

**WEST CENTRAL HIGH SCHOOL**  
**STUDENT CURRICULUM HANDBOOK**

**2024-2025**

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## **FORWARD**

This curriculum handbook has been prepared for you and your parents to help you become better acquainted with West Central High School and its educational program. In addition to regular course offerings West Central High School has various additional educational opportunities for qualified and/or special situation students. Students may request course work at Carl Sandburg College, Southeastern Community College, or at other colleges in special circumstances. These opportunities are available to Sophomores, Juniors, and Seniors. Interested students should contact the School Counselor for information, course descriptions, and application requirements and procedures.

## INTRODUCTION

This course description booklet is the most valuable tool we can provide toward helping you make sound decisions concerning your educational program. These decisions can and do have far reaching consequences involving your future lifestyle. In short, registration for courses is serious business. You need to make certain that you have all the necessary information to make intelligent choices.

We believe that a strong background in all academic disciplines provides the best education possible for the high school student. Such an education program will keep many options open and provide for a complete general education regardless of career choices.

**\*\*If college is part of your future plan, then make certain you have received the academic requirements for various universities. You will need to plan for some of these early in your high school years.\*\***

*This handbook is not intended to create a contractual relationship with the student; rather, it is intended to describe course offerings and provide guidance in course selection toward graduation requirements.*

## ACADEMIC POLICIES

Six subjects plus P.E or Personal Fitness shall be considered the normal amount of work carried for graduation. No less than the normal load can be carried without special permission.

## TRADITIONAL COURSE LOAD

Traditional scheduling requires all students to take seven courses each semester or six courses and one study hall. Seniors wishing alternative scheduling from one of the class periods need to gain permission from the Principal, Counselor and Parent. Considerations will be given to each request on the basis of the student's academic ability, scheduling and career plans.

## DUAL CREDIT COURSES

Students who are interested in taking college courses during their Junior or Senior year at West Central High School must receive permission from the High School Counselor and Principal. Sophomores are also able to take college courses, but it is recommended more so for Juniors and Seniors, due to their maturity and ability to take on a heavier course load. Specific rules, restrictions, and regulations pertaining to these courses are available through the Counselor's office. Students can earn high school credit as well as college credit. Students are responsible for the cost of class, which includes tuition and books. Students must meet college criteria to enroll in a dual credit class. A complete catalog of these courses is included at the end of the curriculum guide for your convenience or may be found on Carl Sandburg's website. Students must designate if they would like the college course to count as dual credit or dual enrollment. Dual Credit courses will apply credit both toward high school graduation criteria, and earn college credits. Dual Credit course grades will show up on the student's transcript. Dual enrollment will allow the student to take college classes while in high school, but will not earn credit toward high school graduation. Dual Enrollment will only provide college credit, and the grades will not be reflective on the student's transcript. Students must designate dual credit or dual enrollment for each class in which they are enrolled in with the School Counselor at the start of the class. *Students have one week to change the designation after class has begun.*

Students who enroll in Dual Credit or Dual Enrollment courses **must be enrolled and pay for their classes prior to schedule changes ending.**

## EDUCATIONAL PLANNING

This handbook is for students and parents. Each year students should seriously consider their educational career goals and develop a program of study to work toward those goals. In planning for the school year, students and parents should consider:

1. Do the courses meet graduation requirements?
2. Do the courses meet the student's needs for anticipated college or career choices?
3. Do the courses match the student's ability and expand or develop college or career choices?

This handbook will help students and parents plan a high school program based on these selected goals. Parents are requested to be actively involved with their student in selecting an appropriate program of courses for the coming year by:

1. Reading and discussing this handbook with their student.
2. Reviewing the progress reports and student report cards.
3. Discussing appropriate course selection with the student's current Teachers and Counselor.

If any questions arise, do not hesitate to contact your Principal, Counselor, or teachers. Planning a high school education is something that requires effort. Don't just let it "happen."

## COLLEGE PREP CURRICULUM

Many high school students are uncertain about attending college, and in fact, don't make that decision until their Junior or Senior year. We recommend that undecided students follow a college prep curriculum, which keeps the college option available, should they later decide to attend.

Most state universities have adopted a minimum course requirement plan for incoming freshmen. If you have not completed the minimum college prep courses listed below, you may not be eligible for acceptance at some colleges. You may have to make up the deficiency in college or at a community college, and you will be unprepared for either the ACT or SAT tests. **Generally accepted guidelines for admission to most colleges and universities include the following:**

- 4 years of English (emphasizing written and oral communications and literature)
- 4 years of Mathematics (Math A, Math B, Math C, Trigonometry/Pre-Calculus, Calculus)
- 4 years of Science (Laboratory Sciences including Biology and Chemistry)
- 4 years of Social Science (emphasizing history and government, includes Psychology)
- 3 years of Foreign Language (the same language)
- 2 years of Music, Art, and/or Vocational (FACS, Industrial Arts, Agriculture) courses

A combination of class rank, GPA, and college entrance examinations, (e.g. the SAT) is used to determine most admission requirements for colleges and universities. Colleges may vary in their entrance requirements, but the above listed academic credits will help students become admitted to the majority of four-year colleges.

## SELECTING A COLLEGE OR UNIVERSITY

When selecting a college or university, keep the following in mind:

1. Apply early, generally during the fall of your Senior year. Applying to a school does not commit you to attending that school. You may apply to as many schools as you would like, even be accepted for admission to many schools, but the final decision of where to attend is completely up to you. Keep in mind, however, that many schools have non-refundable application fees.
2. Understand that due to the need to apply early, class rank, grade point average, and test scores for the *initial* applications are based upon only the Freshman, Sophomore, and Junior years. Some schools delay admission until after a student's seventh or even eighth semester; therefore, each school year is important.
3. Know your scholastic ability. Are you capable of meeting the academic standards of a particular school?
4. Have a general idea of your career plans. Most universities expect you to apply for a particular course of study.
5. Know how much you and/or your family can spend, and whether you will need financial aid and/or a job. Talk with representatives from the Financial Aid Office to determine the amount and type of aid programs available.
6. Gather information. Visit several campuses, and determine your preference to size, location, housing, co-education, and religious affiliation.
7. Determine your interest in living at home or away.
8. Weigh your desire for certain extra-curricular activities.
9. Ascertain the strength of a college's offering in your field of interest.
10. Ascertain what percent of graduates are employed in their chosen field or study within a year of graduation.
11. If you are selecting a junior college or plan to use courses from one school to transfer to another, make sure that the courses are transferable in your study program. In general, courses with grades of "C" or better transfer; however, not all courses apply to your specific program requirements. The school you plan to transfer to should verify whether transfer courses qualify for your program.

## CARL SANDBURG COLLEGE

Public two-year institutions are normally open to all graduates of a recognized high school. CSC, the community college serving our school district, is one of these institutions and has the following functions:

1. It provides college transfer courses and programs designed to meet individual educational goals or the goals of students who wish to pursue education beyond the community college.
2. It provides vocational-technical courses and programs designed to meet individual and/or community objectives for job upgrading or career advancement.
3. It provides courses and programs designed to meet general education and/or special needs of students.
4. Open admission policy means that if you are a resident of Carl Sandburg College District and you make an application, you must be admitted.

## SOUTHEASTERN COMMUNITY COLLEGE AGREEMENT

Carl Sandburg College has an agreement with the Southeastern Community College (West Burlington and Keokuk,

Iowa) that allows residents in the western portion of the Carl Sandburg district to attend SCC. However, out of state tuition rates do apply. The requirements for taking advantage of this opportunity are:

1. Students must be enrolled in a program, as opposed to taking occasional courses. Program choices are limited to associate in Arts, Associate in Science, Associate in Applied Science, and Certificate programs. For specific program limitations, see the Sandburg catalog in the library.
2. Except for the nursing program, Carl Sandburg College handles admission procedures and records.
3. Tuition for all programs is paid to Carl Sandburg College.
4. Diplomas and Certificates for all programs are granted by the appropriate institution.

## VOCATIONAL EDUCATION AND SCHOOLING

Not all students desire or need to attend a four-year college or university. However, most students need training beyond that of the high school diploma in order to qualify for many jobs in today's changing workplace. Vocational Education helps develop skills, attitudes, abilities, and work habits. This knowledge leads to gainful and productive employment. A prime objective of a vocational education program is the development of a curriculum best fitting the needs of the student and the industrial labor market.

