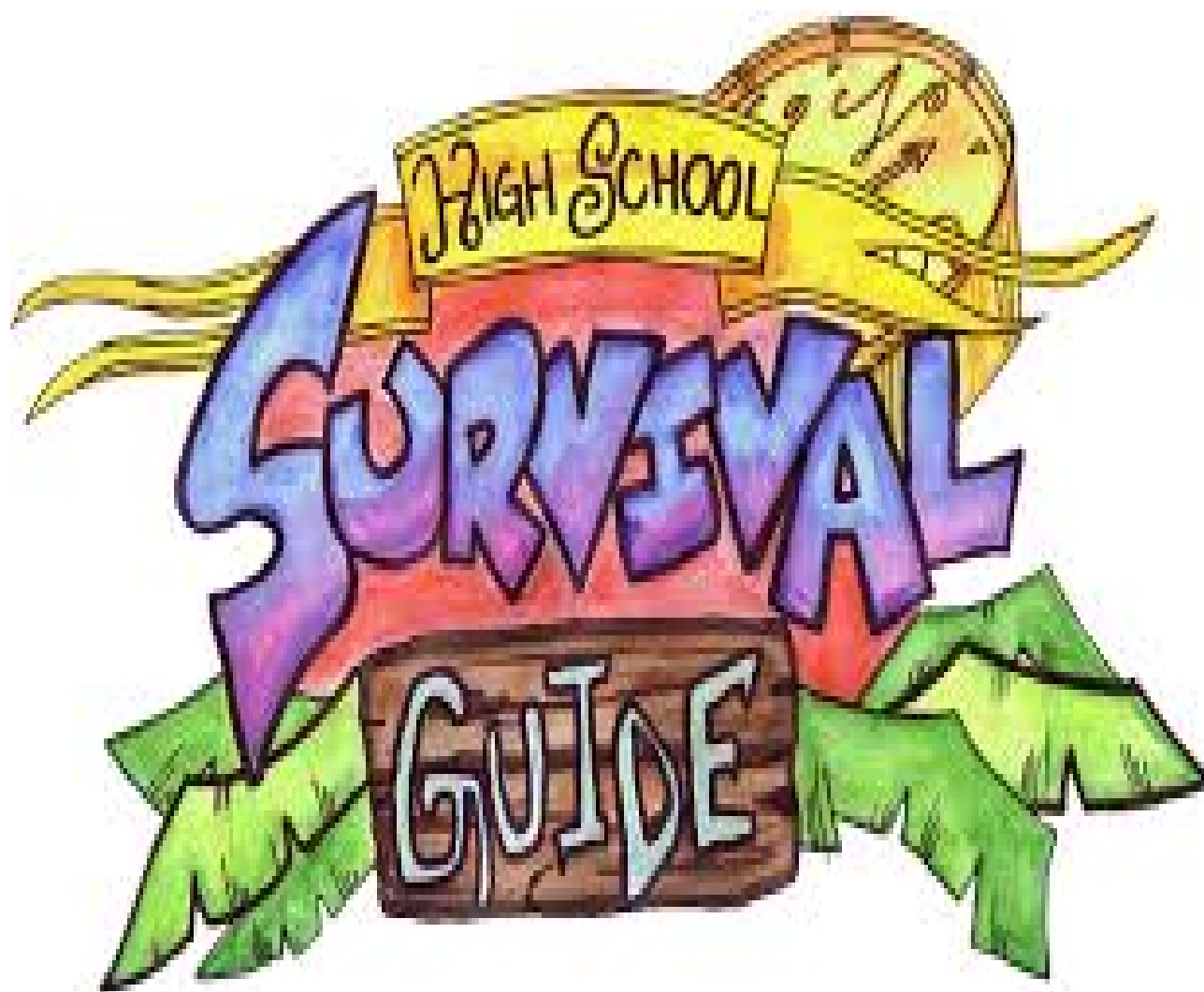


2021-2022

*Fulton High School*

*Course Handbook*



Updated 02/22/2021

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***IT IS OUR GOAL FOR EVERY STUDENT TO GRADUATE  
FROM FULTON HIGH SCHOOL COLLEGE AND CAREER READY.***

# REGISTRATION INFORMATION

## NOTE TO STUDENTS:

This guide has been designed to help you and your parents plan your high school program while attending Fulton High School. It is important that you seek the help of parents, teachers, counselors, and principals in planning an educational program to fit your individual needs. Each student should strive to get the best preparation out of his or her time in high school to be successful in the world of work, technical school, or college.

## DEFINITIONS:

1. **SCHOOL YEAR:** A school year consists of two semesters, which includes four quarters.
2. **UNIT OF CREDIT:** A unit of credit is the measure of school credit. One-half unit of credit may be earned by satisfactorily completing the work in a subject each semester. The credit of each subject is published in the course description section.
3. **PREREQUISITE:** This refers to the requirements and courses that must be met, and or completed, before taking certain courses.
4. **REQUIRED SUBJECTS:** Subjects, which must be completed to qualify for a Fulton High School diploma.
5. **ELECTIVE:** Subjects, which may be chosen by the student.
6. **CORE:** Subjects, which fulfill in part, a college preparation curriculum.
7. **GRADE POINT AVERAGE:** GPA is based on semester grades from Grade 9 to the Present (excluding P.E. grades). Courses are graded on the following scale:

| <u>Percentage</u> | <u>Grade</u> | <u>GPA</u> | <u>Percentage</u> | <u>Grade</u> | <u>GPA</u> |
|-------------------|--------------|------------|-------------------|--------------|------------|
| 96.5 – 100        | A+           | 4.00       | 76.5 – 79.4       | C+           | 2.25       |
| 92.5 – 96.4       | A            | 4.00       | 72.5 – 76.4       | C            | 2.00       |
| 89.5 – 92.4       | A-           | 3.75       | 69.5 – 72.4       | C-           | 1.75       |
| 86.5 – 89.4       | B+           | 3.25       | 66.5 – 69.4       | D+           | 1.25       |
| 82.5 – 86.4       | B            | 3.00       | 62.5 – 66.5       | D            | 1.00       |
| 79.5 – 82.4       | B-           | 2.75       | 59.5 – 62.4       | D-           | 0.75       |
|                   |              |            | 59.4 – 00.0       | F            | 0.00       |

8. **CLASS RANK:** A student's rank is based on cumulative GPA of all students in a class.
9. **ILLINOIS VIRTUAL HIGH SCHOOL (IVS):** Junior and senior students will have the opportunity to enroll in Illinois Virtual High School. These classes are taken for high school credit only and must be approved by the administration prior to enrollment. Students will be responsible for paying for these classes according to the IVS guidelines. These classes can be taken during the school day or a total of 2 credits can be earned outside of the school day.

# REGISTRATION INFORMATION

## DEFINITIONS (continued):

**10. CREDIT RECOVERY:** In order for a student to recover a credit from a core class previously failed, a student may enroll in an online credit recovery class. Students have the opportunity to enroll in Illinois Virtual High School (IVS) or any other approved correspondence course to complete their credit recovery. The course name and grade will be listed on the final high school transcript; these credits will be applied toward graduation. Families will be responsible for the cost of a credit recovery course. Students are allowed a maximum of 3 credits earned through credit recovery. IVS classes can be taken during the school day or outside of school.

**11. CORRESPONDENCE COURSES:** Students may need or want to take courses outside of the school day or year. A total of 2 credits may be earned by completing courses from an institution approved by the School Administration or HS Counseling Office. Permission must be granted by the principal before the student begins work on courses. Credit can only apply for making up failed required classes or if a student is short credits to graduate with their class.

**12. DUAL CREDIT:** Junior and senior students will have the opportunity to enroll in Dual Credit Courses. Students are able to earn both high school and college credits simultaneously, from Sauk Valley Community College, Clinton Community College, and Western Illinois University.

**13. DUAL ENROLLMENT:** Junior and senior students will have the opportunity to enroll in Dual Enrollment Courses. This refers to students being enrolled-concurrently-in both Fulton High School and an institution of higher learning. In this case students will attend school at Morrison Tech, Whiteside Area Career Center, Sauk Dual Credit Block, Sauk Academy, or attend Sauk Valley Community College or Clinton Community College.

## GENERAL INFORMATION:

1. Before enrolling in Fulton School, it is helpful to plan a four-year course of study with your parents, using the course descriptions, graduation requirements, and recommended courses enclosed in this Course Description Handbook.
2. Students attending Fulton High School will receive teacher recommendations for all core Subjects, as well as, some elective courses to help aid them with registration.
3. Complete the registration sheets by requesting eight (8) subjects, plus three (3) alternates, each semester. You will register for both semesters. Make your selections carefully and with your future goals in mind.
4. Select courses for the proper grade level.
5. All required courses not passed must be retaken.
6. Make sure you have met the necessary prerequisites for all of the courses you select.
7. Obtain instructor approval if required.
8. Students are responsible for checking their own credits toward graduation.
9. Use your **XELLO** account and **Counselor's Corner** (address located on the front cover for more information to complete the above.

# GRADUATION REQUIREMENTS

Twenty-eight (28) credits are required for graduation from Fulton High School. These requirements have some flexibility to help meet the individual needs of students. We encourage all students to develop a plan for their high school education that allows for a wide range of educational experiences, as well as an extension beyond the minimum requirements.

| <u>COURSES</u>  | <u>Credits/Years</u>             |
|---|----------------------------------|
| <b>English</b>  | 4                                |
| - Must include English 1, 2 and 3 (or AP Lan.)                  |                                  |
| <b>Math</b>   | 3                                |
| <b>Science</b>  | 3                                |
| - One (1) credit each of an Earth, Living, and Physical Science |                                  |
| <b>Social Science</b>   | 3                                |
| - One (1) credit of World History (10 <sup>th</sup> gr.)        |                                  |
| - One and One-Half (1.5) credit U.S. History                    |                                  |
| - One-half (0.5) credit Civics                                  |                                  |
| <b>Introduction to Computers</b>                                | 1                                |
| - 0.5 credit for 2024 and beyond                                |                                  |
| <b>College and Career Readiness</b>                             | 0.25                             |
| - 0.5 credit for 2024 and beyond                                |                                  |
| <b>Consumer Education</b>                                       | 0.5                              |
| <b>Physical Education/Health/Safety</b>                         | 4*                               |
| - Must be enrolled every semester *                             |                                  |
| - Includes One-half (0.5) credit of Health                      |                                  |
| - May include Driver Education (0.25 Class and 0.25 BTW)        |                                  |
|   | <u>2022    2023    2024    .</u> |
| Required  | 18.75    18.75    18.5           |
| Elective  | 9.25    9.25    9.5              |
| <b>TOTAL</b>  | <u>28    28    28    .</u>       |

\* Students waiving out of P.E. for band, medical reasons, athletics (2 sport athletes for the semester), college bound curriculum (11-12), or graduation requirements (11-12) may have less than 4 - P.E./Health/Safety credits. The State of Illinois guidelines must be followed if waiving out of P.E. An alternate class MUST replace P.E. Health, Driver Education and Marching Band also count toward Physical Education/Health/Safety.

SWiM (Students With Motivation) is a one-year required course for Freshmen. This class is a major part of phase four of the Freshman Transition Project. The areas that will be covered throughout the year include: transitioning to high school, academic responsibility, social responsibility, emotional development, character development and leadership, health/wellness, service, and career development.

Students who transfer in from a non-eight (8) period schedule school, must pass seven (7) credits per year while at Fulton High School and meet all graduation requirements. Transfer credits will be appraised and final required graduation credits may be adjusted.

The Fulton High School Counselor is here to help you throughout your high school experience. Contact the counseling department with any concerns or questions you may have at 815-589-3511.

# ARE YOU PLANNING ON GOING TO COLLEGE?

If you are planning on going to college, you must plan your high school experience accordingly.

The following is a summary of minimum high school course requirements for admission of freshmen to Illinois public universities as well as basic college preparation curriculum. This curriculum must be completed to be eligible for many of the State Scholarships.

|                                   |   |
|-----------------------------------|---|
| <b>English - 4 years</b>          | Four years of composition and grammar to include content in writing, literature, and speech.  |
| <b>Mathematics – 4 years</b>      | At least four of the following six classes:<br>• Pre-algebra • Algebra • Geometry • Algebra II and/or Trigonometry • Precalculus • Calculus |
| <b>Social Studies - 3 years</b>   | One year of American History, one semester of Government, 3 semesters of Social Studies elective.   |
| <b>Natural Sciences - 3 years</b> | One year each in Biology, Chemistry and Physics.  |
| <b>Electives - 2 years</b>        |   |
| <b>Foreign Language or</b>        | Two years of one language.  |
| <b>Art, Music, Vocational</b>     | Any combination of 2 years.   |
| <b>Flexible Units - 2 years</b>   | Two additional years from any of the five categories.   |

Factors that influence college admission decisions are listed below in order of importance.

Source: National Association for College Admission Counseling (NACAC) Admission trends survey 2019. Ranking by percentage of “Considerable Importance,” (Moderate, Limited or No Importance).

|     |   |     |
|-----|---|-----|
| 1.  | Grades in all courses.                              | 75% |
| 2.  | Grades in college prep courses (see above).         | 73% |
| 3.  | Strength of curriculum.                             | 62% |
| 4.  | Admission test scores (SAT or ACT).                 | 46% |
| 5.  | College essay or writing sample.                    | 23% |
| 6.  | Student’s demonstrated interest in the college.     | 16% |
| 7.  | Counselor recommendation.                           | 15% |
| 8.  | Teacher recommendation.                             | 14% |
| 9.  | Rank in graduating class (GPA).                     | 9%  |
| 10. | Portfolio.  | 6%  |
| 11. | Extracurricular activities.                         | 6%  |
| 12. | Subject test scores (AP).                           | 6%  |
| 13. | Personal interview (required at selected colleges). | 6%  |
| 14. | Work.   | 4%  |
| 15. | SAT II Scores.                                      | 2%  |
| 16. | State graduation exam scores.                       | 2%  |

# REQUESTS FOR SCHEDULE CHANGE

Care needs to be taken on selecting classes. It is the philosophy of Fulton High School that all classes are for one (1) full school year unless stated otherwise,

There will be a **four (4) day** period allowed at the **beginning** of the *first semester* and **two (2) days** at the **beginning** of the *second semester* for the processing of schedule changes. Only necessary changes will be made for the second semester. After each processing period, students who choose to drop a class will drop that class with a failing grade for the semester, unless there are extenuating circumstances. When appropriate, a conference with the administration, counselor, student, parent, and teacher involved will be held prior to a schedule change.

