Navigating Your Pathway to Success
Ready for College Ready for Career Ready for Life

Curriculum Guide 2022-2023
Welcome to high school!

As you begin your high school experience, Peoria Public Schools is positioned to provide opportunities to support your high school and post-secondary aspirations.

Please use this guide to assist as you look for ways to match your personal goals with courses offered, work opportunities, post-secondary experiences and programs that are hosted in each building. There are many options for you to consider, including virtual learning!

Here are a few highlights:

<table>
<thead>
<tr>
<th>Career Pathway</th>
<th>College Pathway</th>
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</thead>
<tbody>
<tr>
<td>- Woodruff Career and Technical Center Pathways</td>
<td>- International Baccalaureate (IB) program</td>
</tr>
<tr>
<td>- Manual High School Manufacturing program</td>
<td>- D² Diploma-Degree Program</td>
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<tr>
<td>- Earn While You Learn internships</td>
<td>- Advanced Placement</td>
</tr>
<tr>
<td></td>
<td>- Traditional Coursework</td>
</tr>
</tbody>
</table>

The next four years will provide the foundation as you prepare your next steps to a very bright future.

Be actively engaged with your parents, family members, teachers and your counselors to make these next four years outstanding. Your school’s PTO is also a tremendous resource for your family. I can be reached at 309-672-6768 or sharon.kherat@psd150.org.

I wish you the best!

Dr. Sharon Desmoulin-Kherat
Superintendent
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GENERAL INFORMATION

This curriculum guide contains information that will help students and parents/guardians become better informed about the courses offered at Peoria Public High Schools. Use this guide to be informed so that realistic and appropriate courses are selected for college/career preparedness.

The 2022-2023 registration book includes the following information about each course:

- course name and number
- course description
- units of credit
- prerequisites
- school(s) where the course is offered

Also included in this book is information about each school, each program, and graduation requirements.

GENERAL REGULATIONS

1. All students are required to be enrolled in a minimum of 7 courses each year. Exceptions may be made for on a case by case basis.
2. A student is required to take a minimum of 6 credit bearing courses and may choose to take a 7th course for credit.
3. Middle school foreign language and math courses (Algebra I and higher) will be documented on transcripts and will meet prerequisites. Middle school courses do not earn high school credit and will not be counted towards GPA or NCAA requirements.
4. The following breakdown will be used to determine a student’s class status to start the school year:
   a. Sophomore – 2nd year of high school and minimum of 6 credits required
   b. Junior – 3rd year of high school and minimum of 12 credits required
   c. Senior – 4th year of high school and minimum of 18 credits required

GRADING SYSTEM

Peoria Public Schools utilizes a weighted grade system for determining grade point average. To indicate the weight of a class, the following symbols are placed behind the course title.

<table>
<thead>
<tr>
<th>Course</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Weighted</td>
<td>4.00</td>
<td>3.00</td>
<td>2.00</td>
<td>1.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Weighted</td>
<td>5.00</td>
<td>4.00</td>
<td>3.00</td>
<td>1.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

CUM LAUDE RECOGNITION

Graduation designations will be awarded based on GPA after 7 semesters. No exceptions will be made for 8th semester.

- Summa Cum Laude “with highest honor” designation: 4.75 or higher GPA
- Magna Cum Laude “with great honor” designation: 4.50-4.74 GPA
- Cum Laude “with honor” designation: 4.00-4.49 GPA

NUMBER OF CREDITS TO GRADUATE

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>4.0</td>
</tr>
<tr>
<td>MATH (Algebra I &amp; Geometry)</td>
<td>3.0</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>2.0</td>
</tr>
<tr>
<td>SOCIAL STUDIES (US History, AM</td>
<td>3.0</td>
</tr>
<tr>
<td>Government and Economics/Consumer Ed.)</td>
<td></td>
</tr>
<tr>
<td>PHYSICAL EDUCATION &amp; HEALTH, DRIVER’S ED</td>
<td>2.0</td>
</tr>
<tr>
<td>ELECTIVES</td>
<td>9.0</td>
</tr>
<tr>
<td>ART/MUSIC/FOREIGN LANGUAGE/ BUSINESS</td>
<td>1.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>24.0</td>
</tr>
</tbody>
</table>

Completion of SAT test (11th Grade)
Completion of FAFSA (12th Grade)
U.S. Constitution Test PASSED
COURSE PLANNING AND SELECTION

Use the Curriculum Guide to plan your high school courses. A conversation with your parents/guardians, school counselor, and teachers will help you make good decisions as to which courses best fit your plans, as well as help you graduate prepared for a successful future.

