

# Course Description Book

Winnebago High School



2024-2025

The Winnebago High School Community is committed to develop skills, knowledge, PRIDE, and responsibility for all students that will prepare them to be positive contributors to society.

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This handbook has been prepared to assist students and parents in making informed decisions regarding course choices - both for graduation requirements and for future plans. This handbook will serve as an important guide and will provide information that will be relevant throughout the 2024-2025 school year. If you need additional information about a particular course offering, please feel free to contact WHS Administration, the School Counseling Office, or respective department member.

We encourage students to plan their course schedule for their entire high school duration and carefully revise that plan each year. Each student is expected to be aware of graduation requirements and his/her progress toward those requirements. Students should check with a School Counselor to be sure they are completing requirements and earning the appropriate number of credits for graduation and for future endeavors.

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## GRADUATION REQUIREMENTS

The Board of Education of Winnebago Community District #323 and the State of Illinois have established certain requirements that must be met in order to earn a diploma from Winnebago High School. The following requirements must be successfully completed before a student will be awarded his/her diploma. **Only students who meet all graduation requirements for Winnebago High School will be allowed to participate in the Winnebago High School graduation ceremony.**

**Diploma Requirements: academic credits include P. E. and specific courses as listed below:**

**27 Credits Total:**

4 credits of English

3 credits of Science

3 credits of Mathematics

- 1 credit Algebra I
- 1 credit from a class with geometry content

2 credits of Social Studies

- 1 credit of U.S. History
- ½ credit of American Government
- ½ credit of Political Issues
- Successful completion of Illinois and United States Constitution Tests
  - (Constitution tests are given as part of the American Government course)

½ credit Health

½ credit Career Exploration

½ credit Consumer Economics

2 credits from Art, Music, Spanish Language, and/or Vocational Education

Physical Education is required by WHS and the State of Illinois. Students must take P.E. each year. Students may earn up to 3 ½ credits in P.E. for graduation purposes.

Health replaces/counts for one (1) semester of P.E.

Driver Education may replace (1) semester of P.E. if taken at WHS.

\*\*Free Application for Federal Student Aide (FAFSA) or FAFSA opt out form

\*\*SAT Test taken Junior Year

Semester grades will include all work done during the semester plus the grade earned on a final exam. Academic credit is issued according to semester grades. A student earns one-half (1/2) credit per semester for each academic course successfully completed. Successful completion is indicated when the student earns a semester grade of “D”/ “60%” or better. Students taking a yearlong class will also earn one-half (1/2) credit per semester. Yearlong grades are not issued. Driver Education and Study Hall are not counted as academic credit.

If a student does not achieve a passing grade in any of the courses specifically required for graduation (as listed above), the student must repeat a required course until a passing grade is achieved. If a student does not achieve a passing grade in an elective course, the course may or may not be repeated depending upon the student’s specific circumstance. Numerous failing grades—whether required or elective courses—will jeopardize the student’s ability to earn the required 27 academic credits in four school years and may make summer school, outside courses, or extra semesters of attendance necessary.

The state of Illinois requires four years of English in order to earn a high school diploma. Winnebago School Board policy does not allow students who fail English to enroll in the next level of English without successfully completing the previous level. Students who fail English must complete summer school or use resources approved by the Winnebago District.

The full-time load for students is a minimum of seven (7) academic courses plus one study hall or a maximum of eight (8) academic

classes. This allows students the opportunity to earn at least 7 credits per year and to stay on course with a four-year graduation plan. Students may not choose more than one study hall/release/exemption/non-credit option per day. Please consult with a School Counselor by contacting the Counseling Office at the high school with any questions regarding credits, graduation requirements, and a student’s specific progress toward meeting the requirements.

## SUMMARY OF REQUIRED COURSE DISTRIBUTION

The coursework required for each grade level is listed below. Students are required to complete courses according to this schedule.

<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
English	English	English	English
Math	Math	Math	Political Issues/Consumer Economics
Science	Science	Science	PE
PE/Health or Driver Ed/Health	Driver Ed/PE or PE/PE Career Ex/Am Govt	US History PE	

## COURSE SELECTION

Each spring students have access to a Course Description Book that details the course offerings for the next school year at [www.winnebagoschools.org](http://www.winnebagoschools.org). School Counselors will present information regarding courses during grade-level specific classroom presentations and will hand out all registration materials. Students will be given a specific date that the registration forms are due to the School Counseling Office. On the registration form due date, a School Counselor will meet with each student briefly to answer specific questions regarding credits and course choices. Students and parents are encouraged to contact a School Counselor at any time during the school year with questions and concerns. Please note that some courses have fees and those fees are subject to change.

Students are encouraged to plan their four-year high school experience carefully. Students should all be aware of graduation requirements, the plan to fulfill requirements, and their own progress toward those requirements. Students choose from a variety of electives to fit personal goals as they look beyond the high school diploma. Courses are available in many vocational and career areas. With consideration of courses and programs available, students will be able to prepare for skilled employment, to earn certification in career areas, to earn college credit, or to attend two four year-colleges. Much can be accomplished in high school with the thoughtful use of electives and by completing planned sequences. **A four-year chart** for classes is included in the Course Description Book (p.13). Students are encouraged to complete this plan before choosing their first high school courses and to review it annually. Students are encouraged to consult with a School Counselor regarding course and career choices.

## CAREER INFORMATION

Career exploration is a PROCESS, not a one-time event. Students are encouraged to make use of the resources available at the high school and in the surrounding community to assist them in their journey of career exploration.

All Winnebago High School students enroll in a Career Exploration class during their sophomore year for the opportunity to explore goals, interests, and requirements in regard to career choices. .

RVC offers a wide variety of programs that vary from certifications that might require just a few specialized courses to Associates degrees that can be done in two years. Associates degrees can be career oriented or applied for transfer to a four-year college/university. [www.rockvalleycollege.edu](http://www.rockvalleycollege.edu)

Highland Community College in Freeport offers specific programs that RVC does not: [www.highland.edu](http://www.highland.edu)

## COLLEGE/UNIVERSITY PREPARATION (Four-year Institutions)

Four-year colleges and universities have very specific criteria for admission. Each will publish its own specific criteria. Colleges/universities generally consider at least three (3) areas for admission:

1. Cumulative GPA.
2. High School Coursework - (See State Universities in Illinois – At a Glance at [www.iacac.org/state-universities-illinois/](http://www.iacac.org/state-universities-illinois/))
3. \*\*\*Most colleges are currently test optional\*\*\* Scores on the SAT or ACT college entrance exams may be requested by colleges under special circumstances or used for placement or scholarships.

These are minimum recommendations. The more competitive a college/university is (the “tougher” it is to get into) the more likely it is to have higher than minimum requirements. The only way to be absolutely sure of admission criteria is to check the requirements for each individual school. Students who wish to open up as many opportunities for higher education as possible should complete as much coursework in the five core areas and should maintain as high a cumulative grade point average (GPA) as possible. Websites provide career/college search information. All colleges/programs have specific websites with a wealth of information and applications. School counselors are available to consult with students about college requirements.

At various times during the school year, representatives from vocational/technical schools, colleges and the military branches will schedule visits at Winnebago High School. Juniors and Seniors may sign up for these visits in the School Counseling Office. These are group meetings held in the School Counseling Office and will provide students with general overview information. Visits are posted outside the School Counseling Office and are included in the daily announcements.

### NCAA ELIGIBILITY CENTER

Any student who wishes to participate in college sports at the Division I or Division II level **MUST** register with and be certified by the NCAA Eligibility Center. The eligibility center certifies that student athletes meet the criteria for college entrance in regards to academic course standards. Students may get complete information and register for the NCAA Eligibility Center at [www.ncaa.org](http://www.ncaa.org).

### SCHEDULE CHANGE POLICY

Students and parents are asked to make careful and responsible choices in the course selection process in the spring and then to follow through with these selections at the beginning of the school year. The entire high school program—courses offered, staff hiring and assignments, teacher planning, material purchases, student schedules—is based upon course choices made by students during the initial scheduling process. Efficient school operation requires that students adhere to the courses they have requested. Much time and effort is spent to give students a schedule that meets their graduation requirements and also matches as closely as possible the course requests students have made. As WHS strives to honor those requests, students must also honor their choices. Schedule changes can produce several undesirable effects:

1. Class size can be reduced to a point that it is no longer appropriate to offer a course.
2. Class size can be increased to a point that a good learning environment is no longer possible.
3. Teachers can neither plan nor begin effective instruction at the beginning of a semester.
4. Students miss valuable introductory material.

Schedule change requests should be initiated by making an appointment with a School Counselor. The Counselors are available for appointments during the week before school starts in August. Such an appointment does not insure that the change will be made. The following guidelines will apply.

**Students may only add a course or transfer between courses during the first three (3) school days of a semester. Students may not drop a year-long course at any time during the second semester. Students will not be allowed to enter any semester course after the first three (3) school days of a semester or any year-long course after the first three (3) school days of the year. Schedule changes may be permitted under the following circumstances:**

1. A student has failed a class that is a prerequisite for a course selected during registration.
2. A course is not in accordance with student ability—as determined by testing or teacher recommendation.
3. There is evidence of a coding or scheduling/computer error.
4. Unusual or unforeseen circumstances such as family hardship, illness, or other major reason may warrant a program change.
5. A student may have an overload of academic courses. (Students who do not already have a study hall may withdraw from one elective course without grade penalty up until ten (10) school days after the beginning of the semester.)
6. Administration may recommend a change or drop for behavior, achievement, or non-attendance situations.

**Schedule changes will not be permitted under the following circumstances:**

1. A student wishes to drop a course or program specifically selected during registration due to a change of mind.
2. A student wishes to switch to a different teacher.
3. A student wants to arrive at school late, leave early, or change lunch or class time due to personal preference.
4. A student’s employment hours conflict with the school schedule.
5. A student wishes to drop the second semester of a yearlong class.

Any course changes that occur after the three-day deadline or after the 10-day drop must be recommended by an Administrator. A student will receive a withdrawal/fail and a semester grade of “WF” if the drop is after the approved timeline. The F will also reduce GPA. Any change that creates a schedule below the minimum full-time load (seven (7) academic classes) must be recommended by the Administration.

### **CLASS AUDITING POLICY**

An Audit is attending a course without receiving credit.

A student may only choose to audit a class they have already taken in order to review information that may assist a student in being successful and progress to a more advanced level. (Most audits occur in subjects such as math or spanish language, but are not limited to these courses.) Students who audit a class will be expected to meet the same classroom requirements as students taking the class for a grade. A grade will be given for the class, but no credit will be received. The audited grade will not be included in the student’s cumulative grade point average, however the grade will be counted towards the student’s weekly eligibility.

A School Counselor and/or an Administrator must approve all audits.

### **EARLY GRADUATION**

Four full years of attendance is the recommended time span for students to complete their education at Winnebago High School. Early graduation after seven (7) semesters of attendance is to be considered the exceptional situation. To qualify for early graduation, the following conditions must be met:

1. An application for approval to graduate early must be made through the Counseling Office before the last day of student attendance at the end of the applicant’s sixth (6<sup>th</sup>) semester of attendance. This application and approval is done in order to assure that students have planned properly and will be able to meet all graduation requirements.
2. Written parent approval will be a part of the student’s application for early graduation.
3. No more than 2 courses (1 credit) from an approved outside educational source will be accepted toward graduation requirements. All outside credits must be approved before enrollment in a program outside of Winnebago High School— not after the outside course is completed.
4. Students planning to graduate early must take the second semester of English 12 during the summer before their senior year. This will ensure they earn their full 4 years of English credits. Students are expected to cover any summer school fees associated with the class. This is the only non-remedial summer school course allowed.
5. Early graduates will have a January graduation date that can be verified by a letter from a Winnebago High School Administrator or Counselor if necessary.
6. If for any reason all course and credit requirements for graduation have not been completed by the end of the seventh (7<sup>th</sup>) semester, the student must enroll as a full-time student for the eighth (8<sup>th</sup>) semester (a minimum of seven (7) academic courses).
7. Early graduation also prevents students from participating in spring extracurricular activities.
8. Early graduate students must complete their required service hours by the end of their 7th semester.

## RELEASE

Senior students may elect to take a release at the beginning or end of the school day. Release will take the place of a study hall; PE Exempt is a study hall. **Senior students may not take both a release and a study hall. Only one release will be allowed.** Additional requests for release time may be considered during the second semester of the senior year if the minimum course guidelines are still met. **If a student shows up on an eligibility report three times in a semester, release may be revoked and study hall put into the schedule.** Students taking an athletic exemption from PE may not be granted release time during that hour.