## PROCEDURES:

1. Discuss your intentions with the teacher of the class or classes you wish to drop.
2. Find a class that will fill that hour.
3. Discuss your intentions with the teacher of the replacement class or classes.
4. For Core or required courses, the following **may** be required;
  - Pick up the "Request To Change Program" form from the counseling office.
  - Get needed signatures from teachers and parents.
  - Return completed forms before or on the ***4<sup>th</sup> day of the first semester*** or on the ***2<sup>nd</sup> day of the second semester***.

Items taken into consideration in processing schedule changes include:

- You cannot move from a small class to a large class.
- The change must be directly related to a career decision.
- When appropriate (Whiteside Area Career Center, Dual Credit Classes, core class, required class, etc.) a note from parents will be required to drop a class.
- Dual Credit College classes will also need approval and confirmation from the college where the credit is being granted/earned.
- Parental requests will be considered after consultation with the student, parent, and teacher.

## ENGLISH

### English 1 - 1041/1042

|                            |                   |                           |           |
|----------------------------|-------------------|---------------------------|-----------|
| <b>Credit:</b>             | 0.5 Per semester  | <b>Offered:</b>           | Full Year |
| <b>Prerequisite:</b>       | Open              |                           |           |
| <b>Selection Criteria:</b> | 9                 | <b>Class designation:</b> | Regular   |
| <b>Status:</b>             | Required and Core |                           |           |

**Course description:** English I is a year-long course focusing on a range of reading and writing skills. Students will read a variety of literature, including novels, short stories, essays, poetry, and plays. In addition to reading, students will build writing skills through short and extended pieces. Students will review grammar concepts throughout the year. Students will be assessed using the English Language Arts Competencies. After the completion of the course, students will be ready to move on to English II. This course will be assessed using the seven English competencies using the competency-based education platform. Your final grade will be determined by your ability to show mastery of the English competencies using the provided continua developed by the English department.

### English 1 Honors – 1038/1039

|                            |  |                           |           |
|----------------------------|--|---------------------------|-----------|
| <b>Credit:</b>             | 0.5 Per semester   | <b>Offered:</b>           | Full Year |
| <b>Prerequisite:</b>       | PSAT 8 English scores, 8th grade English Grades, Teacher Recommendation, Parent Recommendation |                           |           |
| <b>Selection Criteria:</b> | 9  | <b>Class designation:</b> | Honors    |
| <b>Status:</b>             | Required and Core  |                           |           |

**Course description:** Honors English 1 is a year-long course focusing on evaluation and analysis of reading where students will read from a variety of fiction and nonfiction literature. An emphasis will be placed on not just understanding the literature, but making evaluations, judgements, and analysis. This will necessitate an understanding that students will need to complete reading assignments outside of class time. Students will be assessed using the English Language Arts Competencies. Additionally, students will review grammar concepts. This course will be assessed using the seven English competencies using the competency-based education platform. Your final grade will be determined by your ability to show mastery of the English competencies using the provided continua developed by the English department.

### English 2 - 1132/1133

|                            |                   |                           |           |
|----------------------------|-------------------|---------------------------|-----------|
| <b>Credit:</b>             | 0.5 Per semester  | <b>Offered:</b>           | Full Year |
| <b>Prerequisite:</b>       | Open              |                           |           |
| <b>Selection Criteria:</b> | 10                | <b>Class designation:</b> | Regular   |
| <b>Status:</b>             | Required and Core |                           |           |

**Course description:** In this year-long course, students will read and respond to a variety of texts while building skills introduced in English I. This course emphasizes writing to inform, argue, and entertain. Additionally, **English II will fulfill the speech requirement for graduation.** Students will also review grammar concepts throughout the year. English II students will be assessed using the seven English/Language Arts competencies. Your final grade will be determined by your ability to show mastery of the English competencies using the provided continua developed by the English department.

### English 2 Honors – 1130/1131

|                            |  |                           |           |
|----------------------------|--|---------------------------|-----------|
| <b>Credit:</b>             | 0.5 Per semester   | <b>Offered:</b>           | Full Year |
| <b>Prerequisite:</b>       | PSAT 9 English Scores, English 1 or Honors English 1 Grades, Teacher Recommendation, Parent Recommendation |                           |           |
| <b>Selection Criteria:</b> | 10   | <b>Class designation:</b> | Honors    |
| <b>Status:</b>             | Required and Core  |                           |           |

**Course description:** Honors English II is a writing intensive course in which students will analyze and evaluate various types of fiction and nonfiction literature. Students taking Honors English II are expected to be strong readers with a firm grasp of mechanics of the English language, as the course will emphasize analytical readings of complex texts. Honors II students will receive rigorous writing instruction. Students will be assessed using the seven English competencies, including Conducting Research and Presenting Ideas, using the competency-based education platform. **English 2 Honors will fulfill the speech requirement necessary for graduation.** Successful completion of this year-long course will prepare students to take Advanced Placement English courses as juniors and seniors. Your final grade will be determined by your ability to show mastery of the English competencies using the provided continua developed by the English department.



## ENGLISH

### English 3 - 1211/1212

|                            |                   |                           |           |
|----------------------------|-------------------|---------------------------|-----------|
| <b>Credit:</b>             | 0.5 Per semester  | <b>Offered:</b>           | Full Year |
| <b>Prerequisite:</b>       | Open              |                           |           |
| <b>Selection Criteria:</b> | 11                | <b>Class designation:</b> | Regular   |
| <b>Status:</b>             | Required and Core |                           |           |

**Course description:** This course will continue to build upon the seven English competencies learned and mastered in English 1 and 2 using the competency-based education platform as well as continue your preparation for college and career readiness. English 3 is a year-long course using both fiction and nonfiction to focus on writing, presenting, creating, and discussing. The focus of the writing will be rooted in conducting research to both inform readers and create arguments as well as writing narratives to tell stories. All reading we do in class will be driven by student choice and used to model exemplar writing as well as create opportunities to discuss themes and techniques that writers use. In addition, there will be a heavy emphasis placed on grammar in this course to ensure you are a stronger writer and speaker. Preparation for the SAT will occur throughout the year. Your final grade will be determined by your ability to show mastery of the English competencies using the provided continua developed by the English department.

### AP Language and Composition - 1430/1431

|                            |                                    |                           |   |
|----------------------------|------------------------------------|---------------------------|---|
| <b>Credit:</b>             | 0.5 Per semester                   | <b>Offered:</b>           | Full Year   |
| <b>Prerequisite:</b>       | English Department Recommendation. |                           |   |
| <b>Selection Criteria:</b> | 11                                 | <b>Class designation:</b> | <b>Honors, College Credit upon successful completion of AP Exam</b> |
| <b>Status:</b>             | Required, Core                     |                           |   |

**Course description:** The purpose of the Advanced Placement Language and Composition course is to enable students to read complex nonfiction texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers; in other words, you will be developing an awareness of language and rhetoric. The AP Lang student is often asked to demonstrate how word choice, arrangement, rhetorical appeals, figures of speech, and sentence structure contribute to the overall effect. The AP Lang student must be prepared for multiple types of writing throughout the school year: analyze passages of nonfiction, synthesize a series of source material, and create a compelling argument. This course will only involve reading works of nonfiction, and all required reading in the course is completed outside of class. Students are also required to read one independent nonfiction book of their choice per quarter that will be assessed through an in-class writing or final project. Much of the work that is completed in this course is geared towards preparation for the exam in May. It is to your benefit to take the exam since it can provide you the opportunity to “advance” your placement in college, skipping a class of what would otherwise be required college-level English, as well as saving yourself some money. Regardless of the outcome of the exam, the skills you will acquire in both reading and writing will be invaluable and serve you well on the SAT, too. If you do not like to write, collaborate, or discuss in a group setting, then this might not be the best class for you, as it is heavy in all three areas. The textbook used is *The Language of Composition* published by Bedford/St. Martins. This rigorous course meets the college and career readiness standards set forth by Advanced Placement, and students are **highly encouraged** to take the Advanced Placement Language & Composition exam in May. Students **are expected to pay a testing fee in November before registering for the test.**

### English 4 - 1442/1443

|                            |                   |                           |           |
|----------------------------|-------------------|---------------------------|-----------|
| <b>Credit:</b>             | 0.5 Per semester  | <b>Offered:</b>           | Full Year |
| <b>Prerequisite:</b>       | Open              |                           |           |
| <b>Selection Criteria:</b> | 12                | <b>Class designation:</b> | Regular   |
| <b>Status:</b>             | Required and Core |                           |           |

**Course description:** This course will continue to build upon the seven English competencies learned and mastered in English 1, 2, and 3 using the competency-based education platform as well as continue your preparation for college and career readiness. English 4 is a year-long course using both fiction and nonfiction to focus on writing, presenting, creating, and discussing. The focus of the writing will be rooted in conducting research to both inform readers and create arguments as well as writing narratives to tell stories. All reading we do in class will be driven by student choice and used to model exemplar writing as well as create opportunities to discuss themes and techniques that writers use. In addition, there will be an emphasis placed on writing skills for career and college preparation, such as resumes, cover letters, and college admission essays. Your final grade will be determined by your ability to show mastery of the English competencies using the provided continua developed by the English department.

## ENGLISH

### AP Literature and Composition - 1434/1435

|                            |                                   |                           |   |
|----------------------------|-----------------------------------|---------------------------|---|
| <b>Credit:</b>             | 0.5 Per semester                  | <b>Offered:</b>           | Full Year   |
| <b>Prerequisite:</b>       | English Department Recommendation |                           |   |
| <b>Selection Criteria:</b> | 12                                | <b>Class designation:</b> | <b>Honors, College Credit upon successful completion of AP Exam</b> |
| <b>Status:</b>             | Required, Core                    |                           |   |

**Course description:** “What does it mean to be human? What are universal experiences of humankind, and how are these experiences explored in literature?” Students in AP Literature & Composition will explore these questions in depth in this year-long, novel-driven course designed for the college bound student. Literature in this course covers both American and British texts, and students participate in deep analysis of the literature both in and out of the classroom. Besides reading novels, epic poetry, plays, essays, and short stories, students will focus on the writing skills that are necessary for success in a college English course. These skills include writing on demand and literary analysis. Virtually all reading in the course is completed outside of class, and students are also required to read one additional novel or play per quarter that will be assessed through an in-class writing. This rigorous course meets the college and career readiness standards set forth by Advanced Placement, and students are **highly encouraged** to take the Advanced Placement Literature & Composition exam in May. Students **are expected to pay a testing fee in November before registering for the test.**

### Contemporary Literature for Young Adults - 1353

|                            |  |                 |              |
|----------------------------|--|-----------------|--------------|
| <b>Credit:</b>             | 0.5  | <b>Offered:</b> | One Semester |
| <b>Prerequisite:</b>       | Open   |                 |              |
| <b>Selection Criteria:</b> | 10   | 11              | 12           |
| <b>Status:</b>             | English Elective (Can replace 4th year of English if taken during the senior year) |                 |              |
|                            | <b>Class designation:</b> Regular  |                 |              |

**Course description:** Contemporary Literature is a one semester course focusing on the exploration and discussion of young adult problems through reading, writing, listening, and discussing novels. Outside reading and writing will be required. Each class will involve a designated time for students to read their selected text and check out materials if needed. A variety of controversial topics will be discussed and addressed throughout the semester as students are exposed to such topics in their reading. The material for this course will be organized by genres. Student interest and the instructor will determine the genres for the novels. This course will be assessed using the seven English competencies using the competency-based education platform. Your final grade will be determined by your ability to show mastery of the English competencies using the provided continua developed by the English department.

### Media Literacy – 1354

|                            |  |                 |              |
|----------------------------|--|-----------------|--------------|
| <b>Credit:</b>             | 0.5  | <b>Offered:</b> | One Semester |
| <b>Prerequisite:</b>       | Open   |                 |              |
| <b>Selection Criteria:</b> | 10   | 11              | 12           |
| <b>Status:</b>             | English Elective (can replace 4th year of English if taken during the senior year) |                 |              |
|                            | <b>Class designation:</b> Regular  |                 |              |

**Course description:** Media Literacy is a one semester course that seeks to introduce students to a non-fiction analysis of current media outlets including movies, television, radio, the Internet, and advertising. Students will interpret media messages using both written and oral analyses. Presentations, writing assignments, and class discussions utilizing critical thinking skills are required. Students may need to provide additional outside resources. This course is designed for students interested in analyzing and interpreting media messages. Students that enjoy discussions and debating would be well-suited for this course. This course will be assessed using the seven English competencies using the competency-based education platform. Your final grade will be determined by your ability to show mastery of the English competencies using the provided continua developed by the English department.

### Creative Writing - 1355

|                            |  |                 |              |
|----------------------------|--|-----------------|--------------|
| <b>Credit:</b>             | 0.5  | <b>Offered:</b> | One Semester |
| <b>Prerequisite:</b>       | Open   |                 |              |
| <b>Selection Criteria:</b> | 10   | 11              | 12           |
| <b>Status:</b>             | English Elective (Can replace 4th year of English if taken during the senior year) |                 |              |
|                            | <b>Class designation:</b> Regular  |                 |              |

**Course description:** Creative writing is a semester-long course designed for students who enjoy writing as a form of expression. Students will be asked to use and expand their writing skills by reading and analyzing a variety of writing samples. The class will explore fiction and nonfiction writing through the use of narrative, informative, and argumentative writing. To develop original writing pieces, students will engage in freewrites, writing workshops, literary element development lessons, writing/author studies, and peer reviews/conferences. Mastery of the Narrative, Informative, and Argumentative English competencies will be the focus of this course.

## MATH

### Non-college bound or low ability student

Math Foundations 18 units

### College bound or average ability student

Algebra 1 - Math I

Geometry - Math II

Algebra 2 - Math III

4th year recommended:

(AP Stats, Pre-Calc, QLS, or AP Calc)

#### Math Foundations - 2010/2011

**Credit:** 0.5 Per semester  
**Prerequisite:** Instructor Approval  
**Selection Criteria:** 9-12  
**Status:** Required

**Offered:** Full Year  
**Class designation:** Regular

**Course description:** This is a self-paced, skill mastery developmental mathematics course. It is an individualized, computer-based learning experience which is provided for students who have been identified as performing below grade level in math due to significant skill deficits. The instructors will provide instruction, guidance, and monitor progress. Course placement tests will determine which units a student has yet to master. Students who take all three years of math foundations and complete a total of 18 units with a minimum of 80% mastery of skills for each unit will meet the math requirements for graduation.

