



# COURSE CATALOG

2024-2025

**WEST AURORA HIGH SCHOOL**  
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# TABLE OF CONTENTS

LEADERSHIP.....	1	HEALTH OCCUPATIONS SCIENCE ACADEMY.....	39-40
OUR MISSION & VISION.....	2	MATH.....	41-44
OUR PHILOSOPHY.....	2	PHYSICAL EDUCATION, HEALTH, AND DRIVERS EDUCATION.....	45-47
INTRODUCTION.....	3	SCIENCE.....	48-50
CURRICULUM REGISTRATION GUIDELINES.....	3	SOCIAL STUDIES.....	51-54
DEFINITION OF TERMS.....	3	WORLD LANGUAGES & ENGLISH LEARNERS.....	
COURSE TITLE KEY.....	3	ENGLISH LEARNERS.....	55-57
NCAA ELIGIBILITY COURSES.....	3	FRENCH.....	58
STUDENT CLASSIFICATION.....	3	SPANISH.....	59-60
DUAL CREDIT OFFERINGS.....	3	PATHWAYS TO PROSPERITY.....	61
GRADING.....	4	FOUR YEAR PLAN WORKSHEETS.....	62-63
GRADING SCALE.....	4		
GRADE POINT AVERAGE.....	4		
PASS/FAIL POLICY.....	4		
ILLINOIS ARTICULATION INITIATIVE.....	4		
PATHWAYS TO PROSPERITY.....	4		
NAVIANCE FAMILY CONNECTION.....	5		
GRADUATION REQUIREMENTS.....	5		
FRESHMAN YEAR.....	6		
FRESHMAN YEAR CHECKLIST.....			
SOPHOMORE YEAR.....	7		
SOPHOMORE YEAR CHECKLIST.....			
JUNIOR YEAR.....	8		
JUNIOR YEAR CHECKLIST.....			
SENIOR YEAR.....	9		
SENIOR YEAR CHECKLIST.....			
CAREER AND TECHNICAL EDUCATION.....	10-13		
JROTC.....	14		
BUSINESS EDUCATION.....	15-16		
HEALTH SCIENCES.....	17		
FAMILY & CAREER.....	18-20		
PROJECT LEAD THE WAY.....	21		
TECHNOLOGY.....	22-24		
ENGLISH.....	25-28		
FINE ARTS.....	29		
ART.....	30-32		
MUSIC.....	33		
INSTRUMENTAL MUSIC.....	34		
NON-PERFORMANCE MUSIC COURSE.....	35		
VOCAL MUSIC.....	36		
NON-CREDIT VOCAL ENSEMBLES.....	37		
THEATRE.....	38		

# LEADERSHIP

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# INTRODUCTION

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

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



## OUR MISSION & VISION

*We embrace the curiosity, complexity, and joy of learning!*

## OUR PHILOSOPHY

As a comprehensive high school and unit school district, we believe it is essential to offer varied and appropriate course offerings for all students. We also believe that by challenging students with rigorous experiences and expectations we create a healthy and productive academic environment for all. The following revisions are a product of a collaborative committee-based process to continue to refine and expand our high school course offerings in order to help students meet and exceed their potential.

# CURRICULUM REGISTRATION GUIDELINES

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

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

## DEFINITION OF TERMS

### CREDIT

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

### ELECTIVE

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

### REQUIRED COURSE

A course a student must pass in order to graduate.

### PREREQUISITE

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

### SEQUENTIAL

The order in which students take courses.

## COURSE TITLE KEY

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

## NCAA ELIGIBILITY COURSES

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

## STUDENT CLASSIFICATION

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

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

**10th GRADE:** *5 through 9.5 credits earned*

**11th GRADE:** *10 through 15.5 credits earned*

**12th GRADE:** *Minimum of 16 credits*

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

## DUAL CREDIT OFFERINGS

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

# GRADING SCALE

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

- A – Excellent
- B – Good
- C – Average
- D – Poor
- F – Failure/no credit earned

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

## GRADE POINT AVERAGE

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

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

100 - 90  
80 - 89  
70 - 79  
60 - 69  
59 & below

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

## PASS/FAIL POLICY

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

## ILLINOIS ARTICULATION INITIATIVE

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

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

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

## PATHWAYS TO PROSPERITY

For specific information regarding the Pathways to Prosperity (P2P) initiative, see page 61. Courses that are part of the Pathways are signified throughout the catalog with a P2P distinction.

## NAVIANCE FAMILY CONNECTION

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

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

# GRADUATION REQUIREMENTS

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

REQUIRED COURSES		CREDITS
ENGLISH	1 FRESHMAN ENGLISH; 1 SOPHOMORE ENGLISH; 1 JUNIOR ENGLISH; 1 ENGLISH ELECTIVE	4
MATH	1 ALGEBRA; 1 MATH COURSE WITH GEOMETRICAL CONCEPTS; 1 ADDITIONAL MATH COURSE IN THE PROPER SEQUENCE	3
SCIENCE		2
SOCIAL STUDIES	1/2 CIVICS; 1/2 ECONOMICS; 1 US HISTORY	2
HEALTH		1/2
P.E./DRIVERS ED.		3 1/2
ELECTIVES	MUST INCLUDE 1 CREDIT OF ART, MUSIC, FOREIGN LANGUAGE OR VOCATIONAL COURSE	7

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

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

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

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

# FRESHMAN YEAR

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

## THE PROFILE OF A SUCCESSFUL FRESHMAN STUDENT INCLUDES THE FOLLOWING:

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

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



## CHECKLIST

- FALL OF 8TH GRADE YEAR
  - Take placement assessment
  - Complete Matchmaker assessment in Naviance
- WINTER OF 8TH GRADE YEAR
  - Attend Freshman Orientation
  - Begin pre-registration with high school counselors
- SUMMER BEFORE 9TH GRADE YEAR
  - Participate in Enter with Pride
- FALL
  - Join athletic/club activities
  - Attend *Freshman Essentials* presentations
  - Participate in SOS activity as part of Health class
  - Learn how to log on to Naviance
  - Complete *Cluster Finder* assessment in Naviance
  - Parents: Attend Open House – 9th Grade Level presentation
- WINTER
  - Complete Course Selection with a counselor (Post-secondary education/career plans, 4-year plan)
  - Attend *Freshman Essentials* presentation
- SPRING
  - Visit the *College and Career Center*
  - Consider summer school enrollment
  - Review course selections for 10th grade
  - Athletes considering playing sports at the college level should inform their counselor and coach.
  - Take PSAT 8/9 exam
  - Complete 9th-grade exit survey
  - Attend *Freshman Essentials* presentation

# SOPHOMORE YEAR

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

## CHECKLIST

- SUMMER BEFORE 10TH GRADE YEAR
  - Check on summer school grades (See if they were received and recorded)
- FALL
  - Continue participation in athletic and/or activities
  - Visit and utilize the services provided in the College and Career Center (CCRC)
  - Complete *Do What You Are* assessment in Naviance
  - Analyze *Do What You Are* assessment (along with *Cluster Finder* results) in connection to possible career interests
  - Learn how to search for careers in Naviance
  - Explore career options
  - Attend Financial Aid Presentation
  - Parents: attend Open House – 10th Grade Level presentation
- WINTER
  - Complete Course Selection with a counselor (Post-secondary education/ career plans, 4-year plan)
  - Fill out the NCAA Clearinghouse form if considering a Division I or Division II school
- SPRING
  - Consider summer school enrollment
  - Review course selections for the 11th-grade year
  - Attend *Sophomore Essentials* presentation
  - Register for College Board account and create a Khan Academy account to prepare for PSAT 10 exam
  - Identify a minimum of three career interests
  - Take PSAT 10 exam
  - Complete 10th-grade exit survey

## THE PROFILE OF A SUCCESSFUL SOPHOMORE STUDENT INCLUDES THE FOLLOWING:

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



# JUNIOR YEAR

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

## CHECKLIST

### SUMMER BEFORE 11TH GRADE YEAR

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

### FALL

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

### WINTER

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

### WINTER CONT'D

Continue to visit the CCRC  
Continue to visit the library to meet with college reps  
Create a personal statement  
Attend SAT Boot Camp

### SPRING

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

### THE PROFILE OF A SUCCESSFUL JUNIOR STUDENT INCLUDES THE FOLLOWING:

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

# SENIOR YEAR

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

## CHECKLIST

### SUMMER BEFORE 12TH GRADE YEAR

Check on summer school grades  
Attend Senior Workshop in August

### FALL

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

### WINTER

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

### SPRING

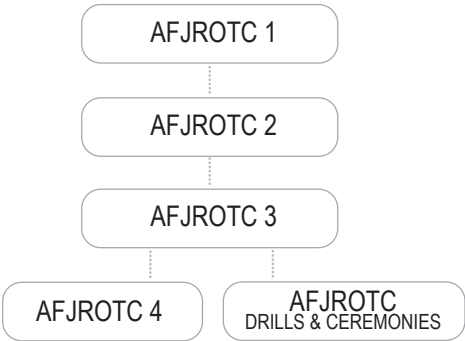
Plan campus visits to help with final decisions  
Compare award letters and financial aid options  
Send the required deposit to the school of your final choice and also notify the schools you won't be attending  
Take AP exams, if appropriate  
Stay up-to-date on housing choices.  
Other important questions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

### THE PROFILE OF A SUCCESSFUL SENIOR STUDENT INCLUDES THE FOLLOWING:

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

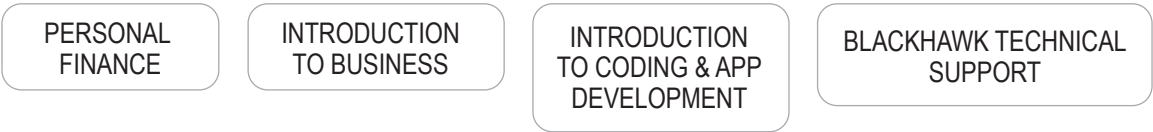
# CAREER & TECHNICAL EDUCATION

## JROTC

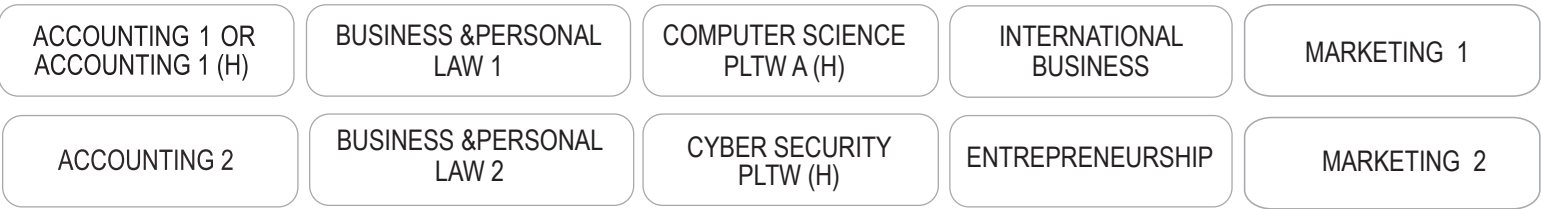


## BUSINESS EDUCATION

### INTRODUCTORY COURSES



### ADVANCED BUSINESS COURSES



# HEALTH SCIENCES

INTRODUCTION TO  
HEALTH SCIENCES

# FAMILY AND CAREER

## INTRODUCTORY COURSES

INTRO TO FOODS 1

FASHION DESIGN 1

CHILD  
DEVELOPMENT

INTERIOR DESIGN

INTRO TO FOODS 2

## ADVANCED COURSES

ADVANCED FOODS

FASHION DESIGN 2

EARLY CHILDHOOD  
OCC 1

INTERIOR DESIGN  
INDEPENDENT STUDY

CULINARY 2, 3, 4

INDEPENDENT STUDY  
FASHION DESIGN

EARLY CHILDHOOD  
OCC 2

INTRODUCTION  
TO EDUCATION

CLINICAL EXPERIENCE  
IN EDUCATION

REAL-WORLD  
READINESS

# TECHNOLOGY

## INTRODUCTORY COURSES

EXPLORING TECHNICAL  
CAREERS

PLTW INTRODUCTION  
TO ENGINEERING

## ADVANCED COURSES

BASIC WOODS

BUILDING TRADES

AUTOMOTIVE 1

PRECISION  
MACHINING 1

PLTW PRINCIPLES OF  
ENGINEERING (H)

MACHINE  
WOODWORKING

ADVANCED  
BUILDING TRADES

AUTOMOTIVE 2

PRECISION  
MACHINING 2

PLTW CIVIL ENGINEERING  
& ARCHITECTURE (H)

CABINETRY AND  
MILLWORK

WELDING 1

AUTOMATION &  
ROBOTICS

PLTW ENGINEERING  
DESIGN & DEVELOPMENT  
(H)

WELDING 2

TECHNICAL  
DRAFTING 1

TECHNICAL  
DRAFTING 2

BASIC TECHNICAL  
DRAWING CAD

AUTO CAD 2D  
DUAL CREDIT (H)

ADVANCED 2D CAD  
TOPICS (H)

AUTO CAD 3D (H)



### AFJROTC 1 (FIRST-YEAR CADETS): CT151Y

**Open to:** 9, 10, 11, 12 **Length:** 1 year **Credit:** 1  
**PREREQUISITE:** Application and program acceptance

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

### AFJROTC 2 (SECOND-YEAR CADETS): CT210Y

**Open to:** 10, 11, 12 **Length:** 1 year **Credit:** 1  
**PREREQUISITE:** AFJROTC 1, Instructor Recommendation

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

### AFJROTC 3 (THIRD-YEAR CADETS): CT310Y

**Open to:** 11, 12 **Length:** 1 year **Credit:** 1  
**PREREQUISITE:** AFJROTC 2, Instructor Recommendation

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

### AFJROTC 4 (FOURTH YEAR CADETS): CT410Y

**Open to:** 12 **Length:** 1 year **Credit:** 1  
**PREREQUISITE:** Approval of Instructor, 3 years of JROTC experience

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

### AFJROTC (DRILL AND CEREMONIES): CT510Y

**Open to:** 10, 11, 12 **Length:** 1 year **Credit:** 1  
**PREREQUISITE:** Approval of Instructor, in addition to JROTC 1, 2, or 3

This course provides AFJROTC cadets additional drill and ceremonies training and practice. It provides an in-depth introduction to drill and ceremonies by concentrating on the elements of military drill and describes individual and group precision movements, procedures for saluting, drill, ceremonies, reviews, parades, and development of the command voice.



### ACCOUNTING 1: CT233Y

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

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

### ACCOUNTING 1 HONORS: CT234Y

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

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

### BLACKHAWK TECHNICAL SUPPORT: CT320Y

**Open to:** 9, 10, 11, 12 **Length:** 1 year **Credit:** 1  
**PREREQUISITE:** None

Blackhawk Technical Service (BTS) will offer students various technology-based assignments along with hands-on learning through Chromebook repair. Students will repair everyday breaks on the district Chromebooks. Students will troubleshoot devices, diagnose, repair, and return the device. Students will also be expected to complete assignments on various technology platforms when not repairing. These can include Google Suite assignments, programming, and CompTIA IT Fundamentals certifications.

### BUSINESS AND PERSONAL LAW 1: CT363F

**Open to:** 11, 12 **Length:** 1 semester **Credit:** .5  
**PREREQUISITE:** None

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

### BUSINESS AND PERSONAL LAW 2: CT364S

**Open to:** 11, 12 **Length:** 1 semester **Credit:** .5  
**PREREQUISITE:** None

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

### COMPUTER SCIENCE A PLTW HONORS: CCCT320Y

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

Computer Science A (CSA) aligns with the CSA framework of the College Boards. Students learn Java and authentic Android TM app development. The students in this course continue to hone their communication and collaboration skills while learning to use a variety of tools. The primary goal of the course is to create independent-thinking app developers. Every unit in this course builds on the students' prior knowledge and skills until they are able to complete an app development cycle independently from the ground up.