When you register for a course, you are committing to take and complete that course. The registration process helps in assigning you to a class, not a teacher. The courses you select will be final, pending few exceptions:

- Your final grade for the courses in which you are currently enrolled.
- Enough students registered for the class to be offered. Every effort will be made to offer the courses you have selected.
- Scheduling conflicts with selected courses.

A course request verification form will be sent to all parents by Friday, March 18, 2022. Changes to course requests must be completed by the first Friday of May 2022, by completing a Course Change Form which can be found in the counseling office or on the school website. In order to effectively plan for the upcoming school year, no changes will be made after that time except for the following reasons:

- Successful completion of credit recovery courses.
- Changes for seniors that are necessary to meet graduation requirements
- Failure to meet course prerequisite
- Driver Education changes for students placed in the wrong semester because of age or course failures
- Missing requirement for university admissions. Students will need to produce documentation from the university stating a specific course is needed for admission.

PLANNING FOR COLLEGE AND CAREER

Students will enter a highly competitive global workforce when they graduate from high school. Our goal is for every Peoria Public School student is to graduate prepared for a globally competitive for work and postsecondary education and prepared for life in the 21st century. Parents and students should use the resources provided in this book to select courses that best fit their interests and needs.

In order to register for the correct courses, all 8th grade students will begin to develop a graduation plan that includes general graduation requirements and coursework, including out-of-classroom learning opportunities related to your chosen career plan. Your plan will be updated annually should your interests or career goals change. You can also learn outside of the classroom through job shadowing, mentoring, service learning, based club and/or activities, cooperative education, internships and apprenticeships. In addition, as you select courses, make sure you are aware where the course is being offered by seeing if a school or schools are listed at the bottom of the course description. School counselors, as well as college and career counselors, are available at each high school to help solidify choices and connect with potential internships in order to have a great, meaningful, high school experience.

Peoria Public Schools uses the Parchment Digital Credential

Service to send student transcripts electronically. Students receive a registration code to create their Parchment Account. Once their account is established, they can send their transcript to any university. Students also can request self-views any time to be sent to their non-district email account. There is no cost to students until they graduate.

XELLO

Xello, an internet-based career exploration and planning tool is used by students to explore career and college options. Parents can log into Xello to monitor their student’s options and help them make informed decisions about their future. For more information, please visit the following website: http://www.peoriapublicschools.org/xello.

Student Login Directions
Step 1 Visit http://www.peoriapublicschools.org/xello
Step 2 Log in using your username and password as outlined below:
  PORTFOLIO USERNAME: PSD150- (+student ID#)
  PORTFOLIO PASSWORD: (8 Digit Birthday MMDDYYYY)
Step 3 Explore your Xello portal, starting by completing the Matchmaker Assessment.
**Family Login Directions**

Step 1 Obtain (parent specific) activation information from your school’s counselor.
Step 2 Visit the Parent Portal link for Xello.
Step 3 Enter the activation code provided by the counselor.
Step 4 Once registration is complete; you will have “viewing access only” to your student’s Xello portal.

**STANDARDIZED TESTS**

Students in grades 9-11 take various tests to assess their academic proficiency and progress. A brief description for the assessments is provided below.

**PSAT 8/9**
The PSAT 8/9 is intended to help ninth grade students plan a path to college. The goal is to expose students to the different kinds of questions commonly found on high-stakes tests in the years to come. This is a required state assessment for all students in grade 9. It is administered in the spring.

**PSAT 10**
The PSAT 10 is aligned to the SAT, with similar question types in reading, writing, and math sections. This is a required state assessment for all students in grade 10. It is administered in the spring.

**Preliminary Scholastic Assessment Test (PSAT)/ National Merit Scholarship Qualifying Test (NMSQT)**
The Preliminary SAT/NMSQT (National Merit Scholarship Qualifying Test) is an optional standardized test administered by the College Board and cosponsored by the National Merit Scholarship Corporation. This is an optional test that is offered to juniors in the fall. Tenth graders may also take as a practice for the SAT and PSAT/NMSQT. The exam, like the SAT, measures skills learned in school. The PSAT/NMSQT differs from the PSAT 8/9 and PSAT 10 in that students who take it in the fall of their junior year may qualify for National Merit Scholarships. Families who would like more information regarding how to qualify for National Merit Scholarships could access the following URL:

**SAT**
The College Board’s SAT with essay will be administered as the state assessment in Illinois high schools. **All public-school students enrolled in grade 11 will take the SAT with essay unless they take an alternate assessment.** School Code requires that students take the state assessment (further defined as an assessment for college and career readiness) in order to receive a regular high school diploma, unless eligible to take the alternative assessment or otherwise exempt from testing. SAT scores will be placed on each student’s official transcript, unless otherwise requested by the student. There is no cost to the student for the initial testing cycle, typically held the second week in April of each year. If a student wishes to re-take the exam, a waiver for payment may be available if the student has a lunch or textbook waiver. SAT must be taken at School Day SAT at student’s school.