#### Algebra 1 – 2051/2052

**Credit:** 0.5 Per semester  
**Prerequisites:** Recommendation of 8<sup>th</sup> grade Math instructor or a Pre-Algebra class.  
**Selection Criteria:** 9  
**Status:** Required and Core.

**Offered:** Full Year  
**Class Designation:** Regular

**Course Description:** This class focuses on beginning Algebra. Content includes data and relationships, patterns, functions, linear equations and graphs, systems, distance, polynomials and quadratics. Real life applications and connections will be used in line with these topics. This class is required to advance into Geometry.

#### Geometry – 2061/2062

**Credit:** 0.5 Per semester  
**Prerequisites:** Math 1 or Algebra 1 with Current Math instructor recommendation.  
**Selection Criteria:** 9 10  
**Status:** Required and Core.

**Offered:** Full Year  
**Class Designation:** Regular

**Course Description:** A traditional plane geometry course covering such topics as properties of lines, angles, polygons, circles, congruence, similarity, area, perimeter, and volume. The course will cover proof and problem solving using geometric concepts.

#### Algebra 2 – 2111/2112

**Credit:** 0.5 Per semester  
**Prerequisites:** Math 2 or Geometry with Current Math instructor recommendation.  
**Selection Criteria:** 10 11  
**Status:** Required and Core.

**Offered:** Full Year  
**Class Designation:** Regular

**Course Description:** This course focuses on identifying and analyzing core functions, equations, and inequalities in Algebra. The big topics covered will be linear functions and systems, quadratic functions, polynomial functions, and radical functions.

## MATH

### AP Statistics – 2055/2056

**Credit:** 0.5 Per semester

**Offered:** Full Year

**Prerequisite:** Completion of Math II with recommendation.

**Selection Criteria:** 11 12

**Class designation:** Honors, College Credit upon successful completion of AP Exam

**Status:** Required, Core, must pay the required testing fee.

**Course description:** AP Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions. Upon successful completion of the advanced placement exam administered through the College Board, students may earn 3–5 credits at the college of their choice, depending on their college’s policy concerning Advanced Placement. This rigorous course meets the college and career readiness standards set forth by Advanced Placement, and students are **highly encouraged** to take the Advanced Placement exam in May, and **are expected to pay a testing fee in November before registering for the test.**

### Pre-Calculus – 2141/2142

**Credit:** 0.5 Per semester

**Offered:** Full Year

**Prerequisite:** Completion of Math III with recommendation.

**Selection Criteria:** 11 12

**Class designation:** Regular

**Status:** Required and Core

**Course description:** This course is designed to provide a comprehensive study of functions, which are the basis of calculus and other higher mathematics courses. The students will study the properties and graphs of polynomial, rational, exponential, logarithmic, and trigonometric functions. The second semester will have an emphasis on analytic trigonometry and geometry, including law of sine and cosine, vectors, and matrices. Students will represent models using algebraic, numerical, graphical, and verbal methods. Technology plays an important role in the conceptual development and problem-solving aspects of the course. Completion of this course is required before taking advanced placement calculus.

### AP Calculus AB – 2151/2152

**Credit:** 0.5 Per semester

**Offered:** Full Year

**Prerequisite:** B or higher for final grade in Pre-Calculus and signature of the instructor

**Selection Criteria:** 12

**Class designation:** Honors, College Credit upon successful completion of AP Exam

**Status:** Required, Core, must pay the required testing fee.

**Course description:** (This course is intended for advanced instruction; there is NO guarantee that college course credit will be derived.) This course will follow the nationally-recommended syllabus for Advanced Placement Calculus AB. The students will be taught from a college text and will learn all material covered in college-level Calculus I. Upon successful completion of the advanced placement exam administered through the College Board, students may earn 3–5 credits at the college of their choice, depending on their college’s policy concerning Advanced Placement. This rigorous course meets the college and career readiness standards set forth by Advanced Placement, and students are **highly encouraged** to take the Advanced Placement exam in May, and **are expected to pay a testing fee in November before registering for the test.** Students in AP Calculus need a TI84 calculator.

### Quantitative Literacy & Stats – 2211/2212

**Credit:** 0.5 Per semester

**Offered:** Full Year

**Prerequisite:** Senior Status

**Selection Criteria:** 12

**Class designation:** Regular

**Status:** Required and Core

**Course description:** It is estimated that nearly half of high school graduates who enter postsecondary education are recommended for remedial math courses. Statistics indicate that students who are placed in remedial math at the postsecondary level are less likely to be successful at completing college in their chosen path. The QLS Math course is a fourth-year high school transitional math course that has the tremendous potential to reduce remediation and developmental education coursework for high school students who plan to attend Illinois colleges. This transitional math course is not designed to remediate math skills, but to enhance and improve them. Students who successfully complete this course with a C or better will automatically place into corresponding credit bearing college courses at any community college in Illinois.

## **MATH**

### **Math I – 2002/2003**

|                            |   |                           |           |
|----------------------------|---|---------------------------|-----------|
| <b>Credit:</b>             | 0.5 Per semester  | <b>Offered:</b>           | Full Year |
| <b>Prerequisite:</b>       | Recommendation of 8th grade teacher or a Pre-algebra class. |                           |           |
| <b>Selection Criteria:</b> | 9   | <b>Class designation:</b> | Regular   |
| <b>Status:</b>             | Required and Core   |                           |           |

**Course description:** The fundamental purpose of Mathematics I is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Mathematics I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

### **Math II – 2006/2007**

|                            |                             |                           |           |
|----------------------------|-----------------------------|---------------------------|-----------|
| <b>Credit:</b>             | 0.5 Per semester            | <b>Offered:</b>           | Full Year |
| <b>Prerequisite:</b>       | Math I with recommendation. |                           |           |
| <b>Selection Criteria:</b> | 9 10                        | <b>Class designation:</b> | Regular   |
| <b>Status:</b>             | Required and Core           |                           |           |

**Course description:** The focus of Mathematics II is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Mathematics I as organized into 6 critical areas, or units. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles, with their quadratic algebraic representations, will round out the course. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

### **Math III – 2121/2122**

|                            |                              |                           |           |
|----------------------------|------------------------------|---------------------------|-----------|
| <b>Credit:</b>             | 0.5 Per semester             | <b>Offered:</b>           | Full Year |
| <b>Prerequisite:</b>       | Math II with recommendation. |                           |           |
| <b>Selection Criteria:</b> | 10 11                        | <b>Class designation:</b> | Regular   |
| <b>Status:</b>             | Required and Core            |                           |           |

**Course description:** In Mathematics III students will pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into four critical areas, organized into units. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, radical, exponential, and logarithmic functions. They expand their study of right triangle trigonometry to include general triangles. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

## **SCIENCE**

### SCIENCE DEPARTMENT COURSE MAPPING

| <b>High School Graduation Minimum</b>             | <b>General</b>  | <b>College Bound-General</b>                     | <b>College Bound-Medical</b>  | <b>College Bound-Computer/Engineering</b>  |
|---|---|--|---|--|
| Earth Science<br>Physical Science<br>Life Science | Earth Science<br>Physical Science<br>Biology or Environmental | Earth Science<br>Biology<br>Chemistry<br>Physics | Earth Science<br>Chemistry<br>Biology<br>Dual Credit Chemistry<br>Anatomy & Physiology<br>Physics | Earth Science<br>Biology<br>Chemistry<br>Physics<br>Materials Science<br>3D Printing & CAD |

**\*\*\*DOUBLING UP ON SCIENCE COURSES IS ENCOURAGED\*\*\***

#### **Earth Science - 3161/3162**

|                            |                                   |                           |           |
|----------------------------|-----------------------------------|---------------------------|-----------|
| <b>Credit:</b>             | 0.5 Per semester                  | <b>Offered:</b>           | Full Year |
| <b>Prerequisite:</b>       | Open                              |                           |           |
| <b>Selection Criteria:</b> | 9                                 | <b>Class designation:</b> | Regular   |
| <b>Status:</b>             | Required (Earth Science) and Core |                           |           |

**Course description:** In this course, students will utilize scientific practices to discover knowledge and overarching concepts related to Earth and space science. Students will recognize unifying themes that integrate the major topics of Earth and space science including weather, climate, water, ocean circulation and topography, natural resources, and global sustainability, Earth and its place in the universe, the solar system, plate tectonics, and physical geology. The curriculum integrates critical thinking and laboratory skills that stress the development of experimental design, detailed observation, accurate recording, data interpretation, and analysis.

**\*\*REQUIRED OF ALL 9TH GRADERS\*\***

#### **Environmental Science - 3083/3084**

|                            |                                  |                           |           |
|----------------------------|----------------------------------|---------------------------|-----------|
| <b>Credit:</b>             | 0.5 Per semester                 | <b>Offered:</b>           | Full Year |
| <b>Prerequisite:</b>       | Open                             |                           |           |
| <b>Selection Criteria:</b> | 10      11      12               | <b>Class designation:</b> | Regular   |
| <b>Status:</b>             | Required (Life Science) and Core |                           |           |

**Course description:** A course that focuses on the application of biological principles to the study of the physical environment and the solution of environmental problems. Major topics include structures and processes of organisms in an ecosystem, the interactions and cycling of energy within ecosystems, and the interaction between human society and the natural environment. The curriculum integrates critical thinking and laboratory skills that stress the development of experimental design, observation, accurate recording, data interpretation, and analysis.

#### **Biology - 3145/3146**

|                            |                                  |                           |           |
|----------------------------|----------------------------------|---------------------------|-----------|
| <b>Credit:</b>             | 0.5 Per semester                 | <b>Offered:</b>           | Full Year |
| <b>Prerequisite:</b>       | Open                             |                           |           |
| <b>Selection Criteria:</b> | 10      11      12               | <b>Class designation:</b> | Regular   |
| <b>Status:</b>             | Required (Life Science) and Core |                           |           |

**Course description:** In this course, students will utilize scientific practices to discover knowledge and concepts related to life science. Students will recognize unifying themes that integrate the major topics of biology and experimental design. Major topics include structures and processes from molecules to organisms, the inheritance and variation of traits, the interactions and cycling of energy within ecosystems, and biological evolution. The curriculum integrates critical thinking and laboratory skills that stress the development of experimental design, observation, accurate recording, data interpretation, and analysis.

## SCIENCE

### Human Anatomy & Physiology (Biology) – 3167/3168

|                            |                                  |                           |           |
|----------------------------|----------------------------------|---------------------------|-----------|
| <b>Credit:</b>             | 0.5 Per semester                 | <b>Offered:</b>           | Full Year |
| <b>Prerequisite:</b>       | Biology                          |                           |           |
| <b>Selection Criteria:</b> | 11      12                       | <b>Class designation:</b> | Regular   |
| <b>Status:</b>             | Required (Life Science) and Core |                           |           |

**Course description:** Anatomy and Physiology explores the workings of the human body and focuses on anatomical terminology. This course is the foundation for students wanting to learn about the body and its levels of organization. The textbook used in this course is written at the college level and will promote a transition for students pursuing careers in medical fields. Students will participate in many laboratory exercises designed to further understanding of homeostasis and body systems. This course will focus on the primary units of study including histology, blood, the cardiovascular system, the skeletal system, the digestive system, and the reproductive system. Students will observe, dissect, and have hands-on experience as well as take notes, answer questions, interpret data, make presentations and take formal exams.

### Physical Science - 3131/3132

|                            |  |                           |           |
|----------------------------|--|---------------------------|-----------|
| <b>Credit:</b>             | 0.5 Per semester   | <b>Offered:</b>           | Full Year |
| <b>Prerequisite:</b>       | Should have had or be enrolled in Math I or Math I Foundations |                           |           |
| <b>Selection Criteria:</b> | 10      11      12   | <b>Class designation:</b> | Regular   |
| <b>Status:</b>             | Required (Physical Science) and Core                           |                           |           |

**Course description:** In this course, students will utilize scientific practices to discover knowledge and overarching concepts related to physical science. Students will recognize unifying themes that integrate the major topics of physical science including the physics of energy and motion, chemistry, and waves. The curriculum integrates critical thinking and laboratory skills that stress the development of experimental design, measuring and recording, data analysis and interpretation, and using models.

### Chemistry - 3211/3212

|                            |  |                           |           |
|----------------------------|--|---------------------------|-----------|
| <b>Credit:</b>             | 0.5 Per semester                       | <b>Offered:</b>           | Full Year |
| <b>Prerequisite:</b>       | Completed Math 1 or Math 1 Foundations |                           |           |
| <b>Selection Criteria:</b> | 10      11      12                     | <b>Class designation:</b> | Regular   |
| <b>Status:</b>             | Required (Physical Science) and Core   |                           |           |

**Course description:** In this course, students will utilize scientific practices to discover knowledge and overarching concepts related to physical science. Students will recognize unifying themes that integrate the major topics of chemistry including structure and property of matter, interactions of matter, and chemical reactions. The curriculum integrates critical thinking via modeling, planning and carrying out investigations, and obtaining, evaluating, and communicating information.

### Material Science - 3221/3222

|                            |  |                           |           |
|----------------------------|--|---------------------------|-----------|
| <b>Credit:</b>             | 0.5 Per semester   | <b>Offered:</b>           | Full Year |
| <b>Prerequisite:</b>       | Should have had or be enrolled in Math I or Math I Foundations |                           |           |
| <b>Selection Criteria:</b> | 10      11      12   | <b>Class designation:</b> | Regular   |
| <b>Status:</b>             | Required (Physical Science) and Core                           |                           |           |

**Course description:** In this course, students will utilize scientific practices to discover knowledge and overarching concepts related to physical science. Materials science involves the synthesis of new materials, developing improved processes for making materials and understanding the role of materials in our everyday lives. This lab and writing intensive course will focus on the fundamental relationship between structure, properties, processing and performance of materials. Topics covered in the class include: structure and bonding, crystal structures, ionic compounds, metals, alloys, ceramics, glass, composites and polymers.