### CYBERSECURITY PLTW HONORS: CCCT420Y P2P

**Open to:** 11, 12 **Length:** 1 year **Credit:** 2  
**PREREQUISITE:** Computer Science A

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

### ENTREPRENEURSHIP: CT365S

**Open to:** 10, 11, 12 **Length:** 1 semester **Credit:** .5  
**PREREQUISITE:** None

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

### INTRODUCTION TO CODING AND APP DEVELOPMENT: CT143Y

**Open to:** 9, 10, 11, 12 **Length:** 1 year **Credit:** 1  
**PREREQUISITE:** None

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

### INTERNATIONAL BUSINESS: CT366F, CT367S

**Open to:** 10, 11, 12 **Length:** 1 semester **Credit:** .5  
**PREREQUISITE:** None

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

## INTRODUCTION TO BUSINESS: CT101F

**Open to:** 9, 10, 11, 12 **Length:** 1 semester **Credit:** .5  
**PREREQUISITE:** None

This is the first course in the business education pathway. Introduction to Business explores the role and purpose of business in our economic system with an emphasis on what everyone should know to function effectively as a consumer and an entrepreneur in a free-enterprise economy. Units will include starting a business, marketing, accounting, business law, management, and technology in business. Students will participate in a semester-long project where they apply material learned in each unit to their own simulated business.

## PERSONAL FINANCE: CT102S

**Open to:** 9, 10, 11, 12 **Length:** 1 semester **Credit:** .5  
**PREREQUISITE:** None

Personal Finance covers managing your money as well as saving and investing. The class encompasses budgeting, banking, insurance, mortgages, investments, retirement planning, auto loans, taxation and responsible use of credit cards. Students will learn money-saving techniques and budgeting skills as well as the importance of time management and daily routines in order to provide students with the knowledge and skills to manage financial resources effectively for a lifetime of financial well-being.

## MARKETING 1: CT235F

**Open to:** 10, 11, 12 **Length:** 1 semester **Credit:** .5  
**PREREQUISITE:** None

Students will explore the world of marketing in today's globally competitive marketplace. Content includes examining how marketing impacts society, the basics of marketing, marketing for E-Commerce, developing the promotional mix and using marketing research.

## MARKETING 2:

**Open to:** 10, 11, 12 **Length:** 1 semester **Credit:** .5  
**PREREQUISITE:** Marketing

This course begins by reviewing the marketing concepts and interpersonal skills vital for a career in marketing and management. Units of study include developing marketing strategies, determining the best price, developing the promotional mix (advertising and sales promotion, developing new products and selling to satisfy the customer). Student's projects include developing sales presentations, creating promotional materials and planning products and packaging.

## INTRODUCTION TO BUSINESS - DUAL CREDIT: CTDC500Y

**Open to:** 12 **Length:** 1 year **Credit:** 1  
**PREREQUISITE:** 2 years of business courses or recommendation of teacher

VEI is a business capstone course that operates as a simulated business environment. Students will be involved in every aspect of creating and running the business including sales, marketing, accounting, operations, professional development, ect. In this collaborative environment, students will develop initiative, creativity, responsibility, and oral and written communication skills. In addition, this program enables participants to experience careers, acquire global economic knowledge, develop interpersonal and organizational skills, utilize technology as applied in business and gain a clear understanding of the business/employer relationship. Successful completion of this course will provide the students 3 semester hours of Waubensee Community College credit: Introduction to Business class

## ACCOUNTING 2: ACCOUNTING FOR DECISIONMAKING: CT358Y

**Open to:** 11, 12 **Length:** 1 year **Credit:** 1  
**PREREQUISITE:** Accounting 1 or Accounting Honors

Accounting 2 builds upon the foundation established in Accounting 1, with emphasis on specialized accounting topics, and financial statement analysis, business decision-making, and budgeting using accounting data. Students will develop deeper knowledge of the principles of accounting with more emphasis being placed on the use of accounting data to solve business problems. Students will become familiar with such specialized fields of accounting as cost accounting, tax accounting, and others.



## INTRODUCTION TO HEALTH SCIENCES: CT171Y

**Open to:** 9, 10, 11, 12 **Length:** 1 year **Credit:** 1  
**PREREQUISITE:** None

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

### ADVANCED FOODS: CT237Y

**Open to:** 10, 11, 12    **Length:** 1 year    **Credit:** 1  
**PREREQUISITE:** Intro to Foods 1 and 2

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

### CHILD DEVELOPMENT: CT124Y

**Open to:** 9, 10, 11, 12    **Length:** 1 year    **Credit:** 1  
**PREREQUISITE:** None

This course addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of young children. Topics include developmental theories, human reproduction, prenatal development, and childbirth. Students will have the opportunity to earn an ECE Credential Level 1 Certificate through the Gateways to Opportunity training and scholarship program; a state required certification by child care facilities. This early care and education training introduces students to general child development, health and safety, environments for children (infants through school age), and the importance of relationships with children and their families. The students will gain knowledge about the physical, mental, emotional, and social growth and development of children from conception to school age. Students will also participate in the RealityWorks RealCare Baby simulation which provides students the hands-on opportunity to experience caring for an infant.

### CLINICAL EXPERIENCE IN EDUCATION: CCCTDC370S

**Open to:** 11, 12    **Length:** 1 Semester    **Credit:** .5  
**PREREQUISITE:** Introduction to Education

This is a 45-hour documented clinical experience that enables students to observe and interact with children and teachers in a classroom environment. This course is designed to assist students as they assess their commitment to teaching as a career. A weekly on-campus seminar explores such topics as effective teaching methods, classroom management techniques, and learning styles, and assists students in assessing their commitment to teaching as a career. This course is dual credit with EDU 202 at Waubonsee Community College (3 Credit Hours).

### CULINARY ARTS 2: CT371Y

**Open to:** 10, 11, 12    **Length:** 1 year    **Credit:** 1  
**PREREQUISITE:** Intro to Foods 1, Intro to Foods 2 and teacher recommendation

Students gain hands-on experience in helping to prep for the Blackhawk Cafe, a student-run restaurant, by learning techniques, equipment, and skills that will be applied when moving on to Culinary 3 and 4. 16055A001

### CULINARY ARTS 3: CT481Y

**Open to:** 11, 12    **Length:** 1 year    **Credit:** 2 (2 periods a day)  
**PREREQUISITE:** Culinary Arts 2 and teacher recommendation

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

### CULINARY ARTS 4: CT485Y

**Open to:** 11, 12    **Length:** 1 year    **Credit:** 2 (2 periods a day)  
**PREREQUISITE:** Culinary Arts 3 and/or teacher approval

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

### EARLY CHILDHOOD OCCUPATIONS 1: CCCT244Y

**Open to:** 10, 11, 12    **Length:** 1 year    **Credit:** 2  
**PREREQUISITE:** Child and Parent Development and positive academic, behavioral and attendance record

This course is designed to provide students interested in a career in early childhood with information and practical experiences needed for the development of job-related competencies. Students are provided laboratory experiences in the Little Learners Preschool. Students will be expected to develop appropriate skills in program development and in assisting with children's developmentally appropriate activities. Classroom content is concerned with studying developmentally appropriate practices, the philosophy and management of childcare centers, and the state/national standards in early childhood. The main learning experiences will involve actual work with children in situations that simulate those found in business and industry, as well as preparation for that activity.

### EARLY CHILDHOOD OCCUPATIONS 2: CCCT374Y

**Open to:** 10, 11, 12    **Length:** 1 year    **Credit:** 2  
**PREREQUISITE:** Early Childhood Occupations 1

This course continues the learning begun in Early Childhood Occupations 1. The course content focuses on caring for preschoolers, elementary school students and special needs children.. The major learning experiences involve actual work with children in the Early Learning Academy.

### FASHION DESIGN 1: CT134Y

**Open to:** 9, 10, 11, 12    **Length:** 1 year    **Credit:** 1  
**PREREQUISITE:** None

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

### FASHION DESIGN 2: CT258Y

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

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

### FASHION DESIGN INDEPENDENT STUDY: CT372F, CT373S

**Open to:** 10, 11, 12    **Length:** 1 year    **Credit:** 1  
**PREREQUISITE:** Fashion 2 and consent of the instructor

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

### FASHION MERCHANDISING: CT368Y

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

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

### INTRODUCTION TO EDUCATION: CCCTDC370F

**Open to:** 11, 12    **Length:** 1 semester    **Credit:** .5  
 IAI 3.0 COLLEGE CREDIT COURSE .5 WEST AURORA HIGH SCHOOL CREDIT  
**PREREQUISITE:** None

This course is an introduction to the profession of teaching. It incorporates the historical, philosophical, social, and legal foundations of education while examining ethics, organizational structure, and school governance. Students will develop skills in lesson planning, instructional practice, and specialized training within the profession. Along with the coursework, students will engage in clinical experiences at district schools. This course is dual credit through Waubonsee Community College including EDU 200 (Introduction to Education) 3 credit hours.

### INTRODUCTION TO FOODS 1: CT113F, CT114S

**Open to:** 9, 10, 11, 12    **Length:** 1 semester    **Credit:** .5  
**PREREQUISITE:** None

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

### INTRODUCTION TO FOODS 2: CT115F, CT116S

**Open to:** 9, 10, 11, 12    **Length:** 1 semester    **Credit:** .5  
**PREREQUISITE:** Intro to Foods 1

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

### INTERIOR DESIGN: CT123Y

**Open to:** 9, 10, 11, 12    **Length:** 1 year    **Credit:** 1  
**PREREQUISITE:** None

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

### INTERNSHIP: CT399Y

**Open to:** 12    **Length:** 1 year    **Credit:** 1  
**PREREQUISITE:** Teacher placement

The Internship/Work-Based Learning (WBL) Course allows students the opportunity to earn credit and gain real world experience with an approved business or organization (offsite). The goal of the course is for students to increase their knowledge and understanding of a particular career path or profession. The student will work with the WBL Coordinator to identify career area placement, expectations and documentation of work experiences. Weekly check in with WBL Coordinator and a minimum of 6 hours at placement site (per week) is required. Students will need to have their own mode of transportation to and from the placement site. Students must be responsible, reliable and have an excellent attendance record.

**INTERIOR DESIGN INDEPENDENT STUDY:****CT369 F/S/Y**

**Open to:** 10, 11, 12    **Length:** 1 year    **Credit:** 1  
**PREREQUISITE:** Interior Design and an Interest in Competing in the FCCLA Interior Design STAR Project

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

**REAL WORLD READINESS: CT125F, CT125S**

**Open to:** 11, 12    **Length:** 1 semester    **Credit:** .5  
**PREREQUISITE:** None

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

**PATHWAY TO ENGINEERING**

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

**CIVIL ENGINEERING AND ARCHITECTURE-HONORS: CT302Y P2P**

**Open to:** 10, 11, 12    **Length:** 1 year    **Credit:** 1  
**PREREQUISITE:** Introduction to Engineering Design, Successful completion of POE recommended

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

**INTRODUCTION TO ENGINEERING: CT150Y P2P**

**Open to:** 9, 10, 11, 12    **Length:** 1 year    **Credit:** 1  
**PREREQUISITE:** None

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

**ENGINEERING DESIGN AND DEVELOPMENT - HONORS: CT301Y P2P**

**Open to:** 10, 11, 12    **Length:** 1 year    **Credit:** 1  
**PREREQUISITE:** Introduction to Engineering or Principles of Engineering

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

**PRINCIPLES OF ENGINEERING - HONORS: CT201Y P2P**

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

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

## ADVANCED 2-D CAD TOPICS DUAL CREDIT- HONORS: CTDC505F

**Open to:** 10, 11, 12    **Length:** 1 semester    **Credit:** .5  
**PREREQUISITE:** CAD 102

This class would be ideal for students interested in Engineering, Architecture, and Drafting. The course will prepare you for college and real-world applications. This course is a continuation of CAD102. Students learn how to properly create and detail orthographic views with both conventional and geometric tolerances. Students learn how to properly annotate working drawings according to ANSI-ASME standards. Additional topics of study include; dynamic blocks, block attributes, external reference files, assembly layouts, bill of materials, fasteners and weldments. This course is a dual credit course with CAD 120 at Waubensee Community College (3 credit hours)

## AUTO CAD 2-D DUAL CREDIT - HONORS: CTDC503S P2P

**Open to:** 10, 11, 12    **Length:** 1 semester    **Credit:** .5  
**PREREQUISITE:** CAD 118

This class would be ideal for students interested in Engineering, Architecture, and Drafting. The course will prepare you for college and real-world applications. This course provides students who have elementary manual drafting skills with basic competencies in computer-aided drafting on microcomputers using AutoCAD, the most widely used micro-CAS software in the United States. It is recommended that students have PC experience with MS Windows and basic keyboarding skills. Repeatable to a maximum of 12 semester hours; 3 semester hours may apply to a degree or certificate. This course is a dual credit course with CAD 102 at Waubensee Community College (3 credit hours)

## ADVANCED BUILDING TRADES: CCCT450Y

**Open to:** 10, 11, 12    **Length:** 1 semester    **Credit:** 2  
**PREREQUISITE:** Building Trades

In this course, students will further develop skills and experiences learned in Building Trades, along with the addition of more advanced curriculum related to construction trades. Students will construct a larger scale structure starting with the foundation. Following, students will learn about more advanced framing, exterior sheathing and barriers, doors and windows, interior/exterior trim work, along with electrical and plumbing. Students will also learn how to build stairs, hang and finish drywall, paint, install flooring, hang cabinets and install vanities. This course will provide the student with the necessary skills to enter the workforce or continue their education in the industry.

## AUTO CAD 3-D DUAL CREDIT - HONORS: CTDC506S

**Open to:** 10, 11, 12    **Length:** 1 semester    **Credit:** .5(WHS  
**PREREQUISITE:** CAD 120

This class would be ideal for students interested in Engineering, Architecture, and Drafting. The course will prepare you for college and real-world applications. This course covers the basics of 3-D modeling using AutoCad. Students are introduced to 3-D wire, 3-D meshed, 3-D surface, 3-D solid modeling, and 3-D parametric modeling. Students learn the concepts and techniques required in all 3-D modeling programs including; 3-D coordinates, 3-D viewing, 3-D boundary represented construction geometry, Boolean constructive, various 3-D editing techniques, and creating 2-D layouts from 3-D models. Models are built using additive manufacturing.**This course is a dual credit course with CAD 118 at Waubensee Community College (3 credit hours)**

## AUTOMATION AND ROBOTICS 1: CCCT330Y

**Open to:** 11, 12    **Length:** 1 semester    **Credit:** .5  
**PREREQUISITE:** One of the following is recommended: Prior PLTW Engineering course work, Prior Computer Science course work, Chemistry or Honors Chemistry, or Geometry or Honors Geometry.

Students will dive into the world of Automation and Robotics, utilizing FANUC's latest generation of robotic technology. In real time, students will learn to program and operate technology that is used on the plant floor. Robotics courses develop and expand students' skills and knowledge so that they can design and develop robotic devices and processes. Topics covered in the course may include mechanics, electrical and motor controls, pneumatics, computer basics, and programmable logic controllers. **21009A001**

## AUTOMOTIVE TECHNOLOGY 1 DUAL CREDIT: CCCTDC380F

**Open to:** 11, 12    **Length:** 1 year    **Credit:** 2  
**DUAL CREDIT FOR THE 1st SEMESTER**  
**PREREQUISITE: NONE**

Automotive Technology 1 introduces the student to the wide field of auto repair. the class is divided into four main areas of study: brakes; steering and suspension; electircal; engine repair ad computer controls. Students will receive classroom instruction and time in the lab to complete hands-on repairs to vehicles. Students are instructed on how to locate service data, determine what is important and use that information to troubleshoot and repair automobiles. students must supply their own safety glasses and safety boots.

## AUTOMOTIVE TECHNOLOGY 2: CCCT408Y

**Open to:** 12    **Length:** 1 year    **Credit:** 2  
**PREREQUISITE:** None

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

## BASIC WOODS: CT248F P2P

**Open to:** 10, 11, 12    **Length:** 1 semester    **Credit:** .5  
**PREREQUISITE:** None

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

## BASIC TECHNICAL DRAWING DUAL CREDIT: CTDC502F

**Open to:** 10, 11, 12    **Length:** 1 semester    **Credit:** .5  
**PREREQUISITE:** Concurrent enrollment or a "C" or better in Geometry or Geometry - Honors

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

## BUILDING TRADES: CCCT350Y    **Credit:** 1

**Open to:** 11, 12    **Length:** 1 year **PREREQUISITE:**  
*Machine Woodworking or Teacher recommendation*

In this course, students will explore and gain hands-on experience in various careers found within the construction trades. the goal of the course is to provide students with an authentic experience and the necessary skills to enter the workforce or continue their education in the industry. Students will develop hands-on skills using both hand and power tools found in industry. this class will introduce students to blueprint reading, framing (floors, walls, ceilings, roofs), sheathing and barriers, installation of windows and doors, interior/exterior trim work, along with basic electrical wiring and plumbing. Students will complete a culminating project by working collaboratively in small groups to construct a small-scale structure.

