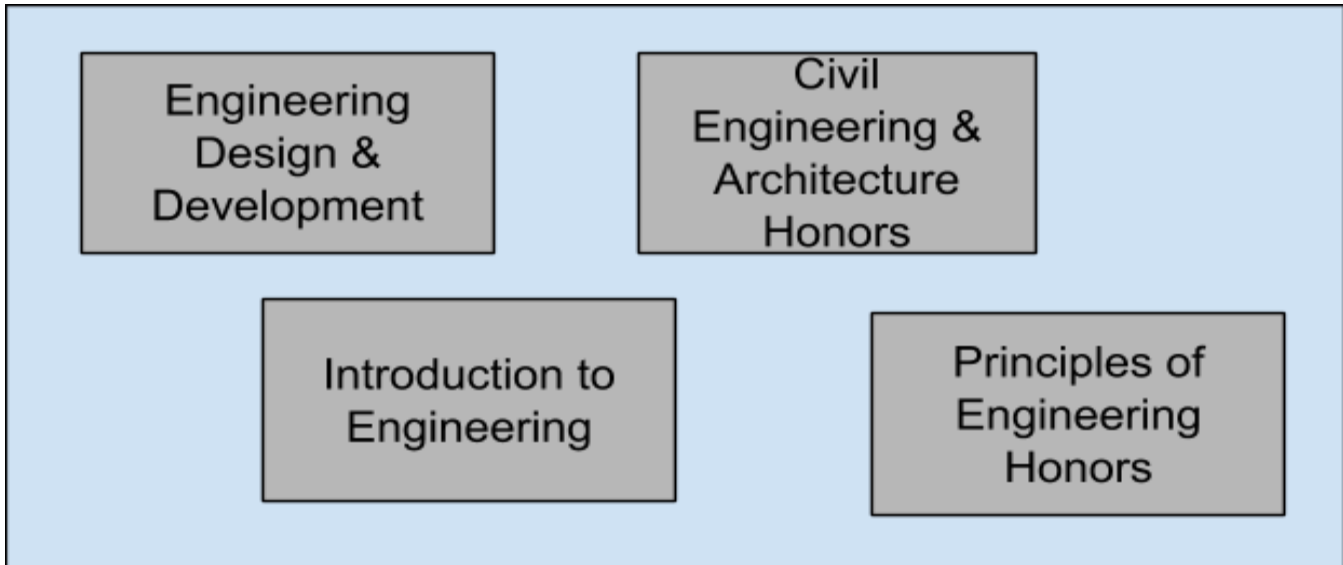
Fashion  
Merchandising  
CT368Y

Early Childhood  
Occ 2  
CCCT374Y

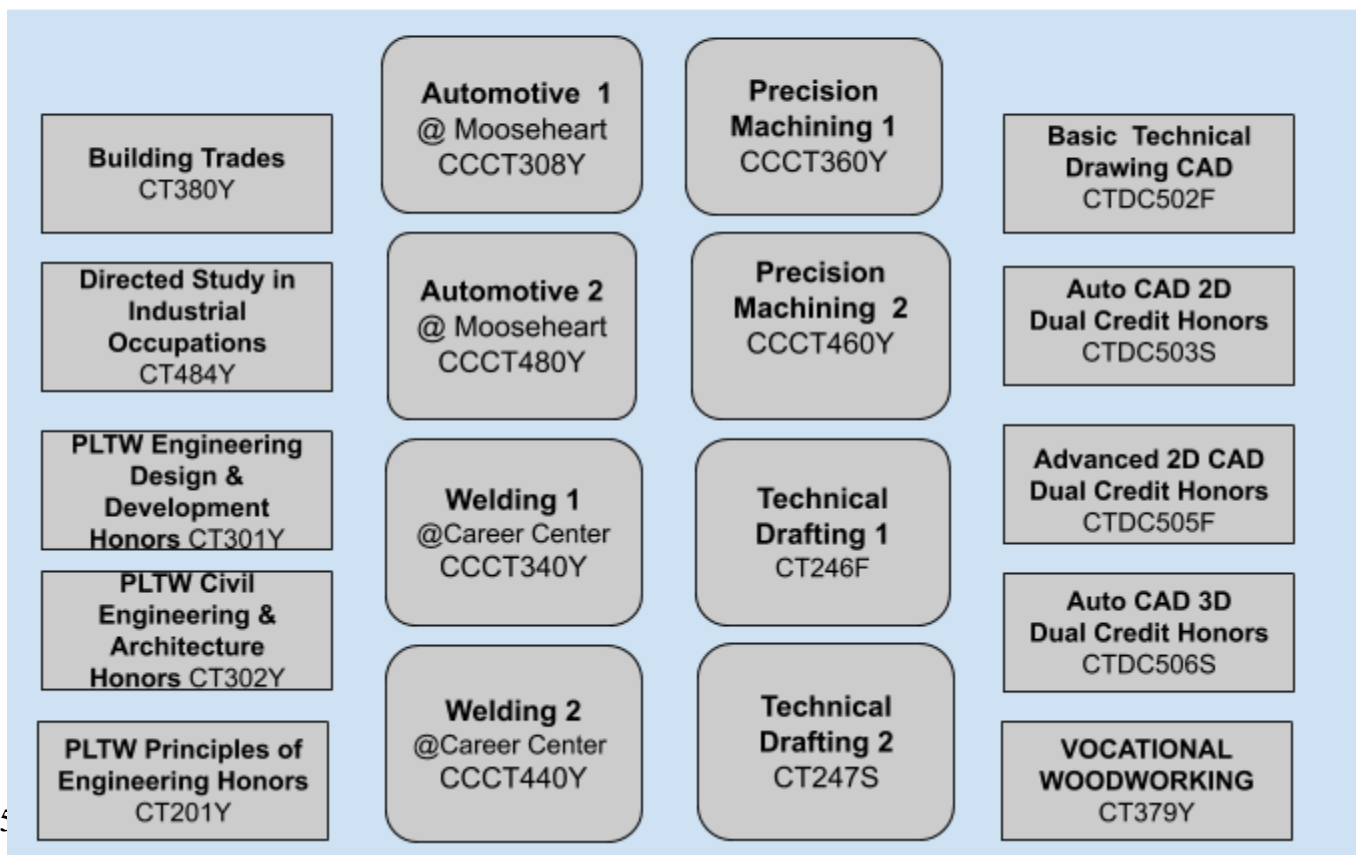
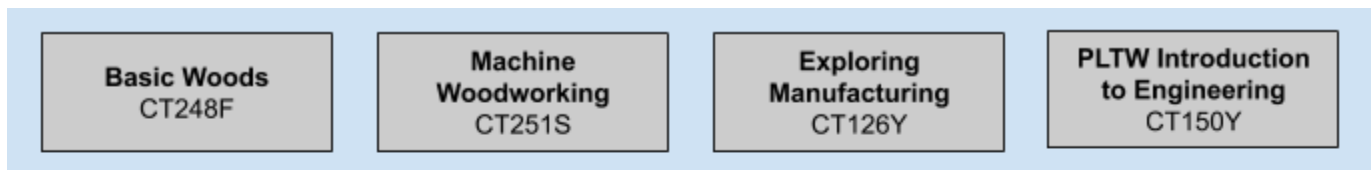
Interior Design  
2



# **PROJECT LEAD THE WAY**



# **TECHNOLOGY**





# JROTC

## **AFJROTC 1 (First-year Cadets): CT151Y**

**Open to:** 9, 10, 11, 12

**Length:** 1 year

**Credit:** 1

**Prerequisite:** *Application and program acceptance.* Air Force Junior ROTC is a leadership and citizenship program. Students will be selected based on teacher recommendation and a completed application – space is limited. First-year cadets study Science of Flight, Health and Fitness, leadership and drill. Topics also include the history of the flag, the structure of the Air Force and the opportunity to join the Drill Team or Color Guard. Student-led community service, social and educational events are part of the program. Cadets will be issued a uniform, which must be worn one day per week, and cadets are required to meet USAF hair and grooming standards while in uniform.

## **AFJROTC 2 (Second-year Cadets): CT210Y**

**Open to:** 10, 11, 12

**Length:** 1 year

**Credit:** 1

**Prerequisite:** *AFJROTC 1, Instructor Recommendation*

Air Force Junior ROTC is a leadership and citizenship program. Students will be selected based on teacher recommendation. Second-year cadets study Science of Flight, Health and Fitness, leadership and drill. Topics also include communication, conflict resolution and leadership styles, with an opportunity to join the Drill Team or Color Guard. Student-led community service, social and educational events are part of the program. Cadets will be issued a uniform, which must be worn one day per week. Cadets are required to meet USAF hair and grooming standards while in uniform.

## **AFJROTC 3 (Third-year Cadets): CT310Y**

**Open to:** 11, 12

**Length:** 1 year

**Credit:** 1

**Prerequisite:** *AFJROTC 2, Instructor Recommendation*

Air Force Junior ROTC is a leadership and citizenship program. Students will be selected based on teacher recommendation. Third-year cadets study Science of Flight, Health and Fitness, leadership and drill. Topics also include communication, conflict resolution and leadership styles, with an opportunity to join the Drill Team or Color Guard. Student-led community service, social and educational events are part of the program. Cadets will be issued a uniform, which must be worn one day per week. Cadets are required to meet USAF hair and grooming standards while in uniform.

## **AFJROTC 4 (Fourth Year Cadets): CT410Y**

**Open to:** 12

**Length:** 1 year

**Credit:** 1

**Prerequisite:** *Approval of Instructor, 3 years of JROTC experience*

The Mission of Air Force JROTC is to develop citizens of character. Students must have completed AFJROTC 3 and have instructor approval to enter AFJROTC 4. Fourth-Year Cadets study Science of Flight, Health and Wellness, and Leadership. Topics also include communication, management, personal leadership styles and other related topics. They also have an opportunity to join the Drill Team or Color Guard. Fourth-Year students are expected to assume active leadership roles in the Corps. They will organize, plan and manage cadet activities throughout the academic year. Cadets will be issued a uniform, which must be worn one day per week. Cadets must also meet all applicable USAF hair and grooming standards while in uniform.

# BUSINESS EDUCATION

## **ACCOUNTING 1: CT233Y**

**Open to:** 10, 11, 12

**Length:** 1 year

**Credit:** 1

**Prerequisite:** *None*

Students will learn to apply basic accounting principles as they complete financial records for a sole proprietorship, a partnership, and a corporation. Emphasis will be on understanding the complete accounting cycle, accounting terminology, and the importance of accurate financial records in a profitable and successful business enterprise. Career opportunities in the field of accounting will be an integral part of the instruction. **12104A001**

**ACCOUNTING 1 HONORS: CT234Y****Open to:** 10, 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** None

Students study the basic accounting principles covered in Accounting 1 at an accelerated pace. In addition, students will: (1) learn to use specialized computer software to solve accounting problems, (2) complete a minimum of two comprehensive, computer-based accounting simulations, (3) be responsible for independent exploration of accounting career opportunities, and (4) apply advanced mathematical concepts to the solution of business/accounting problems. Students that are successful in this course typically completed Algebra 1 with a "B" or better. **12014A001**

**BLACKHAWK TECHNICAL SUPPORT: CT320Y****Open to:** 9, 10, 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** None

Blackhawk Technical Service will offer students hands-on learning from the onset. From repairing every day breaks on the district Chromebooks to diving deep into the technical aspects of repair, students will learn the ins and outs of a break and fix shop. BTS will be the first response to all building Chromebook service requests. Students will take client tickets, troubleshoot devices, diagnose, repair, and return the device. There will be opportunities to earn Microsoft Office (MOS), Google, and CompTIA A+ certifications. Students can retake this course multiple times, each providing a unique experience and opportunity for advancement.

**BUSINESS AND PERSONAL LAW 1: CT363F****Open to:** 11, 12**Length:** 1 semester**Credit:** .5**Prerequisite:** None

This introductory law class focuses on ethics and the law, the sources of the law, the structure of our court systems, civil law versus criminal law, the various types of torts and crimes, and contract law. Students develop stronger skills in the areas of reading and writing, persuasive and public speaking, critical thinking, and research and analysis through course work and participation in a mock trial. **12054A001**

**BUSINESS AND PERSONAL LAW 2: CT364S****Open to:** 11, 12**Length:** 1 semester**Credit:** .5**Prerequisite:** None

This second semester of law further examines contract law as it applies to the law of sales, consumer law, agency law, employment law, property law, and banking law. Students will continue to develop skills in the areas of reading and writing, persuasive and public speaking, critical thinking, and research and analysis through course work and participation in mock trials. **12054A001**

**COMPUTER SCIENCE A PLTW HONORS: CCCT320Y****Open to:** 11, 12**Length:** 1 year**Credit:** 1

This is a Project Lead the Way Course designed as a hands-on computer experience that exposes students to practical examples of the computer as a useful desktop publishing tool. Students will design and create flyers, advertisements, newsletters, brochures, booklets and other publications. Students will be exposed to up and coming new technologies.

**10152A000****COMPUTER SCIENCE PRINCIPLES PLTW HONORS: CT221Y****Open to:** 10, 11**Length:** 1 year**Credit:** 1**Prerequisite:** none

Computer Science Principles (CSP) is a PLTW course to implement the new AP CS Principles framework of the College Board. The students will work in teams to develop computational thinking and solve problems. The course does not aim to teach mastery of a single programming language but aims instead to develop computational thinking, to generate excitement about the field of computing, and to introduce computational tools that foster creativity. The course also aims to build student awareness of the tremendous demand for computer specialists and for professionals in all fields who have computational skills. Each unit focuses on one or more computationally intensive career paths. The course also aims to engage students to consider issues raised by the present and future societal impact of computing. Programming languages including Python, Scratch, MIT APP Inventor, PHP, MySQL, and HTML/CSS/JavaScript.

**CYBER SECURITY PLTW HONORS: CCCT420Y P2P****Open to:** 12**Length:** 1 Year**Credit:** 1**Prerequisite:** *Computer Science A*

Identify cybersecurity threats and protect against them. Detect intrusions and respond to attacks. Begin to examine your own digital footprint and better defend your own personal data. Learn how organizations protect themselves in today's world. Whether seeking a career in the growing field of cybersecurity or learning to defend their own personal data or a company's data, students in Cybersecurity establish an ethical code of conduct while learning to defend data in today's complex cyber-world. Students will apply their learning at the end of this course to breach and defend a network in a blue team/red team scenario.

**ENTREPRENEURSHIP: CT365S****Open to:** 10, 11, 12**Length:** 1 semester**Credit:** .5**Prerequisite:** *None*

If you have ever dreamed of owning your own business, this course can help you. Creating and operating a small business requires hard work. You will explore the nature of entrepreneurship and what makes a successful entrepreneur. You will be collaborating ideas, writing a business plan and exploring strategies for purchasing, pricing, selling, promotion, financing, and staffing. **12053A001**

**INTRODUCTION TO CODING AND APP DEVELOPMENT: CT143Y****Open to:** 9, 10, 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** *None*

The students will build their first app in the first week of the course using the same tools that developers use to build apps that are running on iOS devices. The students will learn how to construct and apply each element of a mobile app, including views and view controllers, object-oriented principles and much more while writing code in Swift. **15052A001**

**INTERNATIONAL BUSINESS: CT366F****Open to:** 10, 11, 12**Length:** 1 semester**Credit:** .5**Prerequisite:** *None*

This course is designed to relate marketing, business, management and economic principles to the interdependence of nations all over the globe. The content areas are designed to develop the appreciation, knowledge, skills, and abilities needed to live and work in a global marketplace. The students will develop an understanding of how cultural values and expectations affect the interactions between businesses dealing globally. The class will provide the students with opportunities to explore careers in international business. The development of an international business plan will also be an integral part of this course.

**INTRODUCTION TO BUSINESS 1: CT101F****Open to:** 9, 10, 11, 12**Length:** 1 semester**Credit:** .5**Prerequisite:** *None*

This is the first or introductory course in the business education curriculum. Introduction to Business 1 explores the role and purpose of business in our economic system with emphasis on what everyone should know to function effectively as a consumer and a worker in a free-enterprise economy. Units will include marketing, accounting, business law, entrepreneurship, and international business. **12001A001**

**INTRODUCTION TO BUSINESS 2: CT102S****Open to:** 9, 10, 11, 12**Length:** 1 semester**Credit:** .5**Prerequisite:** *None*

This is a continuation of the study as described in Introduction to Business 1. Focus is on the student as an independent member of society focusing on career and individual financial planning. A student may take either semester or both semesters as an independent course. **12001A001**

**SPORTS AND ENTERTAINMENT MARKETING ESSENTIALS 1: CT235F****Open to:** 10, 11, 12**Length:** 1 semester**Credit:** .5**Prerequisite:** *None*

Students will explore the world of marketing in today's global competitive marketplace with the focus on sports & entertainment. Content includes examining how marketing impacts society, the basics of marketing, marketing for E-Commerce, developing the promotional mix, and using marketing research. **12055A001**

## **SPORTS AND ENTERTAINMENT MARKETING ESSENTIALS 2: CT236S**

**Open to:** 10, 11, 12

**Length:** 1 semester

**Credit:** .5

**Prerequisite:** None

This course begins by reviewing the marketing concepts and interpersonal skills vital for a career in management and marketing, focusing on sports and entertainment. Units of study include developing marketing strategies, determining the best price, developing the promotional mix (advertising and sales promotions, developing new products, and selling to satisfy the customer. Students' projects include developing sales presentations, creating promotional materials, and planning products and packaging. **12055A001**

## **VIRTUAL ENTERPRISES INTERNATIONAL (VEI): CT500F**

**Open to:** 11, 12

**Length:** 1 year

**Credit:** 1

VEI is a business capstone course that operates as a simulated business environment. Students will be involved in every aspect of running the business including sales, marketing, accounting, operations, professional development, etc. Students will work with other entities throughout the community to build and run their company. Students will develop initiative, creativity, responsibility, oral and written communication skills, as well as collaboration skills. In addition, this program enables participants to experience careers, acquire global economic knowledge, develop interpersonal and organizational skills, utilize technology as applied in business and gain a clear understanding of how employees work together to meet the goals of a company. **12052A001**

# HEALTH SCIENCES

## **BUSINESS INFORMATION SYSTEMS:**

**Open to:** 11, 12

**Length:** 1 semester

**Credit:** 1

**Prerequisite:** *This is a junior-level course within the Health Science pathway. Students should consider taking previous course work.*

This introductory computer course emphasizes technology literacy for the purposes of enhancing business decision making, providing business intelligence, and improving organizational efficiency and effectiveness. Students will find the course topics and skills learned useful in their current and future academic and business careers. Microsoft Office technologies are used for common desktop applications, and a variety of tools are used for Web applications.

## **HEALTH OCCUPATIONS AND COMMUNICATIONS: CT171Y**

**Open to:** 9, 10, 11, 12

**Length:** 1 year

**Credit:** 1

**Prerequisite:** None

The course will provide in-depth information about 5 health occupations career pathways: Biotechnology (Medical Scientist, Biomedical Engineers, etc.), Support Services (Phlebotomists, Pharmacy Aides, Veterinary Assistants, etc.), Health Informatics (Health Information Technicians, Medical Transcriptionists, etc.), Diagnostic Services (Radiologic Technician, Surgical Assistant, Veterinary Technologists, etc.) and Therapeutic Services (Athletic Trainers, Art Therapist, Dental Hygienists, Registered Nurse, Doctors, etc.). The information will include occupational and educational opportunities, physical, emotional and attitudinal requirements. Exposure to foundation skills and knowledge in medical-related math, legal and ethical issues and lab safety related to most health care professions will be included. This course will also develop communication skills needed to speak with and document patient interactions, residents, physicians and other medical staff in a variety of settings and circumstances.

## **LEGAL AND ETHICAL ISSUES IN HEALTHCARE:**

**Open to:** 10, 11, 12

**Length:** 1 semester

**Credit:** .5

**Prerequisite:** *Health Occupations and Communications*

Legal and ethical issues applicable to health information are emphasized within this course. Emphasis is placed on the purposes and goals of the Health Insurance Portability and Accountability Act of 1996 (HIPAA) Privacy and Security rules. Course topics examine privacy, confidentiality and the security of the health record, access to patient health information; release of health information (ROI) policies and procedures; professional and practice-related ethical issues in health information management.

**MEDICAL INSURANCE AND REIMBURSEMENT: CCHA431S/CCHA430Y****Open to:** 11, 12**Length:** 1 semester**Credit:** .5

**Prerequisite:** *This is a junior-level course within the Health Science pathway. Students should consider taking previous course work.*

Reimbursement and payment systems of health insurance payers are examined, highlighting private and governmental policies. Major classes of health insurance contracts are examined with an emphasis on benefits and limitations. This course will run as a 75 minute block period and be located at the West Aurora Learning Center.

**MEDICAL OFFICE PROCEDURES: CCHA430F/CCHA430Y****Open to:** 11, 12**Length:** 1 semester**Credit:** .5

**Prerequisite:** *This is a junior-level course within the Health Science pathway. Students should consider taking previous course work.*

Students learn about effective organizational and medical office management, professional organizations, legalities and ethics. The role and responsibilities of the administrative medical assistant are emphasized. This course will run as a 75 minute block period and be located at the West Aurora Learning Center.