## **SCIENCE**

### **Physics - 3171/3172**

|                            |   |                           |           |
|----------------------------|---|---------------------------|-----------|
| <b>Credit:</b>             | 0.5 Per semester  | <b>Offered:</b>           | Full Year |
| <b>Prerequisite:</b>       | Should have had or be enrolled in Math 3 or instructor approval |                           |           |
| <b>Selection Criteria:</b> | 11      12  | <b>Class designation:</b> | Regular   |
| <b>Status:</b>             | Required (Physical Science) and Core                            |                           |           |

**Course description:** In this course, students will utilize scientific practices to discover knowledge and overarching concepts related to physical science. Students will recognize unifying themes that integrate the major topics of Physics including one-dimensional, two-dimensional motion, and momentum. Students will also explore energy, charging and electrical circuits, and waves. The curriculum integrates critical thinking, experimental design and laboratory skills. These skills will be developed using mathematical modeling, data interpretation and graphical analysis.

### **Sauk Dual Credit – Chemistry 105 – General Chemistry I – SDCHE105**

|                            |   |                           |                            |
|----------------------------|---|---------------------------|----------------------------|
| <b>Credit:</b>             | 1 Per semester  | <b>Offered:</b>           | Semester 1                 |
| <b>Prerequisite:</b>       | One year of high school chemistry or CHE 103 or CHE 102                                       |                           |                            |
| <b>Selection Criteria:</b> | 11      12  | <b>Class designation:</b> | Honors, College Credit (5) |
| <b>Status:</b>             | Required, Core, <b>must pay required college fee TBD (Reduced fee for free/reduced lunch)</b> |                           |                            |

#### **Course description:**

This course involves the study of matter, measurements, the periodic table of the elements, atomic structure, basic concepts of quantum theory, bonding, stoichiometry of compounds and reactions, solution chemistry, introduction to acids and bases, thermochemistry, the gaseous state, and basic concepts of the liquid and solid states. This class is for chemistry, engineering, pre-medical and science majors.

### **Sauk Dual Credit – Chemistry 106 – General Chemistry II – SDCHE106**

|                            |   |                           |                            |
|----------------------------|---|---------------------------|----------------------------|
| <b>Credit:</b>             | 1 Per semester  | <b>Offered:</b>           | Semester 2                 |
| <b>Prerequisite:</b>       | CHE 105   |                           |                            |
| <b>Selection Criteria:</b> | 11      12  | <b>Class designation:</b> | Honors, College Credit (5) |
| <b>Status:</b>             | Required, Core, <b>must pay required college fee TBD (Reduced fee for free/reduced lunch)</b> |                           |                            |

#### **Course description:**

This course is a continuation of CHE 105. This course involves the study of solutions, acids and bases, equilibria, acid-base equilibria, solubility equilibria, kinetics, thermodynamics, electrochemistry, coordination compounds, and nuclear chemistry. This class is for chemistry, engineering, premedical, and science majors.

### **FTC Robotics (Extra-Curricular) - 3900/3901**

|                            |  |                           |           |
|----------------------------|--|---------------------------|-----------|
| <b>Credit:</b>             | 0.5 Per semester   | <b>Offered:</b>           | Full year |
| <b>Prerequisite:</b>       | Approval from a supervising science teacher and must compete in FTC competitions.            |                           |           |
| <b>Selection Criteria:</b> | 9      10      11      12  | <b>Class designation:</b> | Regular   |
| <b>Status:</b>             | Independent Science Elective (This is an extracurricular activity outside of the school day) |                           |           |

**Course description:** This is a yearlong class that serves as an introduction to the world of robotics. Innovation and Design as well as robotics engineering is a combined competitive extracurricular class. Students will design and build a robot to perform tasks assigned by FIRST Robotics This course will consist of independent and hands on learning in main areas of study related to contest robotics including: power tools and safety, mechanical systems, electronics (DC), computer aided design, programming, systems integration and mentoring other students in robotics. Students will be required to participate fully in all aspects of the competitions as well as be full participants in designated work sessions and team meetings after school and/or weekends during the months of September-March. **Outside Commitment:** Students participating in this course must compete in the FTC competitions during 1 and 2 semesters. Competitions are usually on a Saturday or Sunday.



## SOCIAL SCIENCE

### **THE SOCIAL STUDIES REQUIREMENT MUST INCLUDE THE FOLLOWING:**

World History - 1 credit  
United States History I & II (regular or Honors) - 1 credit  
United States History III (regular or Honors) - ½ credit  
Civics- ½ credit

#### **World History - 4422/4426**

|                            |                   |                           |           |
|----------------------------|-------------------|---------------------------|-----------|
| <b>Credit:</b>             | 0.5 Per semester  | <b>Offered:</b>           | Full year |
| <b>Prerequisite:</b>       | Open              |                           |           |
| <b>Selection Criteria:</b> | 10                | <b>Class designation:</b> | Regular   |
| <b>Status:</b>             | Required and Core |                           |           |

**Course description:** World History presents a chronological narrative from the earliest civilizations to the present. Within this framework, we will trace the development of civilizations in different parts of the world, taking a look at different themes such as the growth of science and technology, political and economic development, the influence of geography on cultures, the effect of contact between cultures, and creativity in the arts.

#### **United States History - 4132/4133**

|                            |                   |                           |           |
|----------------------------|-------------------|---------------------------|-----------|
| <b>Credit:</b>             | 0.5 Per semester  | <b>Offered:</b>           | Full year |
| <b>Prerequisite:</b>       | Open              |                           |           |
| <b>Selection Criteria:</b> | 11                | <b>Class designation:</b> | Regular   |
| <b>Status:</b>             | Required and Core |                           |           |

**Course description:** The approach to this course is both topical and chronological. Supplemented by audio-visual materials, the textbook is used as the focal point in examining the foundation and development of a new democratic nation and the profound social, economic, and political changes it has witnessed due to its transition from a rural, agricultural country to an urban, industrialized country and its pursuit of isolationism. Knowledge of the American past will enable students to learn the value of historical perspective and to appreciate that the American way of life has its roots far back in history. The students should come to understand that some knowledge of the past is necessary in order to understand, and perhaps solve, some of the problems of today and to achieve further progress.

Semester 1 – U.S. History, 1607 – 1865

Semester 2 – U.S. History, 1865 - 1940

#### **Honors United States History - 4173/4174**

|                            |                              |                           |           |
|----------------------------|------------------------------|---------------------------|-----------|
| <b>Credit:</b>             | 0.5 Per semester             | <b>Offered:</b>           | Full year |
| <b>Prerequisite:</b>       | Recommendation of instructor |                           |           |
| <b>Selection Criteria:</b> | 11                           | <b>Class designation:</b> | Honors    |
| <b>Status:</b>             | Required and Core            |                           |           |

**Course description:** Designed to provide a greater challenge for the above-average student, this course follows the same general patterns and emphases as the regular U.S. History offering. Although the same textbook is utilized, outside readings may be used to augment the material provided by the instructor, the text, and the various audio-visual materials utilized. **Semester 1** – U.S. History, 1607 – 1865; **Semester 2** – U.S. History, 1865 – 1940

#### **United States History III - 4400**

|                            |                   |                           |              |
|----------------------------|-------------------|---------------------------|--------------|
| <b>Credit:</b>             | 0.5               | <b>Offered:</b>           | One semester |
| <b>Prerequisite:</b>       | Open              |                           |              |
| <b>Selection Criteria:</b> | 12                | <b>Class designation:</b> | Regular      |
| <b>Status:</b>             | Required and Core |                           |              |

**Course description:** Semester 3 – U.S. History, 1931 to the present. The approach to this course is both topical and chronological. Supplemented by audio-visual materials, the textbook is used as the focal point in examining the rise of the United States to a position of world leadership as traditional isolationism is replaced by internationalism in foreign affairs and the challenges offered by a series of “hot and cold wars,” the struggle for equality and justice in America, the stubbornness of economic problems, and a rapidly changing society. Knowledge of the American past will enable students to learn the value of historical perspective and to appreciate that the American way of life has its roots in the past. The students should come to understand that some knowledge of the past is necessary in order to understand, and perhaps, solve some of the problems of today and to achieve further progress.

## **SOCIAL SCIENCE**

### **Civics - 4092**

|                            |                   |                           |              |
|----------------------------|-------------------|---------------------------|--------------|
| <b>Credit:</b>             | 0.5               | <b>Offered:</b>           | One semester |
| <b>Prerequisite:</b>       | Open              |                           |              |
| <b>Selection Criteria:</b> | 12                | <b>Class designation:</b> | Regular      |
| <b>Status:</b>             | Required and Core |                           |              |

**Course description:** This course serves as an introduction to the American political system and the role played by the common citizen in making the system work. Units that will be covered are on the Legislative, Executive, and Judicial Branches, an introduction to government and The Bill Of Rights. Units on The United States Constitution, Illinois State Constitution, and the United States Flag Code are also taught, as they are **required to receive a high school diploma**.

### **Sociology - 4312**

|                            |          |                           |              |
|----------------------------|----------|---------------------------|--------------|
| <b>Credit:</b>             | 0.5      | <b>Offered:</b>           | One semester |
| <b>Prerequisite:</b>       | Open     |                           |              |
| <b>Selection Criteria:</b> | 11 12    | <b>Class designation:</b> | Regular      |
| <b>Status:</b>             | Elective |                           |              |

**Course description:** Sociology is defined as the study of the ways man has developed for living in his environment with other men. One of the social sciences, sociology has “devoted itself to man and his activities in the social group. It is concerned with the way the groups shape children to fit group life, with the unique behavior of different groups, and with the problems which arise when people live together in groups.” The textbook, *Sociology and You*, is used as a focal point in the study of society and human relationships. Supplemented by audio-visual materials, this course is designed to help students better understand their present social environment.

### **Psychology - 4451**

|                            |          |                           |              |
|----------------------------|----------|---------------------------|--------------|
| <b>Credit:</b>             | 0.5      | <b>Offered:</b>           | One semester |
| <b>Prerequisite:</b>       | Open     |                           |              |
| <b>Selection Criteria:</b> | 11 12    | <b>Class designation:</b> | Regular      |
| <b>Status:</b>             | Elective |                           |              |

**Course description:** This course introduces students to the study of individual human behavior. Course content typically includes (but is not limited to) an overview of the field of psychology, topics in human growth and development, personality and behavior, and abnormal psychology.

## **HEALTH AND PHYSICAL EDUCATION**

### **Health - 7092 S1 or 7095 S2**

|                            |            |                           |              |
|----------------------------|------------|---------------------------|--------------|
| <b>Credit:</b>             | 0.5        | <b>Offered:</b>           | One Semester |
| <b>Prerequisite:</b>       | Open       |                           |              |
| <b>Selection Criteria:</b> | 9 10 11 12 | <b>Class designation:</b> | Regular      |
| <b>Status:</b>             | Required   |                           |              |

**Course description:** Health Education is a required semester-long course that will include the following topics: decision making/communications skills, stress and stress management, drugs and addictions, growth and development, sex and sexuality, STI's/AIDS, nutrition, obesity, and first aid/CPR. This course involves lecture, note taking, cooperative learning activities, and active learning activities. There will be quizzes given to the students throughout the semester. In addition, the students will be tested following each unit that is covered in class.

### **Physical Education - 7190/7191**

|                            |                       |                           |           |
|----------------------------|-----------------------|---------------------------|-----------|
| <b>Credit:</b>             | 0.5 Per semester      | <b>Offered:</b>           | Full year |
| <b>Prerequisite:</b>       | Open                  |                           |           |
| <b>Selection Criteria:</b> | 9 10 11 12            | <b>Class designation:</b> | Regular   |
| <b>Status:</b>             | Required (see page 4) |                           |           |

**Course description:** This course is a survey of the various physical education experiences available at Fulton High School. It will expose the students to numerous fitness-based activities. Students will also actively participate in Fitness Gram to measure their fitness abilities. Students will be expected to have a regulation physical education uniform and a school-issued combination lock for their physical education locker.

## HEALTH AND PHYSICAL EDUCATION

### Sports Data Analysis - 7400

|                            |                    |                           |          |
|----------------------------|--------------------|---------------------------|----------|
| <b>Credit:</b>             | 0.5                | <b>Offered:</b>           | Semester |
| <b>Prerequisite:</b>       | Open               |                           |          |
| <b>Selection Criteria:</b> | 10      11      12 | <b>Class designation:</b> | Regular  |
| <b>Status:</b>             | Elective           |                           |          |

**Course description:** Using statistics from current professional sports, this class will be focused on analyzing data, making predictions, and communicating those predictions to the community through the River Bend website. Students in this class will be responsible for weekly articles that analyze real-time sports data.

### Coaching Philosophy - 7404

|                            |                    |                           |              |
|----------------------------|--------------------|---------------------------|--------------|
| <b>Credit:</b>             | 0.5                | <b>Offered:</b>           | One Semester |
| <b>Prerequisite:</b>       | Open               |                           |              |
| <b>Selection Criteria:</b> | 10      11      12 | <b>Class designation:</b> | Regular      |
| <b>Status:</b>             | Elective           |                           |              |

**Course description:** Course is geared for students interested in sports/athletics looking to further their knowledge in the areas of sports and coaching. The areas we would cover: coaching philosophy in a variety of sports and athletic events, sports administration, building and maintaining an athletic program, injury care & prevention, understanding of rules/officiating, game/practicing planning, scouting, sports history and working with young athletes. Materials: Nothing to be purchased - We would use text and books we already own, videos, internet documents, guest speakers, and school/community resources.