**Advanced Placement (AP) Exams**
Scores of 3, 4, and 5 on the College Board Advanced Placement examinations shall be accepted for credit to satisfy degree requirements by all Illinois public institutions of higher education. Each institution of higher education shall determine for each test whether credit will be granted for electives, general education requirements, or major requirements and the AP Exam scores required to grant credit for those purposes. Students must register for these tests at their high school and must adhere to registration deadlines. **AP candidates should check with the college(s) prior to registration for AP exams to determine how the college(s) will award credit, exemption, and placement.** Advanced Placement exams are available once a year.

**High School Codes**
Below are the codes students should use when registering for assessments and college applications. Students enrolled at Knoxville Center for Student Success should use their home school code. Students should see their school counselor if they have questions or need assistance.

- Manual High School: 143-430
- Peoria High School: 143-435
- Richwoods High School: 143-452
Peoria Public Schools offers many opportunities for students with programs and content areas at various schools and locations throughout the district. Many of the opportunities can assist students in starting early on their path to college.

**Knoxville Center for Student Success (KCSS)**
- Credit Completion
- Transition Program

**Manual High School (MHS)**
- Army JROTC
- Family Consumer Science
- Manufacturing
- Welding

**Peoria High School (PHS)**
- AVID
- Preparatory School for the Arts (PSA)

**Richwoods High School (RHS)**
- AVID
- Communication Arts
- Health Occupations Sciences
- International Baccalaureate (IB) Diploma Program
- Marine Corps. JROTC
- Project Lead the Way

**Woodruff Career and Technical Center (WCTC)**
- Barbering
- Collision Repair/Auto Body
- Computer Coding Pathway
- Construction
- Construction Industry Work Based Learning
- Cosmetology
- Criminal Justice
- Culinary
- Emergency Services (Fire and EMS)
- Entrepreneurship Program
- Graphic Communications
- Hair Braiding
- Health Occupations
- Horticulture Pathway
- Nail Technology
- Office Occupations Program
- Renewable Energy Skills Program

**Illinois Central College (ICC)**
- D² Diploma/Degree Program
- Early College

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### Knoxville Center for Student Success

**The Credit Completion Program**

**Locations: Knoxville Center for Student Success (KCSS), KEAM (Manual), KEAPH (Peoria High)**

The Knoxville Center for Student Success offers a different pathway for students to complete high school. The smaller setting is ideal for those that need an alternative high school option. Students can earn credits at a faster rate by attending in-person classes while also completing classes on Edgenuity, our online platform.

Some students need non-traditional school hours. The KCSS currently has different options for attending: the regular school day program, an Evening Academy from 3-6 on Monday-Thursday, and a Weekend Academy on Saturday and Sunday from 12-5. The KCSS also has a satellite evening program at Manual from 3-6 on Monday-Thursday (KEAM). These different options along with the Balanced School Calendar the KCSS is on allows students the opportunity to attend school year-round with little to no interruption in learning.

**The Transition Back to High School Program**

**Location: Knoxville Center for Student Success**

The Knoxville Center for Student Success also hosts the Transition Back to High School Program. Occasionally, students face obstacles that may prevent them from attending school for various periods of time. The Transition Back to High School Program allows these students to slowly re-enter their educational experience, making sure they have the right tools, setting and skills to successfully return to their home high school. The Transition Back to High School Program experience is different for each student and often allows students to learn about other educational options they might not know about within the district or the community.
Manual High School

Army JROTC
Location: Manual High School
Applications for the Army JROTC program are sent to all Peoria Public School middle schools in October. Army JROTC program is designed to a value of citizenship, service to the United States, personal responsibility, and a sense of accomplishment. It prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. The program is a stimulus for promoting graduation from high school, and it provides instruction and rewarding opportunities that will benefit the student, community, and nation. Satisfactory completion of the program can lead to advanced placement credit in the Senior ROTC program or advanced rank in the Armed Forces.

Family Consumer Science
Location: Manual
The goal of the Family Consumer Science program is to give students an opportunity to begin looking at career in childcare. Students will get a snapshot of the variety of careers associated with this field so they can make an informed decision when planning their future.

Welding
Location: Manual
Enrollment request completed during registration process for rising 10th & 11th outside of MHS boundary
Students will learn the process of MIG, TIG, and Stick welding. Students will not only learn to weld and work safe but how to be a production welder. Students will learn and understand the importance of all PPE associated with welding. Students will also learn how to program and use our CNC plasma machine. They will also learn how to navigate with in a manufacturing environment and learn safe practices with grinding, sawing, hand plasma, oxy acetylene torch, and other finishing processes.