This objective is refined to include the following specific areas of growth:

1. Development of a student's skills to gainful employment level.
2. Development of related theories of the vocational areas in which the student is participating.
3. Developing abilities, attitudes, and knowledge by which the student will be able to adjust to gainful employment.
4. Developing student's knowledge in the complexity, skills, and mobility of industry.
5. Developing work habits, such as accuracy, cooperation, dependability, and initiative, which are necessary for advancement in employment.

## SELECTING A VOCATIONAL SCHOOL

When selecting a vocational school, keep the following in mind:

1. The Illinois Office of Education (or appropriate state agency for out of state schools) must approve the school and its agents.
2. The school must have the proper accrediting credentials.
3. Study the school catalog for information relating to curriculum and course study.
4. Visit the school to personally view the building, facilities, and activities; observe classes.
5. Employers within the community can make suggestions.
6. If you are considering more than one school, compare programs and costs.
7. When enrolling or signing a contract, be sure you understand the terms of the agreement or contract.

## COLLEGE VISITS

**Seniors** may take **two** "excused" approved college visits per year.

**Juniors** may take **one** "excused" approved college visit per year.

## GRADUATION REQUIREMENTS

**25 credits are required to graduate from WCHS.**

English 4.0 credits  
Mathematics 3.0 credits  
Science 3.0 credits  
Social Science 3.0 credits  
Humanities/Vocational 1.0 credit  
Health Education 0.5 credit  
Driver Education 0.5 credit  
Consumer Education 0.5 credit  
Physical Education 4.0 credits  
Electives 5.5 credits

**FAFSA REQUIREMENT:** Illinois public high school students must complete the FAFSA or the FAFSA Non-Participation Form during their senior year. We require this be completed by April 1<sup>st</sup> of your graduating year.

**SAT REQUIREMENT:** The SAT is the state's high school accountability exam for Illinois. All students enrolled in public high schools are required to participate in the College Board's SAT Suite of Assessments. WCHS will administer the PSAT 8/9 to all freshman students, PSAT 10 to all sophomore students, and the SAT to all junior students. Please note that the school day *SAT given to juniors in the spring is a graduation requirement of the State of Illinois.* No other SAT

administration fulfills this requirement.

**ACCELERATED PLACEMENT REQUIREMENT:** A school district's accelerated placement policy shall allow for the *automatic enrollment* in the following school term of a student into the next most rigorous level of advanced coursework if the student meets or exceeds state standards in English language arts (ELA), mathematics, or science on a state assessment. Students will be placed in these courses based on standardized test scores, MAP test scores, and teacher recommendation. *Only a parent can opt a student out of accelerated placement by signing a form in the High School office prior to the next semester.*

## EXPLANATIONS

- English credits must include regular English 1 and 2. 3rd and 4th year English depends on what track you're on
- One Math credit must be Math A. Math B and Math C. A 4th year Math may be necessary if a student has not been deemed college ready.
- One Science credit must be a Biological Science; one Science credit must be Physical Science.
- One Social Science credit must be United States History. (The Constitution and Flag exams must be passed.)
- One half Social Science credit must be Civics.
- Humanities classes are Art, Foreign Language, Music, or Vocational.
- Consumer Education credit may be earned through passing an optional state proficiency exam. Only graduation credit will be given for the proficiency exam.
- All Sophomores must enroll in classroom Driver Education with successful completion. All Sophomore students that pass the state driving exam and vision screening (20/40) will receive their white slip. In addition, each student must pass 30 hours of classroom, 6 hours of driving with the instructor, and document 50 hours of driving with a parent/guardian.
- All students must successfully pass a written examination on the Declaration of Independence, the United States Constitution, the Illinois State Constitution, the proper use and display of the American Flag, the methods of voting at election by means of the Australian system, and the method of casting votes for candidates.
- The Study Skills class is a required class offered in the opposite quarter of Drivers Education. (ex. Student has 1<sup>st</sup> quarter Drivers Education classroom, they will have 2<sup>nd</sup> quarter Study Skills course during the same class period) this is a 9 week course where study strategies, methods, and various educational topics are the primary focus.
- A student enrolled in a correspondence course may receive high school credit for work completed provided:
  - a. The course is given by an institution accredited by the N. Central Association of Colleges & Secondary School
  - b. The student is a fourth or fifth year senior
  - c. The student assumes responsibility for all fees
  - d. The High School Principal approves the course in advance
  - e. A maximum of 2 units of credit may be counted toward the requirements for a student's high school graduation.
- A student in grades 11-12, unless otherwise stated, may request the Building Principal to be excused from Physical Education courses for the following reasons:
  - a. Enrollment in academic classes that are required for admission to an institution of higher learning; or
  - b. Enrollment in academic classes that is required for graduation from high school, provided that failure to take such classes will result in the pupil being unable to graduate.
  - c. If the student must use the time set aside for Physical Education to receive special education support and services, subject to the student's Individualized Education Plan (IEP)

## GRADING SCALE

A = 4.00 A = 93-100%  
A- = 3.66 A- = 90-92%  
B+ = 3.33 B+ = 87-89%  
B = 3.00 B = 83-86%  
B- = 2.66 B- = 80-82%  
C+ = 2.33 C+ = 77-79%  
C = 2.00 C = 73-76%  
C- = 1.66 C- = 70-72%  
D+ = 1.33 D+ = 67-69%  
D = 1.00 D = 63-66%  
D- = .66 D- = 60-62%  
F = 0.00 F = 0-59%

## HONOR ROLL - FACULTY LIST

Two honor rolls are established following each grading period and semester. The grade point averages required for attaining a particular honor roll are as follows:

High Honor Roll GPA of 3.600 to 4.000

Honor Roll GPA of 3.200 to 3.590

A student may not qualify for the honor roll or faculty list if he/she receives an "F" or "I" in any course as the final term grade.

## PROGRAM RECOMMENDATIONS

Below are listed suggested schedules for each year of your high school career. You should be sure that you register for the proper courses, and the proper number of courses. **Students registering for year-long courses will not be allowed to drop mid-year.**

### **COLLEGE PREP SEQUENCE**

#### **Freshman Year (College Prep)**

- 1) English 1
- 2) Mathematics (Math A or B, Accelerated Math A or B)
- 3) Science - Biology or Accelerated Biology
- 4) Physical Education
- 5) Social Science (Geography)
- 6) Humanities (Foreign Language - Spanish 1)
- 7) Elective (Music or Art or Vocational)

#### **Sophomore Year**

- 1) English 2 or Accelerated English 2
- 2) Mathematics (Math B or Accelerated Math B or Math C)
- 3) Physical Science or Accelerated Physical Science
- 4) Social Science – (Civics - ½ credit)
- 5) Driver Education/Study Skills / Health Education
- 6) Physical Education
- 7) Humanities – (Foreign Language - Spanish 2)

#### **Junior Year**

- 1) English 3 or Accelerated English 3
- 2) Mathematics (Math C/Accelerated C or Pre-Calculus)  
Statistics, Trigonometry)
- 3) Science (Chemistry, A&P, Bot/Zoo)
- 4) Social Science (United States History or Accelerated)
- 5) Physical Education
- 6) Humanities (Foreign Language - Spanish 3)
- 7) Elective – (Music, Art, Vocational or  
Social Science – (World History or  
Modern Problems (½ credit) and  
20<sup>th</sup> Century (½ credit)  
or Dual Credit Sociology (½ credit)  
or Dual Credit Psychology (½ credit)

#### **Senior Year**

- 1) English 4 or Accelerated English 4
- 2) Mathematics (Pre-Calc or Calculus)
- 3) Science (Chemistry, A&P, Bot/Zoo)
- 4) Physical Education
- 5) Elective or Dual Credit
- 6) Elective or Dual Credit
- 7) Elective or Dual Credit

### **GENERAL STUDIES SEQUENCE**

#### **Freshman Year (General Studies)**

- 1) English 1
- 2) Mathematics (Math A or B)
- 3) Science - Biology or Accelerated Biology
- 4) Physical Education
- 5) Social Science (Geography)
- 6) Elective
- 7) Elective

#### **Sophomore Year**

- 1) English 2
- 2) Mathematics (Math B or Math C)
- 3) Physical Science or Accelerated Physical Science
- 4) Social Science – (Civics - ½ credit)
- 5) Driver Education/Study Skills / Health Education
- 6) Physical Education
- 7) Elective

#### **Junior Year**

- 1) American Authors/World Authors or Film Studies
- 2) Mathematics (Math C or Pre-C)
- 3) Science (Earth Science or Ag Science)
- 4) Social Science (United States History)
- 5) Physical Education
- 6) Consumer Education – ½ Credit
- 7) Elective

#### **Senior Year**

- 1) Am Authors/World Authors, Film Studies,  
Transitional English
- 2) Mathematics (Transitional Math)
- 3) Physical Education
- 4) Elective
- 5) Elective
- 6) Elective
- 7) Elective

## PROGRESS REPORTS AND REPORT CARDS

Parents/Guardians will receive their student's report card at the end of each quarter grading period. Student's mid-term progress report will be posted on Skyward Family Access at the end of the mid-nine week grading period. Parents can check up-to-date academic information on Skyward Family Access online, at any time.