## DRIVER EDUCATION

### Driver Education – Classroom – 7012Q1/7032Q2/7042Q3/7062Q4

|                            |  |                           |             |
|----------------------------|--|---------------------------|-------------|
| <b>Credit:</b>             | 0.25   | <b>Offered:</b>           | One Quarter |
| <b>Prerequisite:</b>       | <b>Student must have passed eight one-half credit courses the previous two semesters of school</b> |                           |             |
| <b>Selection Criteria:</b> | 9      10  | <b>Class designation:</b> | Regular     |
| <b>Status:</b>             | Elective   |                           |             |

**Course description:** Driver's Education is an automobile safety course that outlines the Secretary of State's Rules of the Road booklet and the Drive Right textbook. Students will obtain their instructional permit and perform the required behind the wheel assignment with a certified instructor. Class delivery will be lecturing, note taking, and group assignments. **\*\*a \$20.00 check made out to the Secretary of State is required to take the test for an Illinois driver's permit. \*\***

### Driver's Education – Behind the Wheel (BTW)

|                            |   |                           |             |
|----------------------------|---|---------------------------|-------------|
| <b>Credit:</b>             | 0.25  | <b>Offered:</b>           | One Quarter |
| <b>Prerequisite:</b>       | Pass Driver Education Classroom                     |                           |             |
| <b>Selection Criteria:</b> | 9      10   | <b>Class designation:</b> | Regular     |
| <b>Status:</b>             | Elective (students will be scheduled independently) |                           |             |

**Course description:** The laboratory phase of Driver Education places the student behind the wheel of a motor vehicle. Instruction is designed to use the mental skills gained in the classroom. It includes the recognition and use of gauges and devices while performing simple driving tasks. Lessons are designed to take a beginning student driver through simple car maneuvers, basic car control, small city traffic encounters plus special environment experiences. Students are expected to gain these skills and as many more as possible as both drivers and observers. Illinois law currently requires that each student driver spends a minimum of six clock hours behind the wheel. The intent of the total program is to put a qualified, educated driver on the road. **\*\*The cost for behind the wheel sessions is \$150.00.\*\***

## **TRANSITION/CAREER EXPLORATION**

### **SWiM - 4475/4476**

|                            |                  |                           |           |
|----------------------------|------------------|---------------------------|-----------|
| <b>Credit:</b>             | 0.5 Per semester | <b>Offered:</b>           | Full year |
| <b>Prerequisite:</b>       | Open             |                           |           |
| <b>Selection Criteria:</b> | 9                | <b>Class designation:</b> | Regular   |
| <b>Status:</b>             | Elective         |                           |           |

**Course description:** SWiM (Students With Motivation) is a one-year required course for Freshmen. This class is a major part of phase four of the Freshman Transition Project. The areas that will be covered throughout the year include: transitioning to high school, academic responsibility, social responsibility, emotional development, character development and leadership, health/wellness, service, and career development. **\*\*REQUIRED OF ALL 9TH GRADERS\*\***

### **College and Career Readiness – 1480**

|                            |          |                           |              |
|----------------------------|----------|---------------------------|--------------|
| <b>Credit:</b>             | 0.5      | <b>Offered:</b>           | One Semester |
| <b>Prerequisite:</b>       | Open     |                           |              |
| <b>Selection Criteria:</b> | 9 10     | <b>Class designation:</b> | Regular      |
| <b>Status:</b>             | Elective |                           |              |

**Course description:** This course will provide students with the tools they need to prepare for their futures beyond high school. In this course, students will focus on the exploration of a variety of college and career paths. Students will learn their individual strengths and interests and explore how they can be applied to various college and/or career paths through research projects and assessment tools. Students will learn and practice critical soft skills such as decision-making, problem-solving and responsibility and see how they apply to future careers. Students will also learn important personal finance and money management topics such as borrowing and debt, saving, investing, and financing an education. **\*\*REQUIRED OF ALL 9TH GRADERS\*\***

### **Community Involvement /Career Exploration - 9600/9601**

|                            |  |                           |           |
|----------------------------|--|---------------------------|-----------|
| <b>Credit:</b>             | 0.5 Per semester                                 | <b>Offered:</b>           | Full year |
| <b>Prerequisite:</b>       | Instructor approval and service site agreement.. |                           |           |
| <b>Selection Criteria:</b> | 12   | <b>Class designation:</b> | Regular   |
| <b>Status:</b>             | Elective   |                           |           |

**Course description:** This class provides students with the opportunity to explore areas of interest while providing them the opportunity to offer service to the community. Students may use this opportunity to work with local businesses such as a mechanic, plumber, retail store owner, or a professional such as a dentist, chiropractor or nurse. Some may volunteer to tutor or assist at the elementary, middle, or high school. Students may assist almost anyone in the community as long as it is of a service nature and allows them the opportunity to learn about a possible job. Because this is a service to the community and a grade will be earned, **no money may be received for the services.**

Community service will be performed during one regularly scheduled period of the day; the service will be provided during the time that the student would normally be in the classroom. Students must provide their own transportation.

Weekly journals listing the duties performed, what has been learned or relearned, and commenting on the reactions and feelings of the week are required and are a part of the grade. Evaluations by site supervisors are done and count as part of the grade also.

## **INFORMATION TECHNOLOGY, BUSINESS & CONSUMER EDUCATION**

### **Introduction to Computers – 6491**

|                            |                  |                           |              |
|----------------------------|------------------|---------------------------|--------------|
| <b>Credit:</b>             | 0.5 Per semester | <b>Offered:</b>           | One Semester |
| <b>Prerequisite:</b>       | Open             |                           |              |
| <b>Selection Criteria:</b> | 9 10             | <b>Class designation:</b> | Regular      |
| <b>Status:</b>             | Required         |                           |              |

**Course description:** This course will begin with a review of the District's Google Suite, including Gmail, Calendar and Google Drive use and organization. The remainder of the course will include a thorough exploration of Google applications used in both academic and workplace settings, including: Docs, Slides, Drawing, Sheets, Forms and Sites with the emphasis on practical student applications. Non-Google tools such as TinkerCAD, Wakelet, and online app makers will also be explored. **\*\*REQUIRED OF ALL 9TH GRADERS\*\***

## **INFORMATION TECHNOLOGY, BUSINESS & CONSUMER EDUCATION**

### **Introduction to Business – 6585/6586**

|                            |                           |                           |           |
|----------------------------|---------------------------|---------------------------|-----------|
| <b>Credit:</b>             | 0.5 Per semester          | <b>Offered:</b>           | Full year |
| <b>Prerequisite:</b>       | Open                      |                           |           |
| <b>Selection Criteria:</b> | 9      10      11      12 | <b>Class designation:</b> | Regular   |
| <b>Status:</b>             | Elective                  |                           |           |

**Course description:** This course introduces students to the world of business and will help prepare them for the economic roles of worker, consumer, and citizen. This course also serves as a background for almost all other business courses that a student may take in high school and college. Students will gain knowledge of economics, business roles, government, management, interviews, resumes, human resources, advertising, and marketing.

### **Accounting I – 6591/6592**

|                            |                    |                           |           |
|----------------------------|--------------------|---------------------------|-----------|
| <b>Credit:</b>             | 0.5 Per semester   | <b>Offered:</b>           | Full year |
| <b>Prerequisite:</b>       | Open               |                           |           |
| <b>Selection Criteria:</b> | 10      11      12 | <b>Class designation:</b> | Regular   |
| <b>Status:</b>             | Elective           |                           |           |

**Course description:** This course includes planned learning experiences that develop skills in classifying, recording, verifying, and maintaining data involved in financial records. Students work with journals, ledgers, worksheets, checks, and various other accounting forms. Projects and practice sets are used to emphasize practical knowledge in working with financial records.

### **Media Publications - 1313/1314**

|                            |   |                           |           |
|----------------------------|---|---------------------------|-----------|
| <b>Credit:</b>             | 0.5 Per semester                              | <b>Offered:</b>           | Full year |
| <b>Prerequisite:</b>       | Open  |                           |           |
| <b>Selection Criteria:</b> | 9      10      11      12                     | <b>Class designation:</b> | Regular   |
| <b>Status:</b>             | Elective (Can take this class more than once) |                           |           |

**Course description:** This year-long course is designed to teach students how to capture and edit video for various events and projects throughout the school year. Students will create weekly highlight videos of major events as well as live stream and broadcast most home events. Students will learn to record crop, edit, and produce a variety of different videos while learning basic and advanced concepts used in videography. In addition, students will be required to put in time outside of class to film events, projects, and solicit video board sponsorships.

### **Yearbook - 1348/1350**

|                            |   |                           |           |
|----------------------------|---|---------------------------|-----------|
| <b>Credit:</b>             | 0.5 Per semester                              | <b>Offered:</b>           | Full year |
| <b>Prerequisite:</b>       | Open  |                           |           |
| <b>Selection Criteria:</b> | 9      10      11      12                     | <b>Class designation:</b> | Regular   |
| <b>Status:</b>             | Elective (Can take this class more than once) |                           |           |

**Course description:** This year-long course is designed to teach students how to write, design, and lay out the school's yearbook. Students will learn basic and advanced concepts regarding digital photography. Precise writing, grammar, spelling, and vocabulary skills are emphasized in copy, headline, and caption writing. In addition, students will be required to attend events to take pictures and solicit advertising sponsorships. As a result, students will be required to put in time out of class. The class is designed for a student that is creative, highly motivated, can work independently, as well as work with others, and can work with a deadline. Due to the nature of this class, students cannot add this class at the semester.

### **Consumer Education - 6462**

|                            |                         |                           |              |
|----------------------------|-------------------------|---------------------------|--------------|
| <b>Credit:</b>             | 0.5                     | <b>Offered:</b>           | One Semester |
| <b>Prerequisite:</b>       | Open                    |                           |              |
| <b>Selection Criteria:</b> | 11      12              | <b>Class designation:</b> | Regular      |
| <b>Status:</b>             | Required for graduation |                           |              |

**Course description:** Consumer education prepares students for education beyond high school or entering the workforce. Financial literacy and independence are stressed throughout the course. Students will learn how to budget, save, spend wisely, avoid debt, and give. They will develop an education and career plan that will help them obtain and grow their income over time while understanding how to make their money work for them. They will learn to manage financial risk through various types of insurance and begin to make smart financial decisions.

## **INFORMATION TECHNOLOGY, BUSINESS & CONSUMER EDUCATION**

### **Exploring Computer Science – 6628/6629**

|                            |                           |                           |           |
|----------------------------|---------------------------|---------------------------|-----------|
| <b>Credit:</b>             | 0.5 Per semester          | <b>Offered:</b>           | Full year |
| <b>Prerequisite:</b>       | Open                      |                           |           |
| <b>Selection Criteria:</b> | 9      10      11      12 | <b>Class designation:</b> | Regular   |
| <b>Status:</b>             | Elective                  |                           |           |

**Course description:** This course provides students with an introduction to the field of Computer Science. Students are introduced to the concepts of computing, apply a variety of problem-solving techniques, expand their knowledge and apply web page design concepts, and are introduced to the foundations of programming (including animated stories and video games). This course is designed to give a broad overview of what the field of Computer Science offers and provides a solid foundation for students who may be interested in a career path within that field.

### **S.T.E.A.M. – 6640/6641**

|                            |                           |                           |           |
|----------------------------|---------------------------|---------------------------|-----------|
| <b>Credit:</b>             | 0.5 Per semester          | <b>Offered:</b>           | Full year |
| <b>Prerequisite:</b>       | Open                      |                           |           |
| <b>Selection Criteria:</b> | 9      10      11      12 | <b>Class designation:</b> | Regular   |
| <b>Status:</b>             | Elective                  |                           |           |

**Course description:** This year-long course will focus on S.T.E.A.M. (Science, Technology, Engineering, Arts & Mathematics) education using a variety of online platforms. This project-based, hands-on computer science class will introduce students to computer-aided design (CAD) software, 3D printing, basic computer programming, robotic and drone coding, and online animation/illustration design. In each unit students will be led using inquiry-based learning, creative expression, problem solving, technology and engineering processes. Students need no prior knowledge of computer science to be successful in this class.

### **Graphic Arts – 6645**

|                            |                           |                           |              |
|----------------------------|---------------------------|---------------------------|--------------|
| <b>Credit:</b>             | 0.5                       | <b>Offered:</b>           | One semester |
| <b>Prerequisite:</b>       | Open                      |                           |              |
| <b>Selection Criteria:</b> | 9      10      11      12 | <b>Class designation:</b> | Regular      |
| <b>Status:</b>             | Elective                  |                           |              |

**Course description:** This course is designed to help students learn the concepts of Adobe Photoshop Elements. Photoshop is a diverse program with many features designed to help the user create visual images or fine-tune photographic work. This class will explore many techniques that one can use in creating digital art. Students will create artistic images, edit/enhance digital images, correct flaws, and create digital art projects.

## **FOREIGN LANGUAGE**

### **Spanish I - 5071/5072**

|                            |   |                           |           |
|----------------------------|---|---------------------------|-----------|
| <b>Credit:</b>             | 0.5 Per semester                            | <b>Offered:</b>           | Full year |
| <b>Prerequisite:</b>       | C or above in the last English course taken |                           |           |
| <b>Selection Criteria:</b> | 9      10      11      12                   | <b>Class designation:</b> | Regular   |
| <b>Status:</b>             | College Prep                                |                           |           |

**Course description:** Spanish I is the first in a series of four courses for students who wish to use Spanish as a means of communication, both oral and written. In addition to learning to understand and to say in Spanish many of the things students say in everyday English and to read and write elementary Spanish, students will gain information about the culture of the people whose language is being studied. This course is designed for beginning Spanish speaking students. Students who are already proficient in Spanish may request to take the course or take courses out of sequence if they can demonstrate proficiency.

### **Spanish II - 5091/5092**

|                            |  |                           |           |
|----------------------------|--|---------------------------|-----------|
| <b>Credit:</b>             | 0.5 Per semester                                       | <b>Offered:</b>           | Full year |
| <b>Prerequisite:</b>       | Spanish I with a "C" average and consent of instructor |                           |           |
| <b>Selection Criteria:</b> | 10      11      12                                     | <b>Class designation:</b> | Regular   |
| <b>Status:</b>             | College Prep   |                           |           |

**Course description:** Spanish II is a continuation of Spanish I. As in Spanish I, the development of the four language skills – listening, reading, writing, and speaking – is emphasized. Reading selections are used to encourage oral conversation, reading comprehension, and enhance writing skills. Art, history, geography, and culture are included. Projects will be used as assessments during the course of the year, as well as traditional testing.

## **FOREIGN LANGUAGE**

### **Spanish III - 5111/5112**

|                            |   |                           |           |
|----------------------------|---|---------------------------|-----------|
| <b>Credit:</b>             | 0.5 Per semester  | <b>Offered:</b>           | Full year |
| <b>Prerequisite:</b>       | Spanish II with a "B" average and consent of instructor |                           |           |
| <b>Selection Criteria:</b> | 11      12  | <b>Class designation:</b> | Regular   |
| <b>Status:</b>             | Elective  |                           |           |

**Course description:** As an advanced and challenging course, Spanish III continues to elaborate upon previously developed skills. This includes reading selections, writing, speaking, and listening. History, geography, art, and culture play an important role at this level. Projects will be used as assessments along with traditional testing.