## GRADES

Written and/or oral evaluations are an expectation in each class. The final grade is a combination of homework assignments, quizzes, chapter or unit exams, and semester exams. Parents should check Infinite Campus to track student grades.

Semester grades will include all work done during the semester plus the grade earned on a final exam. Academic credit is issued according to semester grades. A student earns one-half (1/2) credit per semester for each academic course successfully completed. Successful completion is indicated when the student earns a semester grade of "D"/ "60%" or better. Yearlong grades are not issued. Driver Education, and Study Hall do not count as academic credits.

## GRADE POINT AVERAGE

Grade point average (GPA) is calculated using the following point system:

A = 4 points      B = 3 points      C = 2 points      D = 1 point      WF and F = 0 points

GPA is calculated by assigning each semester letter grade the appropriate point value and then by dividing the sum of the grade points earned by the total number of classes taken. GPA is reported in figures rounded to the nearest thousandth. The cumulative GPA is calculated each semester only. Semester grades are the only grades that determine the cumulative GPA, credit/no credit and graduation status. Semester grades are the only grades that are recorded on the permanent record/transcript. The cumulative GPA is also recorded on the permanent record/transcript. Cumulative GPA begins with the semester grades earned during the first semester of freshmen year and ends with the second semester of senior year (the typical eight (8) semesters of attendance).

## CLASS RANK

Class rank will no longer be calculated or reported on transcripts beginning with students with the class of 2019. The School Counseling Office will provide students a percentage ranking in the following ranges: top 10%, top 25%, or top 50%, if needed for college or scholarship applications, but an exact numerical ranking will not be provided.

## LATIN HONOR SYSTEM

Winnebago High School will utilize a Latin honor system to recognize students graduating with honors. All cumulative GPA (Grade Point Averages) will be calculated at the end of 8 semesters. Graduating students will have the following designations recognized during graduation ceremonies:

**Summa Cum Laude: 4.00 or higher GPA**

**Magna Cum Laude: 3.75 – 3.99 GPA**

**Cum Laude: 3.50 – 3.74 GPA**

## STUDENT SPEAKERS for Graduation Ceremonies

Student speakers for graduation ceremonies will be selected from those students earning honors each year. Students interested in being considered as a speaker will be required to submit their speeches to a committee of faculty members who will select speaker(s) based on their submitted speeches.



## PARENT TEACHER CONFERENCES

Parents/guardians are encouraged to contact teachers whenever questions/concerns arise. Parent Teacher Conferences are an excellent way of opening communication between families and teachers with the shared goal of facilitating student success. Cooperative efforts between parents/guardians, students, and teachers help to keep everyone informed and better able to meet a student's needs.

We are interested in a team approach to the education of students in the high school setting. As a part of the team we encourage both students and parents/guardians to attend high school conferences/open houses. Student attendance is encouraged, but not required. Conference time is not only a time to discuss concerns, but to celebrate successes! Official Parent-Teacher conference days are scheduled annually in the fall.

## HOMEBOUND INSTRUCTION

Students who are unable to attend school for an extended period of time for medical reasons—as certified by a medical doctor—may be eligible for homebound instruction. The minimum length of absence to consider homebound instruction is ten (10) school days. Under homebound instruction, the school provides a teacher to meet with the student at home or at a mutually agreed upon location outside of the school. Contact the Director of Student Services for more information.

## STANDARDIZED TESTING

### **Illinois State Board of Education Requirements**

WHS students take College Board tests (PSAT/SAT) during their freshmen, sophomore, and junior years. They will take these tests during the school day on College Board School Test Days, which occur in October and in April. Freshmen take the PSAT 9, Sophomores take the PSAT10 or PSAT/NMSQT and Juniors take the PSAT/NMSQT in the fall and the SAT in the spring.

**The SAT is the required state assessment for Illinois for the 2024-25 school year. All Juniors in the state of Illinois will take the SAT as a part of the Illinois state graduation requirements on a state designated testing day in April 2024. Sitting for the SAT is a diploma requirement for public high schools in Illinois.** The SAT is a college entrance exam. Many 4 year colleges/universities no longer require an entrance exam for admissions ; however; the SAT is used by many 2 year/junior colleges for placement purposes. SAT Scores will not be printed on transcripts unless requested. (SAT website: [www.collegeboard.com](http://www.collegeboard.com).)

## ALTERNATIVE PLACEMENT

Should it be determined by WHS Administration that a student would be better educationally served in another setting, that student is expected to comply by that outside settings' course guidelines and policies. Students attending these settings, especially should they transfer to that alternative placement their 9th, 10th, or 11th grade years, are expected to earn that alternative setting's diploma. Students at most alternative placements are not to be excluded from social events, extracurriculars, etc. provided they remain in good academic standing and have no outstanding discipline. Students graduating with a WHS diploma will be allowed to walk at WHS graduation during their designated graduation year.

## SUMMER SCHOOL/OUTSIDE COURSES

**The students' first priority is meeting graduation requirements through Winnebago High School.**

Summer school/ or any courses taken outside of the WHS daily curriculum are designed only to be remedial. Students cannot complete summer school/online courses in order to earn "extra" credits or to advance through high school requirements more quickly than normal. A Winnebago High School Counselor and Administrator must approve all extra courses **BEFORE** a student enrolls. Staff must verify that a student is eligible for the class and that the class meets the state of Illinois accreditation and guidelines.

- No more than 2 credits (the equivalent of 4 semester courses) may be earned from Edgenuity/credit recovery in order to earn a Winnebago High School Diploma.
- Credit Recovery will be expected to be completed outside of the regular school year--Summer School-- **UNLESS** there is an instance such that summer school is not offered.
- The cost for the credit recovery will be the responsibility of the student and/or their family; payment for the course must be received prior to the student beginning the credit recovery course. A cost of **\$250** will be issued for each Edgenuity course a student signs up for--the charge is non-refundable--even if a student does not complete and/or pass the course.
- Students must complete 100% of the Edgenuity course.
- The goal of credit recovery is that students will earn the required credit **AND** be ready to successfully engage in future related coursework. Because the goal of credit recovery is to prepare students for future related coursework, after completing the course lessons--and in order to receive credit for a course and "pass"--successful completion of a '**final exam**' will be considered **70%** or higher. Failure to reach this benchmark of proficiency on the final exam will result in receiving NO credit for the course. Assessments must be completed under staff supervision.
- Edgenuity credit recovery for a given course may begin only after the current semester/term for that course has concluded.

# DUAL CREDIT/ROCK VALLEY COLLEGE PARTNERSHIP PROGRAMS

## Rock Valley College and Winnebago High School

### 1. Dual Credit on Winnebago High School Campus

- Courses are offered at Winnebago High School during the regularly scheduled school day. These courses each have specific qualifying criteria, including college entrance exam scores.
- Students receive both high school and college credit for RVC-approved high school courses. Courses are year-long at WHS (½ high school credit per semester); courses receive Spring semester credit at RVC.
- Winnebago District pays the RVC tuition for on campus dual credit courses; families/students are responsible for purchasing required textbooks for each dual credit on campus course.

#### 2024-25 Dual Credit Classes at WHS

\*DC English (1 year, 1 credit WHS) = English 101 Composition I (3 RVC credit hours, Spring 2025)

\*DC Calculus (1 year, 1 credit WHS) = Math125 Calculus w/ Analytical Geometry (5 RVC credit hours, Spring 2025)

\*DC Statistics (1 year, 1 credit WHS) = Math 220 Elements of Statistics (3 RVC credit hours, Spring 2025)

\*DC Biology (1 year, 1 credit WHS) = Biology 103/104 (4 RVC credit hours, Spring 2025)

\*DC Medical Terminology/Emergency Care (1 year, 1 credit WHS) = HLT 110 Medical Terminology **and** FWS 243  
Emergency Care (5 RVC credit hours, Spring 2025)

\*\*Specific requirements/descriptions for each dual credit class are listed in the departmental section.

### 2. Dual Credit on Rock Valley College Campus

- Courses are offered at RVC locations.
- Students receive both high school and college credit for college-level courses successfully completed. (\*Students may take college courses for college credit only if they choose).
- RVC tuition charges apply; families are responsible for all costs: tuition, fees, books, supplies, and transportation, etc.

Senior students are eligible to attend Rock Valley College for a portion of the school day during senior year with the approval of parent, counselor, and principal. The student must make the request to the Counseling office in the spring of junior year. The student must be on track to graduate and must be enrolled in at least 4 courses at Winnebago High School. Students may not replace Winnebago High School core graduation requirements; students will earn elective credit only. Students are responsible for all tuition, fees, books, and transportation. See RVC Dual Credit General Information at the RVC [early college page](#) for more information. Students may earn one-half (1/2) WHS credit per RVC semester class. Students will register for the RVC credit courses according to RVC's procedures and deadlines.

### 3. Running Start--Dual Credit/Dual Diploma

Running Start is a Dual Credit/Dual Diploma program for qualified Winnebago High School students to attend Rock Valley College for their junior and senior years. Students must enter WHS in August of the 9th grade year in order to be considered for the Running Start Program. Tuition is paid by the District; families are responsible for transportation, books and supplies. This program meets the requirements for both a Winnebago High School diploma and a Rock Valley College Associate degree simultaneously. Students who meet the pre-selection criteria will be notified during the 1st semester of sophomore year.

#### **At Winnebago High School: Pre-Selection Criteria for Running Start**

1. Meet with High School Counselor regarding the selection process.
2. Have a 3.0 Cumulative GPA by the end of freshman year.
3. Complete Algebra II and Geometry with a "B" or higher each semester by the end of sophomore year.
4. Complete English 9 and English 10 with a "B" or higher each semester by the end of sophomore year.
5. Complete Chemistry with a "B" or higher each semester by the end of sophomore year.
6. Be on track for high school graduation by the end of sophomore year.

#### **At Rock Valley College: Admission Steps**

1. Complete and submit a Rock Valley College Application for Admission.
2. Complete all 3 ACCUPLACER placement tests and achieve the "college-level" score per RVC requirements.
3. Meet with Early College staff member at RVC for courses and planning.
4. Meet all RVC deadlines and paperwork requirements.

5. Maintain the Cumulative 3.0 GPA and “B” math, English and Chemistry grades at WHS after initial qualification. Students must maintain a 3.0 cumulative GPA and math, English and Chemistry grades of “B” or better throughout the school year to maintain eligibility for Running Start. This is the current Running Start criteria; Rock Valley College reserves the right to adjust the criteria for future applicants. Students must complete the Associate Degree to earn the Winnebago High School diploma. Failure to earn the Associate Degree from Rock Valley College is failure to earn the Winnebago High School Diploma. If students withdraw from the program or are academically dismissed by Rock Valley College, they will need to wait until the following semester to join classes at WHS.

**How to get started with any Dual Credit program:**

- Meet with a School Counselor to discuss qualifications, any program deadlines/criteria, and to receive WHS approval. **All programs require pre-approval from WHS.**
- Complete the [Rock Valley College Enrollment Information Form](#).
- Take the RVC ACCUPLACER Placement test (photo ID required) OR submit appropriate ACT or SAT scores.
- Complete a [Dual Credit High School Registration Agreement](#)--available from WHS School Counseling Office.
- Pay tuition and fees, and purchase books and supplies (if applicable).

All students must take the ACCUPLACER Placement Test or submit ACT/SAT scores in order to participate in any Dual Credit Program. All students must meet the “college ready” testing criteria below. For ACCUPLACER study guides and further information regarding testing please refer to the [RVC Testing Center](#) page or call (815) 921-2380.

**Free Application for Federal Student Aid (FAFSA) \*\*Graduation Requirement\*\***

In order to earn a high school diploma, the parent or guardian of each student must comply with either of the following:

1. File a FAFSA with the United States Department of Education or, if applicable, an application for State financial aid.
2. File a waiver indicating that the parent or guardian or, if applicable, the student understands what the FAFSA and application for State financial aid are and has chosen not to file an application.

The Illinois Student Assistance Commission (ISAC) is the governing body of financial aid in Illinois. These sites offer many excellent links. [www.collegeboard.org](http://www.collegeboard.org) \*\*Students who are 18 years of age or legally emancipated may complete the above requirement.