## **COURSES OFFERED**

### **AGRICULTURE DEPARTMENT**

#### **Introduction to Agriculture Industry 1 Credit Year**

**Prerequisite:** None

**Lab Fee:** None and/or to be determined

This introductory course provides an opportunity for students to learn how the agricultural industry is organized; its major components; the economic influence of agriculture at the state, national and international levels; and the scope and types of job opportunities in the agricultural field. Concepts in animal science, plant science, soil science, horticulture, agricultural resources and agribusiness management are included. Students will be able to see the direct advantages of FFA. In addition, computer applications are introduced and students will keep a record on a supervised agricultural experience program.

#### **Basic Agricultural Science 1 Credit Year**

**Prerequisite:** Sophomore standing/teacher recommendation, Introduction to Agriculture

**Lab Fee:** None and/or to be determined

This course is designed to introduce students to the science and technology aspects of agriculture including advanced plant and animal science. Major units of instruction include soil science, fertility, and advanced crop management. Plant and animal breeding, genetics, and biotechnology are relevant applications. Math, science, and computer applications are incorporated into instruction along with hands-on training. The second semester of this course deals with the science and technology involved in agriculture and the agricultural industry. Major units of instruction include chemicals and pest management, formulation of livestock feeds and nutrition, and advanced mechanical and technological applications. A major emphasis is placed on advanced animal science knowledge and skills. A practical hands-on approach which incorporates microcomputers and lab work are included.

#### **Agricultural Business Management 1 Credit Year**

**Prerequisite:** Junior/Senior standing, Introduction to Agriculture

**Lab Fee:** None and/or to be determined

This course is designed to develop student knowledge and skills in the area of agribusiness operations. Instructional units include the organization and functions of agricultural businesses, agricultural business math, and agricultural business procedures including microcomputer applications and human relation skills, as well as sales-related duties. Another goal of this course is to increase student knowledge and skills in appropriate agricultural product and service areas. This course is designed to incorporate community agribusiness into classroom instruction. Resource persons from local agribusinesses are utilized. **Can be used to fulfill the Consumer Education requirement--must be taken for the full year.**

#### **Horticulture Production & Management 1 Credit Year**

**Prerequisite:** Junior/Senior standing, Introduction to Agriculture

**Lab Fee:** None and/or to be determined

Students in this course are expected to develop an understanding of greenhouse management and plant growth as it relates to lighting, watering, humidity control, fertilizing, and temperature which are necessary for plant growth. Also covered are the identification and uses of foliage, and flowering and bedding plants which are common to this area, along with the controlling and identification of merchandising, advertising, displaying and selling horticulture products and services.

#### **Natural Resources Conservation and Management 1 Credit Year**

**Prerequisite:** Junior/Senior standing, Introduction to Agriculture

**Lab Fee:** None and/or to be determined

This course develops management and conservation skills in understanding the connection between agriculture and natural resources. Students' knowledge and skills are developed in: understanding natural resources and its importance; fish, wildlife, and forestry management and conservation; and exploring outdoor recreational enterprises. Hunting and fishing as a sport, growing and managing tree forests, and outdoor safety education will be featured. Career exploration will be discussed including park ranger, game warden, campground manager, forester, conservation officer, wildlife manager, and related occupations. Improving computer and workplace skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects are integral course components for leadership development, career exploration and reinforcement of academic concepts.

#### **Veterinary Technology 1 Credit Year**

**Prerequisite:** Junior/Senior standing, Introduction to Agriculture

**Lab Fee:** None and/or to be determined

This course will develop students' understanding of the small and companion animal industry, animal anatomy and

physiology, animal ethics and welfare issues, animal health, veterinary medicine, veterinary office practices, and animal services to humans. Career exploration will focus on veterinarian, veterinary lab technicians, office lab assistant, small animal production, research lab assistant, and animal nutrition lab technician. Improving computer and workplace skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

### **Agricultural Construction & Mechanics 1 Credit Year (Semester 1- Construction, Semester 2- Mechanics)**

**Prerequisite:** Junior/Senior standing, Introduction to Agriculture

**Lab Fee:** TBD

Semester 1: This advanced course focuses on the knowledge, hands-on skills, and workplace skills applicable to construction in the agriculture industry. Major units of instruction include: personal safety, hand tools, power tools, blueprint reading, surveying, construction skills in carpentry, plumbing, electricity, concrete, blocking laying, drywall and painting. Careers such as agricultural engineers, carpenter, plumber, electrician, concrete and block layers, finishers, safety specialists, and other related occupations will be examined. Improving workplace and computer skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

Semester 2: This course will concentrate on expanding student knowledge and experiences with agricultural mechanic technologies utilized in the agricultural industry. Units of instruction included are: design, construction, fabrication, maintenance, welding, electricity/electronics, internal combustion engines, hydraulics, and employability skills. Careers of agricultural construction engineer, electrician, plumber, welder, equipment designer, parts manager, safety inspector, welder, and other related occupations will be examined. Improving workplace and computer skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

## **ART DEPARTMENT**

### **Art 1 1 Credit Year**

**Prerequisite:** None

**Lab Fee:** \$25 / Subject to Change

Art 1 provides students the opportunity to gain knowledge of art principles and basic elements as well as to develop the art talent existing in each student. This introductory art course explores the basics of line, shape, value, texture, color, and design. Opportunity for concentration and development exists in various media, such as pencil, pen and ink, and acrylic paint. Additionally, the student studies various artists within specific areas of concentration.

### **Art 2 1 Credit Year**

**Prerequisite:** Sophomore standing, Art 1

**Lab Fee:** \$25 / Subject to Change

Students continue to develop the basic skills learned in Art 1. Figure and portrait studies will be rendered. New mediums, such as scratchboard, watercolor, acrylic painting, and clay sculpture are introduced and projects executed. The instructor expects more advanced skills and techniques demonstrated. Various artists will be studied as students focus on specific areas of concentration.

### **Art 3 1 Credit Year**

**Prerequisite:** Junior/Senior standing, Art 2 with teacher approval

**Lab Fee:** \$25 / Subject to Change

Students continue to develop skills learned in Art 2. Students will have the opportunity to work independently to develop their own style. Students will focus on different media to develop more advanced techniques. The instructor expects more advanced skills and techniques demonstrated. Various Art styles will be studied as students focus on specific areas of concentration.

### **Art 4 1 Credit Year**

**Prerequisite:** Junior/Senior standing, Art 3 with teacher approval

**Lab Fee:** \$25 / Subject to Change

Students continue to develop skills learned in Art 3. Students will have the opportunity to work independently to develop their own style. Students will focus on different media to develop more advanced techniques. The instructor expects more advanced skills and techniques demonstrated. Various Art styles will be studied as students focus on specific areas of concentration.



## ENGLISH DEPARTMENT

### English 1 1 Credit Year

**Prerequisite:** None

This is a year-long required course that is intended to advance students' organizational, reading, writing, speaking, listening, and critical thinking skills. Students' writing includes journal (response and interpretive), essay (persuasive, expository, narrative), and a research paper. The literature features fiction, nonfiction, and drama. Emphasis will be placed on meeting state learning standards in Language Arts and improving students' writing, reading, and listening skills. Particular emphasis will be placed on vocabulary, sentence structure, informational speaking, supporting a thesis, and independent reading. Students will produce a minimum of 5 essays, 4 book reports, and a three-page research report as well as other assigned projects.

### Accelerated English 1 1 Credit Year

**Prerequisite:** Teacher Recommendation from 8<sup>th</sup> Grade English Teacher, Benchmark MAP Testing Scores ("High-Average" to "High" required)

This is a year-long course that will follow the same skills as English 1; however, additional material will be covered at a more accelerated pace.