Manufacturing
Location: Manual
Enrollment request completed during registration process for rising 10th & 11th graders outside of MHS boundary
Students will learn manufacturing fundamentals as applied in the industry with a high emphasis on the manufacturing process vs. the finish product. Students will learn lean manufacturing strategies and fixture building. Students will learn the process of building Adirondack chairs and benches that are sold to help sustain the manufacturing pathway. Students will also be able to utilize other machines such as saws, planers, drill, lathes, mills, CNC routers, CNC plasma, and many other hand and power tools. Students will learn how to navigate within a manufacturing environment. Students will learn to work safe and to utilize all required PPE and its importance in the industry.

Peoria High School

AVID
Location: Peoria High School
AVID is an academic, regularly scheduled elective class. The three primary components of AVID are academic instruction, tutorial support and motivational activities. The AVID curriculum is driven by a method-based on writing, inquiry, collaboration, organization and reading (WICOR). AVID helps students build organizational skills, study & test-taking skills, and the critical reading & writing strategies needed for college entrance and success.

The Peoria High School Preparatory School for the Arts
Location: Peoria High School
The Preparatory School for the Arts (PSA) is an application and audition-based program for all grades 9 - 12 which offers motivated and talented student submersion in the arts and core college-prep classes.

The PSA includes dance, vocal music, instrumental music, visual arts, and drama. Students perform at the intermediate and advanced levels. The PSA also brings in professionals to share their experiences with our students. PSA curriculum focuses on supporting student’s development academically, artistically, physically, emotionally and socially. The PSA realizes that for some students a standard learning environment does not fully address their needs. An art-rich environment allows successes for many students who, strengthened by these experiences, also do well in their academics.

Band - Students can participate in a variety of band classes including the PHS marching band, concert band, cadet band, and world drumming.
Choral - Students participate in a wide selection of musical groups including mixed ensemble, chamber choir, concert choir and prep choir.

Dance - Dance classes include ballet, modern, jazz, tap, folk and hip-hop. Classes are held in a spacious dance studio.

Drama - Drama classes are offered to students who have an interest in theatre arts. The curriculum includes intermediate and advanced levels and speech team. Students perform in productions throughout the year in the PHS auditorium and black-box theater.

Orchestra - Students can participate in cadet orchestra and concert orchestra while studying music composition and music theory.

Visual Arts - The art program at PHS has three art studios and three full-time art teachers. The program includes drawing, painting, sculpture and ceramics classes.

Focus - All PSA students will also have an art focus class along with a theory course such as music or art history, etc.

Richwoods High School

AVID

**Location: Richwoods High School**

AVID is an academic, regularly scheduled elective class. The three primary components of AVID are academic instruction, tutorial support and motivational activities. The AVID curriculum is driven by a method-based on writing, inquiry, collaboration, organization and reading (WICOR). AVID helps students build organizational skills, study & test-taking skills, and the critical reading & writing strategies needed for college entrance and success.

Communication Arts

**Location: Richwoods High School**

Richwoods High School Communication Program is one of the best in Illinois and is one of a few downstate programs in existence. Students work in a well-equipped three-camera television studio with a separate control room, an attached computer lab with 34 iMac computers with various video and audio editing software. Students have field production equipment available to check out to complete projects during the semester. Students have an opportunity to be involved with the production of the daily morning announcement news broadcast that is shown school wide as well as on the web. Communication Technology is a survey of communication course that introduces students to the various forms of media. AVI is a television production course dealing with field and studio production. AVII is the advanced television production course where students hone their skills in a variety of productions.

Health Occupation Sciences

**Location: Richwoods High School**

Health Occupations is a series of courses that help to prepare a student to work in the medical field. All four of the courses offered introduce students to the skillset needed to be successful in more than 500 career strands in the health occupations pathway. Introduction to Entry Level Skill Development in Healthcare is a course that looks at topics that are important in the healthcare field and introduces students to hands on techniques. Students will walk away from the course with the ability to take vital signs, assess a concussion, perform CPR, manage emotions, spine board a victim, and aid in an emergency. In dual credit courses, students earn college credit while attending Richwoods. The first strain is ICC104: Introduction to Health Careers. In this course students further learn about topics like personality, communication, the college selection process, the impact of the BIPOC community on healthcare and they explore a career of their choosing in a research project. HLTH 150: Foundations of Health is a 3-credit college course that is student driven and full of hands-on projects and learning as students explore how to be healthy and how to encourage others to do the same. HLTH 120 is a two credit first aid course that expands on skills learned in the skill development course (but does not have a prerequisite). Students will walk away from this class confident in their ability to provide basic care in an emergency. HLTH 121: Medical Terminology, a 2-credit college course, allows students the ability to speak the lingo used in the healthcare field. It is student driven and has many hands-on activities.