## EXPLORING TECHNICAL CAREERS: CT190Y

**Open to:** 9, 10, 11, 12    **Length:** 1 year    **Credit:** 1  
**PREREQUISITE:** None

Designed to be an orientation and a career exploration course, Exploring Technical Careers will expose students to all of the technology centered courses that are offered here at West High. The exposure to various technological courses will lead to understanding of different career pathways that students will be able to continue throughout their secondary and post secondary pathways. Partnered with the various curriculum of technology courses, this course provides students with instruction that is based on, but not limited to ; drafting, engineering, woodworking, machining, welding and auto mechanics. Following various standards from local unions, students will encounter a hands-on learning environment that will implement technical and real life application to reading, writing, presentation, problem solving and many more critical skills.

## MACHINE WOODWORKING: CT251S P2P

**Open to:** 10, 11, 12    **Length:** 1 semester    **Credit:** .5  
**PREREQUISITE:** Basic Woods

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

## PRECISION MACHINING AND MANUFACTURING 1: CCCT360Y P2P

**Open to:** 11, 12    **Length:** 1 year    **Credit:** 2  
**PREREQUISITE:** *Exploring Tech Careers and/or CAD Technical Drawing*

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

## PRECISION MACHINING AND MANUFACTURING 2: CCCT460Y

**Open to:** 12    **Length:** 1 year    **Credit:** 2  
**PREREQUISITE:** *Machining 1*

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

TECHNICAL DRAFTING 1: CT247F

Open to: 10, 11, 12 Length: 1 semester Credit: .5  
PREREQUISITE: None

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

TECHNICAL DRAFTING 2: CT246S

Open to 10, 11, 12 Length: 1 semester Credit: .5  
PREREQUISITE: Technical Drafting 1

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

CABINETRY AND MILLWORK: CT379Y

Open to: 11, 12 Length: 1 year Credit: 1  
PREREQUISITE: Basic Woods Machine Wood Working

This course is designed for the student desiring to increase the knowledge and skills obtained through Basic WoodWorking and Machine WoodWorkingpr teacher approval. The focus of the class is on advancing drafting/design, planning and preparation, material selections, advanced joinery, millwork through CNC, various construction techniques used in cabinet making and millwork and various finishing procedures. Trades that are discussed and implemented into the coruse include , planning, material selection, joinery, construction techniques, and finishing procedures. Trades that are discussed and implemented into the course include, but are not limited to; carpentry, cabinetry, pattern making, and millworkers.



WELDING 1: CCCT340Y P2P

Open to: 10, 11, 12 Length: 1 year Credit: 2  
PREREQUISITE: None

The course assists students in gaining knowledge and developing the basic skills needed to be successful in welding technology. Students will review blueprint reading, learn welding health and safety procedures, understand the different types of welding processes (Oxy/Fuel Cutting, Plasma Cutting, SMAW, GMAW, Oxy/Acetylene Welding, and GTAW). They will also understand and be tested using the American Welding Society's numbering system for the various types of the welding process. Units of instruction also include life/ Job soft skills (Resume and Cover Letter), Daily Record-Keeping (Journals), Metallurgy, Precision Measuring, Layout and Production Process. This course will run as a 75 minute block period and be located at the Weisner Family Center for Career Development.

WELDING 2: CCCT440Y P2P

Open to: 12 Length: 1 year Credit: 2  
PREREQUISITE: Welding 1

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

FRESHMAN

FRESHMAN ENGLISH

FRESHMAN ENGLISH (H)

SOPHOMORE

SOPHOMORE ENGLISH

SOPHOMORE ENGLISH (H)

JUNIOR

JUNIOR ENGLISH

AMERICAN STUDIES

AP LANGUAGE & COMPOSITION(H)

SENIOR

CREATIVE WRITING

SCIENCE FICTION

WORLD LITERATURE

BRITISH LITERATURE

SENIOR ENGLISH & COMPOSITION

MEDIA & SOCIETY

FILM AS LITERATURE

AFRICAN AMERICAN LITERATURE

AP LITERATURE & COMPOSITION (H)

AP SEMINAR (H)

FIRST YEAR  
COMP 1  
DUAL CREDIT

FIRST YEAR  
COMP 2  
DUAL CREDIT

FUNDAMENTALS  
OF SPEECH  
DUAL CREDIT

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

\*\* Medical Literature and Research and Literature is a Senior English course for HOSA students. The course description can be found in the Health Occupation Science Academy section of this catalogue

AFRICAN AMERICAN LITERATURE: EN440F, EN441S

Open to: 12 Length: 1 semester Credit: .5  
PREREQUISITE: Successful completion of Junior level English or concurrent enrollment

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

AMERICAN STUDIES: EN316Y

Open to: 11 Length: 1 year Credit: 2  
(1 US History, 1 Junior English 200)  
PREREQUISITE: Successful completion of sophomore English

This course is highly recommended for students who are interested in studying history and literature in an integrated way. Through this approach, students will learn about American culture, past and present, through a study of primary and secondary documents, literature, and the fine arts (music, paintings, material culture, architecture, and film). Through this course of study, students will recognize the rich dynamics of and connections between American history, literature, and culture. Students in this class have many opportunities to collaborate with peers, participate in dialogue, and engage in simulations that will help them improve their critical thinking, reading, writing, and research skills. Two teachers (History and English) facilitate the class, but students are also a part of the team. This is a year-long course that meets for two consecutive periods every day in a large group format. Students will receive one required credit in U.S. History, and one required credit for Junior English.

AP LANGUAGE AND COMPOSITION - HONORS: EN321Y N

Open to: 11 Length: 1 year Credit: 1  
PREREQUISITE: Successful Completion of Sophomore English

AP Language and Composition students will analyze the effects of the decisions writers make as they compose and readings will focus on an overview of American literature from the 1600's to contemporary pieces. In addition, students will produce intensive analytical and argumentative compositions. Careful attention is given to the process of inquiry, research, drafting, editing, reviewing, and revising. A successful student in this course typically has earned a C or better in Sophomore English 200 or Sophomore English Honors.

AP LITERATURE AND COMPOSITION - HONORS: EN436Y N

Open to: 12 Length: 1 year Credit: 1  
PREREQUISITE: Successful completion of Junior English

AP Literature and Composition focuses on the analysis of literature through extensive and intensive reading, writing, and discussion. Students will closely read and critically analyze poetry, short stories, dramas, novels, essays, and philosophical treatises to deepen their understanding of the writers' use of techniques and language to produce meaning and enjoyment. Writing assignments include expository, analytical, and argumentative responses and essays of various lengths. This year-long seminar prepares the student for college-level rhetoric courses as well as the AP Literature has typically earned a C or better in Junior English, American Studies, or AP Language and Composition.

AP SEMINAR - HONORS: EN437Y N

Open to: 10, 11, & 12 Length: 1 year Credit: 1  
PREREQUISITE: Successful completion of Junior Level English or teacher recommendation

AP Seminar is a course, open to 10th and 12th grade students, that invites students to explore a range of compelling, real-world topics and issues. By asking questions to guide their thinking, students examine various perspectives to gain a deeper understanding of complex issues. Students will hone their reading, writing, research, and critical thinking skills by reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students will combine information from multiple sources to develop their own perspectives in written essays; they will also design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to empower students with the ability to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. Successful students in this course have typically completed their previous English class with a C or better.

BRITISH LITERATURE: EN430F, EN431S N

Open to: 12 Length: 1 semester Credit: .5  
PREREQUISITE: Successful completion of Junior level English or concurrent enrollment

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

CREATIVE WRITING: EN432F, EN433S N

Open to: 12 Length: 1 semester Credit: .5  
PREREQUISITE: Successful completion of Junior level English or concurrent enrollment

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

FILM AS LITERATURE: EN438F, EN439S N

Open to: 12 Length: 1 semester Credit: .5  
PREREQUISITE: Successful completion of Junior level English or concurrent enrollment

In this one-semester senior-level course, students will be challenged to understand, analyze, and evaluate how films and other visual media are interpreted. Students learn about the different techniques filmmakers often use to establish character, conflict, symbolism, and thematic patterns. Ultimately, classes discuss and write about how films and other texts interpret and express the worldviews and values of marginalized groups in society.

FIRST YEAR COMPOSITION I: ENG101 N  
DUAL CREDIT: ENDC501F

Open to: 11, 12 Length: 1 year Credit: .5  
IAI 3.0 COLLEGE CREDIT COURSE .5 WEST AURORA HIGH SCHOOL CREDIT  
PREREQUISITE: 480 or higher on SAT EBRW or Cumulative GPA 3.0

This course focuses on the writing and revising of expository, analytical, and argumentative essays; it is the first in a two-course sequence. Students will concentrate on the writing process, identifying and responding to different audiences and rhetorical situations, and understanding the conventions of format and structure in various discourse communities, including academic writing. Successful students in this course have typically completed Junior English 200 with a C or better. Students who have completed a year of AP Language and Composition are highly encouraged to take AP Literature instead of this course, as ENG101 repeats many skills covered in AP Language and Composition. Those who earn a C or above in ENG 101 will earn college credit that may transfer to their chosen college or university. Students who earn a 3 or above on the AP Language and Composition exam may test out of this course and move on to ENG 102.

FIRST YEAR COMPOSITION II: ENG102 N  
DUAL CREDIT: ENDC502S

Open to: 12 Length: 1 semester Credit: .5  
IAI 3.0 COLLEGE CREDIT COURSE .5 WEST AURORA HIGH SCHOOL CREDIT  
PREREQUISITE: A "C" or better in ENG101

This course focuses on the researching, writing, and revising of analytical and argumentative essays. The second of a two-course sequence, it concentrates on the writing process, identifying and responding to different audiences and rhetorical contexts, and understanding the conventions of format and structure in various discourse communities, including academic writing. The major project of the semester is an APA-formatted academic research paper. Students who earn a C or better earn college credit that may transfer to their chosen college or university.

FRESHMAN ENGLISH: EN111Y N

Open to: 9, 10 Length: 1 year Credit: 1  
PREREQUISITE: Performance Series test scores and Recommendation of the 8th-grade teacher

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

FRESHMAN ENGLISH -HONORS: EN112Y N

Open to: 9, 10 Length: 1 year Credit: 1  
PREREQUISITE: Performance Series test scores and Recommendation of the 8th-grade teacher

As the first course in the required four-year English sequence, this full-year course provides freshmen students with the foundational skills for success in future high school English courses. They will refine their analytical thinking, critical reading, and writing skills as they examine the overarching theme of Coming of Age. A selection of novels, plays, short stories, and informational text will encourage students to explore the intricate, sometimes difficult, process of transitioning from adolescence to adulthood. By dissecting complex texts and engaging in reflective discussions, students will develop a profound understanding of this universal theme while also becoming adept in expressing their insights clearly and persuasively.

FUNDAMENTALS OF SPEECH AND COMMUNICATION: N

DUAL CREDIT ENDC500F, ENDC500S

Open to: 12 Length: 1 semester Credit: .5  
IAI 3.0 COLLEGE CREDIT COURSE .5 WEST AURORA HIGH SCHOOL CREDIT  
PREREQUISITE: Successful completion of Junior level English AND meets WCC requirements

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

JUNIOR ENGLISH: EN322Y N

Open to: 11 Length: 1 year Credit: 1  
PREREQUISITE: Successful completion of Sophomore level English

This yearlong course integrates the reading, analysis, and discussion of choice American literature along with a variety of intensive written compositions that will prepare students for college. Written assignments will range from research papers to in-class essays. Additionally, students will prepare for the ACT exam through test practice and vocabulary study.

MEDIA AND SOCIETY: EN424F, EN425S N

Open to: 12 Length: 1 semester Credit: .5  
PREREQUISITE: Successful completion of Junior level English or concurrent enrollment

Media and society emphasizes the increasing complexity of digital media technology within our everyday lives. It is designed to study the role of the media in social, cultural, political and economic life. Media from the Internet, newspapers, magazines, radio, sound recordings, television, motion pictures, advertising and public relations will be explored. Media theories as well as media's political influence and globalization will also be studied. Students will learn how mass media affects them and how to become more critical consumers of mass media.

MEDICAL LITERATURE AND RESEARCH: HA429F, HA429S N

Open to: 12 Length: 1 semester Credit: .5  
PREREQUISITE: Junior English

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

SCIENCE FICTION: EN426F, EN427S N

Open to: 12 Length: 1 semester Credit: .5  
PREREQUISITE: Successful completion of Junior level English or concurrent enrollment

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

SENIOR ENGLISH AND COMPOSITION: EN421Y N

Open to: 12 Length: 1 year Credit: 1  
PREREQUISITE: Successful completion of Junior level English or concurrent enrollment

This course prepares students for college-level reading and writing requirements by building off the skills developed throughout high school. Students will be asked to demonstrate a command of vocabulary, English language conventions, research skills, awareness of audience, the purpose of writing, style, and critical thinking through analysis. In order to achieve these goals, students will read a variety of classical and contemporary literature, as well as articles. The course provides students with the skills necessary for success in college-level courses. In accordance with and subject to the PWR Act, successful attainment of transitional English competencies in the areas of reading, writing, and critical thinking & analysis guarantees student placement into a community college English course.

SOPHOMORE ENGLISH: EN202Y N

Open to 10 Length: 1year Credit: 1  
PREREQUISITE: Successful completion of Freshman level English

This course, the second in a four-year English sequence, builds on the foundational skills established during freshman year. Students will further develop their essential analytical thinking, reading, and writing skills as they examine the role of the individual in society. By delving into diverse narratives that portray the struggles and triumphs of characters within different societal contexts, students will gain insight into the power of literature to shape and mirror societal values. Along with these narratives, students will also develop skills and understandings related to rhetoric, research, and media literacy. Assessments will include essays, discussions, presentations, and additional formal and informal speaking exercises.

SOPHOMORE ENGLISH HONORS: EN203Y N

Open to: 10 Length: 1 year Credit: 1  
PREREQUISITE: Successful completion of Freshman level English

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

WORLD LITERATURE: EN422F, EN423S N

Open to: 12 Length: 1 semester Credit: .5  
PREREQUISITE: Successful completion of Junior level English or concurrent enrollment

This course studies different genres of literature from around the world. A thematic approach will help students learn about other cultures and time periods in order to develop and challenge their own perspectives. Essay writing, discussion, and extensive reading are expected.

VISUAL ARTS

INTRODUCTORY COURSES

DIGITAL ART VISUAL ART

STUDIO & INTERMEDIATE COURSES

ART & COMMUNITY CERAMICS & SCULPTURE 1 COMPUTER ART 1 DRAWING 1 GRAPHIC DESIGN 1 PAINTING 1 PHOTOGRAPHY 1  
CERAMICS & SCULPTURE 2 COMPUTER ART 2 DRAWING 2 GRAPHIC DESIGN 2 PAINTING 2 PHOTOGRAPHY 2

ADVANCED AND AP COURSES

ANIMATION ADVANCED CERAMICS & SCULPTURE PORTFOLIO ADVANCED DIGITAL ARTS PORTFOLIO ADVANCED DRAWING & PAINTING PORTFOLIO  
AP STUDIO ART: 2D DESIGN (H) AP STUDIO ART: 3D DESIGN (H) AP STUDIO ART: DRAWING & PAINTING (H)

MUSIC

FRESHMAN

FRESHMAN BAND DIGITAL MUSIC PRODUCTION 1 DIGITAL MUSIC PRODUCTION 2 BEL CANTO CHOIR OR DORLAN CHOIR  
VARSITY SINGERS

SOPHOMORE - SENIOR

INSTRUMENTAL MUSIC NON-PERFORMANCE COURSES VOCAL MUSIC  
CONCERT BAND DIGITAL MUSIC PRODUCTION 1 DIGITAL MUSIC PRODUCTION 2 A CAPPELLA CHOIR  
SYMPHONIC BAND DIGITAL MUSIC PRODUCTION STUDIO BEL CANTO CHOIR  
SYMPHONIC WINDS AP MUSIC THEORY (H) DORIAN CHOIR  
WIND ENSEMBLE MUSIC IN AMERICA DUAL CREDIT DIVERSITY IN AMERICAN THEATRE DUAL CREDIT LYRICS CHORUS  
WIND SYMPHONY MIXED ENSEMBLE  
VARSITY SINGERS

THEATRE

FRESHMAN

ON-STAGE OFF-STAGE  
THEATRE ARTS: INTRO TO ACTING THEATRE TECH & DESIGN

SOPHOMORE - SENIOR

ON-STAGE OFF-STAGE  
THEATRE ARTS: INTRO TO ACTING THEATRE PERFORMANCE STUDIO THEATRE  
THEATRE TECH & DESIGN  
MUSIC IN AMERICA DUAL CREDIT DIVERSITY IN AMERICAN THEATRE DUAL CREDIT

## ADVANCED CERAMICS AND SCULPTURE PORTFOLIO: VA390Y

**Open to:** 11, 12     **Length:** 1 year     **Credit:** 1  
**PREREQUISITE:** *Ceramics and Sculpture 2 or department approval*

Students will explore a variety of sculpture and ceramic processes to create a diverse portfolio of work that addresses various design challenges. Experimentation with techniques will include but is not limited to carving, casting, assemblage, installation, and site-specific art. In order to develop a meaningful body of work, students will keep a visual journal that demonstrates research, evidence of idea exploration, media experimentation, and more. Students who are successful in this class typically earn a grade of “C” or better in their art courses.