## FAMILY AND CAREER

**ADVANCED FOODS: CT237Y****Open to:** 10, 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** *Intro to Foods 1 and 2*

The first semester of this course will provide students the experience of how food and its preparation varies by region and by country. Students will learn about different ingredients and techniques to broaden their culinary horizons. The second semester will focus on the art of baking and pastries. The emphasis on this course will be on how to prepare meals as a life-skills for home use. **16054A002**

**CULINARY ARTS 2: CT371Y****Open to:** 10, 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** *Intro to Foods 1, Intro to Foods 2 and teacher recommendation*

This course explores culinary arts careers and general job-related skills. The students receive hands-on experience in the Blackhawk Cafe, a student-run restaurant, by rotating through various positions in management and the restaurant operation. Students will earn an industry-recognized Food Handler Certification. **16055A001**

**CULINARY ARTS 3: CT481Y****Open to:** 11, 12**Length:** 1 year**Credit:** 2 (2 periods per day)**Prerequisite:** *Culinary Arts 2 and teacher recommendation*

Students will learn in a hands-on nature in the Blackhawk Cafe, the student-run restaurant, and is designed to prepare students for a management position in the culinary arts industry. Students will gain experience managing the front and back of the house operations. Students will earn an industry-recognized Serve Safe Food Handler Certification. **16055A001**

**CULINARY ARTS 4: CT485Y****Open to:** 11, 12**Length:** 1 year**Credit:** 2 (2 periods per day)**Prerequisite:** *Culinary Arts 3 and/or teacher approval*

This course explores culinary arts careers and general job-related skills. The students receive hands-on experience in the Blackhawk Cafe, a student-run restaurant, by rotating through various positions in management and the restaurant operation. Students will earn an industry-recognized Serve Safe Food Manager certification. **16055A001**

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**EARLY CHILDHOOD OCCUPATIONS 1: CCCT244Y****Open to:** 10, 11, 12**Length:** 1 year**Credit:** 2**Prerequisite:** *Child and Parent Development and positive academic, behavioral and attendance record.*

This course is designed to provide students interested in a career in early childhood with information and practical experiences needed for the development of job-related competencies. Students are provided laboratory experiences in the Little Learners Preschool. Students will be expected to develop appropriate skills in program development and in assisting with children's developmentally appropriate activities. Classroom study is concerned with the philosophy and management of childcare centers and the state and local regulations governing caregiving operations. The main learning experiences will involve actual work with children in situations that simulate those found in business and industry, as well as preparation for that activity. Employability skills such as relating to maintaining a safe and healthy environment and maintaining a business-like image are included. Students will have the opportunity to begin the preparation of a professional portfolio. **19054A001**

**EARLY CHILDHOOD OCCUPATIONS 2: CCCT374Y****Open to:** 10, 11, 12**Length:** 1 year**Credit:** 2**Prerequisite:** *Early Childhood Occupations 1*

This course continues the learning begun in Early Childhood Occupations 1. The emphasis is on caring for preschoolers, elementary school students and special needs children. Specific areas of learning include: career opportunities, communication skills, human relations, administration, and community resources. The major learning experiences involve actual work with children in facilities that simulate those found in industry, and discussion of the learning and problems which arise from that activity. Positive attitudes toward cultural diversity will be encouraged. Employability skills such as adapting to change, performing mathematical skills, working and communicating with others are included. Students will continue the development of their professional portfolio. **19054A001**

**FASHION DESIGN 1: CT134Y****Open to:** 9, 10, 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** *None*

The first semester consists of units in color, line and design. Students will learn how to operate a sewing machine and complete three sewing projects. The projects include a sewing tote and pajama bottoms. The second semester consists of units in textiles including natural and fabricated fibers as well as advanced seam finish samples and three clothing projects. The projects include a shirt pants or skirt with a zipper and a third project based on individual needs and experience. Students are required to purchase materials for garments. **19201A001**

**FASHION DESIGN 2: CT258Y****Open to:** 10, 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** *Fashion Design 1*

First semester is designed to improve the sewing skills of students. The course consists of the construction of three clothing projects. These would include a lined jacket and a project constructed using the serger machine. Students are required to purchase materials for garments. The second semester is designed to continue to improve the sewing skills of students. The course consists of learning how to work with plaid fabric and the construction of three advanced, challenging projects. Continued use of the serger machine is included. Students are required to purchase materials for garments. **19203A001**

**FASHION MERCHANDISING: CT368Y****Open to:** 10, 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** *Fashion Design 1 or 2 recommended but not required*

This course traces the development of fashion and the retail industry. Student activities include: examining styles, fashion terminology, predicting fashion trends, creating visual displays, wardrobing with professional career portfolios, and researching the fashion history. Highlights include a field trip to a costume shop and presentations by professionals in the fashion industry. Units include product planning, promotion and development of retail merchandise and visual display. The second semester includes the planning and production of a fashion show; researching fashion careers and pathways and learning about designers. This course will include the planning and operations of the school store. *Students are required to have transportation to and from fashion show practices and model fittings.* **12153A001**

**INTRO TO FOODS 1: CT113F, CT114S****Open to:** 9, 10, 11, 12      **Length:** 1 semester**Credit:** .5**Prerequisite:** *None*

This course consists of units in nutrition, equipment, measuring, and sanitation. Students will develop life-long culinary skills. Food Science Principles and culinary techniques are applied as students prepare a variety of recipes in the lab. There is an emphasis on healthy eating and nutrition. The goal of this course is to develop culinary skills that can be used at home and in the culinary profession. Career exploration in related fields will be incorporated. **16054A001**

**INTRO TO FOODS 2: CT115F, CT116S****Open to:** 9, 10, 11, 12      **Length:** 1 semester**Credit:** .5**Prerequisite:** *Intro to Foods 1*

This course consists of additional units in food preparation, team and leadership responsibilities that were developed during Introduction to Foods 1. This course provides students with background information on the culinary arts field and begins to expose students to different career choices through classroom work. The goal of this course is to continue to develop culinary skills that can be used at home and in the culinary profession. Career exploration in related fields will be incorporated. **16054A001**

**INDEPENDENT STUDY FASHION DESIGN: CT372F, CT373S****Open to:** 11, 12      **Length:** 1 semester**Credit:** .5**Prerequisite:** *Fashion 2 and consent of the instructor*

Independent Study is designed to give students the opportunity to further expand sewing skills and develop new techniques. Arrangements and independent study contracts are to be drawn up between student and instructor. Students will be required to purchase materials for projects. **19203A001**

**INTERIOR DESIGN: CT123Y****Open to:** 9, 10, 11, 12      **Length:** 1 year**Credit:** 1**Prerequisite:** *None*

This course will include a study of housing needs, housing styles, principles and elements of design, color, furniture styles, and floor plans. Students will have the opportunity to explore the world of interior design and how it can be applied to both personal and work experience. This course consists of many hands-on projects. **22211A001**

**INTERIOR DESIGN INDEPENDENT STUDY: CT369 F/S/Y****Open to:** 10, 11, 12      **Length:** 1 year**Credit:** 1**Prerequisite:** *Interior Design and an Interest in Competing in the FCCLA Interior Design STAR Project*

Students will build upon their knowledge of Interior Design by completing the FCCLA Interior Design STAR project to meet all of the requirements specified by the client description. During the first 7 weeks of the course, course content will focus on culture and societal influences on housing, recognizing and selecting furniture styles, as well as lighting and accessories. The client profile is revealed by FCCLA on October 1st annually. From that point forward, student designers would be designing an entire residential home to meet the specifications of the client. Students would be able to compete with this design project at FCCLA regional competition in February if they are members of FCCLA. The student will then have the opportunity to qualify for state and nationals based on their performance at each level.

**PARENTING AND CHILD DEVELOPMENT: CT124Y****Open to:** 9, 10, 11, 12      **Length:** 1 year**Credit:** 1**Prerequisite:** *None*

This course addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of young children. The students will gain knowledge about the physical, mental, emotional, and social growth and development of children from conception to preschool age, emphasizing the application of this knowledge in childcare settings. In addition, child-related careers are addressed in this program. We study the change in family structures, characteristics of a mature parent, human reproduction, prenatal development, and childbirth. To develop the skills of parenting, the students will bring home a Reality Works RealCare Baby that simulates the parenting experience. Students will also have the opportunity to earn an ECE Credential Level 1 Certificate through the Gateways to Opportunity program. This early care and education training introduces students to general child development, health and safety, environments for children (infants through school age), and the importance of relationships with children and their families. Successfully completing this 48-hour training and 10 hours of observation will result in the award of the Level 1 ECE Credentialing, and the opportunity to utilize many scholarships available. Additionally, the credentialing provides the opportunity for career-readiness once graduated from high school if students choose to enter into a childcare-related career.



**REAL WORLD READINESS: CT125F, CT125S****Open to:** 11, 12      **Length:** 1 semester**Credit:** .5**Prerequisite:** None

This is a one-semester course designed to prepare individuals to make decisions for their future. A heavy focus is placed on the experiences, skills, and responsibilities students need to form healthy, mature and successful relationships in their adult lives, whether at home or in a work environment. A growing expectation for today's graduate is the ability to work effectively in a diverse environment; thus, students will learn how to strengthen communication and conflict management skills, utilize problem-solving methods, develop management processes and practice coping skills. In addition, students will discover potential careers, specifically thinking about a "dream" job, write a resume, and participate in a mock interview to gain employability skills. The responsibilities of being independent and managing resources are also strongly emphasized. Lastly, students will learn money management and financial literacy skills including researching the expenses of selecting an apartment or home, buying a new car and will explore maintaining checking and savings accounts, paying taxes and keeping a budget. **19053A001**

## PROJECT LEAD THE WAY

**PATHWAY TO ENGINEERING**

Project Lead the Way's (PLTW) premier high school program, "Pathway to Engineering" is a dynamic four-year course of study that can be integrated into a student's core curriculum high school program while providing the student with real-world learning and hands-on experience. The combination of traditional math and science courses with innovative Pathway to Engineering courses prepares students for college majors in engineering and engineering technology fields. This program is highly recommended for students interested in engineering and technology-related career paths. "Pathway to Engineering" courses engage high school students through a combination of activities-based, project-based, and problem-based (APPB) learning. APPB learning not only creates an environment for applying engineering concepts to real problems, but also prepares students to; solve problems, participate as part of a team, lead teams, speak to a public audience, conduct research, understand real-world impacts, analyze data, and learn outside the classroom. Project Lead the Way provides an excellent foundation for addressing and implementing real solutions to real problems with contemporary technology and applied logic.

**ENGINEERING DESIGN AND DEVELOPMENT – HONORS: CT301Y P2P****Open to:** 10, 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** *Introduction to Engineering or Principles of Engineering*

The knowledge and skills students acquire throughout PLTW Engineering come together in EDD. In this course, students identify an issue and then research, design and test a solution. Ultimately presenting their solution to a panel of practicing engineers. Students apply the professional skills they have developed to document a design process, and they complete EDD ready to take on any post-secondary program or career.

**CIVIL ENGINEERING AND ARCHITECTURE- HONORS: CT302Y P2P****Open to:** 10, 11, 12**Length:** 1 Year**Credit:** 1**Prerequisite:** *Introduction to Engineering Design, Successful completion of POE recommended*

Civil Engineering and Architecture (CEA) is a "specialization" course in the Project Lead the Way Engineering program. In CEA students learn important aspects of building and site design and development. They apply math, science and standard engineering practices to design both residential and commercial projects by documenting their work using 3D design software.

**CYBER SECURITY PLTW HONORS: CCCT420Y P2P****Open to:** 12**Length:** 1 Year**Credit:** 1**Prerequisite:** *Computer Science A*

Identify cybersecurity threats and protect against them. Detect intrusions and respond to attacks. Begin to examine your own digital footprint and better defend your own personal data. Learn how organizations protect themselves in today's world. Whether seeking a career in the growing field of cybersecurity or learning to defend their own personal data or a company's data, students in Cybersecurity establish an ethical code of conduct while learning to defend data in today's complex cyber-world. Students will apply their learning at the end of this course to breach and defend a network in a blue team/red team scenario.

**INTRODUCTION TO ENGINEERING: CT150Y P2P****Open to:** 9, 10, 11, 12**Length:** 1 Year**Credit:** 1**Prerequisite:** None

Introduction to Engineering Design (IED) is a high school level foundational course in the PLTW Engineering Program. In IED, students are introduced to the engineering profession through a common approach to the solution of engineering problems and an engineering design process by applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work. **21006A001**

**PRINCIPLES OF ENGINEERING - HONORS: CT201Y P2P****Open to:** 10, 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** *Introduction to Engineering*

This course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study. Students have an opportunity to investigate engineering as a career. POE gives 22 students the opportunity to develop skills and understanding of course concepts through related activities, projects, and problem-based learning, and teamwork which challenges students to continually hone their interpersonal skills, creative abilities, and problem-solving skills based upon engineering concepts. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education. Students will employ engineering and scientific concepts in the solution of engineering design problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students will also learn how to document their work and communicate their solutions to their peers.

## TECHNOLOGY

**ADVANCED 2-D CAD TOPICS CAD120 – DUAL CREDIT- HONORS: CTDC505F****Open to:** 10, 11, 12**Length:** 1 semester**Credit:** .5 (WHS)**Prerequisite:** CAD 102

This class would be ideal for students interested in Engineering, Architecture, and Drafting. The course will prepare you for college and real-world applications. This course is a continuation of CAD102. Students learn how to properly create and detail orthographic views with both conventional and geometric tolerances. Students learn how to properly annotate working drawings according to ANSI-ASME standards. Additional topics of study include; dynamic blocks, block attributes, external reference files, assembly layouts, bill of materials, fasteners and weldments. **21106A001**

**AUTO CAD 2-D 102 DUAL CREDIT – HONORS: CTDC503S P2P****Open to:** 12**Length:** 1 semester**Credit:** .5 (WHS)**Prerequisite:** CAD100

This class would be ideal for students interested in Engineering, Architecture, and Drafting. The course will prepare you for college and real-world applications. This course provides students who have elementary manual drafting skills with basic competencies in computer-aided drafting on microcomputers using AutoCAD, the most widely used micro-CAS software in the United States. It is recommended that students have PC experience with MS Windows and basic keyboarding skills. Repeatable to a maximum of 12 semester hours; 3 semester hours may apply to a degree or certificate. **21106A002**

**AUTO CAD 3-D CAD200 DUAL CREDIT – HONORS: CTDC506S P2P****Open to:** 12**Length:** 1 semester **Credit:** .5 (WHS)**Prerequisite:** CAD 120

This class would be ideal for students interested in Engineering, Architecture, and Drafting. The course will prepare you for college and real-world applications. This course covers the basics of 3-D modeling using AutoCad. Students are introduced to 3-D wire, 3-D meshed, 3-D surface, 3-D solid modeling, and 3-D parametric modeling. Students learn the concepts and techniques required in all 3-D modeling programs including; 3-D coordinates, 3-D viewing, 3-D boundary represented construction geometry, Boolean constructive, various 3-D editing techniques, and creating 2-D layouts from 3-D models. Models are built using additive manufacturing. **21106A002**

**AUTOMOTIVE 1: CCCT308Y****Open to:** 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** *None*

Automotive Technology I introduces the student to the wide field of auto repair. The class is divided into four main areas of study: brakes; steering and suspension; electrical; engine repair and computer controls. Students will receive classroom instruction and time in the lab to complete hands-on repairs to vehicles. Students are instructed on how to locate service data, determine what is important and use that information to troubleshoot and repair automobiles. Students must supply their own safety glasses and safety boots.

**AUTOMOTIVE 2: CCCT480Y****Open to:** 12**Length:** 1 year**Credit:** 1**Prerequisite:** *None*

Automotive Technology II is an extension of Automotive Technology I. While the focus is still on the four main areas of study from Auto I, the course is project-based and students are allowed input into what topics are covered. Students are encouraged to suggest or bring in their own projects and are given more time in the lab to complete larger repairs. However, all projects must be approved by the instructor. Students must supply their own safety glasses and safety boots. Tools will be provided.

**BASIC WOODS: CT248F P2P****Open to:** 9, 10, 11, 12**Length:** 1 semester**Credit:** .5**Prerequisite:** *None*

This is an introductory course offering a general background in woodworking tools, materials, and processes. It considers the broad field of woodworking, emphasizing its importance to the community and its occupational and recreational opportunities. Students are expected to develop a cooperative attitude, to gain a sense of pride in a job well done, to learn to use safe working practices, to gain knowledge of design, and to use working drawings. **13052A001**

**BASIC TECHNICAL DRAWING CAD100 DUAL CREDIT: CTDC502F****Open to:** 10, 11, 12**Length:** 1 semester**Credit:** .5 (WHS)**Prerequisite:** *Concurrent enrollment or a "C" or better in Geometry or Geometry - Honors*

This class would be ideal for students interested in Engineering, Architecture, and Drafting. The course will prepare you for college and real-world applications. This course includes study and practice in instrument drawing, lettering, technical sketching, geometric constructions, multi-view projection, pictorial drawing, section view, auxiliary view, conventions and drawing reproduction. **21106A001**

**BUILDING TRADES: CT380Y****Open to:** 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** *Machine Woodworking or Teacher recommendation*

This survey course provides an introduction to the construction industry, including career paths in estimating, site supervision, project management, and the trades. This course is designed to develop skills with hand tools and power machines that are used by the construction industry. Activities in the following areas will be covered in the classroom and lab: carpentry, plumbing and electrical, building trade's math, and building materials used. **17002A001**

**DIRECTED STUDY IN INDUSTRIAL OCCUPATIONS: CT484Y P2P****Open to:** 12**Length:** 1 semester**Credit:** 1**Prerequisite:** *Successful completion of competencies in appropriate Industrial courses as determined by the instructor.*

The VALEES Directed Study Program is designed for students interested in pursuing careers in Industrial Occupations who have completed or are completing course work in an approved program at their high school and/or area vocational center. Students enrolled in this program have the opportunity to participate in advanced learning and experiences in Industrial occupations provided through private or public sector internships or community college course work supported by the local school district. An education plan is developed with a high school or career/vocational center instructor to address individual student career goals. This course can be repeated with credits awarded of 1.0/semester. Students enrolled in secondary programs may earn both secondary and community college credit. Transportation required for participation in this program is the responsibility of the student. In many cases, regular schedules will have to be adjusted for participation and travel times if activities are scheduled during regular school hours.

**EXPLORING MANUFACTURING: CT126Y****Open to:** 9, 10, 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** *None*

This orientation course introduces students to the basic skills in many areas of industrial technology. The course provides students with information and units of instruction as outlined in the Illinois Plan for Industrial Education. Specific units of instruction include: Graphic Communication, Technical Drafting and Production Technology. This course allows students to survey the different Technology courses offered at the high school. Students will have the opportunity to design and create projects related to these specific courses. **21052A002**

**MACHINE WOODWORKING: CT250F P2P****Open to:** 9, 10, 11, 12**Length:** 1 semester**Credit:** .5**Prerequisite:** *Basic Woods*

This course is designed for the student desiring to increase his/her knowledge of woodworking, emphasis is placed on more advanced machine procedures, set-ups, maintenance, and safety. All of our machines will be used in this class, and instruction aimed at skill and safety. Lab fee paid per project. **17007A001**

**PRECISION MACHINING 1: CCCT360Y P2P****Open to:** 11, 12**Length:** 1 year**Credit:** 1film**Prerequisite:** *Exploring Manufacturing and/or CAD Technical Drawing*

This course introduces students to the basic skills and machines needed in Precision Machining and Manufacturing. Students will learn Shop and General Tool Safety, receive OSHA 10 certification, Metallurgy and Periodic Table studies, Cartesian Coordinate System for tool path and code writing, and Tool build-up and tear-down. Students gain machining skills while working with Clausing Lathes, Clausing and TRAK Milling machines, Clausing Surface Grinders, Clausing and JET drill presses, and HAAS CNC Lathe and Mini-Mill Machines. In addition, students learn the basics of Blueprint Reading, Precision Measuring, Project Layout and Creation, and what it takes to make a product from scratch through the Engineering Design Loop.

**PRECISION MACHINING 2: CCCT460Y****Open to:** 12**Length:** 1 year**Credit:** 1**Prerequisite:** *Machining 1*

This course provides a more in-depth skill development in various types of precision tool operation, especially using mills, lathes, and surface grinders to perform machining tasks. Power cutoff saws and power band saws are also covered. Students also learn the coding and use of computer and numerical controlled machining. Students enrolled in this course will have the opportunity to participate in a semester-long internship with a local employer. This course will run as a 75 minute block period and be located at the Weisner Family Center for Career Development.

**TECHNICAL DRAFTING 1: CT246F****Open to:** 10, 11, 12**Length:** 1 semester**Credit:** .5**Prerequisite:** *None*

This class would be ideal for students interested in Engineering, Architecture, and Drafting. The course will prepare you for college and real-world applications. This course offers students experience in the basic principles of drafting including: shape and size description of objects, drawings of section and pictorial views, making assembly drawings, and using basic descriptive geometry procedures on a computer with a two-dimensional drafting program. **21106A001**

**TECHNICAL DRAFTING 2: CT246S****Open to:** 10, 11, 12**Length:** 1 semester**Credit:** .5**Prerequisite:** *Technical Drafting 1*

This class would be ideal for students interested in Engineering, Architecture, and Drafting. The course will prepare you for college and real-world applications. Students will progress from the basic fundamentals of drafting to the detailed study of machine drawings including: dimensioning, section views, auxiliary view, developments, pictorial views, threads and fasteners, drawing file management, documentation, and plotting drawings through a computer system. **21106A002**

**VOCATIONAL WOODWORKING: CT379Y****Open to:** 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** *Machine WoodWorking*

This course is designed for the student desiring to increase the knowledge and skills obtained in Machine WoodWorking. The major focus of the class is on designing, planning, material selection, joinery, construction techniques, and finishing procedures. Woodworking trades such as carpentry and pattern making are studied. Lab fee paid per project required.

**17007A002****WELDING 1: CCCT340Y P2P****Open to:** 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** *CAD and/or Basic Technical Drawing preferred*

The course assists students in gaining the knowledge and developing the basic skills needed to be successful in welding technology. Students will review blueprint reading, learn welding health and safety procedures, understand the different types of welding processes (Oxy/Fuel Cutting, Plasma Cutting, SMAW, GMAW, Oxy/Acetylene Welding, and GTAW). They will also understand and be tested using the American Welding Society's numbering system for the various types of welding process. Units of instruction also include life/Job soft skills (Resume and Cover Letter), Daily Record Keeping (Journals), Metallurgy, Precision Measuring, Layout and Production Process.

**WELDING 2: CCCT440Y P2P****Open to:** 12**Length:** 1 year**Credit:** 1**Prerequisite:** *Welding 1*

This course builds on the skills and concepts introduced in Welding Technology I and provides a more in-depth skill development in various types of welding including horizontal, vertical, overhead, forehand/backhand and circular techniques. The students will need to demonstrate their understanding and skill development of the different types of welds, basic geometric methods of joint design, metals, welding wires, electrodes, gases, and the various types of power sources. The students also explore the use of robotic and automated production welding. Students enrolled in this course will have the opportunity to participate in a semester-long internship with a local employer. This course will run as a 75 minute block period and be located at the Weisner Family Center for Career Development.