# FOUR-YEAR PLAN

Students and parents/guardians should use this page as a worksheet when planning the student's four-year curriculum. Required courses have already been put into place during the appropriate year. Electives should be chosen to meet the goals and needs of the student.

Student Name \_\_\_\_\_

## FRESHMEN

1. English 9 \_\_\_\_\_

2. Math \_\_\_\_\_

3. Earth Science \_\_\_\_\_

4. PE/Health or Health/Driver Ed \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

Alternate: \_\_\_\_\_

## JUNIOR \*SAT Exam

1. English \_\_\_\_\_

2. US History \_\_\_\_\_

3. Math \_\_\_\_\_

4. Science \_\_\_\_\_

5. PE \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

Alternate: \_\_\_\_\_

## SOPHOMORE

1. English 10 \_\_\_\_\_

2. Math \_\_\_\_\_

3. Science \_\_\_\_\_

4. Driver Ed/PE or PE/PE \_\_\_\_\_

5. Career Exploration/American Government \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

Alternate: \_\_\_\_\_

## SENIOR \*FAFSA

1. English \_\_\_\_\_

2. PE \_\_\_\_\_

3. Consumer Economics/Political Issues \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

Alternate: \_\_\_\_\_

# COURSE GUIDE BY DEPARTMENT

## ART DEPARTMENT

### **Art I** – Grades 9, 10, 11, 12 - 1 year - 1 credit

This exploratory course focuses on the elements and principles of art. Students will learn basic techniques in drawing, painting, design, sculpture, and art history. Students will be involved in planning, producing, presenting, and critiquing art. Participation in the annual Winnebago C.U.S.D. Art Show is required.

### **Art II** - Grades 10, 11, 12 – 1 year - 1 credit

Prerequisite - Successful completion of Art I

Recommendation of C or higher.

This course provides projects designed to improve drawing and observational skills. Drawing techniques are strongly emphasized. There will be nightly art homework. 3D art techniques will be introduced. Students will be involved in planning, producing, presenting, and evaluating art. Participation in the annual Winnebago C.U.S.D. Art Show is required.

### **Art III** - Grades 11, 12 - 1 year - 1 credit

Prerequisite – Successful completion of Art II

Recommendation of C or higher and serious interest in Art

This course includes advanced-level projects that are developed to refine art skills in the areas of 2D and 3D. The accelerated projects include a variety of materials and focus on one's own individual style. Outside time on projects will be required. Students will be asked to commit to participating in outside art activities, as well as participation in the annual Winnebago C.U.S.D. Art Show.

### **Art IV** - Grade 12 - 1 year - 1 credit

Prerequisite – Instructor Approval & successful completion of Art III

Recommendation of C or higher.

*This course is only for the serious, committed, self-motivated art student.* Each student is required to create original works of art that are at an advanced level and pace. Students will create a Senior Portfolio that will be entered in the RAM art show. Art IV students will each create an individual display, showcasing their work over the past 4 years, at annual Winnebago C.U.S.D. Art Show. Participation is required and is for a grade. Numerous outside of school hours are necessary in order to complete projects on time. Additional costs for matt board and other miscellaneous materials will be needed throughout the year.

## **BUSINESS DEPARTMENT**

### **Business Technologies:**

#### **Introductory Business** (1201A001) - Grades 9, 10, 11, 12 - 1 year - 1 credit

This orientation-level course will provide an overview of all aspects of business including entrepreneurship, management, marketing, finance and accounting, and the creation of a business plan. Students will gain in-depth knowledge of types of business ownership, different management techniques, the different aspects of marketing, and the importance of creating a well-designed business plan. Students will also be introduced to the many different types of leadership styles and which style accurately represents each student. Emphasis will be placed on using the computer while studying applications in these careers along with communication skills (thinking, listening, composing, revising, editing, and speaking), math and problem solving. Business ethics as well as other workplace skills will be taught and integrated within this course. Finally, students will implement all the knowledge gained throughout the course in the completion of a 9-week business simulation. Introductory Business introduces business functions, operations, and organization. The course includes forms of ownership, management, finance, business ethics, personnel and labor-management relations, and marketing.

#### **Accounting I** (12104A001) - Grades 10, 11, 12 - 1 year - 1 credit

Accounting I is a course that assists students pursuing a career in business, marketing, and management. This course includes planned learning experiences that develop initial and basic skills used in systematically computing, classifying, recording, verifying and maintaining numerical data involved in financial and product control records including the paying and receiving of money. Instruction includes information on keeping financial records, summarizing them for convenience interpretation, and analyzing them to provide assistance to management for decision-making. In addition to stressing basic fundamentals and terminology of accounting, instruction should provide initial understanding of the preparation of budgets and financial reports, operation of related business machines and equipment, and career opportunities in the accounting field. Processing employee benefits may also be included. This entire course is based online, which gives the students a more real life experience of how accounting works on a day-to-day basis.

#### **Accounting II** (12104A002) - Grades 11, 12 - 1 year - 1 credit

Prerequisite – Successful completion of Accounting I

Accounting II is a course that builds upon the foundation established in Accounting I. This course is planned to help students to develop deeper knowledge of the principles of accounting with more emphasis being placed on financial statements and accounting records. It is a study of previously learned principles as they apply to the more complicated types of business organizations: partnerships, corporations, branches, etc. The students may become familiar with such specialized fields of accounting as cost accounting, tax accounting, payroll accounting, and others. Some students may choose to do specialized accounting computer applications, and others may elect payroll clerk, data processing computer applications. Simulated business conditions may be provided through the use of practice sets. Skills are developed in the entry, retrieval, and statistical analysis of business data using computers for accounting business applications.

#### **Accounting III** (12104A002) – Grade 12 – 1 year - 1 credit

Prerequisite – Successful completion of Accounting II and instructor approval; Offered independently in Accounting II

This course expands upon the general foundation that has been built in Accounting I and II. Computerized accounting software is an integral part of the curriculum. Topics covered include organizing a corporation and paying dividends; acquiring additional capital for a corporation; financial analysis and reporting for a corporation; budgetary planning and control; accounting information for management decisions; financial statement analysis; statement of cash flow; cost accounting; and budgeting and accounting for a not-for-profit organization.

### **Computer Technologies:**

#### **Computer Concepts and Software Applications** – Grades 9, 10, 11, 12 - 1 year - 1 credit

Prerequisite – Keyboarding & Formatting or Keyboarding successfully completed at the middle school level

Computer Concepts and Software Applications is an orientation-level course designed to develop an awareness and understanding of application software and equipment used by employees to perform tasks in business, marketing and management. Students will apply problem-solving skills to hands-on, real-life situations using a variety of software applications, such as word processing, spreadsheets, database management, presentation software, desktop publishing, using Microsoft Office and Google Applications. Students will explore topics related to computer concepts, operating systems, telecommunications and emerging technologies. The development of employability skills, as well as transition skills, will be included in the course as well as an understanding of the ethical considerations

that arise in using information processing equipment and gaining access to available databases.

### **Web Page and Interactive Media Development 1 (10201A001)– Grades 10, 11, 12 –1 Semester - 1/2 credit**

Prerequisite - Successful completion of Computer Concepts and Software Applications

This is a skill-level course designed to prepare students to plan, design, create and maintain web pages and sites. Students will learn the fundamentals of web page design using HTML, HTML editors, and graphic editors as well as programming tools such as JavaScript. Students will work in a project-based environment to create a working website. Students will learn to create pages, add hyperlinks, make tables and frames, create forms, integrate images, and set styles. Students will use image-editing programs to manipulate scanned images, computer graphics, and original artwork. Instruction will include creating graphical headers, interactive menus and buttons, and visually appealing backgrounds. Students will use hardware and software to capture, edit, create, and compress audio and video clips.

### **Advanced Office Word & Excel - Grades 10, 11, 12 – 1 Semester - 1/2 credit**

Prerequisite - Computer Concepts and Software Applications (Grade of C or higher)

Advanced Office Word & Excel is designed to advance word processing and spreadsheet skills acquired in Computer Concepts. Software instruction begins with Word 2013 Level 1 including concepts of information processing required by business and college. Software instruction also includes Excel 2013 Level involving the utilization of functions, ranges, and formulas in spreadsheets. Tables, text, and data will be integrated into reports and charts. Students successfully completing this course may elect to sit for Microsoft Certified Application Specialist (MCAS) Core Certification (Contact instructor for MCAS testing procedures and requirements).

## **Graphic Communications:**

### **Interactive Media (Digital Arts) (10203A001) - Grades 10, 11, 12 - 1 year**

This course provides students with the knowledge and skills to create, design, and produce interactive digital media products and services. Throughout this course we will emphasize the use of Adobe Creative Cloud, highlighting Illustrator and Photoshop to digitally generate and/or computer-enhance media. Topics may include animation, graphic media, web media, physical spaces, their transmission, distribution, placement and marketing; and contextual, cultural, and historical aspects.

### **Publication Production (Yearbook) - Grades 9, 10, 11, 12 - 1 year - 1 credit**

Prerequisite - Letter of recommendation from your English teacher and must have a C or better in English. Also, it is recommended that students have completed Interactive Media prior to enrolling.

The WHS yearbook is a photo-based book, therefore interest and/or knowledge in photography is a plus but not a requirement. In this course students will gain skills in page design, advanced publishing techniques, copywriting, editing, and photography while producing a creative, innovative yearbook which records school memories and events. There is an emphasis on journalism skills in this class. Participants gain useful, real world skills in time management, marketing, teamwork, and design principles. Students must maintain a “C” or above in the first semester and have a strong work ethic in order to move on to the second semester. Selling of yearbooks and ads along with outside class work is a requirement of the class.

## **BE HERE NOW Initiative for Career and Technical Education (CTE) courses:**

The businesses of the Northwestern Illinois Region have expressed their continued interest in our production of workplace-ready candidates who understand the importance of attendance and of timeliness. As an answer to this specific request, Winnebago High School will be incorporating a CEANCI (Career Education Associates of North Central Illinois) initiative called Be Here Now as a part of the curriculum for all WHS Career and Technical Education (CTE) courses. This initiative will serve to instruct students on the importance of regular attendance and timeliness in the workplace. As a result of this initiative, all CTE courses will include attendance and timeliness as 10% of the final semester grade. Students who are present and on time will receive their Be Here Now credit for the day, while students who are absent or tardy to class will not receive their Be Here Now credit for the day. A student who is present and on time, but who leaves class early, will only be able to receive ½ of their Be Here Now credit for the day. Students who are pulled from class by staff/administrator and/or late to class due to a staff/administrator meeting will be considered present and on time.

### **\*Be Here Now grade:**

10% of the semester grade; weekly score entered.

Student is in attendance, ready to learn and on time = 10 points

Student is absent or tardy = no points

(exception—if staff/administrator keeps student, the student receives points for being present and on time--a signed pass or e-mail from staff is required to excuse)

Student leaves early = ½ points (unless leaving with another staff member for school purposes)



# COMPUTER SCIENCE

## **Computer Operations and Programming 1** (10152A001) Grade 9, 10, 11, 12 - 1 year - 1 credit

Prerequisite: It is recommended that students have completed Algebra prior to enrolling.

This course is designed to offer an introduction to computer science. Students will learn the basics of computer programming along with the basics of computer science. The material emphasizes computational thinking and helps develop the ability to solve complex problems. This course covers the basic building blocks of programming along with other central elements of computer science. It gives a foundation in the tools used in computer science and prepares students for further study in computer science, including AP Computer Science Principles and AP Computer Science A courses. Students will also be introduced to topics such as interface design, limits of computers, and societal and ethical issues. This course is designed to be a college preparatory high school course and thus should provide a rigorous but accessible introduction to computer science. No previous computer science experience is required. This course is a prerequisite for Intro to Java Programming.

## **Intro to Java Programming** (10155A000) Grade -10, 11, 12 - 1 year - 1 credit

Prerequisite: Computer Operations and Programming 1

Java Programming courses provide students with the opportunity to gain expertise in computer programs using the Java language. As with more general computer programming courses, the emphasis is on how to structure and document computer programs, using problem-solving techniques. Topics covered in the course include syntax, I/O classes, string manipulation, and recursion. This course is the prerequisite for AP Computer Science A.

## **AP Computer Science Principles** (10157A000) Grade 11, 12 - 1 year - 1 credit

Prerequisite: It is recommended that students have completed Algebra II prior to enrolling.