## ADVANCED DIGITAL ARTS PORTFOLIO: VA392Y

**Open to:** 11, 12     **Length:** 1 year     **Credit:** 1  
**PREREQUISITE:** *3 semesters of Art (at least one of which is Computer Art, Graphic Design, or Photography) or Department Approval*

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

## ADVANCED DRAWING AND PAINTING PORTFOLIO: VA394Y

**Open to:** 11, 12     **Length:** 1 year     **Credit:** 1  
**PREREQUISITE:** *3 semesters of Art (at least one of which is Drawing or Painting) or department approval*

Students will explore and experiment with a variety of drawing and painting techniques and media to create a diverse portfolio of work that explores concepts and ideas in art.In order to develop a meaningful body of work, students will keep a visual journal that demonstrates research, evidence of idea exploration, media experimentation, and more. Students who are successful in this class typically earn a grade of “C” or better in their art courses.

## ANIMATION: VA396Y

**Open to:** 11, 12     **Length:** 1 year     **Credit:** 1  
**PREREQUISITE:** *3 semesters of Art or department approval*

Students will explore the history of animation using a variety of traditional art techniques, building materials and digital technologies to create a diverse portfolio of drawing, stop-motion, photographed and digitally animated films. Students who are successful in this class typically earn a grade of “C” or better in their art courses. Students may repeat this course with increased expectations as they work to create a professional portfolio for use in college and the professional workplace.

## AP 2-D ART AND DESIGN - HONORS: VA461Y

**Open to:** 11, 12     **Length:** 1 year     **Credit:** 1  
**PREREQUISITE:** *3 semesters of Art or teacher recommendation*

Students will work towards building a portfolio that demonstrates mastery of two-dimensional techniques and artistic processes. This course puts a focus on building a body of work around a single idea or guiding question. Students will keep a visual journal that demonstrates research, evidence of idea exploration, media experimentation, and revision while working towards building their body of work. The work created over the course of the year prepares students for the AP exam, which is a digital portfolio of works of art, process documentation, and written information about the work presented.

## AP 3-D ART AND DESIGN - HONORS: VA463Y

**Open to:** 12     **Length:** 1 year     **Credit:** 1  
**PREREQUISITE:** *3 semesters of Art or teacher recommendation*

Students will work towards building a portfolio that demonstrates mastery of three-dimensional techniques and artistic processes. This course puts a focus on building a body of work around a single idea or guiding question. Students will keep a visual journal that demonstrates research, evidence of idea exploration, media experimentation, and revision while working towards building their body of work. The work created over the course of the year prepares students for the AP exam, which is a digital portfolio of works of art, process documentation, and written information about the work presented.

## AP STUDIO ART: DRAWING/PAINTING - HONORS: VA462Y

**Open to:** 12     **Length:** 1 year     **Credit:** 1  
**PREREQUISITE:** *3 semesters of art or teacher recommendation*

Students will work towards building a portfolio that demonstrates mastery of drawing and/or painting techniques and artistic processes. This course puts a focus on building a body of work around a single idea or guiding question. Students will keep a visual journal that demonstrates research, evidence of idea exploration, media experimentation, and revision while working towards building their body of work. The work created over the course of the year prepares students for the AP exam, which is a digital portfolio of works of art, process documentation, and written information about the work presented.

## ART AND COMMUNITY: VA299F, VA299S

**Open to:** 10, 11, 12     **Length:** 1 semester     **Credit:** .5  
**PREREQUISITE:** *Visual Art and/or Digital Art*

In Art and Community, students will engage in collaborative and individual artistic responses to issues affecting their school, community, country and world. This course is for students who have taken at least one high school art course and are interested in how art impacts those around us. We will look to local and international artists who are getting their messages out through gallery and public artwork. All projects will surround the themes of expressing identity and culture within a larger community and will vary depending on student experience and interest; these could include found object sculpture, installations, public street art and other projects using non-traditional materials.

## CERAMICS AND SCULPTURE 1: VA200F

**Open to:** 10, 11, 12     **Length:** 1 semester     **Credit:** .5  
**PREREQUISITE:** *Visual Art and/or Digital Art*

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

## CERAMICS AND SCULPTURE 2: VA201S

**Open to:** 10, 11, 12     **Length:** 1 semester     **Credit:** .5  
**PREREQUISITE:** *Ceramics and Sculpture 1*

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

## COMPUTER ART 1: VA210F

**Open to:** 10, 11, 12     **Length:** 1 semester     **Credit:** .5  
**PREREQUISITE:** *Visual Art and/or Digital Art.*

Students will utilize Adobe Creative Cloud and 3-D modeling programs to create digital artworks in the areas of illustration, image editing, photo manipulation, and sculpture. Emphasis will be placed on the Adobe Photoshop application, basic photography skills, and digital sculpting. Additionally, students will begin to develop an understanding of the techniques used in digital animation. Students will maintain a visual journal, exploring themes, media, and artistic ideas.

## COMPUTER ART 2: VA211S

**Open to:** 10, 11, 12     **Length:** 1 semester     **Credit:** .5  
**PREREQUISITE:** *Computer Art 1*

Students will continue to explore digital art with Adobe Creative Cloud and 3-D modeling programs. Emphasis will be placed on developing an understanding of advanced digital techniques and continued exploration of previously introduced software. These may include Adobe Photoshop, iMovie Sculpt GL, digital painting and drawing as well as photographic concepts. Additionally, students will continue to develop an understanding of the techniques used in digital animation. Students will maintain a visual journal, exploring themes, media, and artistic ideas.

## DIGITAL ART: VA110F, VA110S

**Open to:** 9, 10, 11, 12     **Length:** 1 semester     **Credit:** .5  
**PREREQUISITE:** *None*

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

## DRAWING 1: VA220F

**Open to:** 10, 11, 12     **Length:** 1 semester     **Credit:** .5  
**PREREQUISITE:** *Visual Art and/or Digital Art*

Students in Drawing 1 will learn to draw from observation and work to develop these skills throughout the course. Students will study color, line, value, artists, and art history through thematic units such as portraits, still life, obsessions, and abstract art. The exploration of media may include graphite pencil, colored pencil, ballpoint pen and pen & ink. Students will maintain a visual journal, exploring themes, media, and artistic ideas.

## DRAWING 2: VA221S

**Open to:** 10, 11, 12     **Length:** 1 semester     **Credit:** .5  
**PREREQUISITE:** *Drawing 1*

Students in Drawing 2 will continue to develop their observational drawing skills. Students will focus on creating original artwork that expresses their concepts and themes with a concentration in texture, line, value, color, and abstract art. Students will explore media such as graphite pencil, colored pencil, ballpoint pen, linoleum, and unconventional drawing media. Students will maintain a visual journal, exploring themes, media, and artistic ideas.

GRAPHIC DESIGN STUDIO: VA333Y

**Open to:** 10, 11, 12 **Length:** 1 year **Credit:** 1  
**PREREQUISITE:** Graphic Design, Introduction to Graphic Design, or Department Approval

This course builds upon skills learned in Introduction to Graphic design, providing students with the skills needed for a career in the fields of graphic design, advertising, commercial art, and graphic illustration. Students will apply what they've learned as they collaborate and communicate with clients seeking graphic design services. Students may repeat this course with increased expectations as they work to create a professional portfolio for use in college and professional workplace.

INTRODUCTION TO GRAPHIC DESIGN: VA230Y

**Open to:** 9, 10, 11, 12 **Length:** 1 year **Credit:** 1  
**PREREQUISITE:** None

Students in this course will learn to effectively communicate ides with both digital and printed media. Working with the Adobe Creative Suite and industry standard equipment, students will engage in the creative process from idea development to designs and sketches to finished digital and printed products for themselves and others. Projects in this class explore a variety of skills, techniques, media, and occupations related to graphic

design and creative arts industry.

PAINTING 1: VA240F

**Open to:** 10, 11, 12 **Length:** 1 semester **Credit:** .5  
**PREREQUISITE:** Visual Art and/or Digital Art

Students will explore and experience a variety of painting media including tempera, watercolor, acrylic and oil on canvas. We will focus on learning painting techniques, while exploring ways to express ourselves through the work. Students will maintain a visual journal, exploring themes, media, and artistic ideass

PAINTING 2: VA241S

**Open to:** 10, 11, 12 **Length:** 1 semester **Credit:** .5  
**PREREQUISITE:** Painting 1

Students will continue their exploration of painting techniques with a focus on guided self-expression and media experimentation. Students will have more opportunities to work with oil paint and non-traditional media. Students will maintain a visual journal, exploring themes, media, and artistic ideas.

PHOTOGRAPHY 1: VA250F

**Open to:** 10, 11, 12 **Length:** 1 semester **Credit:** .5  
**PREREQUISITE:** Visual Art and/or Digital Art

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

PHOTOGRAPHY 2: VA251S

**Open to:** 10, 11, 12 **Length:** 1 semester **Credit:** .5  
**PREREQUISITE:** Photography 1

Students will investigate design and composition in depth through the use of DSLR cameras, advanced studio lighting, and Adobe Creative Cloud applications. Students will apply new and advanced photographic techniques to reach creative solutions in a variety of projects. We will focus on both commercial photography and fine art photography to enable student exploration of possible career paths. Students will maintain a visual journal, exploring themes, media, and artistic ideas.

VISUAL ART: VA100F, VA100S

**Open to:** 9, 10, 11, 12 **Length:** 1 semester **Credit:** .5  
**PREREQUISITE:** None

Students will be guided by the elements and principles of art in the creation of original artworks. The curriculum will include studio techniques in drawing, painting, and ceramics that will prepare them for future art classes. Students will also have opportunities to discuss and explore artworks and artists that have had an impact in the art world.



REHEARSALS AND PERFORMANCES:

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

AUDITIONS:

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

NON-PERFORMANCE MUSIC COURSES

AP MUSIC THEORY - HONORS: FA018Y

**Open to:** 11, 12 **Length:** 1 year **Credit:** 1  
**PREREQUISITE:** 2 years of music courses or department recommendation

This course is designed with the future professional musician in mind, though it is also very helpful for those who are serious about their musical knowledge and enrichment. Emphasis will be placed on the rules of music theory, aural skills, analysis, keyboard skills, and composition. Students are encouraged to take the AP Music Theory Examination in May.

DIGITAL MUSIC PRODUCTION 1: FA020F

**Open to:** 9, 10, 11, 12 **Length:** 1 semester **Credit:** .5  
**PREREQUISITE:** None

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

DIGITAL MUSIC PRODUCTION 2: FA021S

**Open to:** 9, 10, 11, 12 **Length:** 1 semester **Credit:** .5  
**PREREQUISITE:** Digital Music Production 1

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

DIGITAL MUSIC PRODUCTION STUDIO: FA025Y

**Open to:** 10, 11, 12 **Length:** 1 year **Credit:** 1  
**PREREQUISITE:** Digital Music Production 2

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

MUSIC IN AMERICA 102: DUAL CREDIT

FADC501F, FADC501S

**Open to:** 10, 11, 12 **Length:** 1 semester **Credit:** .5  
**IAI 3.0 COLLEGE CREDIT COURSE .5 WEST AURORA HIGH SCHOOL CREDIT**  
**PREREQUISITE:** None

This course is an overview of America's rich and diverse musical heritage from Colonial times to the present. Jazz, rock, folk and country, as well as music for the concert hall, stage and screen are explored. Successful students in this course have typically completed their previous English class with a "C" or better. Dual credit earned from Waubensee Community College in MUS102.

**CONCERT BAND: FA009Y**

**Open to:** 10, 11, 12    **Length:** 1 year    **Credit:** 1  
**PREREQUISITE:** Band experience or department approval

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

**FRESHMAN BAND: FA008Y**

**Open to:** 9    **Length:** 1 year    **Credit:** 1  
**PREREQUISITE:** 8th-grade band or department approval

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

**SYMPHONIC BAND: FA010Y**

**Open to:** 10, 11, 12    **Length:** 1 year    **Credit:** 1  
**PREREQUISITE:** Band experience and audition or department approval

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

**SYMPHONIC WINDS: FA011Y**

**Open to:** 10, 11, 12    **Length:** 1 year    **Credit:** 1  
**PREREQUISITE:** Band experience and audition or department approval

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

**WIND ENSEMBLE: FA012Y**

**Open to:** 10, 11, 12    **Length:** 1 year    **Credit:** 1  
**PREREQUISITE:** Band experience and audition or department approval

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

**WIND SYMPHONY - HONORS: FA014Y**

**Open to:** 10, 11, 12    **Length:** 1 year    **Credit:** 1  
**PREREQUISITE:** Band experience and audition or department approval

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

**JAZZ BAND: SP006Y**

**Open to:** 9, 10, 11, 12    **Length:** 1 year    **Credit:** 0  
**PREREQUISITE:** Audition or department approval

Learn, rehearse and perform contemporary and historical jazz. Students will perform in school concerts, as well as festivals and clinics. Jazz Band is a non-credit extracurricular band that meets everyday during SH/Lunch and on Mondays from 3:00-5:00pm after the marching band season concludes. Students must also be enrolled in a curricular band unless they play piano, guitar, or bass.

**JAZZ ENSEMBLE: SP005Y**

**Open to:** 9, 10, 11, 12    **Length:** 1 year    **Credit:** 0  
**PREREQUISITE:** Audition or department approval

Learn, rehearse and perform contemporary and historical jazz. Students will perform in school concerts, as well as festivals and clinics. Jazz Ensemble is a non-credit extracurricular band that meets everyday during SH/Lunch and on Mondays from 3:00-5:00pm after the marching band season concludes. Students must also be enrolled in a curricular band unless they play piano, guitar, or bass.

**JAZZ LAB: SP008Y**

**Open to:** 9, 10, 11, 12    **Length:** 1 year    **Credit:** 0  
**PREREQUISITE:** Audition or department approval

Learn, rehearse and perform contemporary and historical jazz. Students will perform in school concerts, as well as festivals and clinics. Jazz Lab Band is a non-credit extracurricular band that meets everyday during SH/Lunch. Students must also be enrolled in a curricular band unless they play piano, guitar, or bass.

**STAGE BAND: SP007Y**

**Open to:** 9, 10, 11, 12    **Length:** 1 year    **Credit:** 0  
**PREREQUISITE:** Audition or department approval

Learn, rehearse and perform contemporary and historical jazz. Students will perform in school concerts, as well as festivals and clinics. Stage Band is a non-credit extracurricular band that meets everyday during SH/Lunch. Students must also be enrolled in a curricular band unless they play piano, guitar, or bass.



## A CAPPELLA CHOIR - HONORS: FA007Y

**Open to:** 10, 11, 12 **Length:** 1 year **Credit:** 1  
**PREREQUISITE:** Choral experience and audition or department approval

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

## BEL CANTO CHOIR: FA003Y

**Open to:** 9, 10, 11, 12 **Length:** 1 year **Credit:** 1  
**PREREQUISITE:** None, but previous choral experience is preferred

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

## DORIAN CHOIR: FA001Y

**Open to:** 9 **Length:** 1 year **Credit:** 1  
**PREREQUISITE:** None, but previous choral experience is preferred.

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



## LYRIC CHORUS: FA005Y

**Open to:** 10, 11, 12 **Length:** 1 year **Credit:** 1  
**PREREQUISITE:** Choral experience and audition or department approval

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

## MIXED ENSEMBLE: FA004Y

**Open to:** 10, 11, 12 **Length:** 1 year **Credit:** 1  
**PREREQUISITE:** Choral experience and audition or department approval

Mixed Ensemble is an intermediate mixed choir that develops music reading, theory, vocal technique, and both ensemble and solo singing. In addition to the quarterly evening concerts, sopranos and altos in Mixed Ensemble are part of West High's annual Madrigal Dinner.