### **Spanish IV - 5121/5122**

|                            |  |                           |           |
|----------------------------|--|---------------------------|-----------|
| <b>Credit:</b>             | 0.5 Per semester   | <b>Offered:</b>           | Full year |
| <b>Prerequisite:</b>       | Spanish III with a "B" average and consent of instructor |                           |           |
| <b>Selection Criteria:</b> | 12   | <b>Class designation:</b> | Regular   |
| <b>Status:</b>             | Elective   |                           |           |

**Course description:** Spanish IV is an advanced and challenging course. Conversational skills, grammar review, writing, and a study of literature, culture, history, and art are emphasized. Good teamwork skills are a must for this course. Projects will be used as an assessment at this level as well as traditional testing.

## **CONSTRUCTION TRADES**

### **Intro to Construction Trades – 6113/6114**

|                            |                  |                           |           |
|----------------------------|------------------|---------------------------|-----------|
| <b>Credit:</b>             | 0.5 Per semester | <b>Offered:</b>           | Full year |
| <b>Prerequisite:</b>       | Open             |                           |           |
| <b>Selection Criteria:</b> | 9      10        | <b>Class designation:</b> | Regular   |
| <b>Status:</b>             | Elective         |                           |           |

**Course description:** This course explores the various trades within the construction field. The students will be exposed to trades math, planning and designing projects, general shop safety, and the safe use of the tools and equipment. An emphasis will be placed on the carpentry, electrical, and welding trades to serve as a precursor to the upper level courses offered.

### **Carpentry – 6214/6215**

|                            |                              |                           |           |
|----------------------------|------------------------------|---------------------------|-----------|
| <b>Credit:</b>             | 0.5 Per semester             | <b>Offered:</b>           | Full year |
| <b>Prerequisite:</b>       | Intro to Construction Trades |                           |           |
| <b>Selection Criteria:</b> | 10      11      12           | <b>Class designation:</b> | Regular   |
| <b>Status:</b>             | Elective                     |                           |           |

**Course description:** This is a project based course that exposes the students to the various aspects of the carpentry field, including residential electricity. The projects will vary in scope and may require going off campus. The students will explore working on teams and supervising a team to manage a project to completion. This course can be taken more than once if there is seat availability. Preference will be given to first time students.

### **Welding I – 6315**

|                            |                              |                           |              |
|----------------------------|------------------------------|---------------------------|--------------|
| <b>Credit:</b>             | 0.5                          | <b>Offered:</b>           | One semester |
| <b>Prerequisite:</b>       | Intro to Construction Trades |                           |              |
| <b>Selection Criteria:</b> | 10      11      12           | <b>Class designation:</b> | Regular      |
| <b>Status:</b>             | Elective                     |                           |              |

**Course description:** The students will be introduced to and experience hands-on training with print reading, welding joints, positions, and symbols, oxy fuel and plasma cutting, and SMAW, GMAW, and GTAW.

## **CONSTRUCTION TRADES**

### **Welding II – 6316**

|                            |                                      |   |              |
|----------------------------|--------------------------------------|---|--------------|
| <b>Credit:</b>             | 0.5                                  | <b>Offered:</b>                             | One semester |
| <b>Prerequisite:</b>       | Welding I and approval of instructor |   |              |
| <b>Selection Criteria:</b> | 10                                   | 11  | 12           |
| <b>Status:</b>             | Elective                             |   |              |
|                            |                                      | <b>Class designation:</b>                   | Regular      |
|                            |                                      | <b>Possible College Credit through SVCC</b> |              |

**Course description:** This course is designed to provide students with a thorough understanding of the basics of Metal Inert Gas (MIG) arc welding fundamentals, also referred to as Gas Metal Arc Welding (GMAW) and stick welding, also referred to as Shielded Metal Arc Welding (SMAW) including the following topics: welding safety, power sources, and wire feeders, machine set up, adjustment and maintenance, identification of welding defects and quality welds, and welding techniques. Training to develop the manual skills necessary to make high quality MIG and SMAW welds is included with emphasis placed in the areas of various joint configurations, single pass, multiple pass, fillet, groove, overlap welds in a flat position. Oxyacetylene cutting equipment setup and safety will also be emphasized. **Students can earn 2 credits through Sauk Valley Community College by completing this course.**

## **FAMILY & CONSUMER SCIENCE**

### **Beginning Foods – 6252/6282**

|                            |  |                           |           |
|----------------------------|--|---------------------------|-----------|
| <b>Credit:</b>             | 0.5 Per semester                                 | <b>Offered:</b>           | Full year |
| <b>Prerequisite:</b>       | Must Pass semester 1 to continue with semester 2 |                           |           |
| <b>Selection Criteria:</b> | 9  | 10                        | 11        |
| <b>Status:</b>             | Elective   |                           |           |
|                            |  | <b>Class designation:</b> | Regular   |

**Course description:** This course will include textbook, notebook and lab experience. Foods I will study nutritional concepts and food preparation principles. Students will be introduced to kitchen equipment, safety, sanitation, measuring ingredients, recipe skills, and cooking methods. Foods II will focus on further development of cooking skills. Areas of study include the Food Guide Pyramid, grains, fruits, vegetables, dairy and meat. This class is for students interested in food processing and the food services industry: Supermarket sales, food scientists, food preparation, food safety, personal chef and hospitality.

### **Advanced Foods – 6290**

|                            |  |                           |              |
|----------------------------|--|---------------------------|--------------|
| <b>Credit:</b>             | 0.5  | <b>Offered:</b>           | One Semester |
| <b>Prerequisite:</b>       | Must Pass the full year of Beginning Foods |                           |              |
| <b>Selection Criteria:</b> | 10   | 11                        | 12           |
| <b>Status:</b>             | Elective                                   |                           |              |
|                            |  | <b>Class designation:</b> | Regular      |

**Course description:** Advanced foods is designed to increase the knowledge of students from the beginning foods level. In this class, students will increase their knowledge in food preparation, food combinations, baking, and careers related to the culinary arts field.

### **Nutrition – 6410**

|                            |                  |                           |              |
|----------------------------|------------------|---------------------------|--------------|
| <b>Credit:</b>             | 0.5              | <b>Offered:</b>           | One semester |
| <b>Prerequisite:</b>       | Teacher approval |                           |              |
| <b>Selection Criteria:</b> | 10               | 11                        | 12           |
| <b>Status:</b>             | Elective         |                           |              |
|                            |                  | <b>Class designation:</b> | Regular      |

**Course description:** This class will study the importance of healthful eating and regular physical activity as permanent lifestyle habits. Students will study food habits, lifestyle choices, nutrients (carbohydrates, fats, proteins, vitamins, minerals, water and phytochemicals), management for life-long activities, and making informed choices through decisions they make. They will also study the significance of caring for their mental and social health as part of the whole wellness picture, which includes staying physically active, as a way of life. Also covered will be dietary guidelines, weight management, eating disorders, and physical fitness and food choices. Nutrition is for students interested in the dietary guidelines; Dietitians and nutritionists, athletic trainers, physical therapists, health educators in schools, hospitals and public health agencies.



## **FAMILY & CONSUMER SCIENCE**

### **Beginning Clothing – 6322/6325**

|                            |  |                           |           |
|----------------------------|--|---------------------------|-----------|
| <b>Credit:</b>             | 0.5 Per semester                                 | <b>Offered:</b>           | Full year |
| <b>Prerequisite:</b>       | Must Pass semester 1 to continue with semester 2 |                           |           |
| <b>Selection Criteria:</b> | 9      10      11      12                        | <b>Class designation:</b> | Regular   |
| <b>Status:</b>             | Elective   |                           |           |

**Course description:** This course will include a textbook, notebook, skill sheets, and hands on experience working with the sewing machine, serger and embroidery machines to learn various sewing skills. Students will study clothing, color, design, fabric and care. Students will need to bring in their own sewing tools (scissors, seam ripper, seam gauge, pins, and small storage box) from home or purchase (approximate cost \$10.00 - \$15.00). Students will also need to purchase fabric and supplies for projects. Clothing is for students interested in the clothing and textile industry: Fashion coordinator, retail sales, textile art, fashion advertising and merchandising.

### **Parenting – 6406**

|                            |                           |                           |              |
|----------------------------|---------------------------|---------------------------|--------------|
| <b>Credit:</b>             | 0.5                       | <b>Offered:</b>           | 1st semester |
| <b>Prerequisite:</b>       | Open                      |                           |              |
| <b>Selection Criteria:</b> | 9      10      11      12 | <b>Class designation:</b> | Regular      |
| <b>Status:</b>             | Elective                  |                           |              |

**Course description:** This course helps students understand the responsibilities, satisfactions, and stresses of parenthood. Many types of parenting situations are examined. Stress prevention and management are emphasized. Community agencies that help parents deal with various types of parenting situations are identified. Course content includes the following duty areas: managing and organizing parenting by applying decision-making and goal-setting skills; applying the basic principles of the parenting process; practicing health and safety standards as related to parenting; providing experiences which encourage parents and children to maximize resources; encouraging human relations skills in children/adolescents; and evaluating Impact on parenting of family and career changes. Special attention is given to the needs of teenage parents and to the importance of readiness for parenthood. Parenting is for students who will someday be a parent and enjoy working with children: Child care workers, nannies, family counseling, social workers, coaches, children's book authors, and education.

### **Child Growth and Development – 6407**

|                            |                            |                           |              |
|----------------------------|----------------------------|---------------------------|--------------|
| <b>Credit:</b>             | 0.5                        | <b>Offered:</b>           | 2nd semester |
| <b>Prerequisite:</b>       | Must have passed Parenting |                           |              |
| <b>Selection Criteria:</b> | 9      10      11      12  | <b>Class designation:</b> | Regular      |
| <b>Status:</b>             | Elective                   |                           |              |

**Course description:** This course emphasizes knowledge and understanding of the intellectual, physical, social, and emotional development of children from birth to preschool. The content centers around the following duty areas: managing and organizing child development by applying decision-making and goal-setting skills; promoting child development by applying physical, social, intellectual, and emotional principles; practicing health and safety standards for children; providing experiences encouraging children to maximize resources; encouraging human relations skills in children; and evaluating family and career changes in relation to impact on children. Information related to careers in child, day care, and education services is incorporated throughout the course. Child development is for students who are interested in working with human services and the community: preschool centers, teacher aide, camp counselors, child education, pediatric nurses and pediatricians.

## **MUSIC & DRAMA**

### **Band – 8011/8012**

|                            |   |                           |           |
|----------------------------|---|---------------------------|-----------|
| <b>Credit:</b>             | 0.5 Per semester                                  | <b>Offered:</b>           | Full year |
| <b>Prerequisite:</b>       | Instrument Placement                              |                           |           |
| <b>Selection Criteria:</b> | 9      10      11      12                         | <b>Class designation:</b> | Regular   |
| <b>Status:</b>             | Elective (this class can be taken more than once) |                           |           |

**Course description:** This is a year-long course that explores instrumental music from a wide variety of cultures and time periods through study and performance. The core curriculum emphasizes the basics of instrumental technique, sight-reading, music theory, and music history. Students in band are expected to participate in performances throughout the school year as part of their grade. Opportunities to participate in extracurricular instrumental music groups and events will also be available. Prior experience playing and instrument is strongly encouraged but not required. An audition is not required, but instrument placement will determine placement on the appropriate instrument. The band will take a trip every four years.

## MUSIC & DRAMA

### Robed Choir – 8031/8032

|                            |   |                           |           |
|----------------------------|---|---------------------------|-----------|
| <b>Credit:</b>             | 0.5 Per semester                                  | <b>Offered:</b>           | Full year |
| <b>Prerequisite:</b>       | Voice Placement                                   |                           |           |
| <b>Selection Criteria:</b> | 9      10      11      12                         | <b>Class designation:</b> | Regular   |
| <b>Status:</b>             | Elective (this class can be taken more than once) |                           |           |

**Course description:** This is a year-long course that explores choral music from a wide variety of cultures and time periods through study and performance. The core curriculum emphasizes the basics of vocal technique, sight-reading, music theory, and music history. Students in choir are expected to participate in performances throughout the school year as part of their grade. Opportunities to participate in extracurricular vocal music groups and events will also be available. An audition is not required, but voice placement will determine placement in the appropriate vocal section. The choir will take a trip every four years.

### Drama - 1352

|                            |                    |                           |              |
|----------------------------|--------------------|---------------------------|--------------|
| <b>Credit:</b>             | 0.5                | <b>Offered:</b>           | One Semester |
| <b>Prerequisite:</b>       | Open               |                           |              |
| <b>Selection Criteria:</b> | 10      11      12 | <b>Class designation:</b> | Regular      |
| <b>Status:</b>             | Elective           |                           |              |

**Course description:** The course is an introductory overview of the field of drama emphasizing its general areas and creating an appreciation and understanding of drama. The course covers assignments that deal with acting, makeup, costumes, stage movement, and directing. If time permits, other units might cover lighting, sets and production. Drama involves a lot of class participation; most assignments will be done with other students. The class will be given the opportunity to present a skit for the homecoming pep assembly. At the end of one semester of drama, students will be confident when getting in front of an audience.

## ART

### Beginning Art – 9010/9020

|                            |                           |                           |           |
|----------------------------|---------------------------|---------------------------|-----------|
| <b>Credit:</b>             | 0.5 Per semester          | <b>Offered:</b>           | Full year |
| <b>Prerequisite:</b>       | Open                      |                           |           |
| <b>Selection Criteria:</b> | 9      10      11      12 | <b>Class designation:</b> | Regular   |
| <b>Status:</b>             | Elective                  |                           |           |

**Course description:** Beginning Art focuses on basic skills, techniques, and media. The goal is to give students a well rounded introduction to art. Drawing and painting are introduced in the first semester with projects exploring still life, portraits and color theory. Second semester will focus on basic sculpture and mixed media techniques with projects exploring clay, printmaking and other media. Students will be required to bring with them a 9 x 12 sketchbook.

### Advanced Art – 9030/9035

|                            |                                       |                           |           |
|----------------------------|---------------------------------------|---------------------------|-----------|
| <b>Credit:</b>             | 0.5 Per semester                      | <b>Offered:</b>           | Full year |
| <b>Prerequisite:</b>       | Pass Beginning Art with a C or better |                           |           |
| <b>Selection Criteria:</b> | 10      11      12                    | <b>Class designation:</b> | Regular   |
| <b>Status:</b>             | Elective                              |                           |           |

**Course description:** Students will build on their artistic foundation by exploring more advanced techniques and media. This course will focus on the artistic process and taking original ideas and seeing them through to finished artwork. Project media will be driven by student interest. First semester will focus on drawing and painting, and second semester will include sculpture and student choice of media. Students are required to bring a 9x12 sketchbook.