This is an AP Course following the College Board's suggested curriculum designed to mirror college-level computer science courses. AP Computer Science Principles introduces students to the breadth of the field of computer science. In this course, students will learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They will incorporate abstraction into programs and use data to discover new knowledge. Students will also explain how computing innovations and computing systems, including the Internet, work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

## **AP Computer Science A** (10157A000) Grade 11,12 - year - 1 credit

Prerequisite: It is recommended that students have completed Algebra II **and** Intro to Java Programming prior to enrolling.

This is an AP Course following the College Board's suggested curriculum designed to mirror college-level computer science courses. AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

## DRIVER EDUCATION DEPARTMENT

### **Driver Education (089088) Grade 9, 10 - 1 semester - NO ACADEMIC CREDIT**

Fee: \$250—payable by 1st day of class. Student will be dropped for non-payment.

Scheduled opposite one semester of PE

Driver Education is a two-phase program: classroom and behind the wheel. The classroom phase emphasizes rules, regulations and strategies for safe driving. Instruction on distracted driving will be included in the curriculum. The behind-the-wheel phase teaches safety and competent practices in actual, on-the-street situations.

Requirements: Students **MUST** be 15 years of age by the first day of class and have passed 8 semester classes during the previous school year. Students who have been enrolled in any driver education class under the assumption that they will meet academic criteria (passing 8 semester classes in the 2 semesters prior to taking the class) but who fail to meet the academic criteria will be removed from the class without guarantee of a space in the next session.

The state of Illinois requires 30 hours of classroom instruction with 6 hours of on-the-road training. Due to state requirements, **students may not be absent for more than 2 class periods for any reason and may not miss more than one driving time for any reason.** Students who are absent more than two days/one driving time will be dropped from the class with no refund and no guarantee of placement in driver education during the same school year.

Driver Education **requires a specific application form** that is due to the School Counseling Office at Winnebago High School for **both Summer 2024 and School Year 2024-2025 sessions.** The form is available online or from the School Counseling Office at the high school and is due when the students register for their classes. Students who turn in forms **on time** will be placed into Driver Education based upon birth date and number of seats available. Sometimes the number of requests exceeds the number of seats; students may be placed on a waiting list. After the due date, students will be placed on a waiting list according to the order that late forms are received—regardless of birth date. It is not Winnebago School District's practice nor policy to issue driver education permits prior to the student's first day in the driver education classroom.

Students who take both a yearlong study hall and driver education during the same school year should be aware that earning failing grades in any other coursework could put them behind in credits needed to graduate after 4 years of high school. Driver Education has no academic credit attached.

At the beginning of the driver education class, students must:

- Have a certified copy of their birth certificate and present a social security card
- Pass a vision test and a written state driver's exam
- Pay an instruction permit fee to the Secretary of State

Before pursuing the driver's license, students must:

- Have the driving permit a minimum of 9 months
- Successfully complete both the classroom and driving portions of Driver's Ed training
- Complete a minimum of 50 hours of driving time (including 10 hours of nighttime driving) while supervised by an adult who is 21 years of age or older and who has a valid driver's license.

To obtain a driver's license, students must:

- Have successfully completed driver education and the above requirements
- Present the driver's permit, a certified copy of a birth certificate, and social security card at the Secretary of State driver's facility.
- Pass the behind-the-wheel test at the Secretary of State driver's facility

### **Summer School Driver Education- NO ACADEMIC CREDIT**

Fee: \$250—payable by first day of class; Student will be dropped for non-payment.

Same rules as above apply: Students **MUST** be 15 years of age by the first day of class, have completed freshman year of high school, and have passed 8 semester classes during their previous school year. Students who turn driver ed registration forms in on time are assigned by birth date and by seats available. Exact dates in June will be decided based upon the number of students interested and upon teacher availability—typically starting within the first week of June. Students with birthdays early in June could sign up to indicate interest but final enrollment in class will depend upon start date vs. birth date.

## ENGLISH DEPARTMENT

### **Required Classes:**

The state of Illinois requires four years of English in order to earn a high school diploma. Winnebago School Board policy does not allow students who fail English to enroll in the next level of English without successfully completing the previous level. Students who fail must complete summer school or online courses. Students must take a yearlong English class during their 9th, 10th, 11th, & 12th grade years.

### **English 9 (01001A001) – Grade 9 - 1 year - 1 credit**

Prerequisite – Successful completion of eighth grade English  
Fulfills Requirement

The focus of the English 9 curriculum is literature/reading, grammar, composition, and vocabulary. Students are introduced to literary devices and writing concepts used throughout high school. Students read short stories, novels, mythology, and drama including Shakespeare. Students write expository, persuasive, and narrative paragraphs and essays about literature and other content-related topics. This is a writing intensive course. Assignments in which students can develop their creativity are also required.

### **English 10 (01002A001) - Grade 10 - 1 year - 1 credit**

Prerequisite - Successful completion of English 9  
Fulfills Requirement

English 10 continues to focus on areas from English 9 including literature/reading, grammar, composition, speaking/listening, and vocabulary. Students will use basic grammar and writing skills and improve writing and reading skills through various types of literature. This is a writing intensive course. Students will read short stories, novels, non-fiction, poetry, and dramas.

### **English 11 (01003A001) - Grade 11 - 1 year - 1 credit**

Prerequisite – Successful completion of English 9 and English 10  
Fulfills Requirement

In this course, students will become familiar with and appreciate major works and writers of American literature. The historical and social events occurring in America will be related to the literature. The course will be structured around major American themes and philosophies. This course will encourage creative thinking among students and creative means to express their ideas through writing, reading, listening and speaking. Students will develop a variety of writing techniques to use in the writing of descriptive and narrative prose, literary and rhetorical analyses, and journal entries. Students will also engage in the research process and complete a research paper.

### **Honors American Studies (01055A001) - Grade 11 - 1 year - 2 credits/2 class periods**

Prerequisite - Successful completion of English 9 & English 10 and social studies department approval  
Fulfills Requirement

American Studies is an integrated course for juniors that combine English 11 and American History. The course enhances the students' understanding and appreciation of the major periods of American culture by looking at the history, literature, music, and art. Students in this class will utilize higher-level thinking skills and participate in in-depth subject matter discussions. This is a writing intensive and college preparation course. The course is team-taught by an English and a history teacher. The class is scheduled in a two period block with the students meeting both as a large group and in smaller groups. Each student will receive a grade for English 11 from the English teacher and a grade for American History from the history teacher. This course fulfills the requirements for U.S. History and English.

### **English 12 TELA - (01056A001) - Grade 12 - 1 years**

Prerequisite – Successful completion of English 9, 10, & 11  
Fulfills Requirement

This course focuses on the foundational skills of writing with an aim of preparation towards college-level coursework and career readiness. Students will demonstrate and reflect on the recursive process through a series of 4-6 writing assessments. This course will require students to produce essays such as summary, personal narrative, rhetorical analysis, and research synthesis as well as an expectation of a research presentation. Discussion and activities in the class will be centered around topics such as personal management, metacognition, and multicultural awareness. This is a writing intensive course.

Students will write 14-24 essay pages. (4-6 essays)

**Dual Credit English** (Rock Valley College English 101) -Grade 12- 1 year - 1 WHS Credit, 3 RVC Credits issued for Spring semester 2025

Prerequisite - RVC Enrollment form completed and submitted to WHS School Counselors; Dual Credit Enrollment Form completed and submitted to WHS Counseling Office, RVC student account created. Accuplacer or SAT Scores required for determining placement (Acuplacer scores: Reading 246 and Writing 250 OR SAT Reading 510 or higher). All RVC dates/deadlines/procedures apply. Course will be held on WHS campus during regular school day. Winnebago District pays tuition; families pay for textbooks. Fulfills Requirement

In Composition I, students employ flexible strategies to develop focused, purposeful essays that demonstrate college-level thinking. Students write in a variety of textual form, including persuasive essays in the latter half of the semester, and learn to address the needs of audiences by increasing their awareness of the rhetorical situations in which they write. Students learn to develop and support their claims effectively, to position their ideas in relation to those of others, and to edit their writing carefully. Students write 16-24 pages of revised prose during the course.

### **English Electives:**

**Creative Writing** (01104) - Grades 11, 12 - 1 year - 1 credit

DOES NOT FULFILL WHS ENGLISH REQUIREMENT

This course will focus on descriptive and narrative prose, poetry, and script writing. The student will learn to develop skills in these areas of creative writing. The student will not only study the basic guidelines for these types of writing, but will be encouraged to explore and develop his/her own individual style and expression. (This class may not be accepted by colleges as fulfillment of an English requirement)

## FAMILY AND CONSUMER EDUCATION DEPARTMENT

### **Family & Consumer Sciences (22201A001) – Grades 9, 10, 11, 12 – 1 Year - 1 credit**

Fee: \$25.00 (subject to change)

This course introduces students to the field of family and consumer sciences and the many career opportunities available in this broad field. This course includes theory and laboratory experiences in the following content areas: Nutrition and culinary arts; textiles and design, family, career, and community leadership development; resource management; human development and life-long learning; facility design, care, and management; and interpersonal relationships and life management skills.

### **Nutrition and Culinary Arts I & II (16054A001, 16054A002) – Grades 10, 11, 12 – 1 Year - 1 credit**

Fee: \$40.00 (subject to change)

Prerequisite – Successful completion of Family & Consumer Sciences

Nutrition and includes classroom and laboratory experiences needed to develop a knowledge and understanding of culinary principles and nutrition for people of all ages. Course content encompass: food service and preparation management using the decision-making process; meeting basic needs by applying nutrition concepts; meeting health, safety, and sanitation requirements; maximizing resources when planning/preparing/serving food; applying hospitality skills; analyzing nutritional needs in relation to change; and careers in nutrition and culinary arts, including entrepreneurship investigation.

### **Culinary Occupations - Grades 11, 12 – 1 Year - 1 credit**

Fee: \$50.00 (subject to change)

Prerequisite – Successful completion of Nutrition and Culinary Arts I & II(B or better suggested)

Culinary Occupations students spend the year in the classroom mastering the fundamental management and culinary skills needed for success. This class will update students on industry-specific skills that can be used in all aspects of the restaurant and foodservice industry. Students also leave the program with employability skills – leadership, accountability, teamwork and responsibility – that they can take with them to positions in all industries. By bringing together classroom time and extensive lab experience, Culinary Occupations gives students a platform to discover new interests and talents to open doors for fulfilling careers. It happens through a curriculum that includes all facets of the industry, and sets a high standard of excellence for students and the industry.

### **Career Exploration (22210A001) - Grade 10 - 1 semester - 1/2 credit**

Required Course

Developing career awareness is essential in preparing students for the world of work. Students will examine skills for successful employment. Students will begin by studying the meaning of work and prioritizing goals. They will analyze their personality, skills, and aptitudes, as well as, focus on possible career skills. By researching interests, students will narrow down career and college choices. Applications, resumes, portfolios, cover letters, follow-up letters, and interview skills will be covered. Students will learn about work ethics, conflict resolution, skills to use on the job, and reasons people work. Networking and resource management, along with employability skills will be used to prepare students for the financial obligations of independence.

### **Consumer Economics/ Personal Finance (22210A001) - Grade 12 - 1 semester - 1/2 credit**

Required Course

This fast paced course is required on the senior level. It focuses on the identification and management of personal and family resources to meet the needs, values, and wants of individuals and families throughout the life cycle. The course utilizes a variety of real world scenarios based on course materials to gain knowledge and expertise in understanding and applying management skills, with consideration to diverse social, economic, technological, environmental, and cultural characteristics of individuals and families. Topics include: consumer rights and responsibilities in the marketplace; financial responsibility and decision-making; planning and money management; credit and debt; risk management and insurance; saving and investment; homeownership; state and federal taxes; electronic banking; and current issues in the economy.

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(exception—if staff/administrator keeps student, the student receives points for being present and on time—a signed pass or e-mail from staff is required to excuse)

Student leaves early = ½ points (unless leaving with another staff member for school purposes)

## HEALTH SCIENCE DEPARTMENT

### **Introduction to Healthcare Occupations (14002A001) - Grades 9, 10, 11 - 1 year - 1 credit**

Fee: \$10 (Subject to change)

This is a yearlong elective course integrating skills and knowledge common to a wide variety of health care occupations. Students will develop skills in First Aid, CPR, and AED use, Bloodborne Pathogens, leading to American Red Cross certification, as well as, additional health care skills. Throughout the course, students will be learning about careers in healthcare through classroom investigation, guest speakers, career fairs, and field trips. Students will also learn about multiple types of healthcare facilities, medical math and terminology, as well as the basics of anatomy.