## VARSITY SINGERS: FA002Y

**Open to:** 9, 10, 11, 12 **Length:** 1 year **Credit:** 1  
**PREREQUISITE:** Band experience and audition or department approval

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



## ACABELLES: SP014Y-A

**Open to:** 10, 11, 12 **Length:** 1 year **Credit:** 0  
**PREREQUISITE:** Audition or department approval

Acabelles is an a cappella group that learns and performs choral literature as well as a cappella arrangements of popular songs. Acabelles is a non-credit extracurricular choir that meets everyday during SH/Lunch. Students in Acabelles must also be enrolled in a curricular choir.

## MADRIGAL SINGERS: SP014Y

**Open to:** 10, 11, 12 **Length:** 1 year **Credit:** 0  
**PREREQUISITE:** Audition or department approval  
**CO-REQUISITE:** Enrollment in A Cappella Choir

Madrigal Singers learn, rehearse, and perform a wide variety of unaccompanied vocal music. Students perform in concerts as well as at festivals, civic events, clinics, and at the annual Madrigal Dinner. Madrigal Singers is a non-credit extracurricular choir that meets everyday during SH/Lunch. This group has a number of additional rehearsals outside the school day. Students in Madrigal Singers must also be enrolled in a curricular choir.

## STUDY HALL: SP014Y-S

**Open to:** 9, 10, 11, 12 **Length:** 1 year **Credit:** 0  
**PREREQUISITE:** Department approval

STUDY HALL is a vocal a cappella group that learns to sing a variety of styles of music including barbershop, a cappella arrangements of popular songs, and standard choral literature. STUDYhall is a non-credit extracurricular choir that meets everyday during SH/Lunch. Students in STUDYhall must also be enrolled in a curricular choir.



STUDIO THEATRE: TA005Y

Open to: 10, 11, 12 Length: 1 year Credit: 1  
PREREQUISITE: Theatre Performance or Department Approval

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

THEATRE ARTS: INTRODUCTION TO ACTING: TA001Y

Open to: 9, 10, 11, 12 Length: 1 year Credit: 1  
PREREQUISITE: None

Students will develop their understanding of performance and technical theatre fundamentals. Incorporating theatrical elements including characterization, theatre stage directions and terminology, basic costuming, stage makeup, movement, and improvisation, students will gain a deeper understanding of the origins of theatre and stage delivery. Students will interpret scripts to study scenes and monologues, as well as work in a scene shop environment, gaining hands-on experience with professional lighting and sound equipment as they create their own scenic designs.



THEATRE PERFORMANCE: TA003Y

Open to: 10, 11, 12 Length: 1 year Credit: 1  
PREREQUISITE: Theatre Arts or Department Approval

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

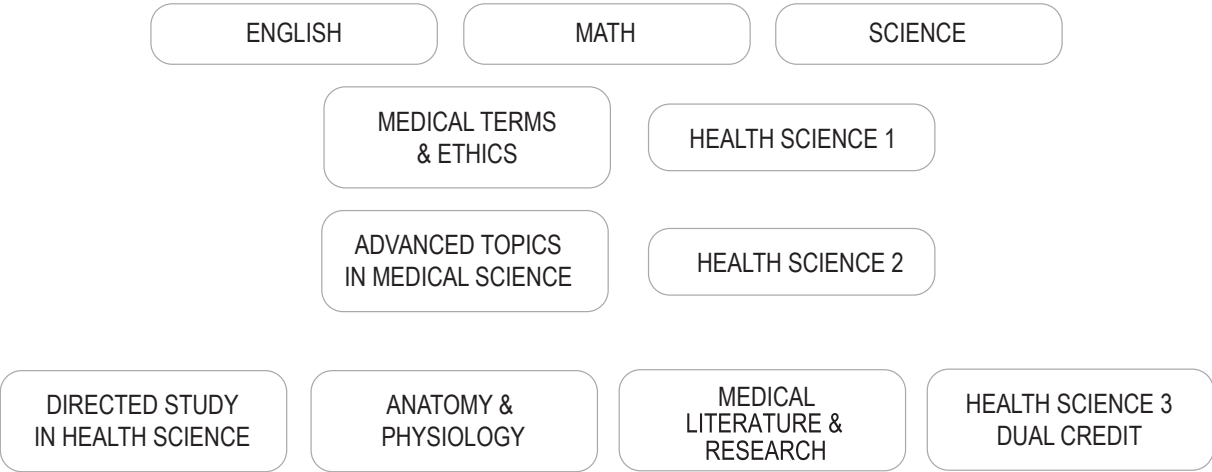
THEATRE TECH AND DESIGN: TA004Y

Open to: 9, 10, 11, 12 Length: 1 year Credit: 1  
PREREQUISITE: None

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

HEALTH OCCUPATION SCIENCE ACADEMY

HEALTH OCCUPATIONS AND COMMUNICATIONS



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

ADVANCED TOPICS IN MEDICAL SCIENCE: HA313Y

Open to: 11 Length: 1 year Credit: 1  
PREREQUISITE: Concurrent with Health Science 2

This course is for students in the Health Sciences Career Academy. This is an integrated science course that expands and develops student's skills and knowledge in the content area of biology, chemistry, physics and environmental science with a focus on topics that are deeply embedded in health care. This course has six thematic units including kinesiology and sports medicine, genetic disorders and gene therapeutics, biotechnology and bioethics, cell biology and cancer, microbiology and infectious disease, and environmental issues and public health. The lab based curriculum develops inquiry skills, and projects, discussion and activities develop interpersonal skills. Field trips investigate wastewater treatment and monitor water quality in local waterways.

ANATOMY AND PHYSIOLOGY: HA420Y

Open to: 12 Length: 1 year Credit: 1  
PREREQUISITE: None

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

DIRECTED STUDY IN HEALTH SCIENCE: HA425Y

Open to: 12 Length: 1 year Credit: 1  
PREREQUISITE: Successful completion of competencies in Health Sciences courses as determined by the instructor or HS2 or Medical Terms

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

NOTE: Transportation required for participation in this program is the responsibility of the student. In many cases, regular schedules will have to be adjusted to allow for participation and travel times, if activities are scheduled during regular school hours.

HEALTH SCIENCE 1: HA201Y P2P

Open to: 10 Length: 1 year Credit: 1  
PREREQUISITE: None

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

HEALTH SCIENCE 2: HA307Y

Open to: 11 Length: 1 year Credit: 1  
PREREQUISITE: None

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

HEALTH SCIENCE 3- BASIC NURSE ASSISTANT TRAINING: CCHA423F, CCHA424S

Open to: 12 Length: 1 semester Credit: 1  
PREREQUISITE: Successful completion of competencies in Health Sciences 2 courses as determined by the instructor

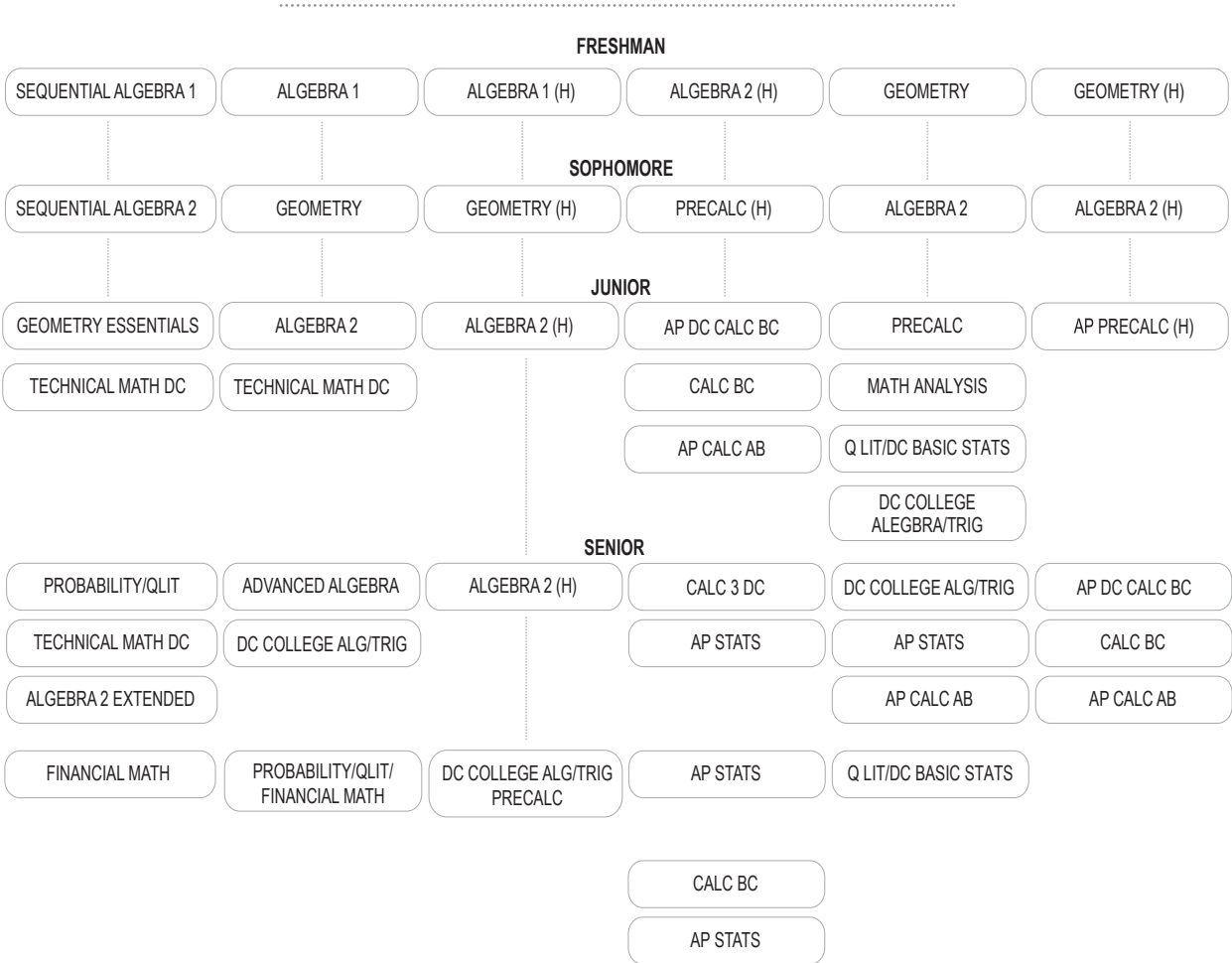
This course is designed to prepare students to function in the role of nurse assistant in a variety of health care settings. Content includes basic nursing procedures, food services, body mechanics, safety measures, special treatments, communication skills, and care of residents/patients with Alzheimer's disease and related dementias. Clinical experiences are provided in long-term care facilities. The Basic Nursing Assistant Program is structured to prepare the student for employment as a Certified Nursing assistant (CNA). The curriculum includes all standards and procedures contained in the IDPH Certified Nurse Aide Instruction Manual. The State Nurse Assisting Competency Examination can be taken with the successful completion of the 80+ hours of the theory portion of this class and the completion of 40+ hours of on-site clinical experience at a local nursing facility. In addition a valid social security number is required at the time of enrollment. All students enrolled in the course are required by the IDPH to have a background check, drug screen and 2-step test for tuberculosis prior to the start of the first clinical.

MEDICAL TERMINOLOGY AND ETHICS:

HADG209Y

Open to: 10, 11, 12 Length: 1 year Credit: 1  
PREREQUISITE: None

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



ADVANCED ALGEBRA: MA427Y

Open to: 12 Length: 1 year Credit: 1  
PREREQUISITE: Algebra 2 and Teacher Recommendation

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

ALGEBRA 1: MA103Y

Open to: 9 Length: 1 year Credit: 1  
PREREQUISITE: Middle School Placement or Curriculum Coordinator recommendation

The purpose of this course is to introduce students to the study of high school Algebra. Algebra is a continuation and extension of the rules of arithmetic into a more general level, where letters (variables) are used to represent numbers. The textbook concentrates on teaching students the fundamental aspects of problem solving. Units covered include: Order of Operations/Real Number System, Solving Linear Equations, Solving Inequalities, Intro to Functions, Graphing Linear Equations, Solving Systems of Linear Equations, Exponent Properties, Polynomials/Factoring, Quadratics, Radicals, and Statistics.

ALGEBRA 1 HONORS: MA107Y N

Open to: 9 Length: 1 year Credit: 1  
PREREQUISITE: Middle School Placement or Curriculum Coordinator recommendation

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

AP CALCULUS BC WITH ANALYTIC GEOMETRY I -HONORS MTH131 DUAL CREDIT: MADC505F N

Open to: 11, 12Length: 1 semester  
IAI 4.0 COLLEGE CREDIT COURSE .5 WEST AURORA HIGH SCHOOL CREDIT  
PREREQUISITE: 28 on ACT Math or SAT equivalent

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

AP CALCULUS BC WITH ANALYTIC GEOMETRY II MTH132 - DUAL CREDIT - HONORS: MADC506S N

Open to: 11, 12 Length: 1 semester  
IAI 4.0 COLLEGE CREDIT COURSE .5 WEST AURORA HIGH SCHOOL CREDIT  
PREREQUISITE: A" C" or better in MTH131

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

AP CALCULUS AB-HONORS: MA431Y N

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

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

AP STATISTICS HONORS: MA315Y N

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

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

ALGEBRA 2: MA313Y N

Open to: 10, 11, 12 Length: 1 year Credit: 1  
PREREQUISITE: Geometry and teacher recommendation

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

ALGEBRA 2 EXTENDED: MA426Y N

Open to: 10, 11, 12 Length: 1 year Credit: 1  
PREREQUISITE: Geometry and teacher recommendation

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

ALGEBRA 2-HONORS: MA208Y N

Open to: 9, 10, 11 Length: 1 year Credit: 1  
PREREQUISITE: Geometry and teacher recommendation

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

CALCULUS III- HONORS: DUAL CREDIT

MADC509Y N  
Open to: 12 Length: 1 year Credit: 1  
IAI 4.0 COLLEGE CREDIT COURSE .5 WEST AURORA HIGH SCHOOL CREDIT  
PREREQUISITE: AP Calculus BC

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

COLLEGE ALGEBRA: DUAL CREDIT

MADC501F N  
Open to: 12 Length: 1 semester Credit: .5  
3.0 COLLEGE CREDIT COURSE .5 WEST AURORA HIGH SCHOOL CREDIT  
PREREQUISITE: 75% or better in Algebra II and Teacher Recommendation

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

DC BASIC STATISTICS: MADC508S

Open to: 11, 12 Length: 1 semester Credit: .5  
PREREQUISITE: Successful completion of Algebra II or higher with a C or better or qualifying score on either the SAT (530) or ACT (22)

This college level course focuses on mathematical reasoning and the solving of real-life problems, rather than on routine skills and appreciation. This course in mathematics is designed to assist the student in the understanding and use of numerical data. Course content includes descriptive methods, probability, probability distributions, statistical inference, confidence intervals, tests of hypotheses, and correlation and regression. Students enrolled in this course will have the option to receive Dual Credit for this course from Waubonsee Community College. This course is the equivalent of MTH 107 at WCC and is an Illinois Articulated Course.

FINANCIAL MATH: MA412F, MA412S

Open to: 11, 12 Length: 1 semester Credit: .5  
PREREQUISITE: None

Students will apply algebra concepts to a variety of business and financial situations. Applications will include income, insurance, credit, banking, taxation, stocks and bonds, and finance.

GEOMETRY: MA207Y N

Open to: 9, 10, 11 Length: 1 year Credit: 1  
PREREQUISITE: Algebra 1 and teacher recommendation

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

GEOMETRY ESSENTIALS: MA204Y

Open to: 10, 11 Length: 1 year Credit: 1  
PREREQUISITE: Teacher Recommendation

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

GEOMETRY-HONORS: MA104Y N

Open to: 9, 10 Length: 1 year Credit: 1  
PREREQUISITE: Successful completion of Algebra 1 with Middle School placement for grade 9 or curriculum coordinator recommendation.