### Independent Art - 9041/9042

|                            |   |                           |           |
|----------------------------|---|---------------------------|-----------|
| <b>Credit:</b>             | 0.5 Per semester  | <b>Offered:</b>           | Full year |
| <b>Prerequisite:</b>       | Pass a full year of Advanced Art with a B or better and instructor's permission |                           |           |
| <b>Selection Criteria:</b> | 11      12  | <b>Class designation:</b> | Regular   |
| <b>Status:</b>             | Elective (Can take this class more than once)                                   |                           |           |

**Course description:** This is the highest level of art that can be taken. Students will independently work on artwork in a media that they choose. Students will be required to create a contract outlining four works of art per quarter, due dates and goals for each project. Students will participate in a portfolio review at the end of each semester. Students will end their year by creating a portfolio they can use for college entrance.

## WHITESIDE AREA CAREER CENTER - DUAL ENROLLMENT



Any student wishing to enroll at WACC must be registered at one of the nineteen member high schools and must be 16 years of age.

**Prerequisites:** The following is a general list for attendance at WACC.

1. 1.75 (C-) cumulative grade point average GPA.
2. All credit up-to-date by the end of the current year (on track to graduate with their class).
3. No more than 10 day absence in any given year (major illness excluded).
4. A disciplinary record showing no excessive detentions or suspensions from school.
5. Only juniors and seniors are allowed to attend Whiteside Area Career Center.
6. All students must turn in an application if they wish to attend WACC even if they are currently attending WACC. All applications should be returned to the guidance office.

**Recommended Student Criteria:** All WACC programs have required lab work that is a critical component of student learning and student assessment. A school wishing to enroll a student who does not meet the recommended criteria for a WACC program must participate in a scheduled meeting with WACC staff to discuss student accommodations prior to the student's enrollment.

### Allied Health - 6701L/6702L

One-year program offered to junior and senior students that are interested in pursuing a career in various medical fields. First semester, students are in the classroom three days per week and at clinical sites two days per week. Students participate in up to three clinical sites throughout the school year. Clinical sites include, but are not limited to, hospitals, clinics, long-term care facilities, chiropractors, veterinary clinics, physical therapists, etc. Students can practice in different areas of the medical field, such as Maternal Child Nursing, Geriatrics, Emergency Nursing, Radiology, Dental Medicine, Veterinary Science, and more. Second Semester, students will take a Phlebotomy Certification course. Students would complete the clinical portion of this class in a health care lab setting.

### **3 Dual Credits with SVCC: Medical Terminology (NRS116) Potential Phlebotomy Certification**

**Expectations:** Students will be required to participate in an internship two days per week in the first semester. Therefore, a student who enrolls in Allied Health that is not a C.N.A. must be able to transport him or herself to internship sites. Students must have updated immunizations, including a flu shot and TB test.

### Automotive Technology - 6701A/6702A and 6701H/6702H

One or two-year program offered to junior and senior students. **First year students** (Automotive Technology I) will be building basic repair skills including shop safety, introduction to automotive careers, lubrication and maintenance, brakes, suspension/steering, basic engine operation, exhaust systems, and engine cooling. **Second year students** (Automotive Technology II) will learn advanced braking, advanced suspension/steering, automotive electrical systems, starting and charging systems, computer controls, fuel injection, engine diagnostics, differential operation, transmission and clutch theory and operation, and automotive HVAC systems. Automotive Technology II students who demonstrate a high level of ability and readiness may be eligible to participate in an off-site internship opportunity (second semester) at an automotive dealership or an automotive service center as approved by WACC instructors. Any student enrolled in Automotive Technology II must have a valid Illinois Driver's license.

**Expectations:** Students enrolled in Automotive Technology will be required to abide by all safety guidelines while working in an automotive shop approximately 70% of the time while at WACC. Students should be able to lift both arms above his or her head, lift 40 pounds, and be able to lower him or herself to the ground to work under a vehicle.

## **Whiteside Area Career Center**

### **Building & Construction Trades - 6701K/6702K and 6701R/6702R**

One or two-year program offered to junior and senior students. This course provides experiences related to the construction and maintenance of residential and/or commercial buildings and related fixtures. During the year, students will spend 85% of their time at a job site constructing or remodeling a residential house or commercial building. The other 15% of the time students will be in the classroom. Instruction will include safety principles, framing, plumbing, wiring, roofing, installing insulation, dry wall, pouring concrete, landscaping, estimating materials, blueprint reading, hanging cabinets, siding, hanging doors, heating and air conditioning, masonry, and finish work. Second year students are provided the opportunity to advance their skills in the construction trades.

**Expectations:** Students enrolled in Building Trades will be involved in constructing or remodeling a house, and will perform work at the job site approximately 85% of the time while at WACC. Students should be able to climb an eight-foot step ladder, stand for an hour and thirty minutes, and have the strength and mobility to operate various power tools, such as nail guns, power saws, power drills, etc. Students should be prepared to work in all weather conditions including (ie: cold weather, hot weather, mud, snow, ice). Students will need to have work boots, appropriate clothing, and are required to bring their own hand tools as outlined on the Materials and Fees schedule

### **CEO (Creating Entrepreneurial Opportunities) - 6701W/6702W**

One-year program offered to juniors and seniors. It covers a wide range of business topics, such as innovative thinking strategies, product development, competitive advantages, business structure, marketing, financial strategies, record keeping, financial statements, business plan writing. Entrepreneurial thinking (out-of-the box problem solving) is utilized throughout the course. 21st Century Workforce Skills, creative and critical thinking, collaboration, and communication are emphasized throughout the year. Students experience networking and business development firsthand. This course will take place in area businesses, and includes approximately 45 tours of local industry and 50 guest speakers from all areas of business.

### **3 Dual Credits with SVCC: BUS 260 Entrepreneurship Principles**

**Prerequisites:** All students interested in enrolling in the WACC CEO class must complete an application which can be found at their own website [www.wacc-ceo.com](http://www.wacc-ceo.com) . Any questions can be directed to his/her school counselor. Students will be selected by the CEO Advisory Board. Students who are selected to enroll in the CEO class must provide his or her own transportation to and from the various class meeting sites. The Application Process Closes 3/19

### **Computer Technology (Networking and Programming) 6701C/6702C and 6701N/6702N**

One or two-year program open to juniors and seniors who want to work with repair, networking, configuring operating systems, programming, Microsoft software, and application development. Qualified students will acquire the skills to potentially pass the TestOut Pro and CompTIA certifications. All first year students will start with the CIS167 core class. In addition, the course introduces students to the formal concepts of object-oriented programming including program design, control structures, data structures and algorithms using JavaScript and other programming languages. JavaScript may also be taken as a semester long dual credit course for 3 credits. As a second year student in the program, students have the possibility of taking CyberSecurity courses, Ethical Hacking and CyberDefense Pro offered through TestOut. These programs are not yet qualified as dual-credit courses, but are preparatory courses for certifications with CompTIA and the EC Council.

**15 Dual Credits with SVCC possible: CIS167-A+ Certification, CIS 151-Networking Certification, CIS 250-Beginning Linux, CIS 123-Java Script, CIS 197-Security + Certification (3 credits per course)**

**Expectations:** Students enrolled in Computer Technology will be required to stand, stoop, kneel, crouch and reach while performing typical computer repair work; have hand-eye coordination; handle or feel objects, tools or controls; lift and/or move objects and materials of up to 50 pounds in weight.

### **Cosmetology - 6701P/6702P**

One-year program available to **seniors**. Students will explore several aspects of cosmetology. The curriculum includes but is not limited to: theory and practice hours in hair, nails, skin, business basics and effective communication. This course takes place at Educators of Beauty. After completing this part time program, students will earn up to 200 of the 1500 hours necessary to complete the program. Financial incentives are available for students who chose to return to Educators of Beauty upon graduation. Educators of Beauty Website - <https://educatorsofbeauty.com/>

## Whiteside Area Career Center

### Criminal Justice - 6701E-6702E

One-year program designed to train students in various aspects of law enforcement, criminal justice, and the legal system. Students will receive instruction in skills needed for careers in associated fields; e.g. police officers, prosecuting and defense attorneys, probation and parole officers, crime scene investigators, correctional officers, etc. Major objectives of the program include: history of law enforcement, constitutional law, Illinois law, courts and the legal system, communication and dispatch operations, report writing and records, criminal investigations, search and seizure, community relations, patrol functions, traffic investigations, corrections, private security operations, criminology, and other related areas. Role play scenarios are used to enhance the student's learning experiences and provide an introduction to practical experiences which might be expected in the field.

**Expectations:** Students enrolled in the Criminal Justice program will participate in active, police scenarios. These scenarios include, but are not limited to the following physical activity; dragging a 150-pound person 10 feet, firing air guns, combat drills, and restraining potential suspects. Students should be able to pick up and carry objects weighing 25 pounds.

### Early Childhood Education - 6701M/6702M and 6701S/6702S

One or two-year program offered to junior and senior students. This course is designed to provide students interested in the development of children and a career involving children with a basic knowledge and understanding of children and their physical, mental, and emotional development. Broad areas of emphasis include: development of the child from conception through preschool age, the family and its role, nutritional and emotional needs of the children, the role of parents, educational and creative activities for children, childhood illnesses, learning disabilities, and the exploration of human services and education-related careers. **First year students** will work on a weekly basis with children at our on-site laboratory called "Kiddie Kampus Preschool"; earning a Level 1 Gateways Certification upon completion of course. **Second year students** will work with a cooperating teacher at a work-based learning site for three days a week throughout the school year. This work-based learning site could be a daycare center, home day care, preschool program, elementary school, or a location specific to a students' career interest (i.e.: special education, speech teacher, reading specialist, social worker, child life specialist).

**Second year students will earn 1 Dual Credit available with SVCC – EDU105 - Clinical Experience in Elementary Education.**

**Expectations:** Students enrolled in Early Childhood Education will be required to work in the WACC preschool with young children ages three to five years old. Students should be able to sit on the floor with the preschool children, have the dexterity to perform crafts with the children, and have the strength to restrain a child if needed for the child's safety. (For example, prevent a child from running out the door.) Students should not have a history of violent behavior. Students should have the maturity and aptitude to work with young children. For example, a student who could not be recommended for a babysitting job should not be recommended for Early Childhood Education.

### Digital Media Arts - 6701G/6702G and 6701U/6702U

One or two-year program offered to juniors and seniors. The classes are for visual and creative thinkers as well as computer geeks interested in cutting edge digital and media arts. The program offers the latest trends, techniques and technologies in the ever evolving multimedia field. The wide variety of the curriculum provides opportunities to build skills for future success in careers as an illustrator, desktop publisher, photographer, graphic artist, digital video editor, studio staging director, film maker, computer animator, sound engineer, camera operator, web designer or other positions in the exciting and growing recording, entertainment and digital media arts and communications field. Students work at their own pace and get "hands-on" experience using state-of-the-art software, cameras, lighting, special effects, sound and broadcasting equipment. All classes begin each fall and spring semester and students take two classes per semester. Students completing a selection of eight classes (the equivalent of two years at WACC), will receive the Level I Certificate in Graphic Design from Sauk Valley Community College. Students not able to complete the certificate requirements while attending WACC are invited to enroll at Sauk Valley Community College after high school to finish the certificate requirements if they so choose.

**21 Dual Credits possible with SVCC: ART 100-Media Arts, ART 103-Digital Photography, ART 105-Motion Graphics, ART 107- Digital Drawing, ART 236-Film and Video, ART 238-Interactive Media Design, ART 299-Topics (3 credits per course).**

## Whiteside Area Career Center

### Culinary Arts - 6701B/6702B and 6701V/6702V

One or two-year program open to juniors and seniors. Students explore Culinary Arts, preparing food for a large number of consumers, and catering. Occupational skills taught include care and use of commercial equipment, food preparation, customer service, management, and nutrition. Students in this program will receive weekly hands-on experience in the WACC commercial kitchen and provide food services for the public. Food Service Sanitation Management Certification will be given to 2nd year students.

**4 Dual Credits with Kishwaukee College: Intro to Hospitality HOS 103 (3 credits); Safeserve Manager Cert. HOS 113 (1 credit)**

*Expectations:* Students enrolled in Culinary Arts will be required to work in a commercial kitchen approximately 70% of the time. Students should be able to stand for an hour and forty-five minutes, lift 20 pounds, and have the ability to safely work around hot items, such as stoves, ovens and deep-fryers.

### Health Occupations CNA - 67010D/6702D

One-year program offered to junior and senior students that are interested in pursuing a career in the medical field. Upon completion of the Illinois Department of Public Health (IDPH) requirements, the students will be eligible to take the State Certified Nursing Assistant exam at the end of the school year. The students must meet the following criteria to be successful in Health Occupations: 1) Achieve a C or better each quarter throughout the year on the coursework, 2) Be competent at the 21 skills in the laboratory and at the clinical site, 3) Have excellent attendance throughout the school year, and 4) Pass the criminal background check. Students must have an outstanding work ethic, be self-motivated, and take initiative to be successful in Health Occupations. This is a state regulated program that requires students to spend 80 hours of theory and 40 hours of clinical time working with patients.

**8 Dual Credits with SVCC: NRS101-Basic Nursing Assistant, NRS103-Advanced Nursing Assistant (4 credits per class)**

*Expectations:* The Health Occupations program prepares students to become a Certified Nursing Assistant. Students must have updated immunizations including a flu shot and TB test. Students must be able to lift 50 pounds as it is a state mandated CNA skill to perform a two person lift on residents who are 119 pounds or less.

### Welding, Machining, and Manufacturing Technology - 6701J/6702J and 6701Q/6702Q

One or two-year program offered to junior and senior students. Welding, machining, CAD principles along with fabrication skills will be taught through hands-on experiences. **First year** topics include:

- ☐ Welding processes - (Stick, Oxyacetylene, Mig, Tig, Plasma cutting, and OAW cutting),
- ☐ Machine operations – (Lathes, Mills, Surface and Bench Grinders, Shear, Band Saw, Pipe Cutters, etc.)
- ☐ AutoCAD - Computer aided drafting program (2D Wire Frame)
- ☐ Blueprint reading and Weld Symbols

The **second year** will provide the students with the opportunity to obtain advanced training on components of welding and metal fabrication.