### **Sports Medicine (14062A001) - Grades 11, 12 - 1 year - 1 credit**

Fee: \$20 (Subject to change)

This is a yearlong elective course that will focus on the role of the health care professional in maintaining the health of the physically active. Particular attention will be paid to the prevention, evaluation, treatment and rehabilitation of injuries and conditions common in physically active people. This course is intended for students seeking a career in the healthcare field. Time spent in observation of athletic team events and practices after school hours will be required as part of the course grade. Students will also obtain American Red Cross Bloodborne Pathogen certification.

### **Dual Credit Medical Terminology and Emergency Care -Grades 11, 12-1 year-1 credit; RVC HLT 110 (2 credit hours) Medical Terminology *and* RVC FWS 243 (3 credit hours) Emergency Care**

Prerequisite: Health Occupations (14002A001) and Sports Medicine (14062A001), or teacher discretion. Accuplacer or SAT Scores required for determining placement (Acuplacer scores: Reading 246 and Writing 250 OR SAT Reading 510 or higher).

This year-long course is of value to those preparing for careers as health care providers and for diagnostic careers. The course will provide Rock Valley College credit for both HLT 110 and FWS 243. The Medical Terminology portion provides the study of a wide range of medical terminology: building medical terms from word parts, specific medical terms relating to body systems, diseases, diagnosis, surgical and medical care, abbreviations, medications, and other medical terms. It is of value to those preparing for medical office careers, including Medical Office Assistant, Medical Transcriptionist, Medical Coding, and others. The First Aid and General Safety portion is designed to prepare the student to make appropriate decisions regarding first aid care and to provide the skills necessary to administer appropriate care for a victim of injury or sudden illness. The CPR and AED Training portion is designed to train individuals to recognize and react to emergency situations and to provide care for respiratory and cardiac emergencies. Students will be trained in the practical skills of CPR and the use of an AED. Students successfully completing the course requirements will earn American Red Cross Certification in Adult, Infant and Child First Aid, CPR, & AED.

## INDUSTRIAL EDUCATION DEPARTMENT

**Foundations of Technology (21052A002)** - Grades 9, 10, 11, 12 - 1 year - 1 credit

Fee: \$25.00 (subject to change)

**This course is a prerequisite for all other industrial education courses.**

Introduction to Technology & Engineering comprises the following areas: Production, Transportation, Communication, Energy Utilization and Engineering Design but is not limited to these areas. This course will cover the resources, technical processes, industrial applications, technological impact and occupations encompassed by that system.

### Construction Technologies:

#### CONSTRUCTION COURSE SEQUENCE

Course Title	Prerequisite or Concurrent Course Enrollment	Credits Per Sem	Length in Sems	Grade Level
<b><u>Orientation</u></b>				
Foundations of Technology	None	.5	2	9, 10, 11, 12
Beginning Construction	Foundations of Technology	.5	2	10, 11, 12
<b><u>Preparation</u></b>				
Construction Trades	Beginning Construction	.5	2	11, 12
Cooperative Construction Work-Based Learning	Pre or Concurrent in Construction Trades	1	2	11, 12
Interrelated Work Training	Pre or Concurrent in Construction Trades	1	2	11, 12

**Beginning Construction (17002A001)** - Grades 10, 11, 12 – 1 year - 1 credit

Prerequisite - Completion of Foundations of Technology      Fee: \$50.00 (subject to change)

Requirements: Safety Glasses, Provide your own or rent from the school. If not returned, a fee will be incurred.

This course provides experience methods in two sections, one used to produce works of fine cabinet making and woodturning and the other in building trades. In fine cabinet making the students will learn how to safely and correctly use various machines located in a standard woodworking shop to produce personally selected projects within time requirements. Instruction includes ruler reading, blueprint creating and reading, recognition of wood species, lumber sizes, processes and procedures, finishing techniques, and time management.

**Construction Trades (17002A001)** - Grades 11, 12 – 1 year - 1 credit

Prerequisite - Beginning Construction      Fee: \$50.00 (subject to change)

Requirements: Safety Glasses, Provide your own or rent from the school. If not returned, a fee will be incurred.

This course provides learning experiences related to the erection, installation, maintenance, and repair of building structures and related utilities. Student technical skill experiences include instruction and activities in safety principles and practices, performing maintenance control functions, joining pipes, building water distribution lines and drains, installing and maintaining plumbing fixtures and systems, installing switch and outlet boxes, light fixtures, service entrances, roughing in and trimming out electrical devices and appliances, preparing foundations and footings, constructing residential chimneys and fireplaces, laying, jointing and pointing brick, and advanced building and construction methods and codes. All learning experiences are designed to allow the student to acquire job-entry skills and knowledge.



**Manufacturing Technologies:**

**MANUFACTURING COURSE SEQUENCE**

<b>Course Title</b>	<b>Prerequisite or Concurrent Course Enrollment</b>	<b>Credits Per Sem</b>	<b>Length in Sems</b>	<b>Grade Level</b>
<b><u>Orientation</u></b>				
Foundations of Technology	None	.5	2	9, 10, 11, 12
Beginning Machine	Foundations of Technology	.5	2	10, 11, 12
<b><u>Preparation</u></b>				
Machine Tool Technology	Beginning Machine	.5	2	11, 12

**Beginning Machine** (13002A001) - Grades 10, 11, 12 - 1 year - 1 credit

Prerequisite - Completion of Foundations of Technology Fee: \$50.00 (subject to change)

Requirements: Safety Glasses, Provide your own or purchase from school

This course introduces students to the basic mechanical and technical skills common to most fields in the fabrication of metal parts in support of other manufacturing activities. Topics include shop safety, hand and power tool use, the operation and maintenance of precision metal working equipment, precision measurement, quality control, exploring the manufacturing process, instrumentation and blueprint reading. Students gain machining skills while working with lathes, milling machines, surface grinders, drill presses, and other equipment. In addition, students learn the basics of blueprint reading, precision measuring, layout, and machine process planning.

**Machine Tool Technology** (13203A001, 13203A002) Grades 11, 12 - 1 year - 1 credit

Prerequisite - Beginning Machine Fee: \$75.00 (subject to change)

Requirements: Safety Glasses, Provide your own or purchase from school

This course introduces students to the basic skills and machines needed in precision metal work. Students gain machining skills while working with lathes, milling machines. In addition, students learn the basics of blueprint reading, precision measuring, layout, and machine process planning.

A course providing a planned sequence of learning experiences using group and individual activities in which students develop competencies in technological skills and concepts needed for employment in modern industrial workplaces. Course content focuses on material processes, emphasizing industrial applications in areas such as casting & molding, forming, separating, conditioning, assembling, finishing & process design, and control.

**PLEASE NOTE:**

The WHS manufacturing program curriculum is aligned with National Institute for Metalworking Skills (NIMS), which is a competency-based approach that provides the opportunity for benchmark achievement of each set of Core Competencies, and builds a portfolio of skills and credentials validating the acquired skilled levels. NIMS certification is a student option offered as part of the manufacturing courses. The U.S. Department of Labor, Employment & Training Administration, Office of Apprenticeship, and many local manufacturing firms recognize these certificates, which increase the value of students entering employment or technical studies post-high school. ALL WHS manufacturing students will be taught skills aligned with NIMS standards, and those choosing to take NIMS certification tests must pay a one-time fee (good for a life-time) to join NIMS, and a fee for each area in which they seek certification.

The National Institute for Metalworking Skills (NIMS) was formed in 1995 by the metalworking trade associations to develop and maintain a globally competitive American workforce. NIMS sets skills standards for the industry, certifies individual skills against the standards and accredits training programs that meet NIMS quality requirements.

NIMS operates under rigorous and highly disciplined processes as the only developer of American National Standards for the nation’s metalworking industry accredited by the American National Standards Institute (ANSI). For further information about NIMS, visit their website: <https://www.nims-skills.org/web/nims/home>.

**Engineering & Design Technologies:**

**Project Lead the Way (PLTW)** - This high school program is a four year sequence of courses which, when combined with traditional mathematics and science courses in high school, introduces students to the scope, rigor and discipline of engineering prior to entering college. However, those not intending to pursue further formal education will benefit greatly from the knowledge and logical thought processes that result from taking some or all of the courses provided. For more information about this program go to [www.pltw.org/hsprograms.html](http://www.pltw.org/hsprograms.html).

**PLTW COURSE SEQUENCE**

Course Title	Prerequisite or Concurrent Enrollment	Credits Per Sem	Length in Sems	Grade Level
<b><u>Orientation</u></b>				
Foundations of Technology (Optional class for this program)	None	.5	2	9,10
Introduction to Engineering Design PLTW (IED)	Co enrollment in math & science	.5	2	9,10
Principles of Engineering (POE)	IED or Instructor Consent	.5	2	10,11,12
<b><u>Preparation</u></b>				
Digital Electronics (DE) (Byron High School)	Pre IPIE, or Pre or Concurrent POE, or Instructor Consent	.5	2	10,11,12
Civil Engineering & Architecture (CEA) (Byron High School)	IED, POE, and Pre or Concurrent DE	.5	2	11,12
Computer Integrated Manufacturing (CIM)	IED, POE, and Pre or Concurrent DE	.5	2	11,12
Engineering Design and Development (EDD)	CEA or CIM	.5	2	12
Industrial Technology Work Based Learning	Pre or Concurrent CEA or CIM	1	2	11,12
Interrelated Work Training	Pre or Concurrent CEA or CIM	1	2	11,12

**Introduction to Engineering Design PLTW (IED)** (21006A001) – Grades 9, 10, 11, 12 – 1 year - 1 credit  
 Prerequisite - Concurrent enrollment in math and science courses  
 PLTW Core Course Offering

This course teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed and communicated using solid modeling computer design software. Drafting and engineering skills are developed through practical assignments utilizing problem solving methods, sketching, drawings, modeling, and project presentations. This course is intended for students interested in any engineering or technical field. It contains a strong content of math and science, which enhances comprehension of technological concepts and teaches the interrelation of subjects through practical applications.

**Principles of Engineering (POE) (21004A001) - Grades 10, 11, 12 - 1 year - 1 credit**

Prerequisite – Successful completion of IED

This course helps students understand the field of engineering/engineering technology. Exploring various technology systems and manufacturing processes helps students learn how engineers and technicians use math, science, and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change. Students develop engineering design and practical application skills through many real world problem-solving activities. Students complete individual and team assignments with extensive usage of industry standard computer-aided design (CAD) and inventor software.

**Digital Electronics (DE) (21008A001) – Grades 10, 11, 12 – 1 year - 1 credit**

Prerequisite – Successful completion of POE or Foundations of Technology or instructor approval

Recommendation: Algebra I

NOTE - PLTW Core Course Offering. This course will be offered through a regional cooperative.

Requirements: Safety Glasses, provide your own or purchase from school

This is a course in applied logic that encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices. Students will use computer simulation to learn about the logic of electronics as they design, test, and actually construct circuits and devices. This course develops an understanding of electrical theories, component functions, assembly and testing of electronic devices.

**Civil Engineering & Architecture (CEA) (21012A001) - Grades 11,12 – 1 year - 1 credit**

Prerequisite – Successful completion of IED, POE, or instructor approval

Recommended – Completion of Algebra I

NOTE –This is a PLTW specific advanced course. This course will be offered through a regional cooperative.

Requirements: Safety Glasses, provide your own or purchase from school

This course provides an overview of the fields of Civil Engineering and Architecture, while emphasizing the interrelationship and dependence of both fields on each other. Students use state-of-the-art software to solve real world problems and communicate solutions to hands-on projects and activities. This course covers topics such as the roles of civil engineers and architects, project planning, site planning, building design, project documentation, and presentation. By developing plans for real world projects such as parks, playgrounds, or homes, students experience first hand the job responsibilities of architects and civil engineers. By the end of the course, students are able to give a complete presentation to the client including 3-dimensional renderings of buildings and improvements, zoning and ordinance constraints, infrastructure requirements, and other essential project plans.

**Computer Integrated Manufacturing (CIM) (13203A006) - Grades 11, 12 – 1 year - 1 credit**

Prerequisite – Successful completion of IED, POE

Recommended – Completion of Algebra I, Pre or concurrent enrollment in Digital Electronics

This is a PLTW specific advanced course.