The International Baccalaureate Diploma Program (IB)

**Location: Richwoods High School**

The International Baccalaureate (IB) Diploma Program offers a rigorous, two-year course of study for high school students. Designed for the self-motivated, industrious individual, IB provides an internationally recognized diploma and preparation for study in the world’s most demanding colleges and universities. Students officially begin the IB Diploma Program in their junior year. During their freshmen and sophomore years, they are enrolled as pre-IB students and take a challenging slate of enriched and weighted courses. They will also get involved and become acquainted with the IB global perspective through various activities. As high school juniors, students begin the full diploma program. They are required to take six courses from each of the following areas: language and literature, foreign language, experimental sciences, fine arts, mathematics and individuals & societies. In addition, diploma candidates write a research-based extended essay, complete a theory of knowledge course, and perform 150 hours of creativity, action, and service (CAS). Students can earn college credit for all IB courses and often can begin college as a sophomore if they achieve the IB Diploma certificate.
Students apply for acceptance to the IB program in September of 8th grade. Applicants must have a cumulative grade point average (GPA) of 3.0 over the last full school year, as well as answer questions regarding their achievements, activities, interests, and ambitions for the future. Applicants must also submit two teacher recommendations, including at least one from a core subject teacher. An informational meeting for parents will be held in October and applications are due in November. Letters of acceptance or denial are mailed to parents in mid-December. Please check the website for updated deadlines, dates, and information about the program. https://rhs-ib.weebly.com/

Marine Corps. JROTC
Location: Richwoods High School
Applications for the MCJROTC program are sent to all Peoria Public School middle schools in October. Marine Corps JROTC program is designed to a value of citizenship, service to the United States, personal responsibility, and a sense of accomplishment. It prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. The program is a stimulus for promoting graduation from high school, and it provides instruction and rewarding opportunities that will benefit the student, community, and nation. Satisfactory completion of the program can lead to advanced placement credit in the Senior ROTC program or advanced rank in the Armed Forces.

Project Lead the Way
Location: Richwoods High School
PLTW Engineering empowers students to step into the role of an engineer, adopt a problem-solving mindset, and make the leap from dreamers to doers. The program’s courses engage students in compelling, real-world challenges that help them become better collaborators and thinkers. Students take from the courses in-demand knowledge and skills they will use in high school and for the rest of their lives, on any career path they take.

Woodruff Career and Technical Education Center

Career and Technical Education Programs
Location: Woodruff Career and Technical Center
Most Peoria Public School career and technical education programs are held at Woodruff Career and Technical Center. The courses at Woodruff are open to all high school students. Transportation is provided by the district from the student’s home high school to Woodruff. Woodruff programs allow students to gain job skills while continuing academic classes. College-bound students can use income-producing skills acquired in career and technical education programs to pay college costs. Cosmetology and barbering students can acquire full certification upon completion of a two-year program. Hair braiding students earn their certificate after completing one year of course work and required hours. Health occupation students earn Certified Nursing Assistant (CNA) credentials. Construction trades students earn Occupational Safety and Health Administration (OSHA) certification and are eligible to participate in work-based learning through local trade unions. Culinary Arts students earn Illinois Restaurant Association ProStart and Food Handlers certificates and Illinois Central College (ICC) articulation credit upon successful completion of the two-year program. Collision repair/Auto body program students can be placed in internships with auto body shops. Students, Computer Coding, Criminal Justice, Emergency Services (EMT and Fire Science), Entrepreneurship, Graphic Communications, Health Occupations (CNA), Horticulture, Office Occupations, and Renewable Energy can earn college credit through our partnership with ICC.

Illinois Central College

Peoria Public High School students can begin earning college credits before graduating from high school. Graduating from high school with college credits can accelerate your progress through Illinois Central College (ICC) and transfer to four-year institutions. Credit can also be applied to career and technical programs at Illinois Central College.

D² Diploma/Degree Program
Location: Illinois Central College
Peoria Public Schools and Illinois Central College are providing the opportunity for students to earn their high school diploma at the same time they earn an Associate in Arts or Associate in Science degree. The D² Diploma/Degree Program is available to Peoria Public Schools’ juniors and seniors who meet the program requirements, are academically motivated, emotionally mature, highly organized, consistent meeting deadlines, and are ready for the rigor of college courses. Peoria Public Schools will pay the full Illinois Central College tuition rate for students in the D² program (approximately $4,500 per year). Students are responsible for textbook fees. For more information, contact Tracey Jones at 309-672-6768 or tracey.jones@psd150.org. Informational meetings will be held at each high school in the spring semester.
Early College  
Location: Illinois Central College

Through the Early College at ICC programs, students are provided with the foundation for a successful college career, save money on college credit courses, and get a feel for what college is like. Research has shown that high school students who complete 15 credit hours (about five classes) of college work are more likely to succeed in college and earn a degree. For further information, https://icc.edu/admissions/early-college/ or see your counselor.
## COURSE OFFERINGS

All courses at the high schools are listed here. Please check the individual course for prerequisites, corequisites, course availability and duration of courses. Courses with an asterisk (*) are weighted courses. Courses with a caret (^) are dual credit with Illinois Central College.