# ENGLISH

## FRESHMAN

Freshman Literacy

Freshman English

Freshman English Honors

## SOPHOMORE

Sophomore English

Sophomore English Honors

## JUNIOR

Junior English

American Studies

AP Language & Composition-H

## SENIOR ELECTIVES

Creative Writing

Journalism  
(10,11 or 12th)

Science Fiction

World Literature

British Literature

Senior English &  
Composition

Mass  
Communications

Film as Literature

African American  
Literature

Medical Research &  
Literature\*\*

AP Lit & Comp-H

AP Seminar-H\*

## SENIOR DUAL CREDIT COURSES

First year Comp 1

First year Comp 2

Fundamentals of  
Speech

\* AP Seminar – Is the sophomore course for SCET students that took Sophomore Honors as a freshman student.

\*\* Medical Research and Literature - Is currently proposed as a Senior English course for HOSA students.

### **AFRICAN AMERICAN LITERATURE: EN440Y**

**Open to:** 12

**Length:** 1 year

**Credit:** 1

**Prerequisite:** Successful completion of Junior level English or concurrent enrollment

African American Literature is a one-semester course that introduces senior-level students to the tradition, history and heritage of African American oration and writing that captures the African American perspective and provides students with the ability to see how that perspective is both unique to the culture and important and often under-represented aspect of American (and world) culture. This course will explore the African vernacular, the literature of slavery and freedom, the literary voices from Reconstruction through the Harlem Renaissance, and the modern contemporary African American literary perspective.



**AMERICAN STUDIES: EN316Y****N****Open to:** 11**Length:** 1 year**Credit:** 2**(1 US History, 1 Junior English 200)****Prerequisite:** *Sophomore English or Sophomore Honors, or teacher recommendation*

This course is a team-taught study of American culture with an emphasis on American history and literature integrated with the fine arts (music, paintings, material culture, architecture and films). With a chronological approach to the study of American life, students are exposed to higher-level thinking skills employed in group discussions and simulations. The teachers (History and English) are the lead facilitators, but the class members are also part of the team. Students are expected to read the required materials (primary and secondary sources) and to be prepared to participate in all aspects of the learning environment. This is a yearlong course, which meets for 2 periods. Students will receive one required credit in U.S. History, plus one required credit for Junior English 2. This course is highly recommended for those students who wish to exercise their creativity, improve their writing skills, and learn to connect many fields of knowledge resulting in an integrated look at America, past and present.

**AP LANGUAGE AND COMPOSITION – HONORS: EN321Y****N****Open to:** 11**Length:** 1 year**Credit:** 1**Prerequisite:** *Sophomore English or Sophomore Honors or Teacher Recommendation*

AP Language and Composition focuses on the analysis and interpretation of rhetorical strategies in fiction, non-fiction, drama, and poetry. The readings will focus on an overview of American literature from the 1600's to more contemporary pieces. In addition, students will produce intensive analytical and argumentative compositions that introduce complex ideas using specific evidence. Careful attention is given to the process of inquiry, research, drafting, editing, reviewing, and revising. A successful student in this course typically has earned a C or better in Sophomore English 200 or Sophomore English Honors.

**AP LITERATURE AND COMPOSITION – HONORS: EN436Y****N****Open to:** 12**Length:** 1 year**Credit:** 1**Prerequisite:** *Junior English or American Studies or AP Language and Composition or teacher recommendation*

AP Literature and Composition focuses on the analysis of literature through extensive and intensive reading, writing, and discussion. Beginning with an overview of major literary critics and critical methodologies, students will evaluate philosophical treatises, essays, short stories, novels, poetry and drama. This year-long seminar prepares the student for college-level rhetoric courses as well as the AP Literature and Composition test. Class discussion is a significant portion of the final grade. A successful student in this course has typically earned a C or better in Junior English 200 or American Studies or AP Language and Composition.

**AP SEMINAR – HONORS: EN437Y****N****Open to:** 10 & 12**Length:** 1 year**Credit:** 1**Prerequisite:** *Completion of Junior Level English or teacher recommendation*

The focus for this course is on English studies. Students will investigate real world issues from multiple perspectives to develop valid and credible arguments.

**BRITISH LITERATURE: EN430F, EN431S****N****Open to:** 12**Length:** 1 semester**Credit:** .5**Prerequisite:** *Junior English or AP Language & Composition or American Studies or teacher recommendation*

This course is a survey of British authors and works. Some works include *Beowulf*, *The Canterbury Tales*, Legends of King Arthur, *Macbeth*, and *Nineteen Eighty-Four*. This class provides an excellent background for the college-bound student. Essay writing and discussion are expected.

**CREATIVE WRITING: EN432F, EN433S****N****Open to:** 12**Length:** 1 semester**Credit:** .5**Prerequisite:** *Teacher recommendation*

This course will explore various types of prose and poetry writing. Students will write several original works that will be evaluated on established criteria. Students will write regularly and share their work with class members. Required reading of professional authors and poets will model writing tasks for the students. Major required projects will include a final short story of substantial length as well as a poetry writer's handbook. Students can expect to write every day in Creative Writing. They will be given a wide variety of homework assignments, ranging from keeping a journal for class to practice different writing techniques presented in class. A short story and poetry unit test will be given. This course is for students who truly enjoy writing. It will give students an opportunity to hone their writing skills and further develop their writing styles.



### **FILM AS LITERATURE: EN438F, EN438S**

**Open to:** 12      **Length:** 1 semester      **Credit:** .5

**Prerequisite:** *Junior English*

Students will be challenged to understand, evaluate, and teach others how multicultural authors' texts are interpreted through various media with an emphasis on film. Classes will discuss and debate how effectively text and interpretive films express minority views and values in conflict with a cultural majority in each American decade from the 1950's to the 2000's.

### **FIRST YEAR COMPOSITION I - ENG101 DUAL CREDIT: ENDC501F, ENDC501S**

**N**

**IAI 3.0 COLLEGE CREDIT COURSE**      **.5 WEST AURORA HIGH SCHOOL CREDIT**

**Open to:** 12      **Length:** 1 semester

**Prerequisite:** *20 or higher on English ACT or 480 or higher on Reading Writing SAT*

This course focuses on the writing and revising of expository essays and writing projects and is the first in a two-course sequence. It concentrates on the writing process, identifying and responding to different audiences and rhetorical situations, and understanding the conventions of format and structure in various discourse communities, including academic writing. Practice in critical thinking and essay development is emphasized. Successful students in this course have typically completed Junior English 200 with a C or better. Students who have completed AP Language and Composition are not eligible for this course as it is a repeat of focus and scope. NOTE: IAI General Education requires a "C" or better in this course.



### **FIRST YEAR COMPOSITION II - ENG102 DUAL CREDIT: ENDC502S**

**N**

**IAI 3.0 COLLEGE CREDIT COURSE**      **.5 WEST AURORA HIGH SCHOOL CREDIT**

**Open to:** 12      **Length:** 1 semester

**Prerequisite:** *A "C" or better in ENG101*

This course focuses on the writing, researching and revising of expository essays and writing projects. The second of a two-course sequence, it concentrates on the writing process, identifying and responding to different audiences and rhetorical contexts, and understanding the conventions of format and structure in various discourse communities, including academic writing. Practice in critical thinking and essay development is emphasized. Students write analytical and argumentative essays, including an academic research paper.

NOTE: IAI General Education requires a "C" or better in this course.

### **FUNDAMENTALS OF SPEECH AND COMMUNICATIONS: - DUAL CREDIT ENDC500F, ENDC500S**

**N**

**IAI 3.0 COLLEGE CREDIT COURSE**      **.5 WEST AURORA HIGH SCHOOL CREDIT**

**Open to:** 12      **Length:** 1 semester

**Prerequisite:** *Teacher recommendation*

This basic course in speech communication serves three primary goals: introduction to the theories of human communication, classroom experiences in a variety of communication situations, and evaluation of individual communicative behavior and public speaking. Successful students in this course have typically completed Junior English 200 with a C or better.

### **FRESHMAN ENGLISH: EN111Y**

**N**

**Open to:** 9, 10      **Length:** 1 year

**Credit:** 1

**Prerequisite:** *Performance Series test scores and Recommendation of the 8th-grade teacher*

This full-year course focuses on developing intensive writing skills by the creation of increasingly complex essay structures. The six trait writing system is used as a basis for student development. Grammatical concepts are emphasized and assessed through the writing process. Various source materials are used as a foundation for writing including Greek Mythology, exemplar essays, and selected plays and novels.

### **FRESHMAN ENGLISH -HONORS: EN112Y**

**N**

**Open to:** 9, 10      **Length:** 1 year

**Credit:** 1

**Prerequisite:** *Performance Series test scores and Recommendation of the 8th-grade teacher*

This full-year course focuses on developing writing skills by the creation of increasingly complex essay structures. The six trait writing system is used as a basis for student development. The entire course includes an extensive study of grammar alongside intensive essay writing skills of research, and organization. This course centers on a study of different types of texts as a basis for writing. Students are expected to be dedicated and maintain effective study habits.

**Open to:** 9                      **Length:** 1 year                      **Credit:** 1  
**Prerequisite:** *Performance Series test scores and Recommendation of the 8th-grade teacher*

**JOURNALISM: EN210Y**

This elective English course needs to be taken concurrently with their required English course. Seniors should discuss with their counselor if this course can be taken in place of senior English. This year-long course is designed to explore the components of journalistic writing through examples in the media today as well as the textbook. Through the explorations of features, news and sports articles, as well as editorials and reviews, students will gain an understanding of the rhetorical aspects of writing non-fiction to persuade, entertain, and inform. The effective journalism writer will demonstrate skills in reading, research, speaking and listening, and most importantly, the articulation of ideas clearly and factually through the writing of assigned articles. Much of the course will focus on students developing and improving their writing in a variety of styles and formats. Voice, tone, syntax, vocabulary, structure, and editing techniques (using AP Style) will be addressed in writing workshops as the formative assessments with publishable articles as the summative assessment.



**Open to:** 11                      **Length:** 1 year                      **Credit:** 1  
**Prerequisite:** *Sophomore English or Sophomore Honors or teacher recommendation*

N

**Open to:** 12      **Length:** 1 semester      **Credit:** .5  
**Prerequisite:** *Junior English or teacher recommendation*

**SCIENCE FICTION: EN426F, EN427S**

**Open to:** 12      **Length:** 1 semester      **Credit:** .5  
**Prerequisite:** *Junior English or teacher recommendation*

This course is a study of the themes, topics, and characteristics of science fiction in representative short stories, novels, and dramatized science fiction. Discussions will include social, political, technological, supernatural, and religious themes based on selections of Kurt Vonnegut, Ray Bradbury, Arthur C. Clarke, and other futuristic writers. A novel, as well as numerous short stories, will be read. Two essays and oral presentations are expected.

**Open to:** 12      **Length:** 1 year      **Credit:** 1  
**Prerequisite:** *Junior English or teacher recommendation*

This course prepares students for college-level reading and writing requirements by building off the skills developed in Junior English and Composition. Students will be asked to demonstrate a command of vocabulary, English language conventions, research skills, awareness of the audience, the purpose of writing and style. In order to achieve these goals, students will read a variety of classical and contemporary literature as well as articles.



**SOPHOMORE ENGLISH: EN202Y****N****Open to:** 10**Length:** 1 year**Credit:** 1**Prerequisite:** *Teacher recommendation and/or Grammar Expository Composition*

This course engages students in a thematic comparative study of various genres of literature. Assessments will include essays, discussions, and presentations as well as formal and informal speaking exercises. Students will be expected to complete in-class and out-of-class essays, as well as complete a speech component. Successful students in this course will have good critical reading and writing skills.

**SOPHOMORE ENGLISH HONORS: EN203Y****N****Open to:** 10**Length:** 1 year**Credit:** 1**Prerequisite:** *Teacher recommendation and/or Freshman English*

This course engages students in a thematic comparative study of various themes found in various genres of literature. Assessments will include essays, discussions, and presentations as well as formal and informal speaking exercises. Students will be expected to complete in-class and out-of-class essays, as well as complete a speech component. Successful students in this course will need to have strong critical reading and writing skills.

**WORLD LITERATURE: EN422F, EN423S****N****Open to:** 12**Length:** 1 semester**Credit:** .5**Prerequisite:** *Junior English or teacher recommendation*

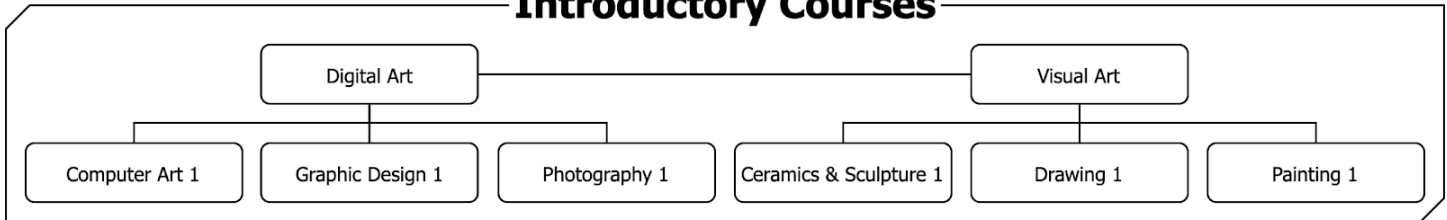
This course includes critical analysis and discussions of short stories, drama, poetry, and novels of the world. The materials do not duplicate those of other literature courses in the department and support thematic approaches exploring the human condition. Essay writing, discussions, and extensive reading are expected.



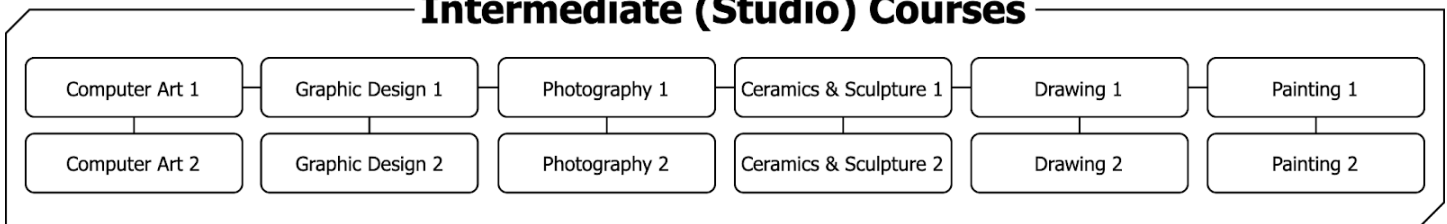
# FINE ARTS

## Visual Art

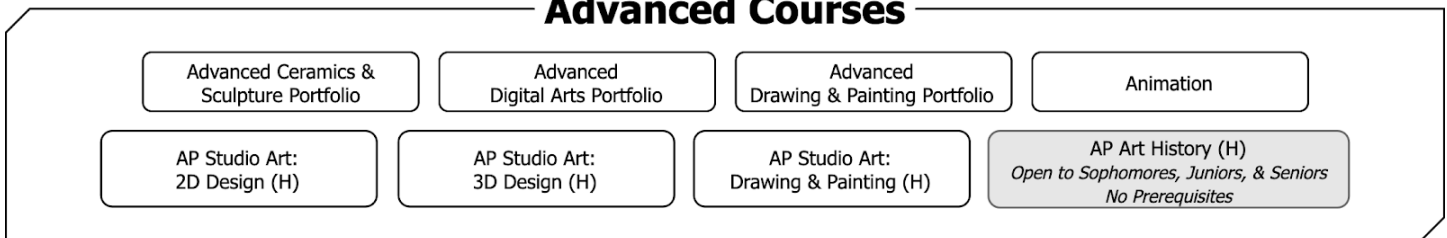
### Introductory Courses



### Intermediate (Studio) Courses

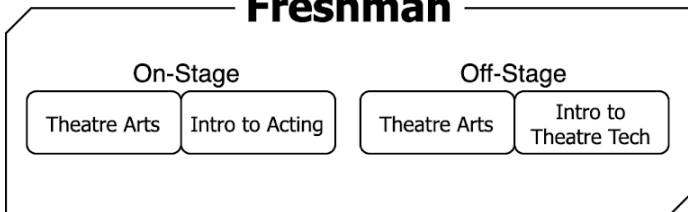


### Advanced Courses

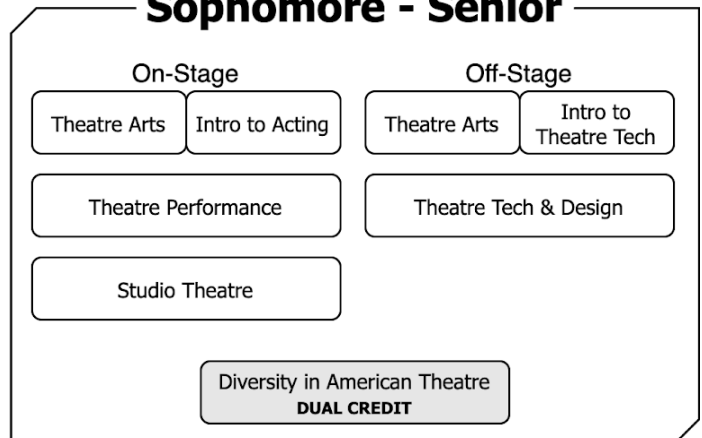


## Theatre Arts

### Freshman



### Sophomore - Senior



## Music

### Freshman

Freshman Band

Digital Music  
Production 1

Digital Music  
Production 2

Bel Canto Choir

Dorian Choir

Varsity Singers

### Sophomore - Senior

#### Instrumental Music

Concert Band

Symphonic Band

Symphonic Winds

Wind Ensemble

Wind Symphony (H)

#### Non-Performance Courses

Digital Music  
Production 1

Digital Music  
Production 2

Digital Music Production Studio

Music Theory

Music in America  
**DUAL CREDIT**

AP Music Theory (H)

#### Vocal Music

A Cappella Choir (H)

Bel Canto Choir

Dorian Choir

Lyric Chorus

Mixed Ensemble

Varsity Singers

## ART

### ADVANCED CERAMICS AND SCULPTURE PORTFOLIO: VA390Y

**Open to:** 11, 12

**Length:** 1 year

**Credit:** 1

**Prerequisite:** *Ceramics and Sculpture 2 or Department Approval*

Students will explore a variety of sculpture and ceramic processes to create a diverse portfolio of work that addresses various design challenges. Experimentation with techniques will include but is not limited to carving, casting, assemblage, installation, and site-specific art. In order to develop a meaningful body of work, students will also research contemporary artists and their use of media. Students who are successful in this class typically earn a grade of "C" or better in their art courses.

### ADVANCED DIGITAL ARTS PORTFOLIO: VA392Y

**Open to:** 11, 12

**Length:** 1 year

**Credit:** 1

**Prerequisite:** *3 semesters of art (at least one of which is Computer Art, Graphic Design, or Photography) or Department Approval*

Students will further develop technical skills learned in Computer Art, Graphic Design, and/or Photography as they produce digital works that explore thematic and conceptual ideas. As students experiment with new tools and techniques, they will create a diverse portfolio that represents themselves as artists. In order to develop a meaningful body of work, students will also research contemporary artists and their use of media. Students who are successful in this class typically earn a grade of "C" or better in their art courses.





**ADVANCED DRAWING AND PAINTING PORTFOLIO: VA394Y****Open to:** 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** 3 Semesters of Art (at least one of which is Drawing or Painting) or Department Approval

Students will explore and experiment with a variety of drawing and painting techniques and media to create a diverse portfolio of work that explores concepts and ideas in art. In order to develop a meaningful body of work, students will also research contemporary artists and their use of media. Students who are successful in this class typically earn a grade of "C" or better in their art courses.

**ANIMATION: VA369Y****Open to:** 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** 3 Semesters of Art or Department Approval

Students will explore the history of animation using a variety of traditional art techniques, building materials and digital technologies to create a diverse portfolio of drawing, stop-motion, photographed and digitally animated films. Students who are successful in this class typically earn a grade of "C" or better in their art courses.

**AP ART HISTORY - HONORS: VA260Y****Open to:** 10, 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** None

AP Art History prepares students for the AP Art History Exam. This course offers students the opportunity to explore in-depth, the history of art and significant artworks from ancient times to the present, through reading, research, slides, video and museum visits. Writing skills will be important in the description, analysis and comparison of these works.

**AP STUDIO ART: 2D DESIGN - HONORS: VA461Y****Open to:** 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** Teacher recommendation

Students will produce a minimum of 29 works of art that mirror issues related to 2D design to develop technical skills using a variety of the elements and principles of art and design in compositional forms. The coursework is expected to be at the college level in terms of its quality in subject, content and form

**AP STUDIO ART: 3D DESIGN - HONORS: VA463Y****Open to:** 12**Length:** 1 year**Credit:** 1**Prerequisite:** Teacher recommendation

Students will demonstrate mastery through any three-dimensional approach, such as figurative or non figurative sculptures, architectural models, metalwork, ceramics, glasswork, installation, assemblage and 3-D fabric/fiber arts. Develop technical skills and familiarize yourself with the functions of visual elements as you create an individual portfolio of work for evaluation at the end of the course.

**AP STUDIO ART: DRAWING/PAINTING – HONORS: VA462Y****Open to:** 12**Length:** 1 semester**Credit:** .5**Prerequisite:** Teacher recommendation

Students will produce a minimum of 24 works demonstrating mastery in concept, composition, and execution in drawing and/or painting. The coursework is expected to be at the college level in terms of its quality in subject, content, and form.

**CERAMICS AND SCULPTURE 1: VA200F, VA200S****Open to:** 9, 10, 11, 12**Length:** 1 semester**Credit:** .5**Prerequisite:** Visual Art and/or Digital Art

Students will develop fundamental techniques in ceramics (hand building), metalwork, and sculpture. Projects will explore various concepts and skills such as sculpting from life, creating functional vessels, working 3-dimensionally and addressing principles of design.

**CERAMICS AND SCULPTURE 2: VA201F, VA201S****Open to:** 10, 11, 12**Length:** 1 semester**Credit:** .5**Prerequisite:** Ceramics and Sculpture 1

Students will be introduced to wheel-thrown pottery and advanced ceramic skills, such as modeling life-like forms in clay. New techniques in metalwork and sculpture will be addressed with an emphasis on the transformative use of everyday materials.

**COMPUTER ART 1: VA210F, VA210S****Open to:** 9, 10, 11, 12      **Length:** 1 semester**Credit:** .5**Prerequisite:** *Visual Art and/or Digital Art.*

Students will utilize Adobe Creative Cloud programs to create digital artworks in the areas of illustration, image editing and photo manipulation. Emphasis will be placed on the Adobe Photoshop application and basic photography skills.