This course applies principles of robotics and automation in manufacturing through computer control. The course builds on computer solid modeling skills developed in Introduction to Engineering Design PLTW. Students use CNC equipment to produce actual models of their three-dimensional designs. Fundamental concepts of robotics used in automated manufacturing and design analysis are included. Using a 3-dimensional model, students use automation, control systems, sensing devices, computer programming and robotics to efficiently mass produce products. Students utilize manufacturing process skills, and apply them to make components of 3-D models used in product design and development. Student learning on CNC machining fundamentals of G&M codes, program writing, machining and CAM software is emphasized.

**Engineering Design and Development (EDD) (21007A002) - Grade 12 – 1 year - 1 credit**

Prerequisite – 3 core PLTW courses and either CEA or CIM

Requirements: Safety Glasses, provide your own or purchase from school

This course is an advanced course in which students demonstrate mastery of knowledge and skills from previous pre-engineering courses to develop an original product or machine design. Students will use project-based learning, research, design, and construct a solution to an engineering problem. Students apply principles developed in the preceding courses and are guided by an industry mentor. Students must present progress reports, submit a final written report, and defend their solutions to a panel of outside reviewers at the end of the course. Students are placed in management situations in production operations to develop leadership and entrepreneurship skills. Students are responsible for scheduling, pricing, procuring materials and equipment, and the maintaining of equipment. In this capstone course, students and teams of students spend the year solving problems of their own choosing.

***BE HERE NOW Initiative for Career and Technical Education (CTE) courses:***

The businesses of the Northwestern Illinois Region have expressed their continued interest in our production of workplace-ready candidates who understand the importance of attendance and of timeliness. As an answer to this specific request, Winnebago High School will be incorporating a CEANCI (Career Education Associates of North Central Illinois) initiative called Be Here Now as a part of the curriculum for all WHS Career and Technical Education (CTE) courses.

This initiative will serve to instruct students on the importance of regular attendance and timeliness in the workplace. As a result of this initiative, all CTE courses will include attendance and timeliness as 10% of the final semester grade.

Students who are present and on time will receive their Be Here Now credit for the day, while students who are absent or tardy to class will not receive their Be Here Now credit for the day. A student who is present and on time, but who leaves class early, will only be able to receive ½ of their Be Here Now credit for the day. Students who are pulled from class by staff/administrator and/or late to class due to a staff/administrator meeting will be considered present and on time.

***\*Be Here Now grade:***

10% of the semester grade; weekly score entered.

Student is in attendance, ready to learn and on time = 10 points

Student is absent or tardy = no points

(exception—if staff/administrator keeps student, the student receives points for being present and on time--a signed pass or e-mail from staff is required to excuse)

Student leaves early = ½ points (unless leaving with another staff member for school purposes)

## MATH DEPARTMENT

### COURSE SEQUENCES 23-24

8th	9th	10th	11th	12th
Math 8 #	Algebra IA	Algebra IB	Geometry Concepts	Math Literacy
Math 8 * or Alg I #	Algebra I *	Algebra II #	Geometry Concepts	Finite/Stats or Math Literacy
	Algebra I *	Algebra II *	Geometry *	Advanced Math & Trig
	Algebra I *	Algebra II *	Geometry *	Dual Credit/Statistics
	Algebra I *	Algebra II *	Geometry	Finite/Stats
	Algebra I #	Geometry Concepts	Algebra II	Finite/Stats or Math Literacy
Alg I *	Algebra II #	Geometry Concepts	Finite/Stats	Math Literacy
	Algebra II *	Geometry	Finite/Stats	Advanced Math & Trig
	Algebra II *	Geometry	Finite/Stats	Dual Credit/Statistics
	Algebra II *	Geometry *	Advanced Math & Trig *	Finite/Stats
	Algebra II *	Geometry *	Advanced Math & Trig *	Dual Credit Calculus *
	Algebra II *	Geometry *	Advanced Math & Trig *	Dual Credit Statistics

*Requirement descriptions:*

\* C average or higher in both semesters and teacher recommendation

# Lower than C average in both semesters and teacher recommendation

*Teacher recommendation will be based upon student work and assessment scores.*

**Students must take a yearlong math class during their 9<sup>th</sup>, 10<sup>th</sup>, & 11<sup>th</sup> grade years. The state of Illinois requires that a student have 3 years of math, including passing Algebra I and a course with geometry content.**

Students may take both Algebra II & Geometry in the same year with Math Department approval.

Students may take both Geometry & Advanced Math & Trig in the same year with Math Department approval.

Students may take both Dual Credit & Advanced Math & Trig in the same year with Math Department approval.

Students may take both Dual Credit Calc & Dual Credit Stats in the same year with Math Department approval.

Departmental approval will be based upon grades in prerequisite classes.

**The math department recommends each student to purchase a scientific calculator – TI 30X. If considering purchasing a graphing calculator, we recommend the TI-84 Plus, but this is not a requirement for most math classes at WHS. It is only a requirement for the Dual Credit Statistics and Dual Credit Calculus courses.**

**Algebra I** (02052A001) - Grades 9, 10, 11, 12 - 1 year - 1 credit

This course is designed to introduce students to the concept of working and solving for unknown quantities in equations with one and multiple variables. Other topics include writing and graphing linear equations; solving systems of equations; simplifying polynomials and factoring, solving and graphing quadratic equations.

**Algebra IA** (02053A000) - Grades 9, 10, 11, 12 - 1 year - 1 credit

**Algebra IB** (02054A000) - Grades 10, 11, 12 - 1 year - 1 credit

**Prerequisite for IB: Successful completion of Algebra IA, or first semester of Algebra I**

The Algebra IA and IB sequence is an opportunity for students to complete Algebra I over two school years. Algebra IA content will cover the first semester of Algebra I, and Algebra IB will cover the second semester of Algebra I.

**Algebra II** (02056A001) – Grades 9, 10, 11, 12 - 1 year - 1 credit

**Prerequisite: Successful completion of Algebra I, OR, Successful completion of IA and IB**

This course is designed to build upon student's Algebra I concepts as well as explore more advanced concepts. More emphasis is placed on the applications of mathematics principles, theoretical aspects and word problems with less emphasis on mere substitution. The major units of study are solving systems of equations using multiple methods, linear programming, simplifying radicals and fractional exponents, writing equations and inequalities for quadratics and graphing them, solving quadratic equations, the evaluation of the six trigonometric ratios, using right-triangle trigonometry to solve problems, counting and probability methods, simplifying rational expressions, and solving rational equations.

**Geometry Concepts** (02072A000)– Grades 10, 11, 12 – 1 year - 1 credit

**Prerequisite: Successful completion of Algebra I or Algebra IA and IB.**

Note: Credit is not available to students who have earned credit for Geometry or beyond

This course focuses on basic Euclidean Geometry. Areas of study include the topics and properties in plane geometry to solve problems, inductive and deductive reasoning, polygons, circles, area, and volume. Problem solving techniques will include algebraic skills developed in Algebra I and its equivalent.

**Geometry** (02072A000) - Grades 10, 11, 12 – 1 year - 1 credit

**Prerequisite: Successful completion of Algebra II.**

This course focuses on Euclidean geometry. Areas of study include the topics and properties in plane geometry to solve problems, deductive reasoning, methods of formal proof, polygons, circles, area, volume, and basic trigonometry. Problem solving techniques learned in Algebra II are used regularly in this course.

**Advanced Math & Trigonometry** (02105A001) - Grades 11, 12 - 1 year - 1 credit

**Prerequisite: Successful completion of Algebra II and Geometry**

*It is recommended that students have a B average or higher in both Algebra I and Algebra II; and have achieved college readiness as determined by PSAT and/or SAT scores.*

This course is designed to prepare students for college level mathematics courses including Calculus. This course should advance students' deductive reasoning skills. The major units of study are graphing parent functions, rational functions, polynomial functions, conic equations, as well as development of the unit circle, applications of trigonometry, exponential and logarithmic equations, sequence and series problems, and application of vectors.

**Finite-Statistics** (02136A000)– Grade 11, 12 – 1 year - 1 credit

**Prerequisite: Successful completion of Algebra II and Geometry**

This course is designed to introduce students to Finite and Statistics. Finite topics will include solving and graphing systems of linear equations and inequalities using the Gauss-Jordan, Gaussian Elimination method, and the simplex method. Also applications of matrices, logic, probability, counting, and statistics to business-related problems to present and support a solution will be covered in-depth. Statistics topics will provide students opportunity to gather, organize, interpret, and describe a set of data with the tools of descriptive statistics, apply probability rules to investigate events, calculate normal, binomial, and sample distributions, and create and test hypotheses to make inferences about populations.

**Mathematical Literacy** (equivalent to RVC MTH 096)- Grade 12 - 1 year - 1 credit

**Prerequisite: 12<sup>th</sup> Graders that have successfully fulfilled 3 year math requirements for graduation, and who have not achieved college readiness based upon previous coursework and PSAT/SAT scores.**

Mathematical Literacy is a yearlong course integrating numeracy, proportional reasoning, algebraic reasoning, and functions. Statistics topics will provide students opportunity to gather, organize, interpret, and describe a set of data with the tools of descriptive statistics, apply probability rules to investigate events, calculate normal, binomial, and sample distributions, and create and test hypotheses to make inferences about populations. Students will develop conceptual and procedural tools that support the use of key mathematical concepts in a variety of contexts as well as using applications of statistics in relation to business-related problems to present and support a solution. Throughout the course, college success content will be integrated with mathematical topics. Successful completion (C or better) will guarantee a student placement in credit bearing math courses at RVC or at Illinois Community Colleges.

**Dual Credit Statistics** (RVC Math 220 - Elements of Statistics) -Grade 11, 12 1 year - 1 WHS Credit, 3 RVC Credits issued for Spring semester 2025

**Prerequisite - Acuplacer scores: Reading 246 and Writing 250 OR SAT: Reading 510 PLUS Accuplacer Math Test Score:**

**257 OR SAT Math Subscore: 470. RVC Enrollment form completed and submitted to WHS Counseling Office; Dual Credit Enrollment Form completed and submitted to WHS Counseling Office, RVC student account created. All RVC dates/deadlines/procedures apply.**

This course will be held on WHS campus during the regular school day. Note: This course could be taken concurrently with Advanced Math and Trigonometry, or with Dual Credit Calculus. Student must have successfully completed Algebra II and Geometry. Elements of statistics is intended primarily for students enrolled in life science or social science, or others interested in elementary statistics. This course uses the graphing calculator extensively to allow emphasis on conceptual understanding instead of hand calculations. Topics included are measures of central tendency and variability, graphical presentation of data, normal and binomial distributions, t- and chi-square distributions, sampling, and correlation. This course is not intended to apply toward a major or minor in mathematics.

\*\*The student is required to purchase a TI-84 graphing calculator and the textbook and have both on the first day of school in August.

\*\*Tuition and fees are determined by Rock Valley College and are paid by District 323.

**Dual Credit Calculus** (RVC Math 135- Calculus w/ Analytic Geometry)-Grade 12 - 1 year - 1 WHS Credit, 5 RVC Credits issued for Spring semester 2025

**Prerequisite - Acuplacer scores: Reading 246 and Writing 250 OR SAT: Reading 510 PLUS Accuplacer Math Test Score:**

**257 and passing score on Accuplacer AAF test OR SAT Math Subscore: 620. RVC Enrollment form completed and submitted to WHS Counseling Office; Dual Credit Enrollment Form completed and submitted to WHS Counseling Office, RVC student account created. All RVC dates/deadlines/procedures apply.**

This course will be held on WHS campus during the regular school day. Note: This course can be taken concurrently with Dual Credit Statistics. Students must have successfully completed Advanced Math & Trigonometry.

This is a first year course in calculus. This course will include a brief review of functions, trigonometric functions, inverse functions, and exponential/logarithmic functions as needed throughout the calculus curriculum; a thorough study of limits, continuity, derivatives, applications of derivatives, and integrals.

\*\*The student is required to purchase a TI-84 graphing calculator and the textbook and have both by the first day of school in August.

\*\*Tuition and fees are determined by Rock Valley College and paid by District 323.