### English 2 1 Credit Year

**Prerequisite:** Passing grade in English 1

This is a year-long required course that is intended to advance students' organizational, reading, writing, speaking, listening, and critical thinking skills. Students' writing includes journal (response, interpretive, and free writing), essay (persuasive, expository, narrative), and historical or biographical research. The literature features fiction, nonfiction, drama, and poetry. Emphasis will be placed on meeting state learning standards in English and improving students' writing skills. Particular emphasis will be placed on preparing the students to take the PSAE tests in the spring of the junior year. Students will produce a minimum of 8 essays, 4 book reports, and a four-page research report as well as other assigned projects.

### Accelerated English 2 1 credit Year

**Prerequisite:** Passing Grade from English I, Teacher Recommendation from Freshman English Teacher, Benchmark MAP Testing Scores ("High-Average" to "High" required)

This is a year-long course that will follow the same skills as English II; however, additional material will be covered at a more accelerated pace.

### English 3 1 Credit Year

**Prerequisite:** Passing grade in English 2

This is a year-long required course that is intended to develop and improve students' organizational, reading, writing, speaking, listening, and critical thinking skills. Students will study a variety of selected readings in American literature, from the colonial period through the Civil War era to modern times. Students' writing includes journal (response and interpretive), essay (persuasive, expository, narrative), and a research paper. Students will also respond to the literature through class and small group discussions and activities. Emphasis will be placed on meeting state learning standards in Language Arts and improving students' writing, reading, and listening skills. Particular emphasis will be placed on preparing the students to take the PSAE test in the spring of the junior year. Students will complete a minimum of 10 essays, 4 book reports, and a six-page research report as well as other assigned projects.

### Accelerated English 3 1 Credit Year

**Prerequisite:** Passing Grade from English II or English II: Accelerated, Teacher Recommendation from Sophomore English Teacher, Benchmark MAP Testing Scores ("High-Average" to "High" required)

This is a year-long course that will feature more challenging fiction and nonfiction texts, as well as a much greater focus on the academic writing skills necessary for success at the college level. Additionally, this course will also place greater emphasis on direct preparation for the SAT. Accelerated English III is intended to prepare students for the AP or dual credit courses in their senior year.

### English 4 1 Credit Year

**Prerequisite:** Senior standing, Teacher Recommendation from English III Teacher, Benchmark MAP Testing Scores (Average rating or higher)

This is a year-long required course that is intended to advance students' organizational, reading, writing, speaking, listening, and critical thinking skills. Students' writing includes journal (response and interpretive), essay (persuasive, expository, narrative), and a research paper. The literature features fiction, nonfiction, drama, and poetry. Emphasis will be placed on meeting state learning standards in English and improving students' writing, reading, and listening skills. Particular emphasis will be placed on vocabulary, sentence structure, informational speaking, supporting a

thesis, and independent reading. Students will produce a minimum of 5 essays, 6 book reports, and a three-page research report as well as other assigned projects.

#### **Accelerated English 4 1 Credit Year**

**Prerequisite:** Senior standing, Teacher Recommendation from English III Teacher, Benchmark Map Testing of “High Average” to “High” required

The Accelerated English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work’s structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

#### **Film Studies 1 Credit Year (NOT repeatable Junior and Senior year)**

**Prerequisite:** Junior/Senior standing, Teacher Recommendation from English II Teacher, Below a “Low Average” or lower Reading MAP Score

**Lab Fee:** None

The purpose of this class is to enhance student writing and analytical skills through the study of cinema. Students will be exposed to new, interesting and challenging ideas through the study of cinema. Students will learn and employ writing skills in evaluation and assessment of films. This course will combine a study of cinematic and theatrical terminology with criticism and in-depth exploration of the themes and genres within film. This course involves significant writing and various projects analyzing character, theme, tropes, cinematography etc. A permission slip must be signed by a parent before viewing films in this course.

#### **American Authors ½ Credit Semester (NOT repeatable Junior and Senior year)**

**Prerequisite:** Sophomore/Junior/Senior standing

**Lab Fee:** None and/or to be determined, Purchase of supplementary paperback novels may be necessary.

This class exposes students to standards found in the American canon. While primarily a literature course, some writing skills will be used for evaluation of the texts. This class will explore novels by both prominent and little known authors. There is much reading involved, and a significant part of the grade is based on class discussion and participation in novel-based activities

#### **World Authors ½ Credit Semester (NOT repeatable Junior and Senior year)**

**Prerequisite:** Sophomore/Junior/Senior standing

**Lab Fee:** None and/or to be determined, Purchase of supplementary paperback novels may be necessary.

This course exposes students to standards found in world literature. While primarily a literature course, some writing skills will be used for evaluation of the texts. This class will explore novels by both prominent and little known authors. There is much reading involved, and a significant part of the grade is based on class discussion and participation in novel-based activities.

#### **Reading Lab ½ Credit Semester \*Repeatable for credit, but counts as an elective\***

**Prerequisite:** Teacher Recommendation and/or MAP testing scores

**Lab Fee:** None

This elective English course is a comprehensive study of reading strategies. Reading and interpreting literature and informational texts to determine the main ideas and concepts are central in this course. Students will learn note-taking, comprehension, and locating information skills during the course of the year. This supplemental course does not count towards the required English credits towards graduation.

#### **Transitional English 1 Credit Year**

**Prerequisite:** Senior standing, 3 years of English passed

This course will be a college prep course. The course is for seniors who have completed three years of English successfully. If you receive a C or above in the course you will be admitted to English 101, at Carl Sandburg College without taking the placement test. This course reviews all English

## **FAMILY AND CONSUMER SCIENCES**

#### **Introduction to Family and Consumer Sciences 1 1 Credit Year**

**Prerequisite:** None

**Lab Fee:** TBD

This course introduces students to the field of Family and Consumer Sciences and the many career opportunities available in this field. This course includes theory and lab experience in the following content areas: Family, Career, and Community leadership development, interpersonal relationships and life management skills, nutrition and culinary

arts, textile and design, human development and life-long learning, and resource management.

### **Textile and Design ½ Credit Semester**

**Prerequisite:** Intro to FCS, Sophomore standing

**Lab Fee:** TBD

This course is designed to provide basic knowledge and understanding of the design, development, and production of textile products. Through hands on and project based learning experience, students will discover fiber characteristics, fabric construction skills used in interior furnishings and apparel industries. This course emphasizes awareness and investigation of careers and industry trends in textiles.

### **Child Development I ½ Credit Semester**

**Prerequisite:** Intro to FCS, Sophomore standing

**Lab Fee:** TBD

Child Development and Parenting addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. The focus is on research-based nurturing and parenting practices and skills, including brain development research, that support positive development of children. Students will explore opportunities in human services and education-related careers and develop a career portfolio.

### **Nutrition and Culinary Arts I ½ Credit Semester**

**Prerequisite:** Introduction to FCS, Jr/Sr standing

**Lab Fee:** TBD

This course includes basic classroom and laboratory experiences needed to develop knowledge and understanding of basic food principles and applied nutrition for people of all ages. The course content centers around understand the food supply, eating patterns, shopping for food, meal planning, costs of food and ways to save money, table etiquette and table setting, safety and sanitation in the kitchen, food borne illnesses, measurements, equivalents, tools, terms and methods relating to food preparation, nutrients, and health and wellness as it relates to food. Laboratory sessions involve preparing foods with different characteristics and basic cooking skills. The lab portion includes influence of foods on diet and health, planning special food needs, food substitutions, introduction to food service, food preparation and food management.

### **Nutrition and Culinary Arts II ½ Credit Semester**

**Prerequisite:** Introduction to FCS, Jr/Sr standing

**Lab Fee:** TBD

This course continues to build on classroom and laboratory experiences needed to develop knowledge and understanding of food principles and applied nutrition for all ages. This course will focus on more specific, in-depth skills and focus on specific types of food such as fruit, vegetables, dairy products, yeast breads, and meat. The course content centers around understanding the food supply, eating patterns, shopping for food, meal planning, costs of food and ways to save money, safety and sanitation in the kitchen, measurements, equivalents, tools, terms and methods related to food preparation, nutrients, and health and wellness as it relates to food. Laboratory sessions involve preparing foods with different characteristics and more advanced cooking skills. The lab portion includes influence of foods on diet and health, planning special food needs, food substitutions, introduction to food service, food preparation, and food management.

## **FOREIGN LANGUAGE DEPARTMENT**

### **Spanish 1 1 Credit Year**

**Prerequisite:** None

**Lab Fee:** None and/or to be determined

Spanish 1 introduces the student to basic Spanish vocabulary and grammar. The student learns simple communication in Spanish. Grammar consists of learning the present tense, verbs and correct sentence structure. The course emphasizes oral and written language so that the student may read, write, speak and understand Spanish. There are opportunities to learn about different aspects of culture and possibly hear from guest speakers.