<table>
<thead>
<tr>
<th>AVID</th>
<th></th>
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<tbody>
<tr>
<td>AVID I</td>
<td>950319/950320</td>
<td></td>
</tr>
<tr>
<td>AVID II</td>
<td>950321/950322</td>
<td></td>
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AVID COURSE GUIDE

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ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID)

AVID is an academic, regularly scheduled elective class. The three primary components of AVID are academic instruction, tutorial support and motivational activities. The AVID curriculum is driven by a method-based on writing, inquiry, collaboration, organization and reading (WICOR). AVID helps students build organizational skills, study & test-taking skills, and the critical reading & writing strategies needed for college & career readiness.

AVID students are students in the academic middle. AVID students complete a college and career readiness curriculum with appropriate support helping students fulfill their potential academically. Students may be recommended for AVID by their middle school counselor or parents may request that a student be considered.

Criteria considered:
- Desire and determination
- Leadership qualities
- GPA between 2.0 and 3.5
- Good citizenship and behavior; less than two referrals resulting in a suspension
- Good attendance - fewer than five absences for the semester (unless for extended illness)
- Historically underrepresented in four-year colleges/universities
- Other special circumstances such as first in family to attend college

AVID activities:
- Writing, inquiry, collaboration, organization, reading (WICOR) methodologies are the basis for curriculum instruction.
- Field trips to colleges and universities.
- Students develop academic and social skills for success in all subject areas.
- Guest speakers provide motivation and college and professional career information.
- AVID students participate in co-curricular activities and community events.

AVID I
1 Unit of Credit (950319/950320)
Prerequisite: Application and Interview
AVID 101 is a freshman program of study in which students learn organizational and study skills, work on critical thinking and ask probing questions, get academic help from peers and college tutors, and participate in enrichment and motivational activities that make college attainable. The goals of the classroom include improved self-images and students will become academically successful leaders and role models for other students. Students will use the program and focus on developing the student’s academic and career goals using the WICOR Method-Writing, Inquiry, Collaboration, Organization, and Reading.

AVID II
1 Unit of Credit (950321/950322)
Prerequisite: AVID I or Application and Interview
AVID 102 is a program of study in which students get continued support with organizational and study skills. They will work on critical thinking and ask probing questions, get academic help from peers and college tutors, and participate in enrichment and motivational activities that make college attainable. The goals of the classroom include improved self-images and students will become academically successful leaders and role models for other students. Students will use the AVID program and focus on developing the student’s academic and career goals using the WICOR Method-Writing, Inquiry, Collaboration, Organization, and Reading.

AVID III
1 Unit of Credit (950323/950324)
Prerequisite: AVID II or Application and Interview
In AVID 103, students get continued support with organizational and study skills. They will work on critical thinking and ask probing questions, get academic help from peers and college tutors, and participate in enrichment and motivational activities that make college attainable.
attainable. The goals of the classroom include improved self-images and students will become academically successful leaders and role models for other students. Students will use the AVID (Advancement Via Individual Determination) program and focus on developing the student’s academic and career goals using the WICR method –Writing, Inquiry, Collaboration, and Reading.

AVID IV

1 Unit of Credit (950325/950326)

Prerequisite: AVID III or Application and interview

The culminating class in a four-year sequence in which students master their WICOR, writing, inquiry, collaboration, organizational, and reading skills. Critical thinking, asking probing questions, getting academic help from peers and participating in enrichment and motivational activities that make college attainable will continue to be emphasized. The goals of the classroom include continuing to strive to improve self-images and to develop the academic/extra-curricular student leadership qualities within themselves. Students will continue to use the AVID (advancement via individual determination) college readiness program as they matriculate to four-year universities through the SUCCESS 104 experience which will include the college application process, completing the FAFSA and searching for and submitting scholarship applications.
## FINE ARTS EDUCATION COURSE GUIDE