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

PRE-CALCULUS: MA422Y N

Open to: 10, 11, 12 Length: 1 year Credit: 1  
PREREQUISITE: Algebra 2

Study of pre-calculus topics such as properties of real numbers, trigonometry and trigonometric functions, limits, sequences, elementary functions, and analytic geometry. Experience with graphing calculators is incorporated. This course will prepare students for college-level math leading up to Calculus.

PRE-CALCULUS - DUAL CREDIT: MADC314Y N

Open to: 10, 11, 12 Length: 1 year Credit: 1  
PREREQUISITE: 75% or better in both semesters of an Algebra 2 course or department recommendation

This course is designed to provide accelerated STEM students with algebraic concepts needed to complete MTH131/132 successfully. It includes all Precalculus topics along with an introduction to Calculus. Due to the amount of content included, the course moves at a rigorous pace compared to other Precalculus courses offered. This course is Dual Credit through Waubonsee Community College and aligns to MTH129/130. Successful completion of this course is worth 6 credit hours.

PROBABILITY: MA410F, MA410S N

Open to: 11, 12 Length: 1semester Credit: .5  
PREREQUISITE: Teacher Recommendation

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

QUANTITATIVE LITERACY AND STATISTICS: MA411F, MA411S N

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

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

SEQUENTIAL ALGEBRA 1A/1B: MA102Y N

Open to: 9 Length: 1 year Credit: 1  
PREREQUISITE: Middle school placement or Curriculum Coordinator recommendation

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

SEQUENTIAL ALGEBRA 2A/2B: MA310Y N

Open to: 10 Length: 1 year Credit: 1  
PREREQUISITE: Teacher Recommendation

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

TECHNICAL MATHEMATICS: DUAL CREDIT MADC399Y

Open to: 11, 12 Length: 1 year Credit: 1  
3.0 COLLEGE CREDIT COURSE .5 WEST AURORA HIGH SCHOOL CREDIT  
PREREQUISITE: Equivalence of a full year of Algebra 1

This course has been lengthened to a full-year and is now aligned with an existing course at Waubensee Community College. It is intended for students participating in the Auto, Machining, Welding or other manufacturing programs at the Weisner Family Center for Career Development. This course is dual credit with MTH103 at Waubensee Community College.

TRIGONOMETRY DUAL CREDIT: MADC502S N

Open to: 12 Length: 1 semester Credit: .5  
3.0 COLLEGE CREDIT COURSE .5 WEST AURORA HIGH SCHOOL CREDIT  
PREREQUISITE: Geometry and teacher recommendation

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

MATHEMATICAL ANALYSIS: MA323Y N

Open to: 10, 11, 12 Length: 1 year Credit: 1  
PREREQUISITE: None

This course seeks to answer the question "Why do we do Math?" in an impactful way that will give students a new perspective on math and how it works. In doing so the course will also revisit problems that may have been challenging to students in previous math classes and will analyze the problems from this new perspective. Topics will include: introduction to logic, probability, data collection, data analysis, and how data impacts our decisions. Students will be prepared to enter the mathematical pathway of their choice upon completion of this course.

PHYSICAL, HEALTH, & DRIVERS EDUCATION

FRESHMAN

FRESHMAN PE

HEALTH EDUCATION

SOPHOMORE

SOPHOMORE PE

SOPHOMORE PE 2

SOPHOMORE - SENIOR ELECTIVES

ADAPTED PE

ADVENTURE PE

ATHLETIC PE

DRIVERS EDUCATION

LIFETIME PE

MIND AND BODY WELLNESS

OFFICIATING & COACHING

PERSONAL FITNESS

PE LEADER 1

PE LEADER 2

PE LEADER 3

TEAM SPORTS

ADAPTIVE PE: PE113F, PE114S

Open to: 9, 10, 11, 12 Length: 1 semester Credit: .5  
PREREQUISITE: A doctor's note excusing the student from regular physical education & consent of curriculum coordinator

In this class, students will work one on one with a general education PE Leadership student while they learn and participate in many individual and team sports. This class also includes weekly teambuilding and workouts in the fitness center. Each activity will be modified to meet the individual needs of the student. This class focuses on both social and physical health.

ADVENTURE PE: PE247F, PE248S

Open to: 11, 12 Length: 1 semester Credit: .5  
PREREQUISITE: None

This course offers non-traditional activities that help develop teamwork, trust, and leadership skills. The curriculum also includes short units in hiking, canoeing, and wall climbing. Fees using the Fitnessgram assessments per the State of Illinois. \*This course will utilize heart rate monitors during fitness activities to allow students to self-assess their fitness levels

ATHLETIC PHYSICAL EDUCATION: PE231F, PE232S

Open to: 10, 11, 12 Length: 1 semester Credit: .5  
PREREQUISITE: None

Athletic PE provides a physical education credit for sport-specific training protocols, during the school day, that are designed to increase overall athleticism for the student/athlete's chosen sport. Student athletes should receive recommendations from head coaches of their respective sports prior to enrollment. All students will be fitness tested using the Fitnessgram assessments per the State of Illinois.

DRIVER EDUCATION CLASS: PE219F, PE220S

Open to: 10, 11, 12 Length: 1semester Credit: .5  
PREREQUISITE: 4 credits on transcript record-passing 8 courses previous two semesters, minimum age of 15, az social security number

This is a three-phase program: Classroom, simulation, and behind the wheel. It is designed to help the student learn basic car control and observation of human and natural laws. It emphasizes defensive driving. Students will be assigned according to the oldest first. A participation fee is required in addition to the state registration fee. A student who has taken Driver Education and failed any portion of the course will be placed at the end of the waiting list and will be required to pay a participation fee if he/she repeats the class. A student must pass all parts of the Driver Education course to be eligible to take the driving test for a license. Students will receive two grades: a classroom grade and a lab grade. Students have a pass/fail option for the class grade; however, the lab grade is not factored into the GPA.  
No Drivers Education from an outside source will be accepted for credit.

FRESHMAN PHYSICAL EDUCATION:

PE104F, PE105S

Open to: 9 Length: 1 semester Credit: .5  
PREREQUISITE: None

The State of Illinois requires all students to take a Physical Education class. This coeducational class will offer a variety of activities to provide a foundation for physical skills and knowledge needed to live a healthy life. This will include fitness education, heart rate monitors, team sports and individual sports. All students will be fitness tested using the Fitnessgram assessments per the State of Illinois. *\*This course will utilize heart rate monitors during fitnessactivities to allow students to self-assess their fitness levels*

HEALTH EDUCATION: PE106F, PE107S

Open to: 9, 10, 11, 12 Length: 1 semester Credit: .5  
PREREQUISITE: None

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

LIFETIME PHYSICAL EDUCATION: PE237F, PE238S

Open to: 11, 12 Length: 1 semester Credit: .5  
PREREQUISITE: None

This course incorporates FITT principles into activities that individuals could participate in over a lifetime. These activities include: badminton, volleyball, softball, tennis, jogging/speed walking and golf. All students will be fitness tested using the Fitnessgram assessments per the State of Illinois. *\*This course will utilize heart rate monitors during fitnessactivities to allow students to self-assess their fitness levels*

MIND AND BODY WELLNESS: PE249F, PE250S

Open to: 11, 12 Length: 1 semester Credit: .5  
PREREQUISITE: None

This course will help students discover their natural state of health, energy, and clarity. It will also introduce tools and activities which foster balance and harmony. Students will develop muscular endurance and flexibility with use of light weights. There will be an emphasis placed on stretching and relaxation techniques along with an exploration of self defense techniques to help students learn to manage their stress levels.

OFFICIATING AND COACHING: PE362S

Open to: 11, 12 Length: 1 semester Credit: .5  
PREREQUISITE: Freshman PE, Sophomore PE and one General PE course

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

PHYSICAL EDUCATION LEADERSHIP 1:

PE349F, PE350S

Open to: 10, 11, 12 Length: 1 semester Credit: .5  
PREREQUISITE: Teacher recommendation

This course offers students the opportunity to develop leadership skills, learn how to teach a skill, develop conflict resolution techniques, and are exposed to other strategies needed to be a teacher. This course is available to sophomores and juniors only. All students will be fitness tested using the Fitnessgram assessments per the State of Illinois. *\*This course will utilize heart rate monitors during fitnessactivities toallow students to self-assess their fitness levels*

PHYSICAL EDUCATION LEADERSHIP 2:

PE351F, PE352S

Open to: 10, 11, 12 Length: 1 semester Credit: .5  
PREREQUISITE: Teacher recommendation and Leader 1

This course offers students the opportunity to apply skills learned in the Leader 1 course in the general PE classroom setting. All students will be fitness tested using the Fitnessgram assessments per the State of Illinois.

PHYSICAL EDUCATION LEADERSHIP 3:

PE355F, PE355S

Open to: 11, 12 Length: 1 semester Credit: .5  
PREREQUISITE: PE Leaders 1 or 2, teacher recommendation and interview with PE committee, as well as a form of transportation to school every day

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

PERSONAL FITNESS PHYSICAL EDUCATION:

PE243F, PE244S

Open to: 11, 12 Length: 1 semester Credit:.5  
PREREQUISITE: None

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

SOPHOMORE PHYSICAL EDUCATION:

PE241F, PE242S

Open to: 10 Length: 1 semester Credit:.5  
PREREQUISITE: Freshman PE

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

SOPHOMORE PHYSICAL EDUCATION 2:

PE252S

Open to: 10 Length: 1 semester Credit: .5  
PREREQUISITE: Freshman PE, Sophomore PE

This course will expand on the fitness skills and concepts developed in Sophomore PE. Students will continue to participate in team and individual skill activities and utilize heart rate monitors. The content covered in this class will continue to prepare the students for their coursework in Jr/Sr level courses. All students will be fitness tested using the Fitnessgram assessments per the State of Illinois. *\*This course will utilize heart rate monitors during fitnessactivities to allow students to self-assess their fitness levels*

TEAM SPORTS: PE245F, PE246S

Open to: 11, 12 Length: 1 semester Credit: .5  
PREREQUISITE: None

This course incorporates FITT principles into team sports activities. Units could include softball, lacrosse, volleyball, football, basketball, recreational games and team building activities. All students will be fitness tested using the Fitnessgram assessments per the State of Illinois. *\*This course will utilize heart rate monitors during fitnessactivities to allow students to self-assess their fitness levels*

SCIENCE

FRESHMAN

BIOLOGY

BIOLOGY (H)

SOPHOMORE

CHEMISTRY

CHEMISTRY (H)

JUNIOR

PHYSICS

AP PHYSICS 1

SENIOR

SEMESTER ELECTIVES/  
DUAL CREDIT

FULL-YEAR  
ELECTIVES/AP

ELECTIVES THAT REQUIRE TEACHER PLACEMENT

Will be indicated via the eSchool placement process or direct teacher counselor contact.

AP BIOLOGY

AP CHEMISTRY

AP ENVIRONMENTAL

AP PHYSICS 2

ANATOMY & PHYSIOLOGY

DC INTRODUCTION  
TO BIOLOGY

DC HUMAN BIOLOGY

ELECTIVES TAKEN WITH COUNSELOR PLACEMENT

Electives require minimum of 1 each science credit or concurrent enrollment in a core science course.

ANIMAL BEHAVIOR

ASTRONOMY

ENVIRONMENTAL SCIENCE

FORENSICS

HORTICULTURE

AP BIOLOGY - HONORS: SC423Y N

Open to: 10, 11, 12 Length: 1 year Credit: 1  
PREREQUISITE: Teacher recommendation, "B" or better in Biology, "B" or better in Chemistry or concurrent enrollment

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

AP CHEMISTRY - HONORS: SC422Y N

Open to: 11, 12 Length: 1 year Credit: 1  
PREREQUISITE: "B" or better in Chemistry and Physics – teacher recommendation

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

AP ENVIRONMENTAL SCIENCE - HONORS: SC313Y N

Open to: 10, 11, 12 Length: 1 year Credit: 1  
PREREQUISITE: Teacher recommendation

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

AP PHYSICS 1 - HONORS: SC312Y N

Open to: 10, 11, 12 Length: 1 year Credit: 1  
PREREQUISITE: Teacher recommendation, passed one year of Geometry, Concurrent enrollment in Pre-Calculus is recommended

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

AP PHYSICS 2 - HONORS: SC421Y N

Open to: 11, 12 Length: 1 year Credit: 1  
PREREQUISITE: "B" or better in Physics, passed AP Physics 1, or teacher recommendation

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

ANATOMY AND PHYSIOLOGY: SC420Y N

Open to: 11, 12 Length: 1 year Credit: 1  
PREREQUISITE: Physics or concurrent enrollment or teacher recommendation

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

ANIMAL BEHAVIOR: SC411F, SC412S N

Open to: 10, 11, 12 Length: 1 semester Credit: .5  
PREREQUISITE: Previous Science credit including Chemistry or concurrent enrollment in core science course

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

ASTRONOMY: SC417F, SC418S N

Open to: 10, 11, 12 Length: 1 semester Credit: .5  
PREREQUISITE: Previous Science credit or concurrent enrollment in core science course

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

BIOLOGY: SC102Y N

Open to: 9 Length: 1 year Credit: 1  
PREREQUISITE: 8th-grade placement

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

BIOLOGY - HONORS: SC103Y N

Open to: 9 Length: 1 year Credit: 1  
PREREQUISITE: 8th-grade placement

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

CHEMISTRY: SC206Y N

Open to: 10, 11 Length: 1 year Credit: 1  
PREREQUISITE: None

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

CHEMISTRY - HONORS: SC207Y N

Open to: 10, 11 Length: 1 year Credit: 1  
PREREQUISITE: Honors Biology or teacher recommendation and completed an Algebra sequence

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

ENVIRONMENTAL SCIENCE: SC413F, SC414S N

Open to: 10, 11, 12 Length: 1 semester  
PREREQUISITE: Minimum of 1 Science credit or concurrent enrollment in a core science course

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

FORENSIC SCIENCE: SC409F, SC410S N

Open to: 11, 12 Length: 1 semester Credit: .5  
PREREQUISITE: Complete Biology and Chemistry

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

HORTICULTURE: SC415F, SC416S

Open to: 11, 12 Length: 1 semester Credit: .5  
PREREQUISITE: Completed 2 years of science

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

HUMAN BIOLOGY (LECTURE) BIO102 - DUAL CREDIT: SCDC503S

Open to: 11, 12 Length: 1 semester  
IAI 3.0 COLLEGE CREDIT COURSE .5 WEST AURORA HIGH SCHOOL CREDIT  
PREREQUISITE: A “C” or better in Biology or Biology – Honors and a “C” or better in Chemistry or Chemistry- Honors

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

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

Open to: 11, 12 Length: 1 semester  
IAI 3.0 COLLEGE CREDIT COURSE .5 WEST AURORA HIGH SCHOOL CREDIT  
PREREQUISITE: A “C” or better in Biology or Biology – Honors and a “C” or better in Chemistry or Chemistry- Honors  
Must run concurrently with BIO 101

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

INTRODUCTION TO BIOLOGY LABORATORY BIO101 - DUAL CREDIT: SCDC501F, SCDC502F

Open to: 11, 12 Length: 1 semester  
IAI 1.0 COLLEGE CREDIT COURSE  
PREREQUISITE: A “C” or better in Biology or Biology Honors and a “C” or better in Chemistry or Chemistry Honors  
Must run concurrently with BIO 100

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

PHYSICS: SC309Y

Open to: 10, 11, 12 Length: 1 year Credit: 1  
PREREQUISITE: Chemistry course, Geometry and teacher recommendation

This course is a presentation of the laws of nature with the study and confirmation of these laws in the laboratory. It develops fact-pursuing skills along with problem-solving techniques. It includes units in the following areas: motion, Newton’s laws, forces, work, energy, momentum, waves, sound, light, mechanics, and electrical energy.  
NOTE: Technical Geometry does not fulfill the prerequisite

INVESTIGATION EARTH’S SYSTEMS: SC307Y

Open to: 11, 12 Length: 1 year Credit: 1  
PREREQUISITE: Completion of Biology and Chemistry