**Recommended that students do not skip years between the Spanish sequences.**

### **Spanish 2 1 Credit Year**

**Prerequisite:** Sophomore standing, Spanish 1

**Lab Fee:** None and/or to be determined

The objective of Spanish 2 is to expand the vocabulary and grammar skills introduced in Spanish 1 and to explore the customs, history, and geography of Spanish-speaking people. Students are encouraged to experiment with Spanish recipes. Spanish 2 students will also have opportunities to have guests from other countries and to view videos on

Spanish culture. **Recommended that students do not skip years between the Spanish sequences.**

### **Spanish 3 1 Credit Year**

**Prerequisite:** Junior standing, Spanish 2

**Lab Fee:** None and/or to be determined

Spanish 3 expands the vocabulary and skills introduced in Spanish 1 and 2. The study continues with emphasis on communication. The preterit and imperfect tenses are taught. Translation skills will improve along with reading, writing, and speaking. Students may take a field trip to view a Spanish play or concert and eat in a Spanish restaurant. **Recommended that students do not skip years between the Spanish sequences.**

### **Spanish 4 1 Credit Year**

**Prerequisite:** Senior standing, Spanish 3

**Lab Fee:** None and/or to be determined

The objective for Spanish 4 students is to be able to read, write, comprehend and speak the Spanish language well enough to communicate with native Spanish speakers. The Spanish 4 students should be able to test out of introductory college foreign language courses. A novel may be read, guest speakers may come in and a field trip may take place in order to enhance cultural awareness.

## **INDUSTRIAL TECHNOLOGY**

***Because safety is a critical issue, Introduction to Technology and Engineering is required before other classes can be taken in the Industrial Technology department. This class covers safety training on machines used in all classes of this department.***

### **Introduction to Technology and Engineering 1 Credit Year**

**Prerequisite:** None

**Lab Fee:** \$25 / Subject to Change

This course orients students with no experience from basic to complex instruction in various fields of industrial training, diverse careers, and shop safety. Units covered are general safety rules, math and measurements, mechanical design in drafting, including single view, isometric, and oblique drawings, career investigation, shop procedures, and tool recognition. For each of these classes, safety is a critical issue. Seven to nine weeks are spent learning machine safety operation procedures followed by safety tests. All safety tests must be passed with 100% proficiency. Machine operations, material handling, energy utilization, conservation, technology used in building construction, and energy utilization technologies are also addressed.

### **Carpentry I 1 Credit Year**

**Prerequisite:** Sophomore standing, Industrial Arts

**Lab Fee:** \$25 / Subject to Change / plus cost of material used on student projects

This class provides the opportunity for the student to utilize skills learned in Industrial Arts class. Woodworking further develops a depth of knowledge by construction of a project or projects using all of the necessary hand tools, power tools, and woodworking machines. The project will reflect procedures used in the construction trades.

### **Electrical Trades ½ Credit Semester**

**Prerequisite:** Junior/Senior standing, Industrial Arts

**Lab Fee:** \$25 / Subject to Change

This class will be directed to the student that has an interest in learning the procedures of electrical home wiring. Each individual will be involved in classroom lectures, assignments, and a lot of hands-on experience in learning the tools, electrical terms, identification of electrical supplies, plus the wiring of many types of circuits that are used in home wiring. Proper procedures will be required at all times during the class.

### **Carpentry II 1 Credit Year**

**Prerequisite:** Junior/Senior standing, Industrial Arts, Carpentry I

**Lab Fee:** \$25 / Subject to Change / Students will be requested to supply their own steel tape measure and tapeholder, and a nail apron.

This class provides the opportunity for the student to utilize skills in one year of advanced wood projects. Woodworking further develops a depth of knowledge by construction of a project or projects using all of the necessary hand tools, power tools, and woodworking machines. The project will reflect procedures used in the construction trades.

### **Small Engine Repair I ½ Credit Semester**

**Prerequisite:** Junior/Senior standing, Industrial Arts

**Lab Fee:** None and/or to be determined

This course covers the basic concepts of mechanical energy. The course provides the students with shop experience in using measuring tools, specification, assembling and disassembling of mechanical engines. Students gain hands-on experience by successfully assembling a small engine, performing various tests and measurements to meet all required engine specifications.

### **Welding Technology I ½ Credit Semester**

**Prerequisite:** Junior/Senior standing, Industrial Arts

**Lab Fee:** \$25 / Subject to Change / plus cost of welding materials, if needed

This course will introduce the properties of metal and metal fabrication. It will focus on the introductory skills, safety and proper techniques to use in the welding process. This course is designed to develop proficiency in metal preparation and cutting techniques. Emphasis will be placed upon oxyacetylene cutting and welding, arc welding, and MIG welding. TIG welding will be introduced.

### **Welding Technology II ½ Credit Semester**

**Prerequisite:** Junior/Senior standing, Industrial Art, Welding / Must have permission of instructor

**Lab Fee:** \$25 / Subject to Change / plus cost of welding materials, if needed.

This course assists students in gaining the knowledge and developing the basic skills needed to be successful in welding technology. Units of instruction include arc welding, TIG and MIG welding, metallurgy, cutting metal, using arc, plasma and oxy-gas, in addition to various types of welding, including horizontal, vertical, overhead and circular techniques. Students also explore the use of robotic and automated production welding.

## **MATHEMATICS DEPARTMENT**

Three-year sequence of Mathematics Courses:

Math A or Accelerated Math A

Math B or Accelerated Math B

Math C or Pre-Calculus

4<sup>th</sup> year – choice in order: Pre-Calculus, Calculus, or Transitional Math

### **Integrated Math A 1 Credit Year**

**Prerequisite:** Freshman standing

**Lab Fee:** None and/or to be determined, scientific calculator is required

This course is the first of integrated and investigated mathematics programs designed to use patterns, modeling and conjectures to build student understanding and competency in mathematics. The key goal is to teach students how to learn math differently than they have historically. Since this is the first year of an integrated program, students will be trained on methods of learning as well as content. The students will be expected to learn through collaboration, collection of data, experimentation, and conjectures. Technology tools will also play an important role in learning. The students will learn mathematical sense making, make and test conjectures and justify conclusions, use mathematical models to represent real world data, be able to provide clear and concise answers, and have computational and symbolic fluency.

### **Accelerated Math A 1 Credit Year**

**Prerequisite:** Freshman standing; Teacher Recommendation, Benchmark MAP Testing Scores (“High- Average” to “High” required)

**Lab Fee:** None and/or to be determined, scientific calculator is required

This course is the first of an accelerated and investigated mathematics program designed to use patterns, modeling and conjectures to build student understanding and competency in mathematics. The key goal is to teach students how to learn math differently than they have historically. Since this is the first year of an integrated program, students will be trained on methods of learning as well as content. The students will be expected to learn through collaboration, collection of data, experimentation, and conjectures. Technology tools will also play an important role in learning. The students will learn mathematical sense making, make and test conjectures and justify conclusions, use mathematical models to represent real world data, be able to provide clear and concise answers, and have computational and symbolic fluency.

### **Integrated Math B 1 Credit Year**

**Prerequisite:** Successful completion of Math A or Accelerated Math A

**Lab Fee:** None, scientific calculator is required

Integrated Math B topics include recognizing and developing patterns using tables, graphs and equations. Mathematical modeling is stressed as a methodology for approaching the solution to problems. Students will explore operations on algebraic expressions, and apply mathematical properties to algebraic equations. Students will problem solve using equation graphs and tables and investigate linear relationships including comparing and contrasting options and decision making using algebraic models. Reinforcement of topics from two-dimensional Geometry is integrated into this curriculum. This includes applications from the areas of area and perimeter, the Pythagorean Theorem and its applications, as well as geometric proportion. Finally, introductory instruction in the area of mathematical probability is provided to reinforce use of fractions and numerical modeling. Technology will be used to introduce and expand upon the areas of study listed above.