**COMPUTER ART 2: VA211F, VA211S****Open to:** 10, 11, 12      **Length:** 1 semester**Credit:** .5**Prerequisite:** *Computer Art 1*

Students will continue to explore digital art with Adobe Creative Cloud. Emphasis will be placed on developing an understanding of advanced digital techniques and continued exploration of previously introduced software. These may include Adobe Photoshop, iMovie, Flash, digital painting and drawing as well as photographic concepts and image scanning. Additionally, students will begin to develop an understanding of the techniques used in digital animation.

**DIGITAL ART: VA110F, VA110S****Open to:** 9, 10, 11, 12      **Length:** 1 semester**Credit:** .5**Prerequisite:** *None*

Students will develop and refine skills in photography, image editing, and illustration. Guided by the elements and principles of design, students will utilize industry-standard software and techniques to create digital works of art.

**DRAWING 1: VA220F, VA220S****Open to:** 9, 10, 11, 12      **Length:** 1 semester**Credit:** .5**Prerequisite:** *Visual Art and/or Digital Art*

Students will learn to draw from observation as various methods and media of drawing are explored. Students are introduced to color theory, perspective, and art history. The range of media may include graphite pencil, colored pencil, pen and ink.

**DRAWING 2: VA221F, VA221S****Open to:** 10, 11, 12      **Length:** 1 semester**Credit:** .5**Prerequisite:** *Drawing 1*

Students will learn additional media and techniques in drawing. Skill in observation and value will be refined as color is explored in relation to all areas of drawing. Students acquire the knowledge and skills required to express imaginative ideas with a variety of drawing media which may include graphite, charcoal, and pastel in addition to materials utilized in Drawing 1. Assignments may include a self-portrait, still-life, and creation of original artworks.

**GRAPHIC DESIGN 1: VA230F, VA230S****Open to:** 9, 10, 11, 12      **Length:** 1 semester**Credit:** .5**Prerequisite:** *Visual Art and/or Digital Art*

Students will develop effective visual communication through illustration and image composition using a variety of graphic design techniques and art media. Strong emphasis is placed on the appearance of the finished product.

**GRAPHIC DESIGN 2: VA231F, VA231S****Open to:** 10, 11, 12      **Length:** 1 semester**Credit:** .5**Prerequisite:** *Graphic Design 1*

Students will experiment with various media as they develop and refine advanced techniques and skills. Projects designed to provide students experience with the practical application of graphic design used in industries such as food service, entertainment, production design and marketing.

**PAINTING 1: VA240F, VA240S****Open to:** 9, 10, 11, 12      **Length:** 1 semester**Credit:** .5**Prerequisite:** *Visual Art and/or Digital Art*

Students will explore a variety of painting media and subjects as well as color theory, composition and art history. Students will learn to effectively use tempera paint, watercolor, acrylic and even create an oil painting on stretched canvas.



### **PAINTING 2: VA241F, VA241S**

**Open to:** 10, 11, 12      **Length:** 1 semester

**Credit:** .5

**Prerequisite:** *Painting 1*

Students will continue their exploration of painting techniques with a focus on observation, color, and portraiture.

### **PHOTOGRAPHY 1: VA250F, VA250S**

**Open to:** 9, 10, 11, 12      **Length:** 1 semester

**Credit:** .5

**Prerequisite:** *Visual Art and/or Digital Art*

Students will acquire a basic understanding of the manual features of a DSLR camera through an introduction to darkroom photography. Students apply camera techniques, basic studio lighting, and knowledge of the Elements and Principles of Art to create their photographs while incorporating Adobe Creative Cloud applications to refine and edit their images.

### **PHOTOGRAPHY 2: VA251F, VA251S**

**Open to:** 10, 11, 12      **Length:** 1 semester

**Credit:** .5

**Prerequisite:** *Photography 1*

Students will investigate design and composition in depth through the use of DSLR cameras, advanced studio lighting, and Adobe Creative Cloud applications. Students will apply new and advanced photographic techniques to reach creative solutions in a variety of projects.

### **VISUAL ART: VA100F, VA100S**

**Open to:** 9, 10, 11, 12      **Length:** 1 semester

**Credit:** .5

**Prerequisite:** *None*

Students will develop and refine skills in drawing, painting, and construction. Guided by the elements and principles of design, students will create original artworks that will prepare them for future art courses.

## MUSIC

**Rehearsals and Performances:** All performance courses require rehearsals and/or performances that takes place outside of the regular school hours. Please see the course handbook or syllabus for details on dates and times of these required rehearsals and concerts.

**Auditions:** Students who wish to be considered for upper-level performance ensembles and any co-curricular ensembles must complete an audition for placement. Audition information and materials may be obtained from the music faculty.

## NON-PERFORMANCE MUSIC COURSES

### **AP MUSIC THEORY – HONORS: FA018Y**

**Open to:** 11, 12      **Length:** 1 year

**Credit:** 1

**Prerequisite:** *Music Theory or department recommendation*

Students in AP Music Theory will learn how the various elements of music are employed in music composition in the Common Practice Era (approx. 1600-1900). Emphasis will be placed on the rules of music theory, aural skills, analysis, keyboard skills, and composition. This course is designed with the future professional musician in mind, though it is also very helpful for those who are serious about their musical knowledge and enrichment. Students are encouraged to take the AP Music Theory Examination in May.

**DIGITAL MUSIC PRODUCTION 1: FA020F****Open to:** 9,10,11, 12**Length:** 1 semester**Credit:** .5**Prerequisite:** *None*

In Digital Music Production 1, you will use professional-grade audio recording and editing software to learn the basics of songwriting and music composition. Whether you like rap, hip-hop, rock, jazz, classical or metal, this class will help you understand how your favorite styles of music are created and how you go about creating them yourself. By the end of the class, you will be comfortable using Logic Pro X, Garage band, and Audacity to create music that fits your own style.

**DIGITAL MUSIC PRODUCTION 2: FA020S****Open to:** 9,10,11, 12**Length:** 1 semester**Credit:** .5**Prerequisite:** *Digital Music Production 1*

In Digital Music Production 2, you will further develop as a digital musician and composer. You will continue to use professional-grade audio recording and editing software as you learn about music composition and production. You will explore how music interacts with video to tell a story (video game music, music video, etc.), collaborate with other students to record a multitrack song and continue to develop a collection of music created entirely by you.

**DIGITAL MUSIC PRODUCTION STUDIO: FA025Y****Open to:** 10,11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** *Digital Music Production 2*

In DMP Studio, students will further refine their production skills, musicality, and creativity through writing and producing their own music. Working independently and as a class, students will develop a collection of original songs that work together thematically into an album. Students may repeat this course with increased expectations as they work to create a professional portfolio for use in college and the professional workplace.

**MUSIC IN AMERICA 102: DUAL CREDIT FADC501F, FADC501S****IAI 3.0 COLLEGE CREDIT COURSE****Open to:** 10, 11, 12**Length:** 1 semester**Credit:** .5**Prerequisite:** *None*

This course is an overview of America's rich and diverse musical heritage from Colonial times to the present. Jazz, rock, folk and country, as well as music for the concert hall, stage and screen are explored. Successful students in this course have typically completed their previous English class with a "C" or better.

**MUSIC THEORY: FA017F, FA017S****Open to:** 10, 11, 12**Length:** 1 semester**Credit:** .5**Prerequisite:** *Ability to read music and/or department approval*

Music theory is a combination of four different disciplines: music theory, aural skills, music composition, and music history. This course is designed to deepen understanding of what music is and how it is and has been created through music study, analysis, performance, and composition. Successful students in this course have experience reading music and notation.

## INSTRUMENTAL MUSIC

**CONCERT BAND: FA009Y****Open to:** 10, 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** *Band experience or department approval*

Concert Band adheres to the principles of *music for all* and instills performance fundamentals while preparing two performances each semester in a less stressful atmosphere. Further, students with a desire to gain experience on a secondary instrument are encouraged to register for this ensemble.



**FRESHMAN BAND: FA008Y****Open to:** 9**Length:** 1 year**Credit:** 1**Prerequisite:** *8th-grade band or department approval*

Freshman Bands are available to all wind and percussion performers in grade 9. Students focus on fundamentals intended to develop high-level musicianship. Students audition during the first week of school for part and seat placement only, and every effort is made to develop two equal ensembles during the registration process.

**SYMPHONIC BAND: FA010Y****Open to:** 10, 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** *Band experience and audition or department approval*

Symphonic Band has a dual focus on improving performance fundamentals and preparing literature for concerts. The ensemble performs a wide variety of music, mostly consisting of grade 2 and 3 repertoire. Additional emphasis is placed on individual instrumental techniques and musicianship.

**SYMPHONIC WINDS: FA011Y****Open to:** 10, 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** *Band experience and audition or department approval*

Symphonic Winds is the third concert ensemble with placement by audition only. This ensemble is devoted to the study and performance of important wind band literature while continuing work in the development of instrumental craft.

**WIND ENSEMBLE: FA012Y****Open to:** 10, 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** *Band experience and audition or department approval*

Wind Ensemble is an advanced instrumental group with major emphasis on preparing and performing challenging wind band literature for performance.

**WIND SYMPHONY – HONORS: FA014Y****Open to:** 10, 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** *Band experience and audition or department approval*

Wind Symphony is the most advanced instrumental group and performs the finest repertoire for wind band including both contemporary and classic works, as well as transcriptions and marches. This ensemble has a long and rich history of performance excellence. Wind Symphony rehearses every Thursday night from 7:00 to 9:00 pm after the conclusion of the marching band season.

## NON-CREDIT INSTRUMENTAL ENSEMBLES

These non-credit courses meet during a student's Study Hall / Lunch period.

Co-requisite enrollment in a curricular band is required except for those students who play piano or guitar.

**JAZZ BAND: SP006Y****Open to:** 9, 10, 11, 12**Length:** 1 year**Credit:** None**Prerequisite:** *Audition or department approval*

Learn, rehearse and perform contemporary and historical jazz. Students will perform in school concerts, as well as festivals and clinics. Jazz Band rehearses every Monday from 3:00 to 5:00 pm after the conclusion of the marching band season.

**JAZZ ENSEMBLE: SP005Y****Open to:** 9, 10, 11, 12**Length:** 1 year**Credit:** None**Prerequisite:** *Audition or department approval*

Learn, rehearse and perform contemporary and historical jazz. Students will perform in school concerts, as well as festivals and clinics. Jazz Ensemble is a non-credit band participation that meets during SH/Lunch and one night a week after school.

**JAZZ LAB: SP008Y****Open to:** 9, 10, 11, 12**Length:** 1 year**Credit:** None**Prerequisite:** *Audition or department approval*

Learn, rehearse and perform contemporary and historical jazz. Students will perform in school concerts, as well as festivals and clinics.

**STAGE BAND: SP007Y****Open to:** 9, 10, 11, 12**Length:** 1 year**Credit:** None**Prerequisite:** *Audition or department approval*

Learn, rehearse and perform contemporary and historical jazz. Students will perform in school concerts, as well as festivals and clinics.

## VOCAL MUSIC

**A CAPPELLA CHOIR – HONORS: FA007Y****Open to:** 10, 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** *Choral experience and audition or department approval*

A Cappella Choir is the most advanced choral group and regularly performs the collegiate-level choral literature. Continued study of vocal production, musicianship, sight-singing are emphasized in this course. In addition to quarterly evening concerts, A Cappella Choir sings at additional performances and events throughout the year. Participation in overnight tours is not required but highly recommended.

**BEL CANTO CHOIR: FA003Y****Open to:** 9, 10, 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** *None, but previous choral experience is preferred*

Bel Canto Choir is an entry-level chorus for treble voices, which offers instruction and practice in the fundamental techniques of singing. Vocal production, music theory, and music reading, as well as both ensemble and solo singing, are explored and rehearsed in this choir.

**DORIAN CHOIR: FA001Y****Open to:** 9**Length:** 1 year**Credit:** 1**Prerequisite:** *None, but previous choral experience is preferred.*

Dorian Choir is an entry-level chorus for treble voices, which offers instruction and practice in the fundamental techniques of singing. Vocal production, music theory, and music reading, as well as both ensemble and solo singing, are explored and rehearsed in this choir.

**LYRIC CHORUS: FA005Y****Open to:** 10, 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** *Choral experience and audition or department approval*

Lyric Chorus is an advanced treble choir which develops music reading, theory, vocal technique, and both ensemble and solo singing. In addition to the quarterly evening concerts, Lyric Chorus is part of West High's annual Madrigal Dinner.

**MIXED ENSEMBLE: FA004Y****Open to:** 10, 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** *Choral experience and audition or department approval.*

Mixed Ensemble adheres to the principles of music for all and instilling performance fundamentals while preparing two performances each semester in a less stressful atmosphere. Singing skills, music theory, and music literacy is practiced and refined in this group.

**VARSITY SINGERS: FA002Y****Open to:** 9, 10, 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** *None, but previous choral experience is preferred.*

Varsity Singers is an entry-level chorus for tenor/bass voices, which offers instruction and practice in the fundamental techniques of singing. Vocal production, music theory, and music reading, as well as both ensemble and solo singing, are explored and rehearsed in this choir.

## NON-CREDIT VOCAL ENSEMBLES

These non-credit courses meet during a student's Study Hall/Lunch period. Co-requisite enrollment in a curricular choir is required.

### **ACABELLES: SP014Y-A**

**Open to:** 10, 11, 12

**Length:** 1 year

**Credit:** None

**Prerequisite:** *Audition or department approval.*

Acabelles is an a cappella group that learns and performs choral literature as well as a cappella arrangements of popular songs.

### **MADRIGAL SINGERS: SP014Y**

**Open to:** 10, 11, 12

**Length:** 1 year

**Credit:** None

**Prerequisite:** *Audition or department approval.*

**Co-requisite:** *Enrollment in A Cappella Choir*

Madrigal Singers learn, rehearse, and perform a wide variety of unaccompanied vocal music. Students perform in concerts as well as at festivals, civic events, clinics, and at the annual Madrigal Dinner. This group has a number of additional rehearsals outside the school day.

### **STUDY HALL: SP014Y-S**

**Open to:** 9, 10, 11, 12

**Length:** 1 year

**Credit:** None

**Prerequisite:** *Department approval.*

STUDY HALL is a vocal a cappella group that learns to sing a variety of styles of music including barbershop, a cappella arrangements of popular songs, and standard choral literature.

## THEATRE

### **DIVERSITY IN AMERICAN THEATRE: DUAL CREDIT FADC502F, FADC502S**

IAI 3.0 COLLEGE CREDIT COURSE

**Open to:** 10, 11, 12

**Length:** 1 semester

**Credit:** .5

**Prerequisite:** *None*

This course examines American dramas and dramatists that reflect the racial, immigrant and minority experience in the U.S. The study includes an analysis of themes, conflicts and racial/ethnic/minority characterizations in historical, social and cultural contexts. The course demonstrates how theatre as an art form reflects and comments on society. Successful students in this course have typically completed their previous English class with a "C" or better.

### **INTRODUCTION TO ACTING: TA002S**

**Open to:** 9, 10, 11, 12

**Length:** 1 semester (spring only)

**Credit:** .5

**Prerequisite:** *Theatre Arts*

Students will explore improvisation techniques through character and scenic development. Students will explore additional techniques in lighting, sound, and set design and construction. Students will interpret scripts and study monologues to gain a deeper understanding of stage delivery and audition preparation methods. Students will be able to apply costuming, stage makeup, and movement to define characters.

### **INTRODUCTION TO THEATRE TECH AND DESIGN: TA002tS**

**Open to:** 9, 10, 11, 12

**Length:** 1 semester

**Credit:** .5

**Prerequisite:** *Theatre Arts*

Students will begin to use industry-standard lighting and sound equipment as they develop the skills required to "tech" a show. Students will also work in the scene shop, refining their construction skills to build set components and props. Other components of this course include theatre, shop, and tool safety, design styles, stage directions, and production roles.



**STUDIO THEATRE: TA005Y****Open to:** 10, 11, 12**Length:** 1 Year**Credit:** 1**Prerequisite:** *Theatre Performance or Department Approval*

Studio Theatre is an advanced course for the serious performer or director. Students who take the course for the first time will create a portfolio of work that can be used in college and/or professional theatre auditions. The relationship between theatre and culture will be explored through classical and contemporary monologues. Students may repeat this course for credit, and those who do will have the option of selecting an area of emphasis in Contemporary Theatre, Improvisational Theatre, Shakespeare, Musical Theatre, or Directing. The class, as an artistic ensemble, will develop productions and perform for outside audiences. Productions will vary each semester. Theatre experiences outside of class are required during the semester (i.e. performing or serving on a production crew, directing a one-act play, attending theatrical performances, participating in theatre productions).

**THEATRE ARTS: TA101F, TA101S****Open to:** 9, 10, 11, 12**Length:** 1 semester**Credit:** .5**Prerequisite:** *None*

Students will develop an understanding of the fundamentals of performance and technical theatre. Students will learn basic costuming and stage makeup elements as they study the origins of theatre, characterization, and script interpretation. Students will also have the opportunity to work in a scene shop environment and get hands-on experience with professional lighting and sound equipment where they will create their own scenic designs.

**THEATRE PERFORMANCE: TA003Y****Open to:** 10, 11, 12**Length:** 1 Year**Credit:** 1**Prerequisite:** *Theatre Arts or Department Approval*

Students will more deeply study aspects of performance that were introduced in Theatre Arts and Intro to Acting. Students will learn and apply different philosophies of acting by studying methods developed by Stanislavsky and Meisner as well as develop improvisation techniques to enhance performance. Students will expand their knowledge of theatre history and genre through unit studies of Greek, Elizabethan, British Farce, French Renaissance, Restoration, Commedia dell'arte, Melodrama and American theatre. Students will develop their skills in character analysis and development, script analysis, research and performance, costuming, makeup, blocking, movement, voice and public performance.

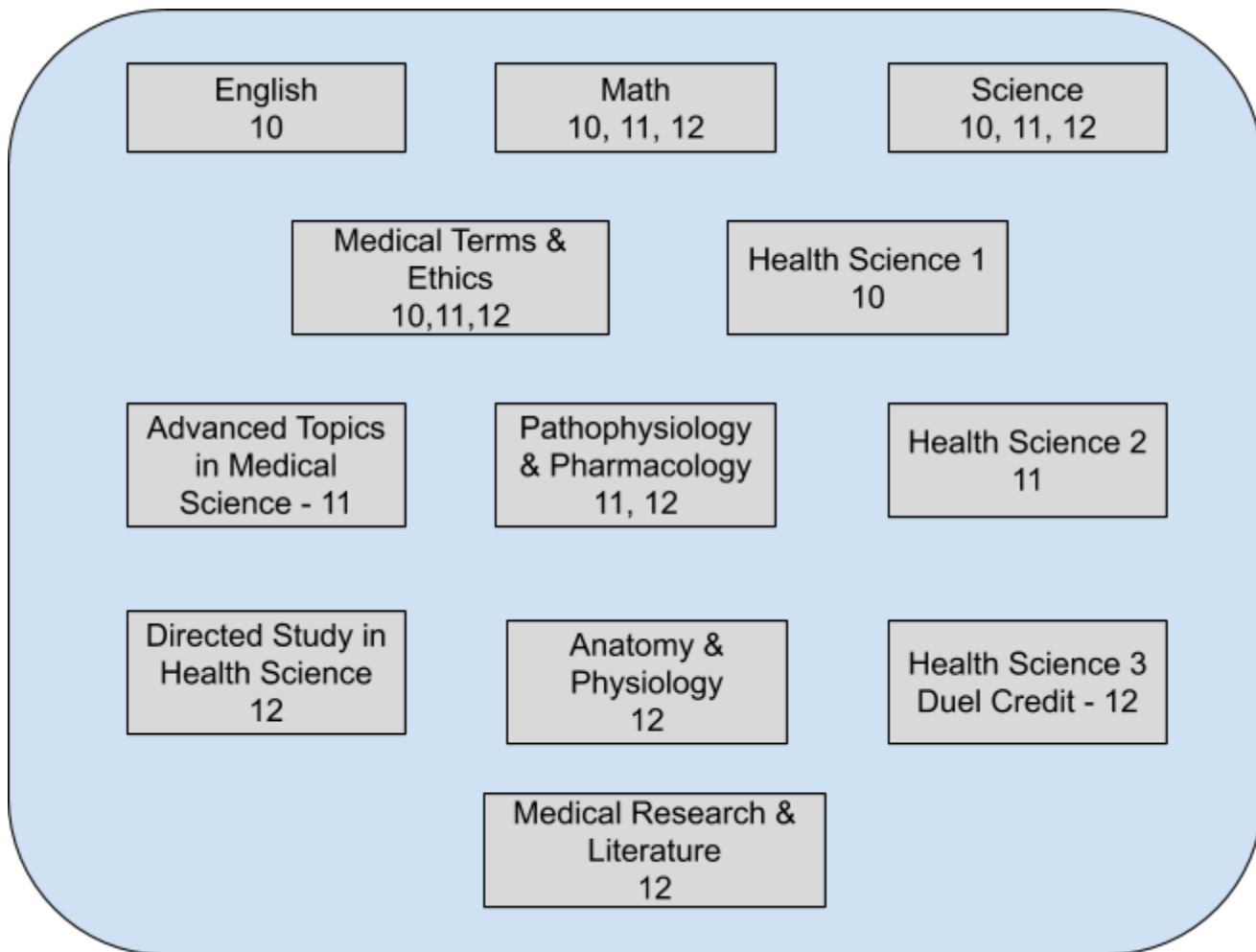
**THEATRE TECH AND DESIGN: TA004Y****Open to:** 10, 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** *Intro to Theatre Tech and Design or Department Approval*

Students will immerse themselves in different aspects of technical theatre including theatre technology, set and scenery design, set construction, lighting design, sound design, rigging, and prop construction. Students will learn about and execute the various personnel roles in the theatre such as Stage Manager, Production Manager, and HouseManager. Students may repeat this course with increased expectations as they work to create a professional portfolio of all work in design and application for use in college and professional workplace.





# HEALTH OCCUPATION SCIENCE ACADEMY



**Students in the Academy are enrolled in English, Science and Math**  
**passed on prerequisites for each course and teacher recommendation.**

## **ADVANCED TOPICS IN MEDICAL SCIENCE: HA313Y**

**Open to:** 11

**Length:** 1 year

**Credit:** 1

**Prerequisite:** *Biology and Chemistry*

This course is designed for Health Sciences Career Academy students who have completed Biology and Chemistry. This course will integrate concepts from biology, chemistry, and physics into a problem-based learning approach to investigate current topics related to medical science. The six units of study will include investigations into microbiology and infectious disease, kinesiology, sports medicine, bio- and medical ethics. A lab fee is required

## **ANATOMY AND PHYSIOLOGY: HA420Y**

**Open to:** 12

**Length:** 1 year

**Credit:** 1

**Prerequisites:** *None*

This lab-oriented course is designed for students in the Health Sciences Career Academy. Content includes the structure and function of the human body. This course gives a detailed overview of the eleven major body systems through lecture, lab and field trips. A lab fee is required.