- ☐ Welding processes – (Structural welds, Pipe welds, Flux cored welding)
- ☐ Machine operations – (CNC and manual Machining)
- ☐ Programing – (Setup and operation of CNC Plasma Table)
- ☐ Inventor - Computer aided drafting program (3D Modeling)
- ☐ Product design and development
- ☐ Internship at manufacturing site

**10 Dual Credits with SVCC: IND 106-Intro to Welding, IND 108-Intro to CAD, IND125-Machining and Manufacturing Processes, IND203-Advanced Machining and Manufacturing Processes (2 credits each for IND 106 and IND 108; 3 credits each for IND 125 and IND 203)**

*Expectations:* Students enrolled in Welding and Manufacturing Technology will be required to work in a machine/welding shop approximately 75% of the time while at WACC. Students must be able to work in the confines of a welding booth (3'x 4'), have the ability to lift 40 pounds, must be able to stand for an hour and forty-five minutes, and must have the strength and mobility to operate machines such as lathes, grinders, and welding torches.

*Year 2 Expectations:* Students will be required to participate in an internship four days per week during second semester. Therefore, students that enroll in Welding 2 must be able to transport him or herself to various internship sites.

## **MORRISON TECH - DUAL ENROLLMENT**



### **Morrison Tech**

Fulton High School offers juniors and seniors the opportunity to take two dual enrollment courses each year through Morrison Tech (MIT) in Morrison, Illinois. Students taking these courses will earn FHS credit, as well as credit from MIT. **Cost per MIT course is between \$100-\$300, plus the cost of a textbook and any other course materials that are required.** There are 2 programs of study at Morrison Tech, 1) Engineering Technology and 2) Network Administration. Students are transported each day first block to MIT where they can complete the following classes:

### **ENGINEERING TECHNOLOGY**

#### **DT108 - Principles of Engineering: Projects and Concepts – First Semester**

This project driven course will introduce students to aspects of the different engineering technology fields, including mechanical, construction and civil engineering. Students will work in individual and group settings to complete a variety of projects including hands-on activities that reinforce topics they are studying. Skills that will be used include: problem solving, 3D printing, robotics, teamwork, construction and design.

#### **DT114 – AutoCAD 1 – Second Semester**

This course will provide an introduction to the use of AutoDesk's AutoCAD software package. It will present all basic 2D and 3D commands used for drawing, editing, display controls, layering, dimensioning, and plotting. It will also provide coverage of entity properties and handling and utilities.

#### **DT222 – 3D Modeling – Third Semester**

This course covers 3D elements of the Autodesk software including the use of parametric solid modeling and surfacing, assembly modeling, creating 3D digital prototypes, and 2D orthographic development from 3D drawings.

#### **DT112 – Mechanical Drafting & Design I – Fourth Semester**

This course will provide an in-depth study of precision dimensioning techniques, unilateral tolerance, bilateral tolerance, limits, fits and allowances using ANSI Y14.5 M-1994 standard. It also includes detailed study of standard fasteners, springs, keys, keyways and pins. It will also cover a study of advanced sectional views, assembly drawings and detail drawings.

### **NETWORK ADMINISTRATION**

#### **NET160 - Computer Hardware – First Semester**

This course is an introduction to the modern day PC, operating systems, and the responsibilities of an IT Technician. The course content covers material required for the CompTIA A+ certification, including mother-boards, memory, processors, input devices, storage devices, output devices, basic operating systems, troubleshooting, and configurations. Students will gain hands-on experience through various installation and configuration exercises.

#### **NET110 – LAN Based Equipment & Design – Second Semester**

This course is an introduction to network design fundamentals. The course design is based on the CompTIA Network+ topics including OSI reference model, LAN topologies, cabling systems, protocols, network design and planning, security, IP Addressing and subnetting, and LAN based equipment. Students will gain hands-on experience through various wiring exercises.

#### **NET170 – Operating Systems I – Third Semester**

This course is an introduction to Windows desktop and server operating systems including all currently supported versions. Course content will include; OS Architecture, planning and installation network components, configuring, planning, optimization, managing and troubleshooting. Students will gain hands-on experience through various installation and configuration exercises.

#### **NET120 – Operating Systems II – Fourth Semester**

This course is an introduction to Linux operating systems and common server software. Instructional topics will include planning and installation, OS Architecture, configuring, managing, security, storage, database servers, web servers, DNS servers, preventative maintenance, and administration. Students will gain hands-on experience through various installation and configuration exercises.



## **DUAL CREDIT**

### **Sauk Valley Community College – Face-to-Face Dual Credit Block hosted by Morrison HS**

#### **Semester 1**

##### **ENG 101 - Composition I**

A basic course in essay writing with emphasis on exposition, ENG 101 stresses knowledge and application of the rhetorical modes. ENG 101 presupposes competence in grammar, usage, and mechanics. *Prerequisite:* ACT standard score in English of 22 or above; suitable scores on the current English placement test, or a grade of C or higher in ENG 099. 3 Semester hour(s).

##### **PSY 103 - Introduction to Psychology**

This course is designed to introduce the student to major concepts, theories, principles, and research in the field of psychology. This course will survey the scientific study of human and animal characteristics and behavior. Major topics from biological, behavioral, cognitive, personality, developmental, abnormal, and social psychology theory and research will be emphasized. Universal characteristics and individual differences will be explored. 3 Semester hour(s).

#### **Semester 2**

##### **ENG 103 - Composition II**

An advanced course in essay writing with emphasis on formal research, ENG 103 serves to develop a proficiency in the collection and selection of data as applied to the completion of a formal research paper. In addition, students receive instruction in logic and reasoning, including the fundamentals of argumentative and persuasive writing. *Prerequisite:* A grade of C or higher in ENG 101 or its equivalent. 3 Semester hour(s).

##### **MAT 240 - Elementary Statistics**

An introduction to basic concepts in statistical methods including measures of central tendency, measures of dispersion, probability, theoretical and empirical distribution, estimation, tests of hypotheses, linear regression and correlation. *Prerequisite:* MAT 081 with a grade of “C” or higher or two years of high school algebra with grades of C or higher, Math 3 with a C or higher, or appropriate placement scores. 3 Semester hour(s).

### **Sauk Valley Community College**

#### **Clinton Community College**

Fulton High School offers juniors and seniors the opportunity to take dual credit courses through Sauk Valley Community College and Clinton Community College. These are offered online and students are given a block within their schedule to work on assignments for dual enrollment courses.

Visit [www.svcc.edu](http://www.svcc.edu) or [www.eicc.edu](http://www.eicc.edu) for course offerings and information. If a student is interested in taking a dual enrollment course through Sauk or Clinton they need to stop in and see the high school counselor in order to find out how to register.

**Cost per credit hour of a SVCC dual credit course is \$113.25 (\$339.75 for a 3 credit class) plus cost of a textbook and any other course materials that are required. The cost for a CCC 3 credit class is \$351.00 plus cost of a textbook and any other course materials that are required. The tuition price for SVCC is on a sliding scale for free and reduced lunch students. CCC does not have sliding scale tuition.**

### **Western Illinois University**

Fulton High School offers juniors and seniors who are interested in attending Western Illinois University (WIU), after graduation, the opportunity to take dual credit courses through WIU. These are offered online and students are given a block within their schedule to work on assignments for dual enrollment courses. The following courses will be offered to Fulton High School students through WIU’s dual enrollment program:

**English Comp I, English Comp II, Public Speech, Intro to Psychology, Intro to Sociology, World History I, World History II, Intro to Political Science, American Government & Political Science, Macroeconomics, Microeconomics, and Intro to Business.**

**WIU courses are approximately \$285 each, plus the cost of a textbook and any other course materials that are required.**



## **DUAL CREDIT - General Education Core Curriculum Suggestions**

The following list of courses are suggestions for students who are planning on taking Online Dual Credit courses, but not sure what courses to take or which ones will transfer to other colleges.



### **Sauk Valley Community College**

#### **COMMUNICATIONS**

|                             |         |
|-----------------------------|---------|
| Composition I               | ENG 101 |
| Composition II              | ENG 103 |
| Intro to Oral Communication | COM 131 |

#### **MATHEMATICS**

|                       |         |
|-----------------------|---------|
| College Algebra       | MAT 121 |
| Elementary Statistics | MAT 240 |

#### **PHYSICAL AND LIFE SCIENCE**

|                            |               |
|----------------------------|---------------|
| Introductory Biology 4 Cr. | BIO 103       |
| Introductory Biology 3 Cr. | BIO 104       |
| Principles of Biology      | BIO 105       |
| Intro to Physics           | PHY 175       |
| General Chemistry I 5 Cr.  | CHE 105 @ FHS |
| General Chemistry II 5 Cr. | CHE 106 @ FHS |

#### **SOCIAL AND BEHAVIORAL SCIENCE**

|                              |         |
|------------------------------|---------|
| American History to 1865     | HIS 221 |
| American History since 1865  | HIS 222 |
| Intro to Psychology          | PSY 103 |
| Intro to Sociology           | SOC 111 |
| Principles of Macroeconomics | ECO 211 |

#### **HUMANITIES AND FINE ARTS**

|                           |         |
|---------------------------|---------|
| Introductory Humanities I | HUM 210 |
| Music Appreciation        | MUS 201 |

### **EICC - Clinton Community College**

|                 |         |
|-----------------|---------|
| Composition I   | ENG 105 |
| Composition II  | ENG 106 |
| Public Speaking | SPC 112 |

|                 |         |
|-----------------|---------|
| College Algebra | MAT 121 |
| Statistics      | MAT 156 |

|                      |         |
|----------------------|---------|
| Introductory Biology | BIO 105 |
| Survey of Physics I  | PHY 110 |
| Survey of Physics II | PHY 111 |

|                              |         |
|------------------------------|---------|
| US History to 1877           | HIS 151 |
| US History since 1877        | HIS 152 |
| Intro to Psychology          | PSY 111 |
| Intro to Sociology           | SOC 110 |
| Principles of Macroeconomics | ECN 120 |

|                                |         |
|--------------------------------|---------|
| Humanities of the Modern World | HUM 137 |
| Music Appreciation             | MUS 100 |

## **DUAL ENROLLMENT - ACADEMIES**

### **Dual Enrollment - Academy Options for upperclassmen.**

Juniors and seniors interested in any of the academy options should contact the counseling department for more information about the academies and dual enrollment.



The **Academy at Sauk Valley Community College** provides high performing high school seniors access to the college experience by attending college classes full-time at SVCC. Admitted Academy participants work with an SVCC Academic Advisor to create an academic program plan tailored to meet their transfer needs based on an identified major and transfer schools. Additionally, Academy students will have the opportunity to develop their leadership skills and be involved in several service and cultural activities. The Academy at Sauk Applications needs to be completed and returned by February 1 of the student's junior year.



**Clinton Community College (EICC)** offers four career academy disciplines. **Education, Health (Spring 2021), Small Business Management** and **Engineering Technology** curricula will put high school students on the fast track to careers. Juniors and seniors who take the classes at Clinton Community College's Career Academies earn both high school and college credits for the classes. Most of the CCC classes are early in the morning, students will miss only the first or first two class periods at the high school.

## PRE-REGISTRATION 2021-2022

NAME \_\_\_\_\_

GRADE \_\_\_\_\_

List the eleven (11) classes you wish to enroll in. Eight (8) requests and three (3) alternate classes.

**Register your classes in the following order:**

- A. List all required courses that have been **failed**.
- B. List required courses.
- C. List electives in order of **PRIORITY**.
- D. List 3 alternate choices in order of **PRIORITY**.

Include course numbers for all eleven (11) classes. List semester classes separately by semesters.

| <b><u>SEMESTER 1</u></b> |                     | <b><u>SEMESTER 2</u></b> |                     |
|--------------------------|---------------------|--------------------------|---------------------|
| <b>Course #</b>          | <b>Course Title</b> | <b>Course #</b>          | <b>Course Title</b> |
| 1 _____                  | _____               | 1 _____                  | _____               |
| 2 _____                  | _____               | 2 _____                  | _____               |
| 3 _____                  | _____               | 3 _____                  | _____               |
| 4 _____                  | _____               | 4 _____                  | _____               |
| 5 _____                  | _____               | 5 _____                  | _____               |
| 6 _____                  | _____               | 6 _____                  | _____               |
| 7 _____                  | _____               | 7 _____                  | _____               |
| 8 _____                  | _____               | 8 _____                  | _____               |
| 1A _____                 | _____               | 1A _____                 | _____               |
| 2A _____                 | _____               | 2A _____                 | _____               |
| 3A _____                 | _____               | 3A _____                 | _____               |

\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Parent signature

\_\_\_\_\_  
Date

See "Course Listing 2021-2022"  
Located in "FHS Counselor's Corner"  
Under High School Planning.

Need help choosing a career?

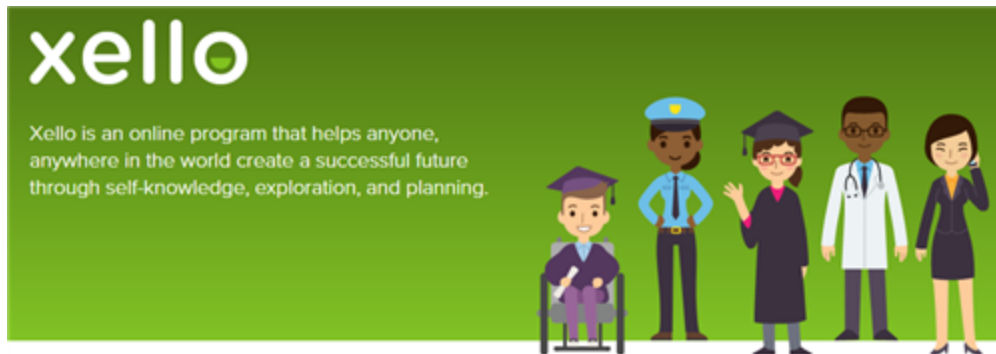
What are you interested in?

How does your Personality, Learning Styles and Skills relate to a career?

Wondering what High School classes will help you get to your career?

These questions and more can be explored and answered by using your **XELLO** account. This tool can help you get ready for High School and BEYOND!

[login.xello.world](https://login.xello.world) Use your school email as your user name.



Visit **Counselor's Corner** located in the Fulton HS part of the River Bend Web Page for answers to your student services questions.