### **Accelerated Math B 1 Credit Year**

**Prerequisite:** Successful completion of Math A or Accelerated Math A; Teacher Recommendation, Benchmark MAP Testing Scores (“High- Average” to “High” required)

**Lab Fee:** None, scientific calculator is required

Accelerated Math B topics include recognizing and developing patterns using tables, graphs and equations. Mathematical modeling is stressed as a methodology for approaching the solution to problems. Students will explore operations on algebraic expressions, and apply mathematical properties to algebraic equations. Students will problem solve using equation graphs and tables and investigate linear relationships including comparing and contrasting options and decision making using algebraic models. Reinforcement of topics from two-dimensional Geometry is integrated into this curriculum. This includes applications from the areas of area and perimeter, the Pythagorean Theorem and its applications, as well as geometric proportion. Finally, introductory instruction in the area of mathematical probability is provided to reinforce use of fractions and numerical modeling. Technology will be used to introduce and expand upon the areas of study listed above.

### **Integrated Math C 1 Credit Year**

**Prerequisite:** Successful completion of Math A and Math B

**Lab Fee:** None, scientific calculator is required

The last of a three-part college prep sequence. Students will deepen knowledge of math concepts studied in Integrated Math A and Integrated Math B. New topics will include functions, sequences and series, conic sections, graphing and logarithms. Recommendation – Students in this course should have a solid foundation in Integrated Math A and B.

### **Pre-Calculus 1 Credit Year**

**Prerequisite:** Accelerated Math B/Math C, Benchmark MAP Testing Scores (“High- Average” to “High” required)

**Lab Fee:** None – but scientific calculator is required; graphing calculator useful

Topics of study include linear and quadratic functions, polynomial function, inequalities, exponents and logarithms, analytic geometry, trigonometric function, trigonometric equation, triangle trigonometry, trigonometric addition formulas, polar coordinates and complex numbers, sequences and series, and combinatorics.

### **Calculus 1 Credit Year**

**Prerequisite:** Successful completion of Math C, Teacher Recommendation

**Lab Fee:** None, scientific calculator is required

Topics of study include functions and their graphs, limits and their properties, differentiation, applications of differentiation, and integration. This course will prepare students for college-level Calculus.

### **Quantitative Literacy and Statistics (Transitional Math) 1 Credit Year**

**Prerequisite:** Senior standing & 3 years of math, Teacher recommendation and/or to become college ready

This course will be a college prep course. The course is for seniors who have completed three years of math successfully. If you receive a C or above in the course you will be admitted to Math 109, Math 110, SSC 120, at Carl Sandburg College without taking the placement test. The following topics will be covered; personal finance, using statistics in everyday life, using mathematical ideas in everyday living, making decisions using math, and business math. Each unit will contain a project.

## **MISCELLANEOUS**

Students entering ninth grade in the 2022-23 school year and each school year thereafter must participate in one year of a course that includes intensive instruction in computer literacy, which may be English, Social Studies, or any other subject and which may be counted toward the fulfillment of other graduation requirements. This requirement is met by our English and History teachers.

### **Computer Science Principles ½ Credit Semester**

**Prerequisite:** None

Computer Science Principles courses are an approved part of career and technical education program that provide students the opportunity use programming, computational thinking, and data analytics to create digital artifacts and documents representing design and analysis in areas including the Internet, algorithms, and the impact that these have on science, business, and society. Computer Science Principles courses teach students to use computational tools and techniques including abstraction, modeling, and simulation to collaborate in solving problems that connect computation to their lives. Upon successful completion of this course, students will have acquired entry-level skills for employment and/or be prepared for postsecondary education.

### **Consumer Education ½ Credit Semester**

**Prerequisite:** Junior/Senior standing (*requirement for Graduation*)

This course meets the consumer education graduation requirement. The objective of this course is to provide learning experiences utilizing resources and consumer information by applying goal setting and decision-making skills. Students are able to evaluate the use of resources to meet social, physical, and psychological needs. Some of the units include: money management, learning and spending, saving and investing, types of credit, insurance, and the economy. Through practical experiences and application of consumer rights and responsibilities in the marketplace, students should be able to attain mutual goals by utilizing human resources. Students may be excused from taking a consumer education course if they successfully complete the proficiency test given on an

annual basis.

### **Drivers Education ½ Credit Semester**

**Prerequisite:** Sophomore priority - Student must be at least 15 prior to getting a driving permit.

**Lab Fee: \$150.00 (Subject to change),** plus \$20.00 for instruction permit required by the state

All sophomore students that pass the state driving exam and vision screening (20/40) will receive their white slip. In addition, each student must pass 30 hours of classroom, 6 hours of driving with the instructor, and document 50 hours of driving with a parent/guardian. This class meets by the quarter, supplementing Study Skills instruction on the opposite quarter.

### **Health Education ½ Credit Semester**

**Prerequisite:** Sophomore standing / Required for Graduation

**Lab Fee:** None and/or to be determined

This course prepares students to analyze and to change health behaviors. It also stimulates students' awareness of health choices. Learning methods that are challenging and exciting include role-plays, discussions, group and individual projects, and simulations. Health class creates an opportunity for students to define their own values, choices, and beliefs. Topics include mental health, stress, family and social health, alcohol, tobacco, drug education, and sex education.

### **Yearbook 1 Credit Year**

**Prerequisite:** Junior/Senior standing and Approval of Instructor

**Lab Fee:** None or to be determined by the instructor.

The purpose of this class is twofold. One, to enhance student writing skills by researching, writing, editing, and preparing articles for local media of the upcoming events related to WCHS. Students will compose and assemble articles for the school website, local newspapers and edit and proofread all work to be submitted. Two, students will learn the proper layout and preparation and application of various computer software programs to produce a high quality yearbook. This course will combine journalistic writing skills, and computer skills needed to produce and edit the yearbook. This course involves a significant time commitment outside of school.

### **Cooperative Education 3 Credits Year**

**Prerequisite:** Senior standing, Must work with teacher to determine appropriate job placement

**Lab Fee:** None and/or to be determined

This is a capstone course designed to assist students in the development of effective skills and attitudes through practical, advanced instruction in school and on the job through cooperative education. Students are released from school for their paid cooperative education work experience and participate in 200 minutes per week of related classroom instruction. Classroom instruction focuses on providing students with job survival skills and career exploration skills related to the job and improving students' abilities to interact positively with others. For skills related to the job, refer to the skill development course sequences, and task list or related occupational skill standards of the desired occupational program. The course content includes the following broad areas of emphasis: further career education opportunities, planning for the future, job-seeking skills, personal development, human relationships, legal protection and responsibilities, economics and the job, organizations, and job termination. A qualified career and technical education coordinator is responsible for supervision. Written training agreements and individual student training plans are developed and agreed upon by the employer, student and coordinator. The coordinator, student, and employer assume compliance with federal, state, and local laws and regulations.

### **Social Media and Broadcasting 1 Credit Year**

**Prerequisite:** Passing grade in English II

The goal of this course is to provide modern, real-life professional writing and communication experiences to junior and senior level students. Throughout this course, students will create social media and broadcasting services to the district. Experiences students will gain, but are not limited to: Social Media marketing and promotion, website blogging, as well as TV and Radio Broadcasting. This course will require students to attend extracurricular activities.

**Dual Credit "Co-Op" – Seniors are eligible to attend school half-days (length of day TBD by Administration) and spend the rest of their day doing Dual Credit courses through an approved college. They must enroll in AT LEAST 2 courses and be both registered and paid PRIOR TO the end of schedule changes, or they will be put in WCHS classes all day.**

### **Illinois Virtual School/Edgenuity**

**Semester:** Fall/Spring/Summer (if applicable)

**Prerequisite:** Approval of Principal

**Fee:** \$100.00 per class / TBD

These courses are offered online and are not part of a students' regular daily schedule. The purpose of the courses is for enrichment/Credit Recovery. These courses may be used towards early graduation pending BOE and administrative approval. Grades for each class will be given and will be figured in a students' GPA.

## PHYSICAL EDUCATION

### Physical Education ½ Credit Semester

**Prerequisite:** None

**Lab Fee:** None - Proper clothing is required and students must pay for bowling

This course contributes to all phases of a student's personal development through a variety of activities including team and individual sports and lifetime leisure activities. The goals of physical education are: 1) to help students develop and maintain a suitable level of physical fitness, 2) to teach the skills necessary for participation in sports and leisure activities, 3) to emphasize the importance of cooperation, self-discipline, fair play, and sportsmanship, and 4) to positively contribute to self-image. Under special circumstances students may be enrolled in an alternative physical education program.

### Personal Fitness ½ Credit Semester

**Prerequisite:** None

**Lab Fee:** None - Proper clothing is required

This course will consist of weight training, cardiovascular and personal fitness program conditioning, with emphasis on proper weight training techniques. Students will learn to follow and design specific training programs to meet their individual needs. Treadmills, elliptical machines, Aerodyne bikes and punch bags are provided. Cardio workouts, Yoga, Tae Bo, and Pilates are also available. This course will count towards the Physical Education requirement.