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<td>Art</td>
<td>9,10,11,12</td>
<td>None</td>
</tr>
<tr>
<td><strong>DC Art 110</strong></td>
<td>11,12</td>
<td>ACCUPLACER score 259 Reading or SAT Reading score 620 or higher</td>
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<tr>
<td>Advanced Placement Art History (WT)</td>
<td>10,11</td>
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<tr>
<td>Ceramics I</td>
<td>9,10,11,12</td>
<td>Art 1 or Teacher Recommendation</td>
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<tr>
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<td>10,11,12</td>
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<td>Drawing I</td>
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<td>Painting II</td>
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<td>Painting III</td>
<td>11,12</td>
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<td>Sculpture I</td>
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<td>Sculpture II</td>
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<td>Sculpture I</td>
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<td>PSA Student with successful completion of Level I</td>
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<tr>
<td>Visual Arts Performance III</td>
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<td>PSA Student with successful completion of Level 1 &amp; II</td>
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<td>Recommendation of Instructor Approval</td>
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<td>Concert Band</td>
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<td>Percussion Ensemble</td>
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<td>World Drumming</td>
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<td>Dance Technique I</td>
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<td><strong>Dance Appreciation I</strong></td>
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<td>Dance Appreciation III (WT)</td>
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<td>Course</td>
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<td>Drama Performance IV</td>
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<td>Introduction to Theater Design</td>
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<tr>
<td>Introduction to Theater</td>
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<tr>
<td>Music Focus I</td>
<td>9</td>
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<tr>
<td>Music Focus II</td>
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<td>Music Focus III</td>
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<td>Music Composition I</td>
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<td>Music Composition II (WT)</td>
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<td>Piano Performance Class</td>
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<td>Chorus</td>
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<td>Prep Choir</td>
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<td>Audition required</td>
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<td>Concert Choir</td>
<td>10,11,12</td>
<td>Audition required</td>
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<tr>
<td>Mixed Ensemble</td>
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<td>Chamber Choir</td>
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<tr>
<td>Orchestra</td>
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<tr>
<td>Concert Orchestra</td>
<td>9,10,11,12</td>
<td>Teacher Recommendation</td>
</tr>
</tbody>
</table>
The Arts Education program engages students in a process that helps them develop the self-esteem, self-discipline, cooperation, and motivation that are necessary for success in life. Students will be able to express themselves through different media that lead to a rich cultural experience in their learning environment. Arts education offers a hands-on curriculum that keeps students continually involved in their work. Students will work to earn half of the unit(s) of credit listed in the description for each semester, unless it is paired with another course.

**ART**

1 Unit of Credit (500409/500410)

Studio in Art is designed to provide a foundation for advanced courses. Emphasis is placed on understanding the elements of art and principles of design as a basis for composition. Students will explore a variety of artists, art processes, and materials such as drawing, printing, printmaking, two- and three-dimensional design, and digital art. Student artwork will reflect aesthetics and cultural & historical contexts. Willingness to get involved in the creative process is a more important requirement than the student’s talent or previous experience.

**DC ART 110 (Introduction to Art) (WT)**

Early College Credit

1 Unit of High School Credit (500749/500750)

Fee Required for materials and Early College Credit Fee for ICC

Prerequisite: ACCUPLACER score 259 or SAT Reading score 620 or higher

This course explores the nature, value, language, and history of art. The content and grading system is structured for the student who has had little or no previous art experience. Lectures are reinforced by written assignments, gallery visits, critiques and introductory art experiences.

**ADVANCED PLACEMENT ART HISTORY (WT)**

1 Unit of Credit (500739/500740)

AP Art History is a course that provides the student with an understanding and knowledge of architecture, sculpture, painting and other art forms within diverse historical and cultural contexts. Students will learn to look at works of art critically, with intelligence and sensitivity, and to analyze what they see.

**CERAMICS I**

1 Unit of Credit (500419/500420)

Prerequisite: Art I or Teacher Recommendation

This is an introductory course dealing with the ceramic form using various technical methods, terminology, application of glazes, and ceramic decoration. Students will focus on hand building techniques, ceramic sculpture, various commercial techniques, and the kiln-firing process.

**CERAMICS II**

1 Unit of Credit (500421/500422)

Prerequisite: Ceramics I

In this course, students will continue the objectives from Ceramics I but at an advanced level.

**CERAMICS III**

1 Unit of Credit (500423/500424)

Prerequisite: Ceramics II

This course will have a more advanced focus on the potter’s wheel, ceramic sculpture and studio operation. Glaze development and clay recycling are a major component of this course.

**COMMERCIAL & ADVERTISING ART I**

1 Unit of Credit (700109/700110)

Prerequisite: Suggested Art I

This course is designed to provide students with the skills needed for a career in the fields of advertising, commercial art, graphic design, web site development, and graphic illustrator. Students learn to apply artistic design and layout principles along with text, graphics, drawing, rendering, sound, video, and 2D/3D animation integration to develop various print, video, and digital products. Students use hardware and software programs to create, manipulate, color, paint, and layer scanned images, computer graphics, and
original artwork. Students use hardware and software to capture, edit, create, and compress audio and video clips. Students use animation and 2D/3D hardware and software to create animated text, graphics, and images. Students apply artistic techniques to design and create advertisements, displays, publications, technical illustrations, marketing brochures, logos, trademarks, packaging, video graphics, and computer-generated media.