**N**

**DIRECTED STUDY IN HEALTH SCIENCE: HA416F, HA417S, HA418S****Open to:** 12**Length:** 2<sup>nd</sup> semester**Credit:** .5**Prerequisite:** *Successful completion of competencies in Health Sciences courses as determined by the instructor*

The VALEES Directed Study Program is designed for students interested in pursuing careers in health-related occupations that have completed or are completing course work in an approved program at their high school and/or area vocational center. Students enrolled in this program have the opportunity to participate in advanced learning and experiences in health occupations provided through private or public sector internships or community college course work supported by the local school district. An education plan is developed with a high school or area vocational school Health Sciences teacher to address individual student career goals. Credit may vary based upon the amount of time the student spends in an approved activity consistent with their school's criteria for awarding credit. Students enrolled in community college programs may earn both secondary and community college credit. NOTE: Transportation required for participation in this program is the responsibility of the student. In many cases, regular schedules will have to be adjusted to allow for participation and travel times, if activities are scheduled during regular school hours.

**ENGLISH****Open to:** 10**Length:** 1 year**Credit:** 1**Prerequisite:** None

Students in the Academy will be enrolled in English classes based on prerequisites and teacher recommendation.

**HEALTH SCIENCE 1: HA201Y P2P****Open to:** 10**Length:** 1 year**Credit:** 1**Prerequisite:** None

This course provides students with background information on health care and begins to expose students to different health careers through guest speakers, field trips, and job shadowing experiences. Some topics include the history of health care, roles and responsibilities of health care workers, microorganisms, genetics, common diseases, introduction to medical terminology and human anatomy. **14001A001**

**HEALTH SCIENCE 2: HA307Y P2P****Open to:** 11**Length:** 1 year**Credit:** 1**Prerequisite:** None

This course continues to explore health careers and begins to develop specific health care skills and general job-related skills. Some topics include: growth and development, teamwork, use of technology nutritional analysis, vital signs, basic anatomy/physiology and focusing on diseases and medical terminology. **14002A001**

**HEALTH SCIENCE 3– BASIC NURSE ASSISTANT TRAINING: HA423Y: P2P****Open to:** 12**Length:** 1 semester (2 class periods)**Credit:** 1**Prerequisites:** *Successful completion of competencies in Health Sciences courses as determined by the instructor.*

This class meets for two class periods. Students enrolled in the Academy will enroll in health science-related classes during the 1<sup>st</sup> semester. These courses include classroom work, lab work and clinical experiences. During the 2<sup>nd</sup> semester students may be placed in Directed Study in Health Science based on prerequisites, certification, graduation requirements met, and teacher recommendation. Note: Due to state attendance requirements, students must register by the first day of class. Included in the fees are: \$60 for state competency exam, \$25 for state criminal background check and fingerprint. Students must complete CAN testing in the Center for Learning Assessment for Appropriate advising and/or placement into the course. All students enrolled in the course are required by the Illinois Department of Public Health to have a background check prior to clinical experiences. In addition, students must provide evidence of a 2-step test for tuberculosis (TB) prior to the first clinical day. A valid social security number is required at the time of enrollment. **14001A002**

**MATH****Open to:** 10, 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** None

Technical Geometry or Geometry will be offered to students meeting the required prerequisite of 1 year of Algebra credit. Other math classes offered at the Academy will be determined by prerequisites and teacher recommendation.

**MEDICAL TERMINOLOGY AND ETHICS: HA209Y****Open to:** 10-12**Length:** 1 year**Credit:** 1**Prerequisites:** *None*

This course is designed to teach word elements of roots, combining forms, suffixes, and prefixes, definitions, spelling and the use of correct abbreviations of medical terms. The course content is organized around body systems and emphasizes the terminology and application related to health information technology.

**1415A001, 1454000****MEDICAL RESEARCH AND LITERATURE: HA429F, HA429S****N****Open to:** 12**Length:** 1 year**Credit:** 1**Prerequisite:** *Junior English*

This semester course challenges students to refine their reading comprehension and writing skills while focusing on health care-related themes. A selection of novels, short stories, poetry, film, and technical writing exploring such topics as patient care, medicine, empathy, mental health, and bioethics will prepare students for postsecondary education and careers in the healthcare field. Tailored for seniors in the Health Academy, this rigorous literature course fulfills an English graduation requirement and creates a path for further study in their chosen field.

**PATHOPHYSIOLOGY & PHARMACOLOGY: CCHA316Y****Open to:** 11-12**Length:** 1 year**Credit:** 1**Prerequisites:** *None*

Students will obtain a working knowledge of the nature and cause of disease, including the origin, signs, symptoms, diagnostic evaluation, clinical treatment, and processes which are known as Pathophysiology. Pharmacology which is the study of drug characteristics and uses will be covered. This will include the general principles of drug actions/reactions, major drug classes and specific agents with each class. The foundational knowledge in both of these areas will prepare students for success in a medical career and postsecondary programs. **14253A002, 14253A000**

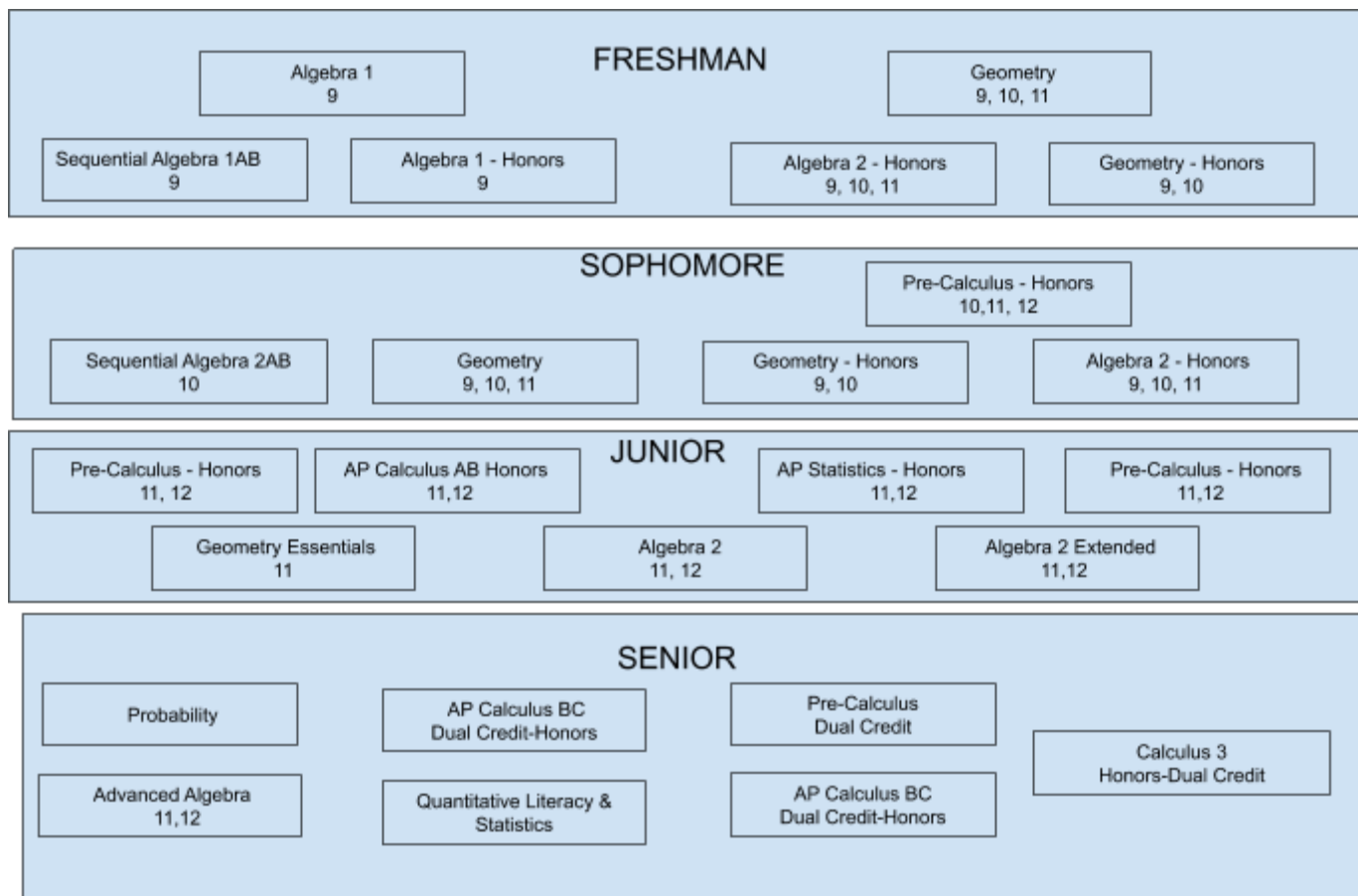
**SCIENCE****Open to:** 10, 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** *None*

Students in the Academy will begin enrollment in either Biology or Chemistry based on science and math prerequisites and teacher recommendation. Other science classes offered at the Academy will be determined by prerequisites and teacher recommendation. See the Science section for the descriptions of Biology and Chemistry.

A lab fee is required.



# MATH



## **ADVANCED ALGEBRA: MA427Y**

**N**

**Open to:** 11, 12

**Length:** 1 year

**Credit:** 1

**Prerequisite:** *Teacher Recommendation*

This course is designed to provide the student with algebraic concepts necessary to continue onto algebra-based courses in their post-secondary work. Students with experience in Algebra 2 would continue their study of properties of real numbers, functions including linear, quadratic, rational, exponential, logarithmic, and trigonometric, sequence and series, and matrices. In accordance with and subject to the PWR Act, successful attainment of transitional mathematics competencies in the STEM Pathway guarantees student placement into a community college mathematics course in a calculus-based mathematics course sequence.

## **ALGEBRA 1: MA103Y**

**N**

**Open to:** 9

**Length:** 1 year

**Credit:** 1

**Prerequisite:** *Middle School Placement or Curriculum Coordinator recommendation*

This is the traditional first year algebra course in a four-year high school mathematics program, with emphasis on both skills and theory.



**ALGEBRA 1 HONORS: MA107Y****N****Open to:** 9**Length:** 1 year**Credit:** 1**Prerequisite:** *Middle School Placement or Curriculum Coordinator recommendation*

The honors course covers all topics in algebra 1, with additional topics that prepare students for honors algebra 2. There is an accelerated pace in this course. In addition, the course explores topics in greater depth, and integrates project-based learning. This course meets the needs of the accelerated middle school student population, who may require a better foundation in algebra, and will better prepare students for the rigor of the honors curriculum in high school.

**AP CALCULUS BC WITH ANALYTIC GEOMETRY I -HONORS MTH131 DUAL CREDIT: MADC505F****N****IAI 4.0 COLLEGE CREDIT COURSE .5 WEST AURORA HIGH SCHOOL CREDIT****Open to:** 12**Length:** 1 semester**Prerequisite:** *28 on ACT Math or SAT equivalent*

This first course in calculus and analytic geometry covers inequalities, limits and continuity; definition of derivative, rate of change, slope, derivatives of polynomials, rational and trigonometric functions; chain rule; implicit differentiation, approximation by differentials; higher-order derivatives, Rolles Theorem, Mean Value Theorem, applications of derivatives, introduction to anti-derivatives and definite integrals, the fundamental theorem of calculus, areas and numerical integration. This course follows the Advanced Placement course syllabus for Calculus BC along with Waubonsee's course syllabus for Math 131.

**AP CALCULUS BC WITH ANALYTIC GEOMETRY II MTH132 - DUAL CREDIT - HONORS: MADC506S****N****IAI 4.0 COLLEGE CREDIT COURSE .5 WEST AURORA HIGH SCHOOL CREDIT****Open to:** 12**Length:** 1 semester**Prerequisite:** *A" C" or better in MTH131*

This second course in calculus and analytic geometry is a continuation of MTH131. Topics covered include exponential and logarithmic functions, calculus of trigonometric functions, volumes and other applications of integration, formal integration techniques, indeterminate forms, L'Hopital's rule, improper integrals, sequences and series, convergence tests, Taylor's formula, Taylor and Maclaurin series. This course follows the Advanced Placement course syllabus for Calculus BC along with Waubonsee's course syllabus for Math 132.

**AP CALCULUS AB-HONORS: MA431Y****N****Open to:** 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** *Teacher Recommendation*

This is a college-level calculus course designed for the student with a high ability in mathematics. The course follows the syllabus of the Advanced Placement Calculus AB and enables a student to test out of one semester of college calculus. The topics in this course include functions, graphs, limits, derivatives and their applications, and the integral and its applications, and transcendental functions. Successful students typically earn a "C" or better in Pre-Calculus Honors or "B" or better in Pre-Calculus.

**AP STATISTICS HONORS: MA315Y****N****Open to:** 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** *Teacher Recommendation*

Topics covered include: exploring data (observing patterns and departures from patterns), designing a study (deciding what and how to measure), anticipating patterns (producing models using probability theory and simulation), statistical inference (confirming models and hypothesis testing). This course is equivalent to a one-semester, non-calculus based, introductory statistics college course. NOTE: This is not equivalent to a college statistics class in Mathematics. Any AP credit earned would be in the area of Social Science.

**ALGEBRA 2: MA313Y****N****Open to:** 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** *Geometry and teacher recommendation*

The second year of Algebra reviews basic algebraic skills, studies quadratic and polynomial functions and relations, complex numbers, logarithms, right triangle trigonometry, and the unit circle. This course requires the use of graphic calculators.

**ALGEBRA 2 EXTENDED: MA426Y****N****Open to:** 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** *Geometry and teacher recommendation*

The second year of Algebra reviews basic algebraic skills, study linear and polynomial functions and relations, complex numbers, logarithms, right triangle trigonometry, and the unit circle. This replaces the study hall to give an extra half period of teacher assistance. Successful students typically earned a "B" or better in Sequential Algebra 2AB.

**ALGEBRA 2-HONORS: MA208Y****N****Open to:** 9, 10, 11**Length:** 1 year**Credit:** 1**Prerequisite:** *Geometry and teacher recommendation*

The honors course covers all the topics included in Algebra 2 but at an accelerated pace and in greater depth. Additional topics are included. The emphasis is on thorough understanding of skills and concepts and on higher levels of mathematical thinking. This course requires the use of graphing calculators. Successful students typically earn a "C" or better in Honors Geometry.

**CALCULUS III- HONORS: DUAL CREDIT MADC507Y****N****Open to:** 12**Length:** 1 year**Credit:** 1**Prerequisite:** *AP Calculus BC*

This third course in calculus and analytic geometry is a continuation of MTH132. Topics include vectors, vector-valued functions, space curves, multivariate functions, partial derivatives, differentials, directional derivatives, gradients, double and triple integrals, vector fields, line integrals, and the theorems of vector calculus. A "C" or better in Calculus II is required for placement. This course is dual credit. Students will receive 4 credit hours upon successful completion of a C or better.

**GEOMETRY: MA207Y****N****Open to:** 9, 10, 11**Length:** 1 year**Credit:** 1**Prerequisite:** *Algebra 1 and teacher recommendation*

This is the traditional year of Euclidean Plane Geometry. Emphasis is on axiomatic structures and logical proof. Additional units include introduction to right triangle trigonometry and area and volume of solids.

**GEOMETRY ESSENTIALS: MA205Y****Open to:** 11**Length:** 1 year**Credit:** 1**Prerequisite:** *Teacher recommendation*

Geometry Essentials covers all the major geometry concepts, using problem-solving through inductive and deductive reasoning, but with less emphasis on formal proofs. The course includes topics such as constructions, congruence, similarity, triangles, parallel and perpendicular lines and planes, polygons, circles, right-triangle trigonometry, and coordinate geometry.

**GEOMETRY-HONORS: MA104Y****N****Open to:** 9, 10**Length:** 1 year**Credit:** 1**Prerequisite:** *Algebra 1 with Middle school placement or department recommendation.*

Students are expected to resolve more challenging problems and more rigorous forms of proof. Topics include definition and applications of the geometrical system, logic and critical thinking, roots, constructions, coordinate geometry, introduction to Trigonometry, and area and volume of solids.

**PRE-CALCULUS I DUAL CREDIT MAH129: MA499Y****N****Open to:** 12**Length:** 1 semester**Credit:** .5**Prerequisite:** 75% or better in Algebra II and Teacher Recommendation

This course is designed to provide the STEM student with basic algebraic concepts needed to continue onto MTH131. Topics include: real numbers, complex numbers, solutions of inequalities and equations, coordinate systems, functions, polynomials, rational functions, and graphing and transformations of functions. This course is Dual Credit through Waubesa Community College. Successful completion of this course is worth 3 credit hours. 75% or better in Algebra 2 is needed to place into this class.



**PRE-CALCULUS II DUAL CREDIT MAH130: MADC499Y**

N

N

**Open to:** 12**Length:** 1 semester**Credit:** .5

**Prerequisite:** Pre-Calculus I Dual Credit 48 This course concentrates on trigonometric, exponential, and logarithmic functions and their applications. Topics covered include the trigonometric functions, solution of right triangles, radian measure, fundamental identities, angular measure, graphs, logarithms, functions of composite angles, oblique triangles, trigonometric equations, inverse trigonometric functions, and complex numbers (including powers and roots). A "C" or better in Pre Calculus I is required. This course is dual credit. Students will receive 3 credits upon successful completion of a C or better.

**PRE-CALCULUS-HONORS: MA314Y**

N

**Open to:** 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** *Teacher Recommendation*

An intensive study of pre-calculus topics such as properties of real numbers, Trigonometry and trigonometric functions, limits, sequences, elementary functions, vectors, analytic geometry, and some introduction to calculus of polynomial functions. This course requires the use of graphing calculators. Successful students typically earn a "C" or better in Algebra 2 Honors. The last 2 months students will begin Calculus including a study of the derivatives of elementary, trigonometric, logarithmic and exponential functions.

**PROBABILITY: MA410F, MA401S**

N

**Open to:** 12**Length:** 1 semester**Credit:** .5**Prerequisite:** *Teacher Recommendation*

A lot of events in our life seem random or impossible to predict. However, with probability theory, we can learn more about these things to solve interesting problems that range from the lottery to diagnosing medical diseases. By teaching you basic principles and more advanced topics about theorems and models, this class will give you the tools to see the world in a different way that may not be intuitive but is proved by the math behind it.

**QUANTITATIVE LITERACY AND STATISTICS: MA411F, MA411S**

N

**Open to:** 12**Length:** 1 semester**Credit:** .5**Prerequisite:** *Teacher Recommendation*

Statistics is in the Quantitative Literacy and Statistics Pathway for students which focuses on attaining competency in general statistics, data analysis, quantitative literacy, and problem-solving. This pathway is intended for students whose career goals do not involve occupations relating to either the College Algebra or Technical Math Pathway or those who have not yet selected a career goal. In accordance with and subject to the PWR Act, successful attainment of transitional mathematics competencies in the Quantitative Literacy and Statistics Pathway guarantees student placement into a community college GECC mathematics course not in a calculus-based course sequence which includes general education statistics, general education mathematics, quantitative literacy, or elementary math modeling.

**SEQUENTIAL ALGEBRA 1A/1B: MA102Y**

N

**Open to:** 9,**Length:** 1 year**Credit:** 1**Prerequisite:** *Middle school placement or Curriculum Coordinator recommendation*

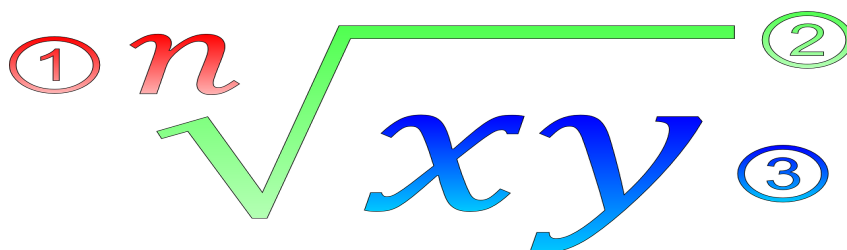
This course is the first half of the traditional one-year Algebra course, taken over two years. It begins with order of operations and a review of fractions and decimals, and then continues with solving multi-step Algebraic equations, linear, graphs, inequalities, linear systems and exponents.