## MUSIC DEPARTMENT

### **Beginning Band** – Grade 9, 10, 11, 12 – one year - 1 credit

Can only be taken as a full year course

Beginning Band is an accelerated band class open to any student not presently enrolled in band. The course is a comprehensive study in basic technical skills, music reading, and technique. Students will be offered guidance in the selection of an instrument. Instruction in flute, clarinet, bass clarinet, oboe, bassoon, saxophone, trumpet, French horn, trombone, euphonium and tuba, is offered. A limited number of school owned instruments are available for rental. A reasonable amount of practice is required of all students. One or more performances outside of the school day will be part of each student's grade each semester. Students will be able to perform in the Concert Band or the Wind Symphony upon successful completion of Beginning band.

### **Concert Band** (05101A001) – Grade 9, 10, 11 – 1 year - 1 credit

Can only be taken as a full year class

This course is designed to give students an opportunity to continue to develop their musicianship. Through performance on a standard wind or percussion instrument, individual students will develop their technical and musical ability and increase their knowledge of music and its appreciation. A minimal amount of home practice is required each week. Performances at concerts, football games and basketball games are part of each student's grade.

### **Wind Symphony** (05102A001) - Grades 9, 10, 11, 12 - 1 year - 1 credit

Can only be taken as a full year class

This course is designed to give students an opportunity to develop musicianship through performance on a standard wind or percussion instrument. It will also help the individual student develop their technical and musical ability on their instrument and increase their knowledge of music and its appreciation. A minimal amount of home practice is required each week. Performances at concerts, football games and basketball games are part of each student's grade.

### **Symphonic Winds** (05104A001)- Grades 9, 10, 11, 12 - 1 year - 1 credit

Can only be taken as a full year class

Prerequisite - Audition or approval of director

The Symphonic Winds is an auditioned group geared to the student who wants to develop musical skills to a higher degree. This class takes a more classical approach to musical standards. Students are required to perform at solo/ensemble contests and to participate in judged organizational events. A minimal amount of home practice is required each week. Performances at concerts, football games and basketball games are part of each student's grade.

### **Chorus** (05110A001) – Grades 9, 10, 11, 12 - 1 year - 1 credit

Chorus helps any and all students to develop better singing technique and to gain a fundamental understanding of the language of music, music theory and music history. To accomplish this, the chorus sings music of varying styles (classical, popular, spirituals, folk, contemporary). Students perform in two concerts every year and may also compete in IHSA Solo and Ensemble Contest. A reference textbook is provided for use on a daily basis. Students receive daily participation points. Attendance at concerts is a mandatory part of each student's grade.

### **Chorale** - Grades 9, 10, 11, 12 - 1 year - 1 credit

Can only be taken as a full year course.

Prerequisites - Vocal Audition and written test with director approval.

Chorale is an auditioned class intended for students interested in a more intense study of the vocal musical arts. Students in Chorale will build upon skills they have already acquired from prior music training. All interested students should make an appointment with the director to test for entrance into the class. Students can expect to participate in IHSA Solo and Ensemble Contest, IHSA Organizational Contest, and all performance events (Concerts, Variety Show, etc.). Mandatory performances are usually outside of school hours. Performances and daily participation grades are a major part of every student's grade.



**Beginning Guitar**– Grade 9, 10, 11, 12 – 1 semester - 1/2 credit

This performance-based course is designed for students with no previous guitar experience. Students will learn strategies, skills, and techniques required to become a proficient guitarist. The course will focus on several aspects of guitar playing including playing technique, reading music and tablature, aural skills, rhythmic patterns, chord study, musical forms, improvisation, and performing. Students will be assessed on their knowledge of course material, participation in class, completion of coursework, and musical performance. Acoustic guitars will be used in class.

**Music Appreciation** (05118A001) – Grades 9, 10, 11, 12 – 1 semester - 1/2 credit

Music Appreciation studies music from multiple time periods (Medieval, Renaissance, Baroque, Classical, Romantic, 20<sup>th</sup> and 21<sup>st</sup> Century) and explores music of different styles (choral v. instrumental, jazz v. pop v. classical). The class will also examine movie music and musical theater and will use recordings and videos to provide examples of culture from selected time periods. The class may also examine the elements of music (rhythm, melody, harmony, form, etc.), jobs in music, majors in music, and/or the process of producing music while exploring the role that music plays in everyday life. Students will keep a Listening Diary of music assigned from selected radio stations, take quizzes/tests over the units covered, and complete one major project for each 9 week period. The project could include a presentation to the class about a specific piece, participation in a class recital, or a term paper further discussing a topic approached during class.

**Music Theory** – Grades 9, 10, 11, 12 - 1 year - 1 credit

Previous music experience is highly recommended

Music Theory will help students analyze, compose and record their own musical compositions. The class will build on the fundamental elements of music theory (pitch, rhythm, scales, intervals, triads, harmony), discuss song styles, musical forms, and techniques in various musical genres. Students will be assessed in a variety of ways including written and listening exams, musical analysis, written papers and reflections, vocal and instrumental (piano and/or guitar) performance, and their own musical compositions.

## PHYSICAL EDUCATION DEPARTMENT

The primary focus in Physical Education is on lifelong health and fitness. Students must take a PE class during their 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade years (see exemption policy below). Students are **required** to take one semester of PE opposite Driver Education and Health. Two semesters are required each year for junior and senior level students

**Physical Education** (08001A001) - Grades 9, 10, 11, 12 - 1 sem to 1 year - 1/2 - 1 credit

This class emphasizes students achieving and maintaining activity levels in their target heart rate zone. Instruction will also focus on individual and team activities. Grades are based on time spent in the target heart rate zone, dressing for class, completion of warm up exercises, participation, cooperation, and sportsmanship..

**Lifetime Wellness** (08016A001) – Grades 10, 11, 12 – 1 sem to 1 year - 1/2 - 1 credit

This class will promote life-long physical well-being through personal goal setting as it pertains to fitness and lifetime sports and activities. This class is geared towards the student who is motivated to achieve physical fitness without the traditional competitive sport aspect.

**Strength and Conditioning** (08047A001) - Grades 10, 11, 12 – 1 semester to 1 year - 1/2 – 1 credit

Strength and Conditioning focuses on the components of health related fitness. This will include cardiovascular endurance, flexibility, agility, body composition, and muscular strength. This course is aimed at any student focused on health related fitness and not focused on traditional sports. Students will assess their own fitness levels on a regular basis throughout the course.

**PE Leader** -Grade 12 - 1 semester - 1/2 credit

Prerequisite – Teacher approval

This independent study class will involve working as an assistant in teaching lower level students. Students will be involved in cross-age tutoring with individuals/ small groups. This is a good course for any senior interested in the education field in any subject area. There will be weekly assignments. An application process is required. A limited number of PE Leader positions are available.

**C.R.E.W. Leader** - Grade 10, 11, 12 - 1 semester to 1 year - 1/2- 1 credit

Prerequisite - Teacher approval

This class involves working as a leader in the C.R.E.W. adapted physical education class. Students will assist the C.R.E.W. students in completing daily activities. An application process is required. There are a limited number of C.R.E.W. Leader positions available.

**Health** (08051A001) - Grade 9 - 1 semester - 1/2 credit

Required Course

Students will cover areas in mental health, nutrition, fitness, human growth and development, drug abuse, environmental health, and diseases, and sexual health and wellness.

### PHYSICAL EDUCATION EXEMPTION POLICY

It shall be the policy of District #323 that juniors and senior students may request exemption from Physical Education (PE) for the following reasons:

1. The student is determined to be participating in IHSA recognized interscholastic athletics as documented by the appropriate district personnel. Students participating in winter athletics, which compete during both semesters, will have the option of exemption from either the fall or spring semester, but not both. This will allow athletes to complete a semester class during their exemption from PE.
2. The student provides written evidence from an institution of higher education that a specific course not included in existing state or local school minimum graduation standards is required for admission. School district staff must verify that the student's schedule will not permit completion of the needed course.
3. The student lacks sufficient course credit of one or more courses required by state statute or local school board policies for graduation. Students who have failed required courses, transferred into the district with deficient credits, or who lack credits due to other causes will be eligible to apply for this exemption.
4. The student presents official documentation from a medical doctor that he/she is incapable of participation.

A student must successfully complete four (4) years of physical education (to include one semester of health and one semester of driver education) unless a special request is initiated and approved by district personnel in accordance with state of Illinois guidelines.

PLEASE NOTE: Students must apply for exemption prior to the semester they are intending to opt out of. Students who request exemption from PE must be enrolled in a minimum of 7 academic courses.

## SCIENCE DEPARTMENT

### COURSE SEQUENCE

<b>Freshman</b>		
Earth Science		
<b>Sophomore</b>		
Biology		Chemistry
↓		↓
<b>Junior</b>		
Physical Science Environmental Science	Chemistry Environmental Science	Dual Credit Biology Environmental Science
↓		↓
<b>Senior</b>		
Environmental Science Chemistry Physics Dual Credit Biology	Environmental Science Physics Dual Credit Biology Advanced Chemistry	Anatomy and Physiology Physics Advanced Chemistry

Students must take a yearlong science class during their 9<sup>th</sup>, 10<sup>th</sup>, & 11<sup>th</sup> grade years.

### PREREQUISITES

**Earth Science**

- Requirement for freshmen

**Biology**

- Successful completion of Earth Science

**Chemistry**

- Successful completion of Algebra I and Earth Science and currently enrolled in or has passed Algebra II. Mandatory for students to be eligible for Running Start.

**Physical Science**

- Successful completion of Biology; not recommended after chemistry or physics

**Dual Credit Biology**

- Students must have completed two years of High School Science, including Chemistry or Physical Science. RVC Accuplacer Reading score of 246, RVC Enrollment form, and RVC Dual Credit Enrollment form.

**Environmental Science**

- Successful completion of Biology or Chemistry/Physical Science

**Physics**

- Successful completion of Physical Science or Chemistry

**Anatomy and Physiology**

- Successful completion of Biology AND Physical Science or Chemistry.

**Earth Science (03001A000) – Grade 9 – 1 year - 1 credit**

Requirement for freshmen

Earth Science is designed to promote scientific literacy, digital literacy, understanding, and experimentation in the multidisciplinary fields of Earth and space science in a phenomenon-based setting. Students can expect to focus on Earth and space processes and human impact on those processes. Students will be expected to participate in dynamic group activities that foster collaboration and discussion, in which current events are used to illustrate the importance of having a basic understanding of how the Earth functions. Students taking Earth Science should be interested in the world around them and be prepared to be an active participant in the course. This is an inquiry-based course involving critical thinking, analysis and application.

**Biology (03051A000) - Grade 10, 11 – 1 year - 1 credit**

Prerequisite – Successful completion of Earth Science.

Students will use scientific practices to learn about our biological world. Phenomenon-based modeling activities are used to cover topics including ecology, evolution, cell energetics, genetics, DNA and biotechnology. Students will be required to work collaboratively, present scientific concepts, participate in class discussion, and conduct laboratory experiments. Students are expected to use technology-based textbooks and complete online assignments.

**Chemistry (03101A000) – Grades 10, 11, 12 – 1 year - 1 credit**

Prerequisite - Successful completion of Algebra I and Earth Science and currently enrolled in or has passed Algebra II.

This course is a prerequisite for upper level science courses and is **MANDATORY** for students to apply for Running Start.

Chemistry is a year-long laboratory course that introduces the fundamental language, ideas, and tools used in the study of chemistry. This course requires proficiency in algebra. Phenomenon-based and modeling activities are used to cover topics including atomic structure, the periodic table, stoichiometry, solutions, balancing equations, chemical nomenclature, and thermodynamics. This course requires students to work collaboratively, present scientific concepts and participate in class discussions. Students are expected to use technology-based textbooks and complete online assignments.

**Physical Science (03159A000) - Grade 11 – 1 year - 1 credit**

Prerequisite – Successful completion of Earth Science and Biology. Not recommended after Chemistry or Physics

This course is designed to give students an overview of the practices used in the sciences. Students will use scientific inquiry and practices to investigate phenomena in the areas of physical science. One semester will investigate chemistry; one semester will investigate physics. These topics will be reinforced through the use of laboratory experiments and projects.

**Dual Credit Biology with Lab (RVC - Biology 103 Introductory Life Science and Biology 104 Lab) - Grades 11, 12 - 1 year - 1 credit** WHS, 4 RVC Credits spring of 2025

Prerequisite - Students must have completed two years of high school science prior, including Chemistry or Physical Science. RVC Accuplacer Reading score of 246. RVC Enrollment form completed and submitted to WHS Counseling Office; Dual Credit Enrollment Form completed and submitted to WHS Counseling Office.