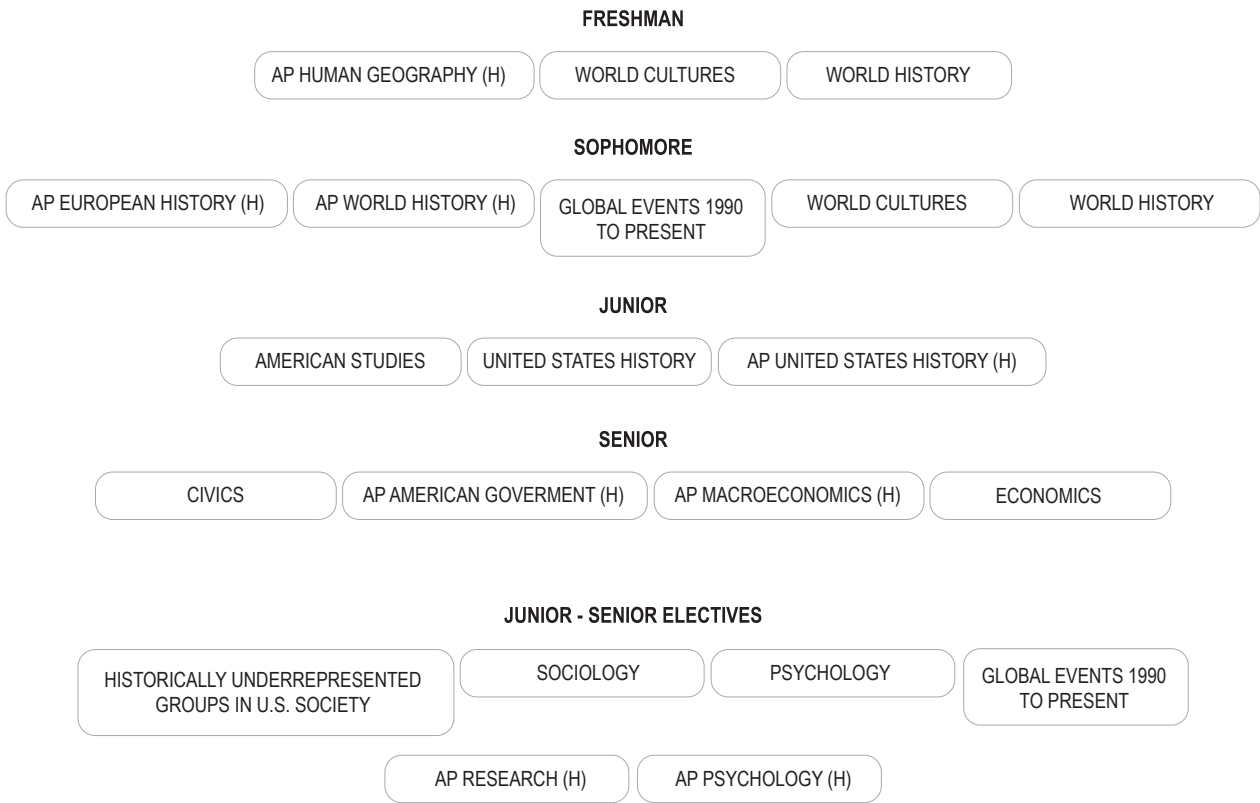
In this course, students will take an investigative approach to develop answers to questions such as "Why do extreme weather events occur?", "what causes volcanoes and earthquakes and what effects do they have on the planet?", and "How do human activities impact the environment?" this course is designed to develop investigation skills and frameworks of thinking which will prepare students to investigate various Earth Science concepts through the lens of key content from Biology, Chemistry and Physics.

RESEARCH BASED INTERNSHIP: SC399Y

Open to: 10, 11, 12 Length: 1 semester Credit: .5  
PREREQUISITE: Students will be placed into this course by their teacher as a capstone of their pathway experience.

The Research-Based Internship course provides select students with the opportunity to explore areas of special interest that expand on their classroom studies or develop their knowledge in a particular discipline. Students will learn research methods and tools, participate in activities, and develop collaboration and communication skills. By partnering with a business mentor, students will use research to find a solution to disciplinary-specific issues in today’s world.

SOCIAL STUDIES



AMERICAN STUDIES: SS308Y

Open to: 11 Length: 1 year Credit: 2  
(1 U.S. History, 1 Junior English)  
PREREQUISITE: Teacher recommendation

This course is highly recommended for students who are interested in studying history and literature in an integrated way. Through this approach, students will learn about American culture, past and present, through a study of primary and secondary documents, literature, and the fine arts (music, paintings, material culture, architecture, and film). Through this course of study, students will recognize the rich dynamics of and connections between American history, literature, and culture. Students in this class have many opportunities to collaborate with peers, participate in dialogue, and engage in simulations that will help them improve their critical thinking, reading, writing, and research skills. Two teachers (History and English) facilitate the class, but students are also a part of the team. This is a year-long course that meets for two consecutive periods every day in a large group format. Students will receive one required credit in U.S. History, and one required credit for Junior English.

AP AMERICAN GOVERNMENT - HONORS: SS421F, SS422S

Open to: 12 Length: 1 semester Credit: .5  
PREREQUISITE: Teacher recommendation

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

AP EUROPEAN HISTORY - HONORS: SS211Y N

Open to: 10 Length: 1 year Credit: 1  
PREREQUISITE: Teacher recommendation

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

AP HUMAN GEOGRAPHY - HONORS: SS210Y N

Open to: 9 Length: 1 year Credit: 1  
PREREQUISITE: Middle school placement

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

AP MACROECONOMICS - HONORS: SS423F, SS424S N

Open to: 12 Length: 1 semester Credit:.5  
PREREQUISITE: Teacher recommendation

AP Macroeconomics will give students a thorough understanding of economic principles that apply to all economic systems. The AP course emphasizes five units of study: (1) Basic Economic Concepts; (2) Measurements of Economic Performance; (3) National Income and Price Determination; (4) Economic Growth; (5) International Finance and Exchange Rates and Balance of Payments. Students must have strong writing capability and style and will be required to work on multiple items simultaneously. A strong math background is helpful but not required. Students will perform college-level work and be prepared to take the Advanced Placement exam, given annually in May. This course satisfies the State of Illinois' requirement for consumer economics.

AP PSYCHOLOGY - HONORS: SS314Y N

Open to: 11, 12 Length: 1 year Credit: 1  
PREREQUISITE: Teacher recommendation

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

AP RESEARCH - HONORS: SS431Y N

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

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

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

AP UNITED STATES HISTORY - HONORS: SS309Y N

Open to: 11 Length: 1 year Credit: 1  
PREREQUISITE: Teacher recommendation

AP United States History focuses on developing students' abilities to think conceptually about U.S. History from approximately 1491 to the present while applying historical thinking skills as they learn about the past. Eight themes of equal importance-American and national identity; work, exchange, and technology; geography and the environment; migrant and settlement; politics and power; America in the World; American and Regional Culture; and social structures. This course also incorporates the following State of Illinois' mandates for social studies instruction: African American history, the Holocaust and genocide, women in history, the history of people with disabilities and the disabilities rights movement, Asian American history, and the history of the Hispanic and LGBTQ+ communities. These themes require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. High importance is placed on reading and writing. The class will prepare students for the AP US History exam, given annually in May. This course satisfies the State of Illinois' requirement for US History.

AP WORLD HISTORY - HONORS: SS106Y N

Open to: 10 Length: 1 year Credit: 1  
PREREQUISITE: Teacher recommendation

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

CIVICS: SS415F, SS416S N

Open to: 12 Length: 1 semester Credit: .5  
PREREQUISITE: None

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

ECONOMICS: SS417F, SS418S N

Open to: 12 Length: 1 semester Credit: .5  
PREREQUISITE: None

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

GLOBAL EVENTS 1900 TO PRESENT: SS207Y N

Open to: 10, 11, 12 Length: 1 year Credit: 1  
PREREQUISITE: None

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

HISTORICALLY UNDERREPRESENTED GROUPS IN U.S. SOCIETY: SS212Y (H.U.G.U.S) N

Open to: 11, 12 Length: 1 year Credit: 1  
PREREQUISITE: None

This course provides opportunities to analyze the contributions, struggles and successes of underrepresented groups throughout the history of the United States of America. Emphasis will be placed on reading, writing, and critical analysis skills. Students will focus on Native Americans, Black/African-Americans, and Latinx people from the colonial period to the modern-day, with an additional focus on the contributions of women from underrepresented groups. There will be a significant emphasis on current events and making connections between history and our modern context. Students will have the opportunity for a quarter-long independent study of an underrepresented group of their choosing, in addition to the prescribed curriculum.

PSYCHOLOGY: SS312Y N

Open to: 11, 12 Length: 1 year Credit: 1  
PREREQUISITE: None

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

SOCIOLOGY: SS310Y N

Open to: 11, 12 Length: 1 year Credit: 1  
PREREQUISITE: None

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

UNITED STATES HISTORY: SS307Y N

Open to: 11 Length: 1 year Credit: 1  
PREREQUISITE: None

This course is a chronological study of the United States starting with the American Revolution and ending with the current administration. The course will emphasize issues that have united and divided the nation, as well as the growth of democratic institutions. Students will analyze political, economic and social issues related to United States History. This course incorporates the following State of Illinois' mandates for social studies instruction: African American history, the Holocaust and genocide, women in history, the history of people with disabilities and the disabilities rights movement, Asian American history, and the history of the Hispanic and LGBTQ+ communities. Students will develop college-preparatory skills and enhance reading comprehension through primary and secondary source documents. This course satisfies the State of Illinois' requirement for US history.

WORLD CULTURES: SS104Y N

Open to: 9, 10 Length: 1 year Credit: 1  
PREREQUISITE: None

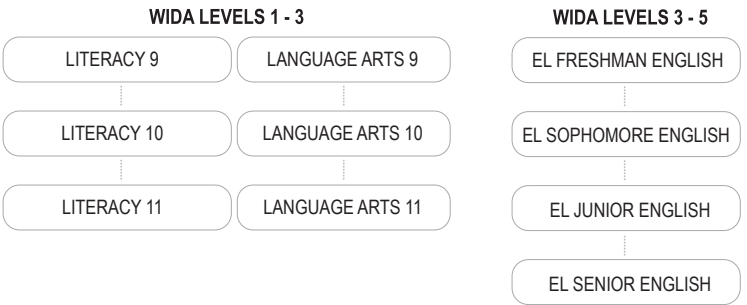
This course explores the diversity of the world through physical geography, cultural geography, art, religion, government, economics, and sociological perspectives. Students will examine the way humans interact with each other and the environment, which is vital to understanding the vast number of unique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

WORLD HISTORY: SS105Y N

Open to: 9, 10 Length: 1 year Credit: 1  
PREREQUISITE: None

World History is a one year course that will develop core academic skills in reading, writing, inquiry, and analyzing while studying history. Patterns and shifts in political and economic systems, social structures, religious beliefs and ideologies, and cultural accomplishments are studied from a global perspective in a thematic format. Through collaboration, dialogue, and discussion, students will improve their historical literacy, evaluation, and analysis abilities. This class will help students form a global perspective, an understanding of global diversity, and an awareness of how history has shaped our present world.

EL ENGLISH COURSE



EL ALGEBRA 1: WLE42Y N

Open to: 9, 10, 11, 12 Length: 1 year Credit: 1  
PREREQUISITE: English language proficiency test result and/or recommendation

This course provides meaningful access to Algebra 1 for Entering to Developing English Learners (WIDA Levels 1-3). The purpose of this course is to introduce students to the study of high school Algebra. Algebra is a continuation and extension of the rules of arithmetic into a more general level, where letters (variables) are used to represent numbers. The textbook concentrates on teaching students the fundamental aspects of problem solving. Units covered include: Order of Operations/Real Number System, Solving Linear Equations, Solving Inequalities, Intro to Functions, Graphing Linear Equations, Solving Systems of Linear Equations, Exponent Properties, Polynomials/Factoring, Quadratics, Radicals, and Statistics.

EL BIOLOGY: WLE13Y N

Open to: 9, 10 Length: 1 year Credit: 1  
PREREQUISITE: English language proficiency test result and/or recommendation

This course provides meaningful access to Biology for Entering to Developing English Learners (WIDA Levels 1-3). Biology serves as an introduction to the life sciences as outlined in the Next Generation Science Standards. It includes the integration of science and engineering practices as well as crosscutting concepts in order to develop the students' understanding of the disciplinary core ideas in biology. In addition to life science and relevant earth science concepts, other topics may include but are not limited to the conservation of resources, including air pollution, water pollution, pesticides, preservation of wilderness areas, forest management, protection of wildlife and human care of domestic animals.

EL CHEMISTRY: WLE41Y N

Open to: 10, 11, 12 Length: 1 year Credit: 1  
PREREQUISITE: English language proficiency test result and/or recommendation

This course provides meaningful access to Chemistry for Entering to Developing English Learners (WIDA Levels 1-3). Understanding chemistry allows us to make sense of the world around us and to make decisions and discoveries to improve the quality of life. This Chemistry course aligns to the Next Generation Science Standards, and provides preparation in laboratory techniques, knowledge of chemical concepts, and problem-solving skills. Relevant earth and space science concepts will also be integrated into the curriculum.

EL CIVICS: WLE11F N

Open to: 12 Length: 1 semester Credit: .5  
PREREQUISITE: English language proficiency test result and/or recommendation

This course provides meaningful access to Civics for Entering to Developing English Learners (WIDA Levels 1-3). This course examines the origins and purposes of government and the U.S. and Illinois Constitution. Additional topics include civil liberties, political parties, public policies and the rights and responsibilities of individuals in the political system. Throughout the course, students will think critically and actively engage in class discussions about current and controversial issues. Students will participate in projects and simulations that promote civic engagement. The course satisfies the State of Illinois requirement for civic education.

EL ECONOMICS: WLE12S N

Open to: 12 Length: 1 semester Credit: .5  
PREREQUISITE: English language proficiency test result and/or recommendation

This course provides meaningful access to Economics for Entering to Developing English Learners (WIDA Levels 1-3). This course is an introduction to the essential features of economic performances, allocation of resources, scarcity, and the role of government in the management of economic systems. It is designed to provide students with the economic tools necessary to analyze and understand economic problems. Included is the study of microeconomics, macroeconomics, international trade, the stock market, monopolies, economic policy, supply and demand, economic growth, the Federal Reserve, and the economic problems of inflation, unemployment, and poverty. This course satisfies the State of Illinois requirements for Consumer Education.

EL FRESHMAN ENGLISH: WLE111Y N

Open to: 9 Length: 1 year Credit: 1  
PREREQUISITE: English language proficiency test result and/or recommendation

This course provides supported access to Freshman English for Developing to Bridging English Learners (WIDA Levels 3-5). This course focuses on developing writing skills through increasingly complex essay structures. A Claim-Evidence-Reasoning discourse pattern is emphasized as a foundation for writing development in response to a variety of prompts. Grammar instruction is embedded through authentic writing and revision opportunities. Various source materials provide a basis for writing opportunities including Greek Mythology, exemplar essays, novels, and a Shakespearean play.

EL GEOMETRY: WLE40Y N

Open to: 9, 10, 11, 12 Length: 1 year Credit: 1  
PREREQUISITE: English language proficiency test result and/or recommendation

This course provides meaningful access to Geometry for Entering to Developing English Learners (WIDA Levels 1-3). This is the traditional year of Euclidean Plane Geometry. Emphasis is on axiomatic structures and logical proof. Additional units include introduction to right triangle trigonometry, area, and volume of solids.

EL JUNIOR ENGLISH: WLE322Y N

Open to: 11 Length: 1 year Credit: 1  
PREREQUISITE: English language proficiency test result and/or recommendation

This course provides supported access to Junior English for Developing to Bridging English Learners (WIDA Levels 3-5). This course focuses on intensive analysis of literature written by authors from the United States. Students will complete a range of intensive writing assignments to prepare them for post-secondary writing. Students will also begin college and career exploration as well as SAT preparation.

EL LANGUAGE ARTS 9: WLE16Y

Open to: 9 Length: 1 year Credit: 1  
PREREQUISITE: Placement results or Teacher/Counselor recommendation; concurrent enrollment in Literacy 1 is required

This course provides meaningful access to Freshman English for Entering to Developing English Learners (WIDA Levels 1-3). Concurrent enrollment in EL Literacy 9 is required. Students will focus on skills and content represented in the Freshman English curriculum with an emphasis on developing proficiency across narrative, explanatory, informative, and argumentative communication.

EL LANGUAGE ARTS 10: WLE17Y

Open to: 9, 10, 11, 12 Length: 1 year Credit: 1  
PREREQUISITE: Placement results or Teacher/Counselor recommendation; concurrent enrollment in Literacy 2 is required

This course provides meaningful access to Sophomore English for Entering to Developing English Learners (WIDA Levels 1-3). Concurrent enrollment in EL Literacy 10 is required. Students will focus on skills and content represented in the Sophomore English curriculum with an emphasis on developing proficiency across narrative, explanatory, informative, and argumentative communication.