## MUSIC DEPARTMENT

### Band 1 Credit Year

**Prerequisite:** None

**Lab Fee:** None and/or to be determined / Responsible for cost or rental of musical instrument

This course provides opportunities to achieve competency, artistry, and technical facility through the playing of a musical instrument and increases skills in musical knowledge and performances as an ensemble. Requirements are attendance at all home football games, attendance at all pep band performances, attendance at all parades and concerts, participation in contests as scheduled by the IHSA and the instructor, and attendance at any/all conference affiliated events. This class requires lesson attendance weekly, before school rehearsals as necessary, and attendance at a marching camp to be held in August prior to the beginning of the school year.

### Audit Band 1 Credit Year

**Prerequisite:** None/Teacher recommendation

**Lab Fee:** None and/or to be determined/ Responsible for cost or rental of musical instrument

Meets prior to the start of the regular school day. This course provides opportunities to achieve competency, artistry, and technical facility through the playing of a musical instrument and increases skills in musical knowledge and performances as an ensemble. Requirements are attendance at all home football games, attendance at all pep band performances, attendance at all parades and concerts, participation in contests as scheduled by the IHSA and the instructor, and attendance at any/all conference affiliated events. This class requires lesson attendance weekly, before school rehearsals as necessary, and attendance at a marching camp to be held in August prior to the beginning of the school year.

### Chorus 1 Credit Year

**Prerequisite:** None

**Lab Fee:** None and/or to be determined

This course provides opportunities to train both voice and ear, while developing the ability to read music, continuously striving to present stellar public performances. Vocal singing skills will include mastering the technique of blending as well as further developing vocal ensemble choral methods and styles. Requirements for successful completion of this course are attendance at all concerts, festivals and performances, participation in IHSA/ILMEA events as determined by the instructor. Additional instruction is available to the student before or after school for individualized focus proficiency.

### Audit Chorus 1 Credit Year

**Prerequisite:** None/Teacher recommendation

**Lab Fee:** None and/or to be determined

Meets prior to the start of the regular school day. This course provides opportunities to train both voice and ear, while developing the ability to read music, continuously striving to present stellar public performances. Vocal singing skills will include mastering the technique of blending as well as further developing vocal ensemble choral methods and styles. Requirements for successful completion of this course are attendance at all concerts, festivals and performances, participation in IHSA/ILMEA events as determined by the instructor. Additional instruction is available to the student before or after school for individualized focus proficiency.

## SCIENCE DEPARTMENT

### Biology 1 Credit Year

**Prerequisite:** None

**Lab Fee:** None and/or to be determined



This course provides a basic understanding of the biological processes including Cellular Structures and Functions, Cellular Chemistry, Classification of Organisms and a Survey of the 6 Kingdoms of Living Organisms. Labs are a part of this course.

### **Accelerated Biology 1 Credit Year**

**Prerequisite:** Teacher recommendation

**Lab Fee:** None and/or to be determined

This course will cover the same topics as Biology but will include extra rigor. This class is to prepare students for subsequent Anatomy/Physiology class. Labs are a part of this course.

### **Physical Science 1 Credit Year**

**Prerequisite:** Sophomore standing

**Lab Fee:** None and/or to be determined

Half of the Physical Science class will focus on the study of matter (Chemistry). Students will determine patterns of element properties based on positions on the Periodic Table. Course will also involve looking at chemical reactions. Students will be able to predict types of compounds based on electron configuration. The rest of the course (Physics) will focus on kinematics (describing motion) and forces that affect motion. Students will learn about Newton's laws, and energy. Students will participate in lab work throughout the year.

### **Accelerated Physical Science 1 Credit Year**

**Prerequisite:** Sophomore standing, Co-enrollment in Accelerated Math B or higher Math class, or Teacher recommendation

**Lab Fee:** None and/or to be determined

This class will cover the same topics as Physical Science but will include more computations and extra rigor. This class is to prepare those students intending to take a subsequent chemistry and/or physics class.

### **Anatomy/Physiology 1 Credit Year**

**Prerequisite:** Junior/Senior standing, Teacher recommendation

**Lab Fee:** None and/or to be determined

An in-depth study of the human organ systems. This is an excellent class for any student planning on a medical or medically related career.

### **Earth Science 1 Credit Year**

**Prerequisite:** Biology & Physical Science

**Lab Fee:** None and/or to be determined

Earth Science will look at forces, flow of energy, and matter cycles that have and will change the Earth. Plate tectonics, astronomy (Sun and life cycle of stars), the effects of water on Earth materials and surface processes will be studied. Students will look at how human activities have impacted Earth systems.

### **Chemistry 1 Credit Year**

**Prerequisite:** B or higher in Physical Science or Teacher recommendation

**Lab Fee:** None and/or to be determined

This course covers stoichiometry, gas laws, solutions, and nuclear chemistry. This class is recommended for students considering any science, medical, or engineering career.

### **Advanced Chemistry 1 Credit Year**

**Prerequisite:** B or higher in Chemistry or Teacher recommendation

**Lab Fee:** None and/or to be determined

Advanced Chemistry covers chemical properties and interactions in more detail. Advanced chemistry topics include acid/base chemistry, thermochemistry, electrochemistry, and organic chemistry.

### **Physics 1 Credit Year**

**Prerequisite:** B or higher in Physical Science, Math B or Accelerated Math B, Math C or teacher recommendation

**Lab Fee:** None and/or to be determined, Scientific calculator is required

This course covers Newton's Laws in more depth than in Physical Science. Mechanical equilibrium, energy, momentum and electricity will be examined. This course applies algebra and trigonometry. This course is recommended for those planning to take Physics in college.

### **Botany ½ Credit Semester Fall**

**Prerequisite:** Junior/Senior standing, Biology

**Lab Fee:** None

Students will focus on the study of plants. Topics to be covered are structure and function of plant cells, tissues and

organs. Also students will study concepts of biological evolution and plant classification.

**Zoology ½ Credit Semester Spring**

**Prerequisite:** Junior/Senior standing, Biology

**Lab Fee:** None

Students will focus on the study of animals. Representative animal phyla including both invertebrates and vertebrates will be studied.

## **SOCIAL SCIENCE DEPARTMENT**

**World Geography 1 Credit Year**

**Prerequisite:** None

**Lab Fee:** None and/or to be determined

In order to develop an understanding of the interrelationships between nations, this course explores the people, cultures, and economics of the different countries of the world. Study will revolve around world geographic patterns in the interrelationship of man and his physical environment. Specific topics include: climate, landforms, weather, culture, and economic resources and patterns. Much of the course involves the study of specific countries and lifestyles, examining their uniqueness and cultural diversity. Map study will also be an important skill developed in this course.

**World History 1 Credit Year**

**Prerequisite:** Sophomore/Junior/Senior standing

**Lab Fee:** None and/or to be determined

World history traces time from the development of civilization to 20th Century society. Emphasis is on European development and its influence in today's world. A topical approach will be used to survey India, Japan, China, Africa, and Latin America. In-depth studies include Ancient Egypt; classical civilizations of Greece and Rome; middle Ages; Renaissance; Age of Exploration; and social, economic, and political development.

**Modern Problems ½ Credit Semester**

**Prerequisite:** Sophomore standing

**Lab Fee:** None or to be determined

The student explores current social, political, and cultural issues of national and international importance and their impact on society. Students follow current events through the use of various news media. Oral participation and writing skill development are elements of this course. Units include the following: urban issues, criminal justice, health care, and civil liberties, study of the media and its influence, and propaganda techniques in advertising.

**United States History 1 Credit Year**

**Prerequisite:** Junior standing (Required for Graduation)

**Lab Fee:** None and/or to be determined

United States History provides students with an exciting view of our nation as it developed from the pre-Columbian era to the present. Activities in the course will include unique learning techniques such as role-plays, simulation of historic events, and discussions of controversial topics such as the Vietnam War, the Holocaust, & racial problems as they have developed in the United States.

**20th Century ½ Credit Semester**

**Prerequisite:** Junior/Senior standing, (World History and United States History recommended)

**Lab Fee:** None and/or to be determined

Designed to help college-bound students, this course of study develops a combination of these critical skills: writing, critical thinking, and discussions. The course will cover two primary sections: war and peace (philosophy of war, World War I, World War II, Korea, and Vietnam) and social reform movements (United States social history of the 1950's to the 1970's).