LECTURE (RVC Bio 103 Introductory Life Science). The course is designed as an introductory life science course for liberal arts majors or other students interested in a survey of biological principles. Topics covered range from the cell and the theory of evolution to genetic engineering. RVC Credits: 3

LAB (RVC BIO 104 Introductory Life Science Laboratory) Introductory Life Science Laboratory is intended as a laboratory experience to complement BIO 103. Students explore basic biological concepts such as cell theory, evolution, and genetic engineering through hands-on exercise and online laboratories. RVC Credits: 1

**Advanced Chemistry (03102A000)- Grades 11, 12 – 1 year - 1 credit**

Prerequisite - Successful completion of Algebra II and Chemistry, recommendation or B's or higher

This course provides an advanced study in chemistry. Topics include thermochemistry, rates of reactions, advanced equilibrium, and organic chemistry. A review of Chemistry I topics will be included in this course, as well as advanced laboratory techniques. Students are expected to use technology-based textbooks and complete online assignments.

**Environmental Science (03003A000) -- Grades 11, 12 -- 1 year - 1 credit**

Prerequisite - Successful completion of Biology or Chemistry/Physical Science

This course is an interdisciplinary laboratory science course that enables students to develop an understanding of natural and man-made environments and environmental problems the world faces. Students explore environmental science concepts through an inquiry-based approach. Topics include Earth systems, the living world, human population, water and land resources, energy resources and consumption, pollution and waste production, global impact, and civic responsibility. This course requires the ability to collaborate in small groups and work independently. Students are expected to use technology-based textbooks and complete online assignments.

**Physics (03151A001) – Grades 11, 12 – 1 year - 1 credit**

Prerequisite - Successful completion or current enrollment in Physical Science or Chemistry and successful completion of or current enrollment in Trigonometry.

This course provides an introduction to physics for students interested in an advanced science class. Topics include kinetics, dynamics, heat, wave motion, sound, light, electrostatics, and electrical systems. This course will include projects and laboratory experiments to reinforce the concepts.

**Anatomy and Physiology (03053A000) - Grades 12 – 1 year - 1 credit (offered 2020-21)**

Prerequisite - Successful completion of Biology AND Physical Science or Chemistry.

This course provides a general overview of the human body. It will focus on the structure, function, organization and interrelationships of systems within the human body. This is an advanced biological science class, where an emphasis on clinical application of laboratory skills, writing, and presentation will assist those students planning a career in the life sciences. Success in the course requires strong memorization and study skills and self-motivation.

## SPANISH LANGUAGE DEPARTMENT

### **Spanish I:** (06101A001) - Grades 9, 10, 11, 12 - 1 year - 1 credit

This course will emphasize accurate communication skills as well as culture. Students will develop reading, writing, listening and speaking skills. Introduction to the multifaceted Spanish speaking world including: history, literature, geography, music, visual art and drama as well as grammatical concepts, pronunciation and basic vocabulary.

### **Spanish II** (06102A001) - Grades 10, 11, 12 - 1 year - 1 credit

Prerequisite – Successful completion of Spanish I

The purpose of this course is to continue the development of the skills and concepts introduced in Spanish I as well as the introduction of new grammatical concepts including stem-changing verbs, reflexive verbs, and the preterite tense. Vocabulary topics include sports, pastimes, food, daily routines, weather, and travel. There will be continued emphasis on reading, writing, listening and speaking skills as well as the culture of the Hispanic World.

### **Spanish III** (06103A001) - Grades 11, 12 - 1 year- 1 credit

Prerequisite - Successful completion of Spanish II

Recommendation – “C” grades or better in Spanish II

In this course students will continue to improve their communication skills, with emphasis on advanced grammar concepts, composition and vocabulary enhancement. Readings and class discussion in Spanish take place regularly as well as continued exposure to culture. Individual fluency is emphasized through the development of vocabulary and essay.

### **Spanish IV** (06104A001) - Grade 12 - 1 year - 1 credit

Prerequisite – Successful completion of Spanish III

Recommendation – “C” grades or better in Spanish III

This course is designed to refine reading, writing, listening and speaking skills. Students continue moving toward increased fluency by engaging in peer-to-peer discussions, as well as creating individual and group presentations about current topics. Students continue their studies of Hispanic culture through film appreciation.

### **Spanish V**

**Study Abroad Trips** (opposite year of band trip, early June) - Successful completion of Spanish II or higher is required to be eligible for the trip.

## SOCIAL STUDIES DEPARTMENT

### **World History/Geography I (04052A001) - Grades 9, 10 - 1 year - 1 credit**

This course covers the main concepts of world history from the Reformation to the end of World War I. Concepts covered are the Reformation, the Renaissance, the Age of Revolutions, the Growth of European National States, the Unification of Nations, the Imperial Powers, and World War I and its consequences. Goals of this course are to give students knowledge of western history, its effects on the people of the United States, and of the geography of the world during different points in history. The use of maps is stressed during each unit of the class. We will also study the changes in the world's culture, ideas, and economics throughout each period of history.

### **World History/Geography II – Grades 10, 11, 12 – 1 semester - 1/2 credit**

This course is a continuation of World History I, which covers the period of history from the Renaissance to the end of World War I. This course would cover twentieth and twenty-first century world history from the 1920's to the present. The course would highlight the effects of modern era events on our lives today.

### **Ancient History (04060A001)– Grades 10, 11, 12 – 1 semester - 1/2 credit**

This course is designed for those students who are interested in learning about the ancient civilizations that helped shape our world. This course will cover Egypt, Mesopotamia, Greece, Rome, and the Middle Ages. Students will learn how these great civilizations began, prospered, and then finally collapsed.

### **American Government (04151A001) - Grade 10 - 1 semester - 1/2 credit**

#### REQUIRED COURSE

This course is designed to give students a better understanding of the United States and Illinois Governments. The goals are to help students gain knowledge in the areas of civics, citizenship in the United States, the United States and Illinois Constitution, the purpose of our government, functions and responsibilities of the legislative, executive, and judicial branches of the government, how state and local governments serve the people and ways in which the federal and state governments work together. Students **may** attend a board meeting, to see a government body in action. The United States and Illinois Constitution tests will be given in this course. All students must pass both tests as part of Illinois' graduation requirements. Students who do not pass one or both constitution tests will be given a grade of "F" and will have to repeat the course.

### **U. S. History (04101A001) - Grade 11 - 1 year - 1 credit**

#### REQUIRED COURSE

Students will study the history of the United States from 1865-Present. Topics covered include Reconstruction, Westward Expansion, Industrialization, Progressivism, Imperialism, World War I, Roaring 20s, Great Depression, World War II, the Cold War Era, and the Era of Globalization. A myriad of instructional methods will be incorporated to promote student engagement and development with an emphasis on reading, writing, speaking, and listening. This course challenges students to connect past and present through higher level thinking skills.

### **Honors American Studies - Grade 11- 1 year - 2 credits - 2 class periods**

Prerequisite – Successful completion of English 9 & English 10 and social studies department approval

**American Studies is an integrated course for juniors that combine English 11 and American History.** Students in this class will utilize higher-level thinking skills and participate in in-depth subject matter discussions. This course enhances the students' understanding and appreciation of the major periods of American culture by looking at the history, literature, music, and art. Emphasis will be placed on analyzing primary source documents through American history and their impact both short and long term. Students will analyze how literature and other arts reflect events, ideologies and movements throughout American history. The course is team taught by an English and a History teacher. The class is scheduled in a two period block with the students meeting both as a large group and in smaller groups. Each student will receive a grade for English 11 from the English teacher and a grade for American History from the history teacher. This course fulfills the requirements for U.S. History and English 11. This is a writing intensive course.

**Sociology** - Cultures and Societies (04258A001) - Grades 11, 12 - 1 year - 1 credit

The purpose of this course is to allow students to gain insight into the overall study of Sociology. Students will be able to achieve an understanding of the negative and positive factors influencing society and how these change from one time period and culture to another. The individual's role in society as well as the inequalities will be examined. Institutions of society such as family, education, science, and sport will be explored. This is a writing intensive course.

**Psychology** - Patterns of Behavior (04255A001) - Grades 11, 12 - 1 year - 1 credit

The purpose of this course is to allow students to gain insight into the overall study of psychology and its applications in understanding human behavior. First semester topics include: the history of psychology and various approaches to explaining behavior, the application of statistics and research, developmental changes and stages that are experienced from birth to death along with their impact on a person's mental state,, and a study of the structure and operation of the brain and their influence on behavior. Second semester topics include: the interpretation of sensory information by our mind, learning theory and memory, states of consciousness, social psychology, intelligence and personality, ending with abnormal psychology.

**Political Issues/Civics** (04153A001)- Grade 12 - 1 semester - 1/2 credit

Meets 12th grade Requirement

Students will study the American Political System. Major areas of emphasis will be political ideologies, national politics, the economy, foreign policy, the environment, government institutions, discussion or current and controversial issues, service learning, simulations of the democratic process, and state and local and Constitutional issues. This course adds to the fundamental concepts learned in American Government with a more in-depth look at the United States Constitution and how it relates to today's society.

**Economics** (04201A001) – Grade 12 – 1 semester - 1/2 credit

Prerequisite – Successful completion of Career Exploration and U. S. History

Fulfills a 12th grade Requirement

Students will learn basic economic principles so they will better understand the world around them and be able to make educated economic decisions. Students will learn key concepts of macroeconomics and microeconomics, and examine the United States economy and policy as the growing global economic situation develops. This course fulfills the Consumer Economics requirement.

**Consumer Economics/ Personal Finance** (60507) - Grade 12 - 1 semester - 1/2 credit

Fulfills a 12th grade Requirement. See Family and Consumer Education Department for course description.

This class meets state graduation requirements, but is not a social studies course.

*This course is required on the senior level. Its purpose is to help students understand economic concepts and prepare them for the economic challenges they will face over the course of their lives from their last year of high school through retirement. Topics include: basic microeconomic and macroeconomic principles including the price system, supply and demand, economic systems, and decision making; marketing and the consumer; budgeting now and in the future; banking, digital payment apps, credit, debit, loans, and interest; investing; identity theft and other scams; taxes, including as a source of government revenue and how to pay them as an individual or family.*



## **SPECIAL EDUCATION DEPARTMENT**

The special education department offers a continuum of services designed to meet the needs of identified students. Services may include a variety of options as determined appropriate by a professional team in conjunction with parents and according to the guidelines set forth by the state of Illinois. Services may include consultation or monitoring, a specific academic course with a special education teacher, a regular classroom setting with special education teacher support, a supportive study hall for extra academic or organizational assistance, or a combination of services.

In order to receive services, students must be identified through a process which includes teacher referral; observation by professional staff; academic and psychological evaluation/testing by a school nurse, a school social worker, and a school psychologist; and a multi-disciplinary staffing before placement.

After identification of special education needs, students are assigned a caseworker who will help to coordinate and monitor the recommended services. Goals and objectives are established yearly for special education students at an annual review meeting during the second semester of the school year. An appropriate program is planned yearly to accomplish the state of Illinois and Winnebago school district graduation requirements.

### **OTHER OPTIONS**

**Teaching Assistant** - Grades 11, 12 - Students may earn no more than 1 credit in the course. Pass/Fail

Prerequisite: Instructor approval and completed application returned to School Counselor prior to registration.

This independent study class will involve working as an assistant in classes at Winnebago Middle School or Winnebago High School. Students will be involved in cross-age tutoring with individuals and small groups. This is a good course for any high school student interested in education. In addition to working with younger students during this course, students will complete reflections on their experiences and other assignments. Limited to one teaching assistant per class period (no prep periods.)

Options include Band Directing, Chorus Directing, Art Assistant, Culinary Arts Assistant, Science Assistant, and Technology Assistant

**Study Hall** - Grades 9, 10, 11, 12 - 1 semester - No credit

Students are allowed one Study Hall per semester. This time is to be used for studying. Attendance is required and recorded as with all other courses.

**Release**—Grade 12—No Credit

Seniors with sufficient credits for graduation (20 credits at the end of senior year) may request a release hour during 1st or 8th hour INSTEAD of a study hall period. If a student who has release begins to earn failing grades, the release will be revoked and will be replaced by study hall. Release is an elective choice. Required courses and elective requests will take priority over release in the schedule.

**\*\*\*\*Only one “no credit” period is allowed per day. Students cannot have more than one study hall. Students cannot have study hall and release.**