EL LANGUAGE ARTS 11: WLE18Y

Open to: 11, 12 Length: 1 year Credit: 1  
PREREQUISITE: Placement results or Teacher/Counselor recommendation; concurrent enrollment in Literacy 2 is required

This course provides meaningful access to Junior English for Entering to Developing English Learners (WIDA Levels 1-3). Concurrent enrollment in EL Literacy 11 is required. Students will focus on skills and content represented in the Junior English curriculum with an emphasis on developing proficiency across narrative, explanatory, informative, and argumentative communication.

EL LITERACY 9: WLE21Y

Open to: 9, 10, 11, 12 Length: 1 year Credit: 1  
PREREQUISITE: Placement results or Teacher/Counselor recommendation; concurrent enrollment in Language Arts 9 is required

This course provides meaningful access to Freshman English for Entering to Developing English Learners (WIDA Levels 1-3). Concurrent enrollment in EL Language Arts 9 is required. Students will focus on skills and content represented in the Freshman English curriculum with an emphasis on developing their proficiency in reading across a variety of genres and text complexity levels. Additionally, students will analyze literature for literary elements and devices (particularly conflict and character development) to facilitate proficient navigation of literary texts.

EL LITERACY 10: WLE22Y

Open to: 9, 10, 11, 12 Length: 1 year Credit: 1  
PREREQUISITE: Placement results, Teacher/Counselor recommendation, concurrent enrollment in EL Language Arts 10 is required

This course provides meaningful access to Sophomore English for Entering to Developing English Learners (WIDA Levels 1-3). Concurrent enrollment in EL Language Arts 10 is required. Students will focus on skills and content represented in the Sophomore English curriculum with an emphasis on developing their proficiency in reading across a variety of genres and text complexity levels. Analysis of literature for theme, character development, and figurative language is prioritized to improve reading proficiency.

EL LITERACY 11: WLE23Y

Open to: 11, 12 Length: 1 year Credit: 1  
PREREQUISITE: Placement results, Teacher/Counselor recommendation, concurrent enrollment in EL Language Arts 11 is required

This course provides meaningful access to the Junior English for Entering to Developing English Learners (WIDA Levels 1-3). Concurrent enrollment in EL Language Arts 11 is required. Students will focus on skills and content represented in the Junior English curriculum with an emphasis on developing their proficiency in reading across a variety of genres and text complexity levels. Students will analyze literature written by authors representing diverse perspectives in the United States.

EL NEWCOMER LAB: WLE34Y

Open to: 9, 10, 11, 12 Length: 1 year Credit: 1  
PREREQUISITE: English language proficiency test result and/or recommendation

This is an elective course for English Learners in the Entering phase (WIDA Level 1) of language development and who are new to school in the United States. Students may take this elective in addition to EL Language Arts and EL Literacy to accelerate their conversational English proficiency. This course emphasizes the development of social and academic English through a variety of real world thematic units designed to help students adjust to high school in the United States.

EL SENIOR ENGLISH: WLE421Y

Open to: 12 Length: 1 year Credit: 1  
PREREQUISITE: English language proficiency test result and/or recommendation

This course provides supported access to Senior English for Developing to Bridging English Learners (WIDA Levels 3-5). Coursework focuses on a thematic exploration of literature from around the world. Students will discuss and write academically about a wide variety of cultures and time periods in order to challenge and develop their own perspectives. Additionally, Students will continue college and career exploration with an emphasis on creating concrete steps and connections for their post-secondary plans.

EL SEQUENTIAL ALGEBRA 1A/1B: WLE28Y

Open to: 9, 10 Length: 1 year Credit: 1  
PREREQUISITE: Middle school placement or Curriculum Coordinator recommendation

This course provides meaningful access to Sequential Algebra 1A/1B for Entering to Developing English Learners (WIDA Levels 1-3). This course is the first half of the traditional one-year Algebra course, taken over two years. It begins with order of operations and a review of fractions and decimals, and then continues with solving multi-step Algebraic equations, linear, graphs, inequalities, linear systems and exponents.

EL SEQUENTIAL ALGEBRA 2A/2B: WLE30Y

Open to: 9, 10 Length: 1 year Credit: 1  
PREREQUISITE: Teacher recommendation

This course provides meaningful access to Sequential Algebra 2A/2B for Entering to Developing English Learners (WIDA Levels 1-3). This course is the second half of the traditional two-year Algebra course. Topics include solving systems of equations, exponential functions, solutions of quadratic, rational, and radical equations and related word problems as well as focusing on skills such as addition, subtraction, multiplication, and division of rational numbers as well as ratios, proportions and percents.

EL SOPHOMORE ENGLISH: WLE202Y N

Open to: 10 Length: 1 year Credit: 1  
PREREQUISITE: English language proficiency test result and/or recommendation

This course provides supported access to Sophomore English for Developing to Bridging English Learners (WIDA Levels 3-5). This course engages students in comparative study of various themes found in different genres of literature. Assessments will include essays, discussions, and presentations. All reading will be closely tied to writing and speaking opportunities as a way to deeply process themes and apply analytical thinking skills.

EL UNITED STATES HISTORY: WLE10Y N

Open to: 11 Length: 1 year Credit: 1  
PREREQUISITE: English language proficiency test result and/or recommendation

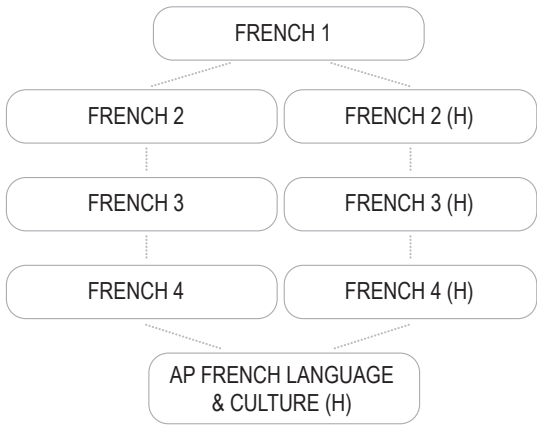
This course provides meaningful access to United States History for Entering to Developing English Learners (WIDA Levels 1-3). This course is a chronological study of the United States starting with the American Revolution and ending with the current administration. The course will emphasize issues that have united and divided the nation, as well as the growth of democratic institutions. Students will analyze political, economic and social issues related to United States History. Students will develop college-preparatory skills and enhance reading comprehension through primary and secondary source documents. This course satisfies the State of Illinois' requirement for US history.

EL WORLD CULTURES: WLE09Y

Open to: 9, 10 Length: 1 year Credit: 1  
PREREQUISITE: Teacher/Counselor recommendation

This course provides meaningful access to World Cultures for Entering to Developing English Learners (WIDA Levels 1-3). This course explores the diversity of the world through physical geography, cultural geography, art, religion, government, economics, and sociological perspectives. Students will examine the way humans interact with each other and the environment, which is vital to understanding the vast number of unique cultures that inhabit the earth today. This course will discuss cultural conflicts from around the world, their origins, and their influence on the United States. Throughout the school year, students will study these themes as they apply to North, Central and South America, Europe, North Africa and the Middle East, sub-Saharan Africa and Asia.

FRENCH



FRENCH 1: WL001Y N

Open to: 9, 10, 11, 12 Length: 1 year Credit: 1  
PREREQUISITE: None

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

FRENCH 2: WL002Y N

Open to: 9, 10, 11, 12 Length: 1 year Credit: 1  
PREREQUISITE: French 1

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

FRENCH 2 - HONORS: WL017Y N

Open to: 9, 10, 11, 12 Length: 1 year Credit: 1  
PREREQUISITE: French 1 and teacher recommendation

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

FRENCH 3: WL003Y N

Open to: 9, 10, 11, 12 Length: 1 year Credit: 1  
PREREQUISITE: French 2

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

FRENCH 3 - HONORS: WL018Y N

Open to: 9, 10, 11, 12 Length: 1 year Credit: 1  
PREREQUISITE: French 2 or French 2 Honors and teacher recommendation

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

FRENCH 4: WL020Y N

Open to: 9, 10, 11, 12 Length: 1 year Credit: 1  
PREREQUISITE: French 3

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

FRENCH 4 - HONORS: WL004Y N

Open to: 9, 10, 11, 12 Length: 1 year Credit: 1  
PREREQUISITE: French 3 or French 3 Honors and teacher recommendation

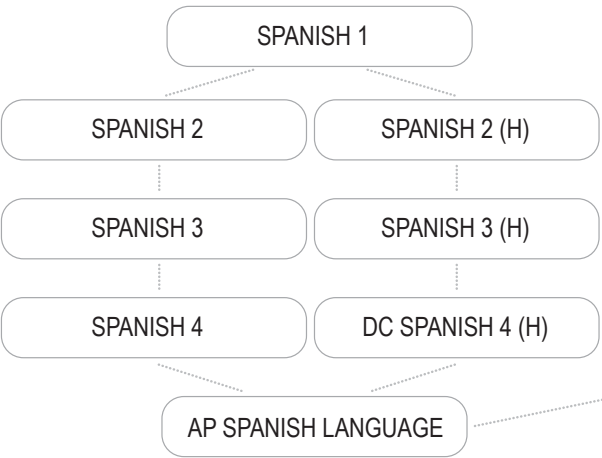
This course is conducted entirely in French and includes a more intensive study of language structure and communication skills including reading, writing, listening, and speaking. This is the third course of the sequence which prepares students for Advanced Placement French Language and Culture.

AP FRENCH LANGUAGE AND CULTURE - HONORS: WL005Y N

Open to: 10, 11, 12 Length: 1 year Credit: 1  
PREREQUISITE: French 4 and Teacher recommendation

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

SPANISH



SPANISH 1: WL006Y N

Open to: 9, 10, 11, 12 Length: 1 year Credit: 1  
PREREQUISITE: None

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

SPANISH 2: WL007Y N

Open to: 9, 10, 11, 12 Length: 1 year Credit: 1  
PREREQUISITE: Spanish 1

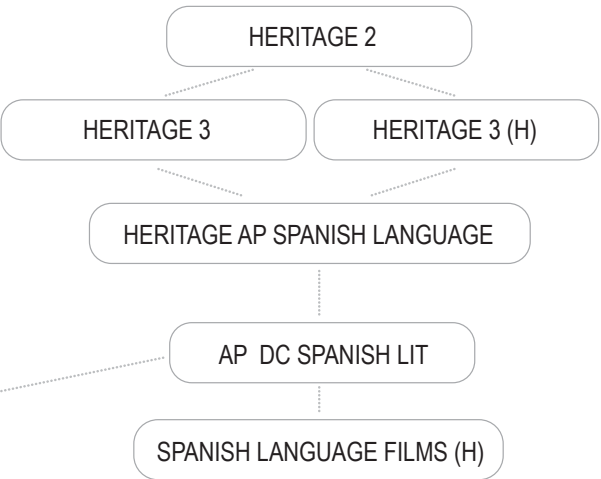
This course reviews and builds upon grammar and vocabulary acquired in the first year of Spanish. A strong emphasis is placed on the acquisition of language through the development of reading, writing, listening, and speaking skills. The curriculum continues to foster cultural understanding through short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

SPANISH 2 - HONORS: WL015Y N

Open to: 9, 10, 11, 12 Length: 1 year Credit: 1  
PREREQUISITE: Spanish 1

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

HERITAGE SPANISH



SPANISH 3: WL008Y N

Open to: 9, 10, 11, 12 Length: 1 year Credit: 1  
PREREQUISITE: Spanish 2

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

SPANISH 3 - HONORS: WL016Y N

Open to: 9, 10, 11, 12 Length: 1 year Credit: 1  
PREREQUISITE: Spanish 2 or Spanish 2 Honors and teacher recommendation

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

SPANISH 4: WL019Y N

Open to: 9, 10, 11, 12 Length: 1 year Credit: 1  
PREREQUISITE: Spanish 3 or Spanish 3 Honors

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

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

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

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

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

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

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

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

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

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

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

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

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

**AP SPANISH LITERATURE AND CULTURE**  
**HONORS - DUAL CREDIT: (spring semester) WLDC501YN**  
*IAI 3.0 COLLEGE CREDIT COURSE*  
**Open to:** 11, 12 **Length:** 1 year **Credit:** 1  
**PREREQUISITE:** AP Spanish Language and Culture

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

**SPANISH LANGUAGE FILMS - HONORS:**  
**WLDC503Y** **N**  
**Open to:** 11, 12 **Length:** 1 year **Credit:** 1  
**PREREQUISITE:** AP Spanish Literature and Culture

Spanish Language Films-Honors is a year-long course in which students will view and analyze a variety of films from around the Spanish-speaking world. The course builds on prerequisite knowledge from AP Spanish Literature and Culture. Students will write reactions to each film, learn new and regional vocabulary words, engage in dialogue, and create and share a final project. In addition, students will also read selected novels in their original form and compare them to their respective films. Students must have the maturity to handle the topics presented in the films and the ability to work both independently and collaboratively.

PATHWAY TO PROSPERITY

The Illinois Pathway Initiative reflects the state's commitment to building pathways that allow P-12 and adult education students to transition to college and careers successfully. Numerous policies and programs have been implemented over the past few years, with current efforts led by the state P-20 Council. The Council identifies the following commitment:

We [the Illinois P-20 Council] need[s] to develop a seamless and sustainable statewide system of quality education and support, from birth to adulthood, to maximize students' educational attainment, opportunities for success in the workforce, and contributions to their local communities. (Illinois P-20 Council, 2013).

The P-20 Council's overarching goal reinforces college and career readiness for Illinois citizens, as follows:

Our goal is to increase the proportion of Illinoisans with high-quality degrees and credentials to 60 percent by the year 2025. Today, only about 41 percent of the state's nearly 7 million working-age adults (25-64 years old) hold at least a two-year degree. (Illinois P-20 Council, 2013).

West Aurora School District 129 is committed to maintaining these pathways as viable options for student success in college and career.



# FOUR-YEAR PLAN WORKSHEET

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

**WAHS Graduation Requirements:**

Minimum total credits = 22

Credits:

4 English (including 1 cr of Junior English)

3 Math (including 1 cr Algebra 1 & 1 cr Geometry)

2 Science

2 Social Studies (including 1 cr US History, ½ cr Govt, ½ cr Economics)

½ Health

3 ½ PE/Driver Ed.

7 Elective

**Statewide Higher Education Minimum Requirements:**

Contact each college/university for their specific requirement

Credits:

4 English

3 Math (Algebra 1, Geometry, Algebra 2)

3 Science

3 Social Studies

2 Electives (World Languages, Fine Arts, or Technology)

## FRESHMAN YEAR

CAREER GOAL: \_\_\_\_\_

TRAINING FOR CAREER GOAL: \_\_\_\_\_

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_

7. PE HEALTH 8. SH/LUNCH SH/LUNCH

TOTAL CREDITS: \_\_\_\_\_ GPA: \_\_\_\_\_ RIC: \_\_\_\_\_ OUT OF \_\_\_\_\_

SUMMER SCHOOL OPTIONS: \_\_\_\_\_

## SOPHOMORE YEAR

CAREER GOAL: \_\_\_\_\_

TRAINING FOR CAREER GOAL: \_\_\_\_\_

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_

7. DRIVERS ED SOPHOMORE PE 8. SH/LUNCH SH/LUNCH

TOTAL CREDITS: \_\_\_\_\_ GPA: \_\_\_\_\_ RIC: \_\_\_\_\_ OUT OF \_\_\_\_\_

SUMMER SCHOOL OPTIONS: \_\_\_\_\_

## JUNIOR YEAR

CAREER GOAL: \_\_\_\_\_

TRAINING FOR CAREER GOAL: \_\_\_\_\_

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_

7. PE PE 8. SH/LUNCH SH/LUNCH

TOTAL CREDITS: \_\_\_\_\_ GPA: \_\_\_\_\_ RIC: \_\_\_\_\_ OUT OF \_\_\_\_\_

SUMMER SCHOOL OPTIONS: \_\_\_\_\_

## SENIOR YEAR

CAREER GOAL: \_\_\_\_\_

TRAINING FOR CAREER GOAL: \_\_\_\_\_

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_

7. PE PE 8. SH/LUNCH SH/LUNCH

TOTAL CREDITS: \_\_\_\_\_ GPA: \_\_\_\_\_ RIC: \_\_\_\_\_ OUT OF \_\_\_\_\_

SUMMER SCHOOL OPTIONS: \_\_\_\_\_