**SEQUENTIAL ALGEBRA 2A/2B: MA310Y**

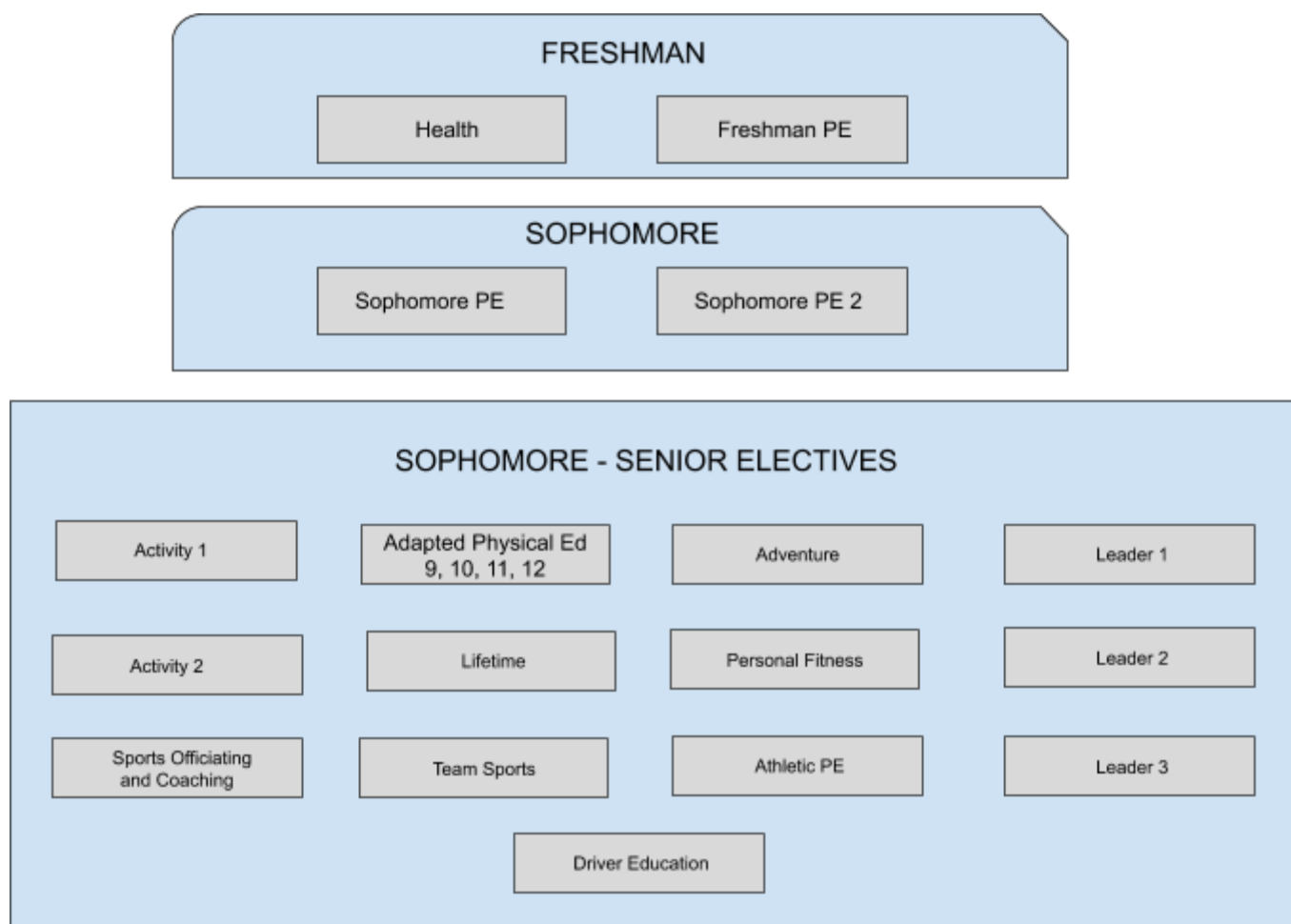
N

**Open to:** 10,**Length:** 1 year**Credit:** 1**Prerequisite:** *Teacher recommendation*

This course is the second half of the traditional two-year Algebra course. Topics include solving systems of equations, exponential functions, solutions of quadratic, rational, and radical equations and related word problems as well as focusing on skills such as addition, subtraction, multiplication, and division of rational numbers as well as ratios, proportions and percents.



# PHYSICAL EDUCATION, HEALTH AND DRIVERS EDUCATION



## **ADAPTED PHYSICAL EDUCATION: PE113F, PE114S**

**Open to:** 9, 10, 11, 12      **Length:** 1 semester

**Credit:** .5

**Prerequisite:** A doctor's note excusing the student from regular physical education & consent of curriculum coordinator

The games and drills used in class are often modified to meet the emotional and physical needs of the students.

Students will not be physically exerted or exposed to physical contact.

*\*This course will utilize heart rate monitors during fitness activities to allow students to self-assess their fitness levels.*

## **ACTIVITY 1: PE233F, PE234S**

## **ACTIVITY 2: PE235F, PE236S**

**Open to:** 10, 11, 12      **Length:** 1 semester

**Credit:** .5

**Prerequisite:** None

This course takes FITT principles and incorporates them into team activities. Activities could include football, soccer, softball, floor hockey, basketball, or other team activities. *\*This course will utilize heart rate monitors during fitness activities to allow students to self-assess their fitness levels.*

## **ADVENTURE: PE247F, PE248S**

**Open to:** 10, 11, 12      **Length:** 1 semester

**Credit:** .5

**Prerequisite:** None

This course offers non-traditional activities that help develop teamwork, trust, and leadership skills. The curriculum also includes short units in hiking, canoeing, and wall climbing. Fees are associated with this course. *\*This course will utilize heart rate monitors during fitness activities to allow students to self-assess their fitness levels.*

**ATHLETIC PE: PE231F, PE232S****Open to:** (10), 11, 12      **Length:** 1 semester**Credit:** .5**Prerequisite:** *None*

Athletic PE provides a physical education credit for sport-specific training protocols, during the school day, that are designed to increase overall athleticism for the student/athlete's chosen sport.

**DRIVER EDUCATION: PE219F, PE220S****Open to:** 10, 11, 12      **Length:** 1 semester**Credit:** .5**Prerequisite:** *4 credits on transcript record-passing 8 courses previous two semesters, minimum age of 15, a social security number*

This is a three-phase program: Classroom, simulation, and behind the wheel. It is designed to help the student learn basic car control and observation of human and natural laws. It emphasizes defensive driving. Students will be assigned according to the oldest first. A participation fee is required in addition to the state registration fee. A student who has taken Driver Education and failed any portion of the course will be placed at the end of the waiting list and will be required to pay a participation fee if he/she repeats the class. A student must pass all parts of the Driver Education course to be eligible to take the driving test for a license. Students will receive two grades: a classroom grade and a lab grade. Students have a pass/fail option for the class grade; however, the lab grade is not factored into the GPA.

**No Drivers Ed. from an outside source will be accepted for credit.**

**FRESHMAN PE: PE104F, PE105S****Open to:** 9**Length:** 1 semester**Credit:** .5**Prerequisite:** *None*

The State of Illinois requires all students to take a Physical Education class. This coeducational class will offer a variety of activities to provide a foundation for physical skills and knowledge needed to live a healthy life. This will include fitness education, heart rate monitors, team sports and individual sports.

**HEALTH: PE106F, PE107S****Open to:** 9, 10, 11, 12      **Length:** 1 semester**Credit:** .5**Prerequisite:** *None*

The State of Illinois requires all students to complete a course of study in Health Education. The purpose of the class is to promote healthy lifestyles based on knowledge gained from the latest research. The course will include skill-development in making responsible decisions, avoiding risk behaviors (such as alcohol/drug use and premature sexual activity), managing and reducing stress, building personal identity, making healthy diet choices, building and maintaining healthy personal relationships, and preventing disease.

**LEADER 1: PE349F, PE350S****Open to:** 10, 11, 12      **Length:** 1 semester**Credit:** .5**Prerequisite:** *Teacher recommendation*

This course offers students the opportunity to develop leadership skills, learn how to teach a skill, develop conflict resolution techniques, and are exposed to other skills needed to be a teacher. This course is available to sophomores and Juniors.

**LEADER 2: PE351F, PE352S****Open to:** 10, 11, 12      **Length:** 1 semester**Credit:** .5**Prerequisite:** *Teacher recommendation and Leader 1*

This course offers students the opportunity to apply skills learned in the Leader 1 course.

**LEADER 3: PE355F, PE355S****Open to:** 11, 12      **Length:** 1 semester**Credit:** .5**Prerequisite:** *PE Leaders 1 or 2, teacher recommendation and interview with PE committee as well as form of transportation every day of school attendance*

This course offers students the opportunity to develop leadership skills, learn how to teach a skill, develop conflict resolution techniques, and are exposed to other skills needed to be a teacher in a special education setting at Hope D. Wall School. This course is available to Juniors and Seniors only who have readily available transportation to travel to Hope D. Wall.



**SOPHOMORE PE: PE241F, PE242S****Open to:** 10, 11, 12      **Length:** 1 semester**Credit:** .5**Prerequisite:** *Freshman PE*

During Sophomore PE, the students will build on the fitness skills and knowledge provided in their freshman year. Students will participate in team and individual skill activities. This course also includes CPR/AED, taught through the American Heart Association curriculum. \*This course will utilize heart rate monitors during fitness activities to allow students to self-assess their fitness levels.

**SOPHOMORE PE 2: PE252S****Open to:** 10      **Length:** 1 semester**Credit:** .5**Prerequisite:** *Freshman PE, Sophomore PE*

This course will expand on the fitness skills and concepts developed in Sophomore PE. Students will continue to participate in team and individual skill activities and utilize heart rate monitors. The content covered in this class will continue to prepare the students for their coursework in Jr/Sr level courses.

**LIFETIME: PE237F, PE238S****Open to:** 10, 11, 12      **Length:** 1 semester**Credit:** .5**Prerequisite:** *None*

This course incorporates FITT principles into activities that people participate in over a lifetime. These activities could include: badminton, volleyball, softball, tennis, jogging/speed walking and golf. \*This course will utilize heart rate monitors during fitness activities to allow students to self-assess their fitness levels.

**PERSONAL FITNESS: PE243F, PE244S****Open to:** 10, 11, 12      **Length:** 1 semester**Credit:** .5**Prerequisite:** *None*

This course incorporates FITT principles with the use of cardio equipment, strength machines, and other activities to help students strive to meet personal fitness goals. \*This course will utilize heart rate monitors during fitness activities to allow students to self-assess their fitness levels.

**SPORTS OFFICIATING AND COACHING: PE361F, PE362S****Open to:** 10, 11, 12      **Length:** 1 semester**Credit:** .5**Prerequisite:** *Freshman PE, Sophomore PE and one General PE course*

In this semester-long course, students will learn how to officiate sporting events and apply these skills in the physical education classes and school community for job opportunities. This class will focus on rules and regulations of sports, officiating games, coaching strategies, and conflict resolution within the sporting atmosphere. Students will have the opportunity to become licensed officials through the State of Illinois during this class. A maximum of 2 semesters can be completed in this class. \*This course will utilize heart rate monitors during fitness activities to allow students to self-assess their fitness levels.

**TEAM SPORTS: PE245F, PE246S****Open to:** 10, 11, 12      **Length:** 1 semester**Credit:** .5**Prerequisite:** *None*

This course incorporates FITT principles into team sport activities. Units could include softball, lacrosse, volleyball, football, basketball, recreational games and team building activities. \*This course will utilize heart rate monitors during fitness activities to allow students to self-assess their fitness levels.



# SCIENCE

## FRESHMAN

BIOLOGY

BIOLOGY-HONORS

## SOPHOMORE & JUNIORS

CHEMISTRY

CHEMISTRY HONORS

**Electives require specific prerequisites or concurrent enrollment in core Science courses.  
See description for more details.**

## ELECTIVES

AP ENVIRONMENTAL  
SCIENCE-HONORS - 11, 12

AP BIOLOGY-HONORS  
10, 11, 12

ASTRONOMY  
10, 11, 12

ENVIRONMENTAL SCIENCE  
10, 11, 12

AP PHYSICS 1 - HONORS  
10, 11, 12

AP CHEMISTRY-HONORS  
11, 12

PHYSICS  
10, 11, 12

FORENSICS  
11, 12

AP PHYSICS 2 - HONORS  
11, 12

ANIMAL BEHAVIOR  
10, 11, 12

ANATOMY & PHYSIOLOGY  
11, 12

HORTICULTURE  
11, 12

HUMAN BIOLOGY  
DUAL CREDIT - 11, 12

HUMAN BIOLOGY LAB  
DUAL CREDIT - 11, 12

INTRO TO BIOLOGY LAB  
DUAL CREDIT - 12

INTRO TO BIOLOGY  
DUAL CREDIT  
12

### **AP BIOLOGY – HONORS: SC423Y**

**N**

**Open to:** 10, 11, 12

**Length:** 1 year

**Credit:** 1

**Prerequisite:** *Physics Teacher recommendation, “B” or better in Biology, “B” or better in Chemistry*

The revised AP Biology course shifts from a traditional teacher-directed “content coverage” model of instruction to one that focuses on helping students gain an understanding of biological concepts and the scientific evidence that supports them. This approach enables students to spend more time understanding biological concepts while developing reasoning skills essential to the science practices used throughout their study of biology. This connection will be made using inquiry approach with the curriculum, laboratory activities, and developing critical thinking skills. All students are strongly encouraged to take the AP exam in May.

### **AP CHEMISTRY – HONORS: SC422Y**

**N**

**Open to:** 11, 12

**Length:** 1 year

**Credit:** 1

**Prerequisite:** *“B” or better in Chemistry and Physics – Honors and teacher recommendation*

This course is an intensive, second-year course in Chemistry. This laboratory oriented course uses a first-year college chemistry text and a laboratory program supplemented with college-level experiments. This course follows the National Advanced Placement curriculum.



**AP ENVIRONMENTAL SCIENCE – HONORS: SC313Y****N****Open to:** 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** *Biology and Chemistry, teacher recommendation*

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry and geography.

**AP PHYSICS 1 – HONORS: SC312Y****N****Open to:** 10, 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** *Teacher recommendation, passed one year of Geometry, Concurrent enrollment in Pre-Calculus is recommended*

This course uses the concept development approach. Concepts are used to help the student understand the nature of the physical world, and then is used to solve problems. The laboratory is a basic tool for exploring, learning and is supplemented with Mechanical Universe excerpts and simulations. Topics include: mechanics, relativity, energy, electricity, sound and light.

**AP PHYSICS 2 - HONORS: SC421Y****N****Open to:** 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** *“B” or better in Physics, passed AP Physics 1, or teacher recommendation*

This intensive second-year course in Physics is for students seeking of additional topics in Physics. This course follows the National AP Physics 2 curriculum as prescribed by the College Board. The course is not calculus-based and therefore students should be careful to examine the ramifications of this course based on college plans. Please consult your guidance counselor or science instructor for more details.

**ANATOMY AND PHYSIOLOGY: SC420Y****N****Open to:** 11,12**Length:** 1 year**Credit:** 1**Prerequisite:** *Physics or concurrent enrollment or teacher recommendation*

This lab-oriented course focuses on the relationship between structure and function in the human body. After an introductory unit to establish background knowledge and an analysis of the four different tissue types, students will investigate the functions of all eleven-organ systems in the human body, the ways that the structure of these systems are related to their functions, and how structure and function are affected by disease.

**ANIMAL BEHAVIOR: SC411F, SC412S****N****Open to:** 10, 11, 12**Length:** 1 semester**Credit:** .5**Prerequisite:** *Previous Science credit including Chemistry or concurrent enrollment in core science course*

This course is a study of the nervous and endocrine systems of animals and how these systems relate to the behavior, communication and learning in animals.

**ASTRONOMY: SC417F, SC418S****N****Open to:** 10, 11, 12**Length:** 1 semester**Credit:** .5**Prerequisite:** *Previous Science credit or concurrent enrollment in core science course*

This is an introduction to the methods used to study the solar system, galaxy, and universe. It also includes a detailed study of the earth and the other planets with an emphasis on man's history and future in space exploration.

**BIOLOGY: SC102Y****N****Open to:** 9**Length:** 1 year**Credit:** 1**Prerequisite:** *8th-grade placement*

Biology serves as an introduction to the life sciences as outlined in the Next Generation Science Standards. It includes the integration of science and engineering practices as well as crosscutting concepts in order to develop the students' understanding of the disciplinary core ideas in biology. In addition to the life science and relevant earth science concepts, other topics may include but are not limited to the conservation of resources, including air pollution, water pollution, pesticides, preservation of wilderness areas, forest management, protection of wildlife and human care of domestic animals.



**BIOLOGY – HONORS: SC103Y****N****Open to:** 9**Length:** 1 year**Credit:** 1**Prerequisite:** *8th-grade placement*

Honors Biology is a more in-depth study of the living world as outlined in the Next Generation Science Standards. Science and engineering practices as well as crosscutting concepts are used to promote a deeper understanding of the disciplinary core ideas in biology as well as related Earth science topics. Independent study and group projects facilitated by the instructor are intended to develop a greater understanding of the complexity, diversity, and interconnectedness of life on Earth.

**CHEMISTRY: SC206Y****N****Open to:** 10, 11**Length:** 1 year**Credit:** 1**Prerequisite:** *Completed a Biology course, completed Algebra sequence preferred*

Understanding chemistry allows us to make sense of the world around us and to make decisions and discoveries to improve the quality of life. This Chemistry course aligns to the Next Generation Science Standards, and provides preparation in laboratory techniques, knowledge of chemical concepts, and problem-solving skills. Relevant earth and space science concepts will also be integrated into the curriculum. This course is designed for the college-bound student.

**CHEMISTRY – HONORS: SC207Y****N****Open to:** 10, 11**Length:** 1 year**Credit:** 1**Prerequisite:** *Honors Biology or teacher recommendation and completed an Algebra sequence*

Sophomore Honors Chemistry is a *laboratory science course* in which students investigate the composition of matter and the physical and chemical changes it undergoes. Students learn/use skills to study the fundamental structure of atoms, the way atoms combine to form compounds, and the interactions between matter and energy.

**ENVIRONMENTAL SCIENCE: SC413F, SC414S****N****Open to:** 10, 11, 12**Length:** 1 semester**Credit:** .5**Prerequisite:** *Minimum of 1 Science credit or concurrent enrollment in a core science course*

This course is designed to introduce students to major ecological concepts and the environmental problems that affect the world in which they live. The curriculum focuses on real-life issues, promoting awareness and understanding of everyday problems. Emphasis is placed on students working together towards possible solutions.

**FORENSIC SCIENCE: SC409F, SC410S****Open to:** 11, 12**Length:** 1 semester**Credit:** .5**Prerequisite:** *Complete Biology and Chemistry*

Forensic Science courses examine the application of science to the criminal and civil laws that are enforced by police agencies in the criminal justice system. Students will participate in hands-on labs, discussions, data analysis, and experience first-hand some of the techniques, theories, and situations that those in the field experience every day. Topics covered typically includes the investigation of DNA, anthropology, fingerprinting, fiber analysis, ballistics, toxicology, entomology, blood and serology. This course will integrate student experiences and knowledge from other science courses offered.

**HORTICULTURE: SC415F, SC416S****Open to:** 11, 12**Length:** 1 semester**Credit:** .5**Prerequisite:** *Completed 2 years of science*

This course will explore the horticulture industry through lessons focusing on basic background information about this field of study, the importance of horticulture, environmental impacts of horticulture, and career opportunities. Students will also build basic biology course work in a unit that addresses plant anatomy and physiology. Plant propagation through various methods will also be covered. Students will study the properties and components of growing media as well as nutrients, and fertilizers. Pest management will also be addressed in the horticulture curriculum.



**HUMAN BIOLOGY (LECTURE) BIO102 - DUAL CREDIT: SCDC503S**

**N**

**IAI 3.0 COLLEGE CREDIT COURSE**

**Open to:** 11, 12      **Length:** 1 semester      **.5 WEST AURORA HIGH SCHOOL CREDIT**

**Prerequisite:** *Any Physics course or concurrent enrollment or teacher recommendation*

**Must run concurrently with BIO 103**

This general survey course focuses on the biology of the human organism. Concepts include the structure, organization, and function of human systems with a focus on the interconnectedness of these systems, health and disease, growth and development, genetics, and evolution. Emphasis is placed on the relationship of the issues to the individual and society.

**HUMAN BIOLOGY LABORATORY BIO103 - DUAL CREDIT: SCDC504S**

**N**

**IAI 1.0 COLLEGE CREDIT COURSE**

**Open to:** 11, 12      **Length:** 1 semester      **Credit: .5**

**Prerequisite:** *Any Physics course or concurrent enrollment or teacher recommendation*

**Must run concurrently with BIO102**

A laboratory course intended to be taken concurrently with BIO100, this course explores selected concepts and theories in biology such as organization, function, heredity, evolution and ecology through laboratory exercises.

**INTRODUCTION TO BIOLOGY BIO100 - DUAL CREDIT (LECTURE): SC500F**

**N**

**IAI 3.0 COLLEGE CREDIT COURSE .5 WEST AURORA HIGH SCHOOL CREDIT**

**Open to:** 12      **Length:** 1 semester

**Prerequisite:** *A "B" or better in Biology or Biology – Honors and a "C" or better in Chemistry or Chemistry- Honors*

**Must run concurrently with BIO 101**

This general survey course deals with selected concepts and theories in biology such as organization, function, heredity, evolution and ecology. Biology issues with personal and social implications are introduced to allow students to make informed decisions regarding issues with a biological basis. Note: Not intended for students majoring in biology or the health professions.

**INTRODUCTION TO BIOLOGY LABORATORY BIO101 - DUAL CREDIT: SCDC502F, SCDC**

**N**

**IAI 1.0 COLLEGE CREDIT COURSE**

**Open to:** 12      **Length:** 1 semester

**Prerequisite:** *A "B" or better in Biology or Biology Honors and a "C" or better in Chemistry or Chemistry Honors*

**Must run concurrently with BIO 100**

A laboratory course intended to be taken concurrently with BIO100, this course explores selected concepts and theories in biology such as organization, function, heredity, evolution and ecology through laboratory exercises.

**PHYSICS: SC309Y**

**N**

**Open to:** 10, 11, 12      **Length:** 1 year      **Credit: 1**

**Prerequisite:** *Chemistry course, Geometry and teacher recommendation*

This course is a presentation of the laws of nature with the study and confirmation of these laws in the laboratory. It develops fact-pursuing skills along with problem-solving techniques. It includes units in the following areas: motion, Newton's laws, forces, work, energy, momentum, waves, sound, light, mechanics, and electrical energy.

NOTE: Technical Geometry does not fulfill the prerequisite.



# SOCIAL STUDIES

## FRESHMAN

AP Human  
Geography-Honors

World Cultures

World History

## SOPHOMORE

AP European  
History-Honors

AP World  
History-Honors

Global Events  
1900 to Present

World Cultures

World History

## JUNIOR

American Studies

United States  
History

AP United States  
History Honors

## SENIOR

Civics

AP American  
Government-Honors

AP Macroeconomics  
Honors

Economics

## JUNIOR - SENIOR ELECTIVES

AP  
Research-Honors

Sociology

Psychology

Global Events  
1900 to Present

AP Psychology  
Honors

**CIVICS: SS415F, SS416S**

**Open to:** 12

**Length:** 1 semester

**Credit:** .5

**N**

**Prerequisite:** *Teacher Recommendation*

This course examines the origins and purposes of government and the U.S. and Illinois Constitution. Additional topics include civil liberties, political parties, public policies and the rights and responsibilities of individuals in the political system. Throughout the course, students will think critically and actively engage in class discussions about current and controversial issues. Students will participate in projects and simulations that promote civic engagement. *The course satisfies the State of Illinois requirement for civic education.*

**AMERICAN STUDIES: SS308Y****N****Open to:** 11      **Length:** 1 year  
(1 U.S. History, 1 Junior English)**Credit:** 2**Prerequisite:** *Teacher recommendation*

This course is highly recommended for those students who wish to exercise their creativity, improve their writing skills, and learn to connect many fields of knowledge resulting in an integrated look at America, past and present. This course is a team-taught study of American culture with an emphasis on American history and literature integrated with the fine arts (music, paintings, architecture and films). With a chronological approach to the study of American life, students are exposed to higher-level thinking skills employed in group discussions and simulations. This is a year-long course that meets for 2 consecutive periods every day. Students will receive the one required credit in U.S. History, plus the 1 required credit for Junior English. This is a year-long course which meets for 2 consecutive periods every day, mostly in a large group setting, that contains around 60 students.