**Civics ½ Credit Semester**

**Prerequisite:** Sophomore standing (Required for Graduation)

**Lab Fee:** None and/or to be determined

This course focuses on the theory of government as established under the United States Constitution. The structures, functions, and powers of the federal, state, and local governments are studied along with an examination of the process by which political decisions are made at the national, state, and local levels. All state requirements regarding the United States and Illinois constitutions, voting, and the American flag will be offered during the course. *This course is required to graduate. Failure to meet any of these state-mandated requirements will result in loss of credit for the course.*

**Psychology ½ Credit Semester**

This course examines scientific methods in psychology, as it pertains to evaluating and conducting research. Additionally, biological psychology including the effects of various drugs on the brain, sensation and perception, and cognitive development in children will be studied. Also, we will look at social and emotional development, memory storage and retrieval, motivation, and the significance of sleep and dreams.

## **Power of Protest- Social Movements in US History ½ Credit Semester**

**Prerequisite:** US History and/or teacher approval

**Lab Fee:** None

This course examines in depth the social movements in US History from the 19th century up to the present day. In doing so, it will include a look at the various ideological, political, and economic motivations behind these movements throughout history, as well as the rhetoric and tactics used to achieve their goals. Additionally, we will look at the relationship between power, privilege, and public perception and the impact this relationship has on the success of these movements while also applying the information to evaluation the various movements of the modern day such as Black Lives Matter, #MeToo Movement, and Occupy Wall Street. The movements that will be examined will include African American, Women, LGBTQA+, Labor Rights, and any other movements students may be interested in (including but not limited to: Disability Rights, Native American Rights, Latinx/Hispanic, etc.) \*Parents/guardians may be asked to sign a consent for this course\*

## **RESOURCE DEPARTMENT COURSES**

### **Resource Biology 1 Credit Year**

**Prerequisite:** IEP Placement

**Lab Fee:** None and/or to be determined

Course exposes students to a variety of basic principles about the human body, plants, animals, ecology and evolution.

### **Resource Physical Science 1 Credit Year**

**Prerequisite:** IEP Placement

**Lab Fee:** None and/or to be determined

Half of the Physical Science class will focus on the study of matter (Chemistry). Students will determine patterns of element properties based on positions on the Periodic Table. Course will also involve looking at chemical reactions. The rest of the course (Physics) will focus on kinematics (describing motion) and forces that affect motion. Students will learn about Newton's law, momentum and electrostatic forces. Students will participate in lab work throughout the year.

### **Resource Earth Science 1 Credit Year**

**Prerequisite:** IEP Placement

**Lab Fee:** None and/or to be determined

Earth Science will look at forces, flow of energy, and matter cycles that have and will change the Earth. Plate tectonics, astronomy (Sun and life cycle of stars), the effects of water on Earth materials and surface processes will be studied. Students will look at how human activities have impacted Earth systems.

### **Resource English 1 1 Credit Year**

**Prerequisite:** IEP Placement

**Lab Fee:** None and/or to be determined

This course is designed to expose students to reading comprehension, vocabulary, and written and spoken survival skills that are presented at student's ability level and necessary for survival in life, work, training and leisure activities following high school.

### **Resource English 2 1 Credit Year**

**Prerequisite:** IEP Placement, English 1

**Lab Fee:** None and/or to be determined

This course is designed to expose students to reading comprehension, vocabulary, and written and spoken survival skills that are presented at student's ability level and necessary for survival in life, work, training & leisure activities following high school.

### **Resource English 3 1 Credit Year**

**Prerequisite:** IEP Placement, English 2

**Lab Fee:** None and/or to be determined

This course is designed to expose students to reading comprehension, vocabulary, and written and spoken survival skills that are presented at student's ability level and necessary for survival in life, work, training & leisure activities following high school.

### **Resource English 4 1 Credit Year**

**Prerequisite:** IEP Placement, English 3

**Lab Fee:** None and/or to be determined

This course is designed to expose students to reading comprehension, vocabulary, and written and spoken survival skills that are presented at student's ability level and necessary for survival in life, work, training and leisure activities following high school.

### **Resource Math 1 1 Credit Year**

**Prerequisite:** IEP Placement

**Lab Fee:** None and/or to be determined

Course content is designed to expose students to all basic mathematical processes, while developing student's grasp of the fundamentals necessary for daily living and practical application to future occupations.

**Resource Math 2 1 Credit Year**

**Prerequisite:** IEP Placement, Math 1

**Lab Fee:** None and/or to be determined

Course content is designed to expose students to all basic mathematical processes, while developing student's grasp of the fundamentals necessary for daily living and practical application to future occupations.

**Resource Math 3 1 Credit Year**

**Prerequisite:** IEP Placement, Math 2

**Lab Fee:** None and/or to be determined

Course content is designed to expose students to all basic mathematical processes, while developing student's grasp of the fundamentals necessary for daily living and practical application to future occupations.

**Resource Math 4 1 Credit Year**

**Prerequisite:** IEP Placement, Math 3

**Lab Fee:** None and/or to be determined

Course content is designed to expose students to all basic mathematical processes, while developing student's grasp of the fundamentals necessary for daily living and practical application to future occupations.

**Resource Consumer Education ½ Credit Semester**

**Prerequisite:** IEP Placement, (Required for Graduation)

**Lab Fee:** None and/or to be determined

The objective of this course is to provide learning experiences utilizing resources and consumer information by applying goal setting and decision-making skills. Some of the units include: money management, learning and spending, saving and investing, types of credit, insurance, and the economy.

**Resource United States History 1 Credit Year**

**Prerequisite:** IEP Placement (Required for Graduation)

**Lab Fee:** None and/or to be determined

United States History provides students with an exciting view of our nation as it developed from the pre-Columbian era to the present. Activities in the course will include unique learning techniques such as role-plays, simulation of historic events, and discussions of controversial topics such as the Vietnam War, the Holocaust, & racial problems as they have developed in the United States.

**Resource Civics ½ Credit Semester**

**Prerequisite:** Sophomore standing and IEP Placement (Required for Graduation)

**Lab Fee:** None and/or to be determined

Course content covers the structures, functions, powers and processes of the federal, state and local governments. *This course is required to graduate. Failure to meet any of the state mandated requirements regarding constitution testing will result in loss of credit for the course.*

**Resource Independent Living Skills 1 Credit Year \*Repeatable for credit\***

**Prerequisite:** None

**Lab Fee:** TBD

This course is designed to teach students the skills they need when they are out in the "real world". Topics to be discussed will include, but not limited to, are hygiene, social skills, independent living skills, valuing self and others, communication skills, handling stress, and travel training within the local community. This course may include field trips within town.

**Strategies for Success 1 Credit Year**

**Prerequisite:** None

**Lab Fee:** TBD

Students will learn daily life strategies designed to guide them in building better character, boosting self-confidence, resisting negative peer pressure, managing emotions, building positive relationships, and setting and achieving personal goals.

## **DUAL CREDIT COURSES AND OFF-CAMPUS COURSEWORK**

Dual credit courses offer students to receive WCHS credits and also receive college credits at CSC or in certain cases SCC. Students may choose to take a Dual Credit class as part of their daily schedule, or to take these classes

independently outside the school day. Students must meet the admissions criteria set forth by the college. Students who express interest in dual credit courses need to let the counselor know in the spring before the next school year. Students will need to take a (free) placer test with the college, and apply as a dual credit student.

With a few exceptions, classes are usually offered either fall or spring. Please check the current class schedule online at [www.sandburg.edu](http://www.sandburg.edu) by choosing "class search."

Information for Dual Credit/Enrollment opportunities for West Central Students at Carl Sandburg College can be found online at: <http://www.sandburg.edu/Admissions/Dual-Credit/West%20Central%20High%20School.html>

## **SCHEDULE CHANGES**

Please give serious attention to the course selection process. West Central High School builds its master schedule based on student class requests; the master schedule is then used to determine staffing needs for the entire school year.

Students may see the counselor regarding schedule changes during the first five (5) days of each semester. Changes in courses may be honored if the request is related to:

- 1) Graduation requirements;
- 2) First semester failures;
- 3) Failed prerequisite courses;
- 4) Computer errors;
- 5) and/or college entrance requirements.

Schedule changes **will not** be made for the following reasons:

- 1) A student does not like people in the class;
- 2) A student simply does not like his/her schedule;
- 3) A student does not like the teacher.

See the Handbook for drop policy beyond the first five days of each semester.