**AP AMERICAN GOVERNMENT – HONORS: SS421F, SS422S****N****Open to:** 12      **Length:** 1 semester**Credit:** .5**Prerequisite:** *Teacher recommendation*

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

**AP EUROPEAN HISTORY – HONORS: SS211Y****N****Open to:** 10      **Length:** 1 year**Credit:** 1**Prerequisite:** *Teacher recommendation*

AP European History will examine how and why European societies have changed historically over time. Beginning with the historical era of the Renaissance, students will gain insight into the political, economic and social factors of European society. Students will utilize a variety of supplementary materials in class; including, primary and secondary sources, maps, graphs, charts, political cartoons and biographical readings. The AP curriculum, as established by the Advanced Placement College Board, demands analytical skills within a rigorous academic context. The extent of in-depth reading, writing and analytical skills are greater than that required in a regular high-school level history survey class. The course will prepare students for the AP European History Exam, given annually in May.

**AP HUMAN GEOGRAPHY – HONORS: SS210Y****N****Open to:** 9      **Length:** 1 year**Credit:** 1**Prerequisite:** *Middle school placement*

This year-long college-level course focuses on the impact human populations have on the planet. Units of study include the cultural patterns of religion, ethnicity, and gender; the population patterns of migration, growth, and settlement; and the historical global patterns of economic development, agriculture, and urbanization. Students will develop the ability to think geographically and apply the skills and tools of a geographer to analyze the world. Students will perform college-level work and be prepared to take the Advanced Placement exam given annually in May. Students will complete a summer assignment prior to the class beginning.

**AP MACROECONOMICS – HONORS: SS423F, SS424S****N****Open to:** 12      **Length:** 1 semester**Credit:** .5**Prerequisite:** *Teacher recommendation*

AP Macroeconomics will give students a thorough understanding of economic principles that apply to all economic systems. The AP course emphasizes five units of study: (1) Basic Economic Concepts; (2) Measurements of Economic Performance; (3) National Income and Price Determination; (4) Economic Growth; (5) International Finance and Exchange Rates and Balance of Payments. Students must have strong writing capability and style and will be required to work on multiple items simultaneously. Students will perform college-level work and be prepared to take the Advanced Placement exam, given annually in May.



**AP PSYCHOLOGY – HONORS: SS314Y****N****Open to:** 11, 12      **Length:** 1 year**Credit:** 1**Prerequisite:** *Teacher recommendation*

AP Psychology is a year-long honors course with an AP level rigor with expected daily reading of college-level texts. It is designed to introduce students to the systematic and scientific study of individual behavior and mental processes. Students will be exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology, including research methods, neuroscience, physiology & anatomy and statistics. Students will also learn such skills as understanding concepts, analyzing data and scientific investigation. Students must have strong reading and writing capability, style and will be required to work on multiple items simultaneously. Students will be expected to perform college-level work and be prepared to take the Advanced Placement exam, given annually in May.

**AP RESEARCH – HONORS: SS431Y****N****Open to:** 11, 12      **Length:** 1 year**Credit:** 1**Prerequisite:** *Teacher Recommendation*

This yearlong course, along with AP Seminar, is the complementary course offered as part of the AP Capstone Program. Students in this course will explore various research methods. Further, students will plan and complete a yearlong independent investigative research project. Students enrolled in this course will submit a final portfolio to AP College Board, containing artifacts and a written paper. The culmination of the course includes a presentation with an oral defense.

NOTE: Per AP College Board, AP Seminar is a required prerequisite. Students who successfully earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing receive the AP Capstone Diploma. Students who earn scores of 3 or higher in both AP Seminar and AP Research, but not on four additional AP Exams receive the AP Seminar and Research Certificate.

**AP UNITED STATES HISTORY – HONORS: SS309Y****N****Open to:** 11      **Length:** 1 year**Credit:** 1**Prerequisite:** *Teacher Recommendation*

AP United States History focuses on developing students' abilities to think conceptually about U.S. History from approximately 1491 to the present while applying historical thinking skills as they learn about the past. Eight themes of equal importance—American and national identity; work, exchange, and technology; geography and the environment; migrant and settlement; politics and power; America in the World; American and Regional Culture; and social structures. These themes require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. High importance is placed on reading and writing. The class will prepare students for the AP US History exam, given annually in May.

**AP WORLD HISTORY – HONORS: SS106Y****N****Open to:** 10      **Length:** 1 year**Credit:** 1**Prerequisite:** *Teacher Recommendation*

As stated on the College Board website, AP World History: Modern is an introductory college-level modern world history course. Students cultivate their understanding of world history from around 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts such as humans and the environment, cultural developments and interactions, governance, economic systems, social interactions, and organization, as well as technology and innovation.

**ECONOMICS: SS417F, SS418S****N****Open to:** 12      **Length:** 1 semester**Credit:** .5**Prerequisite:** *Teacher Recommendation*

This course is an introduction to the essential features of economic performances, allocation of resources, scarcity, and the role of government in the management of economic systems. It is designed to provide students with the economic tools necessary to analyze and understand economic problems. Included is the study of microeconomics, macroeconomics, international trade, the stock market, monopolies, economic policy, supply and demand, economic growth, the Federal Reserve, and the economic problems of inflation, unemployment, and poverty. This course satisfies the State of Illinois requirements for Consumer Education.



**GLOBAL EVENTS 1900 TO PRESENT: SS206Y****N****Open to:** 10, 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** *None*

This investigative course will look at historical events through the context of current events in order to discover the impact events from the 1900's to the present have had on modern society. Linking past and present, the course will investigate and connect the principle dimensions of the multi-faceted global world in which we live. Emphasis will be placed on World War I & II, the Holocaust (including a field trip to the Holocaust Museum in Skokie, IL) the Cold War and links to modern-day terrorism. Attention will also be given to political, economic, religious and cultural conflicts that are headlining newspapers, television programming and other popular media outlets on a daily basis. The course is flexible in nature to accommodate significant current events happening in real-time, but the general direction of the class will study how the world developed into what it is today and predict where it is going next. Students will be challenged to develop and defend their opinions on many different issues on a daily basis. The major course assignment is an oral history research project.

**PSYCHOLOGY: SS312Y****N****Open to:** 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** *None*

Psychology is designed for the college-bound student (2 or 4 year) with an interest in social studies and the working of the human mind and behavior. The curriculum for this course will allow students to explore major concepts and theories in psychology with a heavy emphasis on content that is applicable to daily living. Students completing this course will have a greater awareness and knowledge of the human environment and individuals. This course focuses on psychology as a science (history of psychology, research methods, the brain and senses, memory, principles of learning, consciousness, personality, developmental psychology, psychological disorders, treatment, and social relations). Students electing to take the course should have an interest in social sciences and expect regular nightly readings along with assignments, content discussion, and analysis that foster critical thinking skills.

**SOCIOLOGY: SS310Y****N****Open to:** 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** *None*

This is the scientific study of society, involving all forms of human interaction and behavior. This includes such topics as marriage/family, gender roles, including the history of women in America, religion, the history of people with disabilities and the disability rights movement, education, racism, social classes, occupations, and deviant behavior. The analysis of selected readings, videos, and projects on social behavior is an integral part of the course content. Students electing to take the course should have an interest in social sciences and expect college-prep readings, assignments, content discussion and analysis that foster critical thinking skills. Projects will be assigned throughout the course of the year demonstrating applicable knowledge learned throughout the course setting. Students will complete a service-learning requirement, which will predominantly be completed during class time.

**UNITED STATES HISTORY: SS307Y****N****Open to:** 11**Length:** 1 year**Credit:** 1**Prerequisite:** *None*

This course is a chronological study of the United States starting with the American Revolution and ending with the current administration. The course will emphasize issues that have united and divided the nation, as well as the growth of democratic institutions. Students will analyze political, economic and social issues related to United States History.

Students will develop college-preparatory skills and enhance reading comprehension through primary and secondary source documents.

**WORLD CULTURES: SS104Y****N****Open to:** 9, 10**Length:** 1 year**Credit:** 1**Prerequisite:** *Middle school placement or teacher recommendation*

This course explores the diversity of the world through physical geography, cultural geography, art, religion, government, economics, and sociological perspectives. Students will examine the way humans interact with each other and the environment, which is vital to understanding the vast number of unique cultures that inhabit the earth today. This course will discuss cultural conflicts from around the world, their origins, and their influence on the United States. Throughout the school year, students will study these themes as they apply to North, Central and South America, Europe, North Africa and the Middle East, sub-Saharan Africa and Asia.



**WORLD HISTORY: SS105Y****Open to:** 9, 10**Length:** 1 year**Credit:** 1**Prerequisite:** *Middle school placement or teacher recommendation*

This course examines such issues as: (a) how great nations and empires rise and fall; (b) how nations become involved in war and peace; (c) how major religions develop; (d) how different peoples develop their governments and economies, (e) how geography influences history, and (f) how art reflects the societies that create them. During the first semester, the course covers events from the great ancient civilizations to the 17th century. The second semester covers events from the Age of Exploration to recent times.

# World Languages and English Learners

## BILINGUAL

**BILINGUAL CIVICS: WLB03F****Open to:** 12**Length:** 1 semester**Credit:** .5**Prerequisite:** *Teacher/Counselor recommendation*

This course examines the fundamentals and functioning of the American government. Topics include the origins and purposes of government, the US Constitution, the rights and freedoms of Americans, the Judicial Branch, the Legislative Branch, the Executive Branch, and the various ways in which Americans participate in government and politics. Students will study the Declaration of Independence and the Constitution of the United States of America. Through the course of this class, students will also engage in critical thinking, reading comprehension, analysis of current events, and improving skills for discussion and debate. The course satisfies the State of Illinois requirement for civic education. The content of this course is presented entirely in Spanish.

**BILINGUAL AMERICAN HISTORY: WLEB02Y****Open to:** 11**Length:** 1 year**Credit:** 1**Prerequisite:** *Teacher/Counselor recommendation*

This course is a chronological/conceptual study of the United States starting with European foundations and ending with the current administration. The course will emphasize issues that have united and divided the nation, as well as the growth of democratic institutions. Students will develop writing skills and enhance reading comprehension through various strategies being introduced to the historical process. The content of this course is presented entirely in Spanish.

**BILINGUAL BIOLOGY: WLB05Y****Open to:****Length:** 1 year**Credit:** 1**Prerequisite:** *None*

Biology serves as an introduction to the life sciences as outlined in the Next Generation Science Standards. It includes the integration of science and engineering practices as well as crosscutting concepts in order to develop the students' understanding of the disciplinary core ideas in biology. In addition to the life science and relevant earth science concepts, other topics may include but are not limited to, the conservation of resources including air pollution, water pollution, pesticides, preservation of wilderness areas, forest management, and protection of wildlife and human care of domestic animals. The content of this course is presented entirely in Spanish.

**BILINGUAL ECONOMICS: WLB03S****Open to:** 12**Length:** 1 semester**Credit:** .5**Prerequisite:** *Teacher/Counselor recommendation*

This course is an introduction to the essential features of economic performances, allocation of resources, scarcity, and the role of government in the management of economic systems. It is designed to provide students with the economic tools necessary to analyze and understand economic problems. Included is the study of microeconomics, macroeconomics, international trade, the stock market, monopolies, economic policy, supply and demand, economic growth, the Federal Reserve, and the economic problems of inflation, unemployment, and poverty. This course satisfies the State of Illinois requirements for Consumer Education. The content of this course is presented entirely in Spanish.

**BILINGUAL WORLD CULTURES: WLB01Y****Open to:** 9, 10**Length:** 1 year**Credit:** 1**Prerequisite:** *Teacher/Counselor recommendation*

The focus of the course will be on six regions of the world: Latin America, Europe, Sub-Saharan Africa, Southwest Asia/North Africa, East Asia, and South/Southeast Asia. Within each region there will be a discussion of specific cultural traits as well as events, ideas, and people central to that particular culture. Additionally, students will study the ways in which these cultures have influenced the United States. The content of this course is presented entirely in Spanish.

## EL (ENGLISH LEARNERS)

**EL ALGEBRA: WLE42Y****Open to:** 9, 10, 11, 12**Length:** 1 semester**Credit:** .5**Prerequisite:** *None*

This is the traditional first-year algebra course in a four-year high school mathematics program with emphasis on both skills and theory. The content of this course is presented in sheltered English instruction.

**02052A000****EL CIVICS: WLE11F****Open to:** 12**Length:** 1 semester**Credit:** .5**Prerequisite:** *Teacher Recommendation*

This course examines the fundamentals and functioning of the American government. Topics include the origins and purposes of government, the US Constitution, the rights and freedoms of Americans, the Judicial Branch, the Legislative Branch, the Executive Branch, and the various ways in which Americans participate in government and politics. Students will study the Declaration of Independence and the Constitution of the United States of America. Through the course of this class, students will also engage in critical thinking, reading comprehension, analysis of current events, and improving skills for discussion and debate. The course satisfies the State of Illinois requirement for civic education. The content of this course is presented in sheltered English instruction.

**EL AMERICAN HISTORY: WLE10Y****Open to:** 11**Length:** 1 year**Credit:** 1**Prerequisite:** *None*

This course is a chronological/conceptual study of the United States starting with European foundations and ending with the current administration. The course will emphasize issues that have united and divided the nation, as well as the growth of a democratic institution. Students will develop writing skills and enhance reading comprehension through various strategies being introduced to the historical process. The content of this course is presented in sheltered English instruction.

**EL BIOLOGY: WLE13Y****Open to:** 9, 10**Length:** 1 year**Credit:** 1**Prerequisite:** *None*

Biology serves as an introduction to the life sciences as outlined in the Next Generation Science Standards. It includes the integration of science and engineering practices as well as crosscutting concepts in order to develop the students' understanding of the disciplinary core ideas in biology. In addition to the life science and relevant earth science concepts, other topics may include but are not limited to: the conservation of resources including air pollution, water pollution, pesticides, preservation of wilderness areas, forest management, and protection of wildlife and human care of domestic animals. The content of this course is presented in sheltered English instruction.



**EL CHEMISTRY IN THE COMMUNITY: WLE14Y**

Open to: 10, 11, 12

Length: 1 year

Credit: 1

Prerequisite: *Biology Course and teacher recommendation*

Chem Comm is the American Chemical Society curriculum that emphasizes the impact of chemistry on society. Eight units contain student-oriented activities centered on the community and the technological and societal issues it faces. Laboratory experiences are integrated and group decision making exercises focus on the community issues. The content of this course is presented in sheltered English instruction.

**EL CHEMISTRY: WLE41Y**

Open to: 10, 11, 12

Length: 1 year

Credit: 1

Prerequisite: *Biology Course and teacher recommendation*

Understanding chemistry allows us to make sense of the world around us and to make decisions and discoveries to improve the quality of life. This chemistry course aligns to the Next Generation Science Standards, and it provides preparation in laboratory techniques, knowledge of chemical concepts, and problem solving skills. Relevant earth and space science concepts will also be integrated into the curriculum. The content of this course is presented through sheltered English instruction.

**EL ECONOMICS: WLE12S**

Open to: 12

Length: 1 semester

Credit: .5

Prerequisite: Teacher Recommendation

This course is an introduction to the essential features of economic performances, allocation of resources, scarcity, and the role of government in the management of economic systems. It is designed to provide students with the economic tools necessary to analyze and understand economic problems. Included is the study of microeconomics, macroeconomics, international trade, the stock market, monopolies, economic policy, supply and demand, economic growth, the Federal Reserve, and the economic problems of inflation, unemployment, and poverty. This course satisfies the State of Illinois requirements for Consumer Education. The content of this course is presented in sheltered English instruction.

**EL FRESHMAN LITERACY: WLE37Y**

Open to: 9

Length: 1 year

Credit: 1

Prerequisite: *Placement test results or Teacher/Counselor recommendation; concurrent enrollment in Freshman English is required*

This course is aligned to Freshman Literacy and is designed for English Language Learners with a focus on the productive and receptive language acquisition domains of Reading, Writing, Listening, and Speaking. Instruction will be presented in a way that is meaningful to English Language Learners and is designed to consider students' language proficiency level. The purpose of this course is to support English Language Learners (concurrently enrolled in Freshman English) to be successful in the mainstream classroom. Students will increase proficiency through self-study and structured in-class activities. Students will practice writing through timed writings and using technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Additionally, students will prepare for the ACCESS exam through guided practice in all language acquisition domains.

**EL GEOMETRY: WLE40Y**

Open to: 9, 10, 11,12

Length: 1 year

Credit: 1

Prerequisite: *None*

This is the traditional year of Euclidean Plane Geometry. Emphasis is on axiomatic structures and logical proof. Additional units include introduction to right triangle trigonometry, area, and volume of solids. The content of this course is presented in sheltered English instruction.

**EL JUNIOR LITERACY: WLE37Y**

Open to: 11

Length: 1 year

Credit: 1

Prerequisite: *Placement test results or Teacher/Counselor recommendation; concurrent enrollment in Junior English is required*

This course is designed for English Learners and focuses on developing productive and receptive language in Reading, Writing, Listening and Speaking. Instruction will be presented in a way that is meaningful to English Learners and is designed to consider students' language proficiency level. The purpose of the course is to support English Language Learners (concurrently enrolled in Junior English 200) to be successful in the mainstream classroom. Students will increase proficiency through self-study and structured in-class activities. The course will focus on problem-solving and critical thinking through nonfiction reading and writing. Additionally, students will prepare for the ACCESS exam through guided practice in all language acquisition domains.

### **EL LANGUAGE ARTS 1: WLE16Y**

Open to: 9, 10, 11, 12

Length: 1 year

Credit: 1

*Prerequisite: Placement results or Teacher/Counselor recommendation; concurrent enrollment in Literacy 1 is required*

This course is aligned to Freshman English and is designed for English Language Learners with a focus on the expressive language acquisition domains of Writing and Speaking. Instruction will be presented in a way that is meaningful to English Language Learners and is designed to consider students' language proficiency level. Students will develop and organize their writing to establish clear relationships amongst claims, reasoning, and evidence. Areas of emphasis will include grammar and paragraph development to facilitate argumentative writing and the use of analytical reasoning to create an evidence-based claim.

### **EL LANGUAGE ARTS 2: WLE17Y**

Open to: 9, 10, 11, 12

Length: 1 year

Credit: 1

*Prerequisite: Placement results or Teacher/Counselor recommendation; concurrent enrollment in EL Literacy 2 is required*

This course is aligned to Sophomore English 200 and is designed for English Language Learners with a focus on the expressive language acquisition domains of Writing and Speaking. Instruction will be presented in a way that is meaningful to English Language Learners and is designed to consider students' language proficiency level. Students will develop argumentative writing by drawing evidence from informational and literary texts to support analysis, reflection, and research. Students will use analytical reasoning and organizational structures to create and defend an evidence-based claim. This course will also explore gathering relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

### **EL LANGUAGE ARTS 3: WLE18Y**

Open to: 11, 12

Length: 1 year

Credit: 1

*Prerequisite: Placement test results or Teacher/Counselor recommendation*

This course is aligned to Junior English 200 and is designed for English Language Learners with a focus on the expressive language acquisition domains of Writing and Speaking. Instruction will be presented in a way that is meaningful to English Language Learners and is designed to consider students' language proficiency level. Students will develop argumentative writing by drawing evidence from multiple texts the canon of American Literature to support analysis, reflection, and research. Students will use analytical reasoning and organizational structures to create and defend an evidence-based claim in multi-paragraph essays. Additionally, students will prepare for the SAT through guided practice and vocabulary study.

### **EL LITERACY 1: WLE21Y**

Open to: 9, 10, 11, 12

Length: 1 year

Credit: 1

*Prerequisite: Placement results or Teacher/Counselor recommendation; concurrent enrollment in Language Arts 1 is required*

This course is aligned to Freshman English and is designed for English Language Learners with a focus on the receptive language acquisition domains of Reading and Listening. Instruction will be presented in a way that is meaningful to English Language Learners and is designed to consider students' language proficiency level. Students will learn how to implement a variety of reading strategies targeting main ideas, the author's craft, and text structure. Additionally, students will analyze the use of literary elements and devices related to character and plot development to facilitate independent and proficient navigation of complex literary texts.

### **EL LITERACY 2: WLE22Y**

Open to: 9, 10, 11, 12

Length: 1 year

Credit: 1

*Prerequisite: Placement results or Teacher/Counselor recommendation; concurrent enrollment in EL Language Arts 2 is required*

This course is aligned to Sophomore English 200 and is designed for English Language Learners with a focus on the receptive language acquisition domains of Reading and Listening. Instruction will be presented in a way that is meaningful to English Language Learners and is designed to consider students' language proficiency level. Students will analyze the use of literary elements and devices related to character and plot development with particular emphasis on characterization, theme, and figurative language to facilitate independent and proficient navigation of complex literary texts.



**EL SENIOR LITERACY: WLE43Y**

Open to: 12

Length: 1 semester

Credit: .5

**Prerequisite:** *Senior Status and/or ACCESS or WIDA Screener score of 3.0 composite or higher*

This course is aligned to Creative Writing and is designed for English Language Learners with a focus on the productive and receptive language acquisition domains of Reading, Writing, Listening, and Speaking. Instruction will be presented in a way that is meaningful to English Language Learners and is designed to consider students' language proficiency level. Students will analyze model texts in various genres for effective techniques to apply to their own fictional narratives with a focus on plot development and dynamic characters. Students will also apply their knowledge of literary devices and figurative language in their own writing. Some genres explored in the class include poetry, short stories, horror, science fiction, screenplays, and personal narratives. **01156A000**

**EL SEQUENTIAL ALGEBRA 1A/1B: WLE28Y**

Open to: 9, 10

Length: 1 year

Credit: 1

**Prerequisite:** *Middle school placement or Curriculum Coordinator recommendation*

This course is the first half of the traditional one-year Algebra course, taken over two years. It begins with order of operations and a review of fractions and decimals, and then continues with solving multi-step Algebraic equations, linear, graphs, inequalities, linear systems and exponents. The content of this course is presented in sheltered English instruction.

**EL SEQUENTIAL ALGEBRA 2A/2B: WLE30Y**

Open to: 9, 10

Length: 1 year

Credit: 1

**Prerequisite:** *Teacher recommendation*

This course is the second half of the traditional two-year Algebra course. Topics include solving systems of equations, exponential functions, solutions of quadratic, rational, and radical equations and related word problems as well as focusing on skills such as addition, subtraction, multiplication, and division of rational numbers as well as ratios, proportions and percents. The content of this course is presented in sheltered English instruction.

**EL GEOMETRY ESSENTIALS: WLE29Y**

Open to: 10, 11, 12

Length: 1 year

Credit: 1

**Prerequisite:** *Teacher recommendation*

Geometry Essentials is a course intended for college-bound and/or technical school bound students not needing a formal course in Euclidean Geometry. The course covers the same concepts as Geometry. It has a stronger emphasis on student discovery by using a hands-on approach and computer activities with less emphasis on formal proofs. The content of this course is presented in sheltered English instruction.

**EL SOPHOMORE LITERACY: WLE38Y**

Open to: 10

Length: 1 year

Credit: 1

**Prerequisite:** *EL Freshman Literacy*

This course is aligned to Sophomore Literacy and is designed for English Language Learners with a focus on the productive and receptive language acquisition domains of Reading, Writing, Listening, and Speaking. Instruction will be presented in a way that is meaningful to English Language Learners and is designed to consider students' language proficiency level. The purpose of this course is to support English Language Learners (concurrently enrolled in Sophomore English 200) to be successful in the mainstream classroom. Students will increase proficiency through self-study and structured in-class activities. A variety of research-based reading strategies useful in science, social studies, and elective courses will be utilized to increase student reading achievement across their class schedule. A canon of pre-selected texts will be used as common texts to encourage application of reading strategies. All class reading will be closely tied to class writing assignments as a way for students to strengthen and deepen their thinking about text. Additionally, students will prepare for the ACCESS exam through guided practice in all language acquisition domains.

**EL WORLD CULTURES: WLE09Y**

Open to: 9, 10

Length: 1 year

Credit: 1

**Prerequisite:** *Teacher/Counselor recommendation*

The focus of the course will be on six regions of the world: Latin America, Europe, Sub-Saharan Africa, Southwest Asia/North Africa, East Asia, and South/Southeast Asia. Within each region there will be a discussion of specific cultural traits as well as events, ideas, and people central to that particular culture. Additionally, students will study the ways in which these cultures have influenced the United States. The content of this course is presented in sheltered English instruction.



**NEWCOMERS LAB: WLE34Y****Open to:** 9, 10, 11, 12**Length:** 1 year**Credit:** 1**Placement Criteria:** *Placement test*

This course is designed for English Learners and focuses on computer literacy. The course provides exposure to basic computer and keyboarding skills. Students will learn how to use programs in Microsoft Office, Schoology, and Google Applications. Students will also gain experience with a variety of websites and applications that can assist in the acquisition of English.

**NEWCOMERS LANGUAGE ARTS: WLE15Y****Open to:** 9, 10, 11, 12**Length:** 1 year**Credit:** 1**Placement Criteria:** *Placement test*

This course is designed for English Learners with a focus on the expressive language acquisition domains of Writing and Speaking. Instruction will be presented in a way that is meaningful to English Language Learners and is designed to consider students' language proficiency level. Students are concurrently enrolled in Newcomers Literacy. Explicit instruction in social and academic uses of English is embedded in the curriculum. Students will practice writing in a variety of genres.

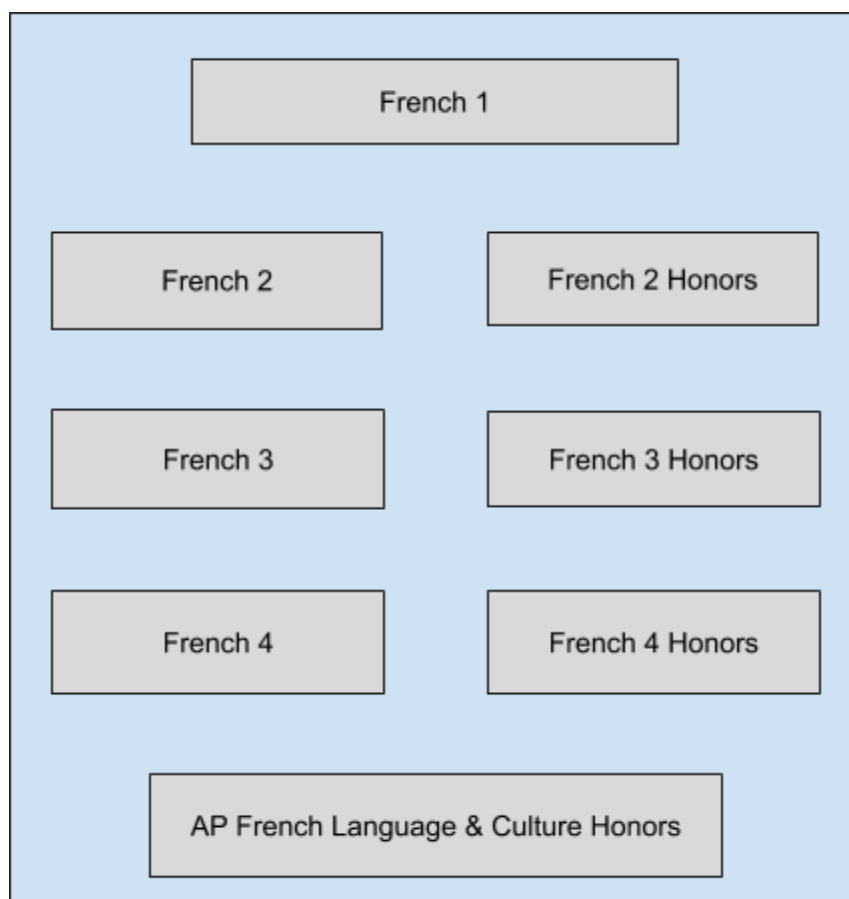
**NEWCOMERS LITERACY: WLE20Y****Open to:** 9, 10, 11, 12**Length:** 1 year**Credit:** 1**Placement Criteria:** *Placement test*

This course is designed English Learners with a focus on the receptive language acquisition domains of Reading and Listening. Instruction will be presented in a way that is meaningful to English Language Learners and is designed to consider students' language proficiency level. Students are concurrently enrolled in Newcomers Language Arts. Basic literacy and explicit teaching of reading strategies are incorporated into instruction. Students will practice reading in a variety of genres.





# FRENCH



## **FRENCH 1: WL001Y**

**N**

**Open to:** 9, 10, 11, 12

**Length:** 1 year

**Credit:** 1

**Prerequisite:** *None*

This course introduces students to spoken and written French and emphasizes speaking and understanding. Students will communicate and interact in French in a variety of everyday situations. Pronunciation skills, new vocabulary, and language patterns are reinforced. The course includes: reading, writing and the study of French culture. A good understanding of English grammar is very helpful.

## **FRENCH 2: WL002Y**

**N**

**Open to:** 9, 10, 11, 12

**Length:** 1 year

**Credit:** 1

**Prerequisite:** *French 1*

This course reviews and builds upon grammar and vocabulary acquired in French 1. A strong emphasis is placed on the acquisition of language through the development of reading, writing, listening, and speaking skills. The curriculum continues to foster cultural understanding through short reading selections. French is spoken as much as possible in class.

## **FRENCH 2 – HONORS: WL017Y**

**N**

**Open to:** 9, 10, 11, 12

**Length:** 1 year

**Credit:** 1

**Prerequisite:** *French 1 and teacher recommendation*

This course is the accelerated level of second-year French, covering material at a faster pace and in greater depth. The course includes an intensive study of language structure and communication skills including reading, writing, listening, and speaking. French is spoken as much as possible in class. This is the first course of the sequence which prepares students for Advanced Placement French Language and Culture.

**FRENCH 3: WL003Y****N****Open to:** 9, 10, 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** *French 2*

Students will further develop their communication skills by refining their ability to read, write, listen, and speak the French language. Advanced grammar is introduced while students continue to enhance their vocabulary and actively use the language. A variety of reading selections will be used to build upon communication skills. Class is conducted in French.

**FRENCH 3 – HONORS: WL018Y****N****Open to:** 9, 10, 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** *French 2 or French 2 Honors and teacher recommendation*

This course is the accelerated level of third-year French, covering material at a faster pace and in greater depth. The course includes a more intensive study of language structure and communication skills, including reading, writing, listening, and speaking. Class is conducted in French. This is the second course of the sequence that prepares students for the Advanced Placement French Language and Culture exam.

**FRENCH 4: WL020Y****N****Open to:** 9, 10, 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** *French 3*

This course seeks to refine and enhance language concepts including grammar techniques, conversational skills, reading and listening comprehension, and studies of various aspects of French culture. Vocabulary is broadened, written and oral fluency are increased, and an emphasis is placed upon the study of a variety of written works. The class is conducted in French.

**FRENCH 4 – HONORS: WL004Y****N****Open to:** 9, 10, 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** *French 3 or French 3 Honors and teacher recommendation*

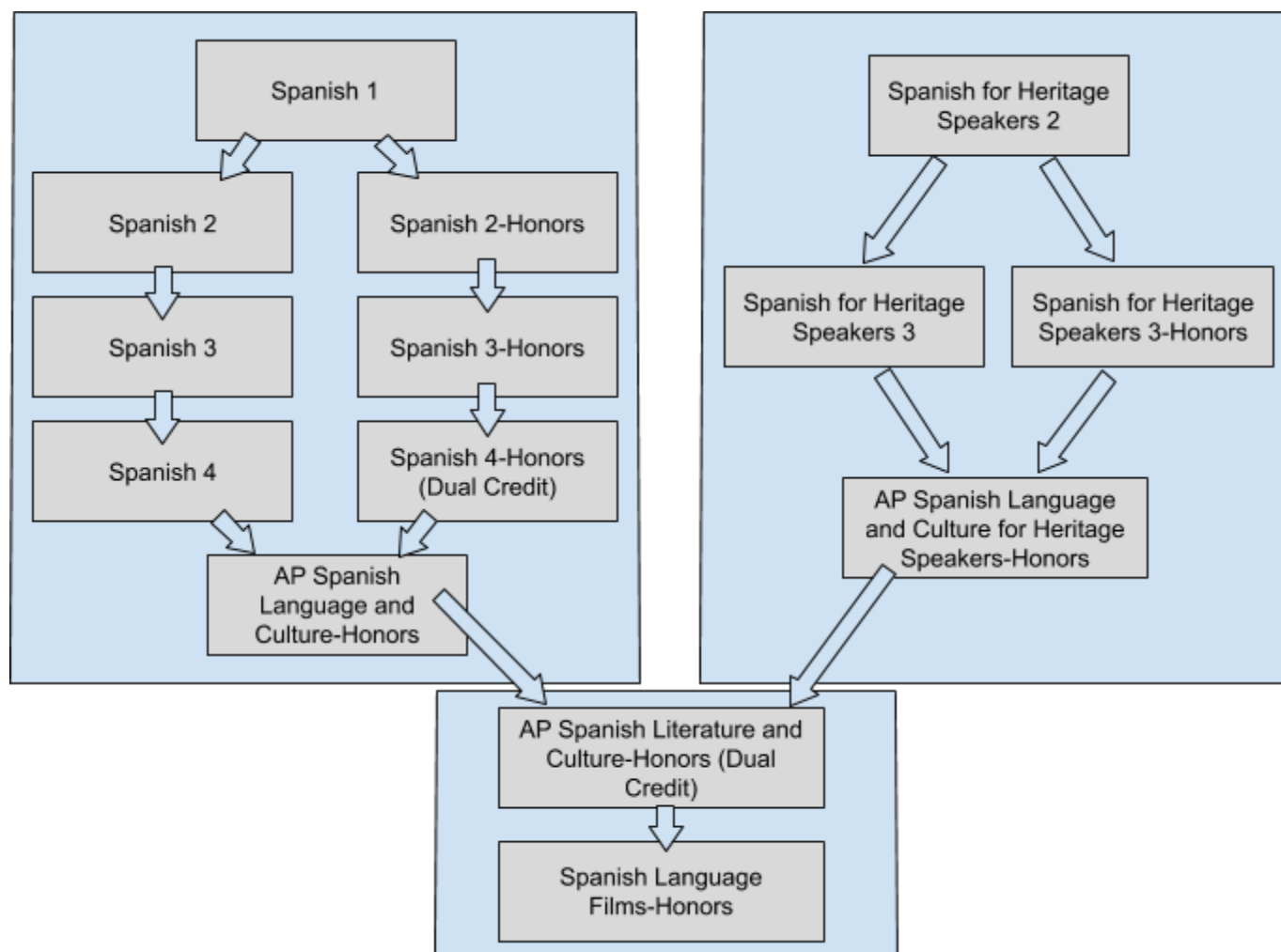
This course is conducted entirely in French and includes a more intensive study of language structure and communication skills including reading, writing, listening, and speaking. This is the third course of the sequence which prepares students for Advanced Placement French Language and Culture.

**AP FRENCH LANGUAGE AND CULTURE – HONORS: WL005Y****N****Open to:** 10, 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** *French 4 and Teacher recommendation*

This is a college-level course that is designed to prepare students for the Advanced Placement French Language and Culture exam. The course is conducted entirely in French in order to develop proficiency in reading, writing, listening, and speaking. Emphasis is on extensive reading of various authentic literary works, further refinement of writing skills, comprehension of native speakers, and the ability to express oneself fluently in French.



# SPANISH



## **SPANISH 1: WL006Y**

**Open to:** 9, 10, 11, 12

**Length:** 1 year

**Credit:** 1

**N**

**Prerequisite:** None

This course introduces students to spoken and written Spanish, and emphasizes speaking and understanding. Students will communicate and interact in Spanish in a variety of everyday situations. Pronunciation skills, new vocabulary, and language patterns are reinforced. The course includes reading, writing, and the study of Hispanic cultures.

## **SPANISH 2: WL007Y**

**Open to:** 9, 10, 11, 12

**Length:** 1 year

**Credit:** 1

**N**

**Prerequisite:** Spanish 1

This course reviews and builds upon grammar and vocabulary acquired in the first year of Spanish. A strong emphasis is placed on the acquisition of language through the development of reading, writing, listening, and speaking skills. The curriculum continues to foster cultural understanding through short reading selections. Spanish is spoken as much as possible in class.

**SPANISH 2 – HONORS: WL015Y****N****Open to:** 9, 10, 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** *Spanish 1 and teacher recommendation*

This course is the accelerated level of second-year Spanish, covering material at a faster pace and in greater depth. The course includes a more intensive study of language structure and communication skills including reading, writing, listening, and speaking. Spanish is primarily spoken. This is the first course of the sequence that prepares students for Advanced Placement Spanish Language and Culture.

**SPANISH 3: WL008Y****N****Open to:** 9, 10, 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** *Spanish 2*

Students will further develop their communication skills by refining their ability to read, write, listen, and speak the Spanish language. Advanced grammar is introduced while students continue to enhance their vocabulary and actively use the language. A variety of reading selections will be used to build upon communication skills. The class is conducted in Spanish.

**SPANISH 3 – HONORS: WL016Y****N****Open to:** 9, 10, 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** *Spanish 2 or Spanish 2 Honors and teacher recommendation*

This course is the accelerated level of third-year Spanish, covering material at a faster pace and in greater depth. The course includes a more intensive study of language structure and communication skills including reading, writing, listening, and speaking. The class is conducted in Spanish. This is the second course of the sequence that prepares students for Advanced Placement Spanish Language and Culture.

**SPANISH 4: WL019Y****N****Open to:** 9, 10, 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** *Spanish 3 or Spanish 3 Honors*

This course seeks to refine and enhance language concepts including grammar techniques, conversational skills, reading and listening comprehension, and studies of various aspects of Spanish culture. Vocabulary is broadened, written and oral fluency are increased, and an emphasis is placed upon the comprehension of authentic print, audio, and visual sources. Class is conducted in Spanish.

**SPANISH 4 – HONORS – DUAL CREDIT WLDC502Y****N****IAI 3.0 COLLEGE CREDIT COURSE****Open to:** 9, 10, 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** *Spanish 3 or Spanish 3 Honors and teacher recommendation*

This course is designed to provide students with extensive practice in conversation, composition and reading with emphasis on spontaneous language production. It promotes an even greater understanding of the Hispanic cultures through the study and enjoyment of some contemporary Spanish and Hispanic American literature and art. Students communicate both orally and in writing on a variety of selected topics, allowing them to expand and practice their vocabulary, grammatical usage and idiomatic language at a higher level.

**AP SPANISH LANGUAGE AND CULTURE - HONORS: WL010Y****N****Open to:** 10, 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** *Spanish 4 or Spanish 4 Honors and teacher recommendation*

This is a college-level course that is designed to prepare students for the Advanced Placement Spanish Language and Culture exam. The course is conducted entirely in Spanish in order to develop proficiency in reading, writing, listening, and speaking. Emphasis is placed on extensive reading of various authentic literary works, further refinement of writing skills, comprehension of native speakers, and the ability to express oneself fluently in Spanish.

**SPANISH FOR HERITAGE SPEAKERS 2: WL011Y****N****Open to:** 9, 10, 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** *Placement exam*

This course is specifically designed for heritage Spanish speakers to develop their first language literacy skills and build upon their existing language competencies. This course concentrates on building proficiency in spelling, vocabulary, reading and writing. At the same time, emphasis is placed on highlighting Hispanic heritage and identity. The study of grammar is both explicit and inductive as students enhance reading skills through various genres of print media and literature. Selections include articles, poetry, short stories and legends. Writing skills are enhanced through journals and compositions related to class discussions.

**SPANISH FOR HERITAGE SPEAKERS 3: WL012Y****N****Open to:** 9, 10, 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** *Placement exam or Spanish for Heritage Speakers 2*

This course is a continuation of Spanish for Heritage Speakers 2. Emphasis is placed on building an increased understanding of syntax and language mechanics. Skill development in listening, speaking, reading and writing is enhanced through discussions, compositions and presentations. Students read a variety of articles, poetry, and short stories by Spanish and Latin American authors. Writing assignments include essays and creative writing. History, geography and cultural aspects of the Spanish-speaking Latin American people are a central component of this course.

**SPANISH FOR HERITAGE SPEAKERS 3 – HONORS: WL024Y****N****Open to:** 9, 10, 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** *Placement exam or Spanish for Heritage Speakers 2 and teacher recommendation*

This course is accelerated: covering material at a faster pace and in greater depth in preparation for AP Spanish Language and Culture for Heritage Speakers. Emphasis is placed on building increased understanding of syntax and language mechanics. The course includes more intensive skill development in listening, speaking, reading and writing through discussion, compositions, and presentations. Students will read a variety of articles, poetry, and short stories by Spanish and Latin American authors. Writing assignments include essays and creative writing. History, geography, and cultural aspects of the Spanish-speaking Latin American people are a central component of this course.

**AP SPANISH LANGUAGE AND CULTURE FOR HERITAGE SPEAKERS – HONORS: WL013Y****N****Open to:** 9, 10, 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** *Spanish for Heritage Speakers 3 and teacher recommendation*

This course reinforces skills developed in previous study. Study of advanced grammar, syntax and vocabulary are both explicit and inductive as students identify and analyze the elements of literature. Writing skills are specifically targeted for further development. Students enhance skills through discussion, debate and presentations. Selections from the AP Spanish Literature and Culture course reading list and a short novel will be read. The role of Spanish language skills and career identification are an important aspect of this course. This course is designed to successfully prepare students to take the AP Spanish Language and Culture Exam in May.

**AP SPANISH LITERATURE AND CULTURE HONORS – DUAL CREDIT (spring semester): WLDC501Y****N****IAI 3.0 COLLEGE CREDIT COURSE****Open to:** 11, 12**Length:** 1 year**Credit:** 1**Prerequisite:** *AP Spanish Language and Culture*

The AP Spanish Literature and Culture course is designed to introduce students to the basic techniques of literary analysis in preparation for the AP Spanish Literature and Culture Exam. The class is conducted entirely in Spanish. Students will read, write and explore the major themes of the authors and literary works on the AP list. Throughout the course, a sample of various genres such as poetry, drama, short stories, essays and novels will be introduced in order to further the students' understanding of Spanish Literature. Both the cultural component (history, politics, religion, social structure, art and music) and the linguistic aspect (grammar, vocabulary and structure) of the analytical process will be emphasized.







# FOUR-YEAR PLAN WORKSHEET

This worksheet is available for West Aurora High School students to formulate a 4-year academic plan. Be aware of West High graduation requirements as well as college entrance requirements. There are minimum requirements for graduation, but students should take full advantage of all West High has to offer in order to achieve goals after high school. Choose a pathway based on your interests and talents and take challenging courses. Use the guide below as a framework for planning.

<p><b>Career Goal:</b></p> <p>_____</p> <p><b>Training for Career Goal:</b></p> <p>_____</p> <p style="text-align: center;"><b>FRESHMAN YEAR</b></p> <ol style="list-style-type: none"> <li>1. _____ _____</li> <li>2. _____ _____</li> <li>3. _____ _____</li> <li>4. _____ _____</li> <li>5. _____ _____</li> <li>6. _____ _____</li> <li>7. PE                                      Health</li> <li>8. SH/Lunch                              SH/Lunch</li> </ol> <p><b>Total Credits:</b> _____ <b>GPA:</b> _____ <b>RIC:</b> _____ <b>out of</b> _____</p> <p><b>Summer School Options:</b></p> <p>_____</p>	<p><b>Career Goal:</b></p> <p>_____</p> <p><b>Training for Career Goal:</b></p> <p>_____</p> <p style="text-align: center;"><b>SOPHOMORE YEAR</b></p> <ol style="list-style-type: none"> <li>1. _____ _____</li> <li>2. _____ _____</li> <li>3. _____ _____</li> <li>4. _____ _____</li> <li>5. _____ _____</li> <li>6. _____ _____</li> <li>7. Driver Education                      Sophomore PE</li> <li>8. SH/Lunch                              SH/Lunch</li> </ol> <p><b>Total Credits:</b> _____ <b>GPA:</b> _____ <b>RIC:</b> _____ <b>out of</b> _____</p> <p><b>Summer School Options:</b></p> <p>_____</p>
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