**Richwoods & Peoria High**

**COMMERCIAL & ADVERTISING ART II**

1 Unit of Credit (700111/700112)

**Prerequisite:** COMMERCIAL & ADVERTISING I

This course continues to build on the concepts and skills introduced in Commercial & Advertising I. In addition to expanding on the activities explored in Commercial and Advertising Art I, students work in a project-based environment to create a variety of interactive online and CD/DVD based products such as websites, catalogs, publications, marketing materials, presentations, and educational/training programs. Students create dynamic web pages and sites using HTML, HTML editors, and graphic editors. Students create graphic sketches, designs, and copy layouts for online content. Instruction includes how to determine size and arrangement of illustrative material and copy, select style and size of type, and arrange layout based upon available space. Students learn how to capture and edit images, sound, and video, and combine them with text and animation. Instruction includes client interviewing skills, product proposal development, and product presentation techniques. Students also learn how to create a product portfolio.

**Richwoods & Peoria High**

**DRAWING I**

1 Unit of Credit (500429/500430)

**Prerequisite:** Art I or Teacher Recommendation

This is an introductory course in the techniques of various drawing media and methods. Students will work with portraiture and landscape drawing, but the emphasis will be in still life and technique. Students will also concentrate on the mastery of drawing techniques using multiple methods while developing and discovering their individual styles.

**DRAWING II**

1 Unit of Credit (500431/500432)

**Prerequisite:** Drawing I

This is an advanced drawing course in which students will master their own drawing style, experiment with new media, and complete a drawing portfolio.

**PAINTING I**

1 Unit of Credit (500439/500440)

**Prerequisite:** Art 1 or Teacher Recommendation

This is an introductory course in various painting media and techniques emphasizing composition and color theory. Students will explore their work through several media such as watercolor, tempera, oils, and acrylics. Students will also learn color mixing.

**PAINTING II**

1 Unit of Credit (500441/500442)

**Prerequisite:** Painting I

In this course, students will continue a more advanced study of Painting I. They will master color mixing and their technique using multiple methods. They will begin to develop their own style of painting.

**PAINTING III**

1 Unit of Credit (500443/500444)

**Prerequisite:** Painting II

This course will focus on contemporary and traditional painting processes and techniques using oil-based and acrylic paints. Students will also learn technical aspects of painting such as canvas stretching and surface preparation.

**SCULPTURE I**

1 Unit of Credit (500449/500450)

**Prerequisite:** Art I or Teacher Recommendation

This is an introductory course in the skills and techniques of 3-D design using a variety of mediums. Students will learn casting and assemblage using various forms of media such as Paris craft, plaster, and clay.
SCULPTURE II
1 Unit of Credit (500451/500452)
Prerequisite: Sculpture I
This course continues Sculpture I at a more advanced level. Students will work independently on various projects with the instructor.

IB Visual Arts SL (WT)
1 Unit of Credit (500759/500760)
Prerequisite: Must be IB diploma candidate
This is a two-year Standard Level course taken during the junior and senior years. The IB Visual Arts course encourages students to challenge their own creative and cultural expectations and boundaries. This is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course encourages students to actively explore the visual arts within and across a variety of local, regional, national, international, and intercultural contexts. Through inquiry, investigation, reflection and creative application, students develop an appreciation for the expressive and aesthetic diversity in the world around them, becoming critically informed makers and consumers of visual culture.

VISUAL ARTS PERFORMANCE I
1 Unit of Credit (500469/500470)
Prerequisite: Accepted into PSA
This entry-level class explores the fundamentals of art, focused around visual communication through the elements, principles, and expressive qualities of art. Students work with traditional and experimental media. The students will explore the full range of art tools and materials in this class. Group critiques help students assess the effectiveness of their efforts.

VISUAL ARTS PERFORMANCE II
1 Unit of Credit (500471/500472)
Prerequisite: PSA Student with successful completion of Level I
This advanced class continues to develop the fundamentals of art focused on visual communication through the elements, principles, and expressive qualities of art. Students will expand upon the media already mastered, used, and explore new art tools and materials in this class. Group and individual peer critiques help students assess the effectiveness of their efforts.

VISUAL ARTS PERFORMANCE III
1 Unit of Credit (500473/500474)
Prerequisite: PSA Student with successful completion of Level I and II
This course continues experiences in essential art fundamentals and applies learned principles into two- and three-dimensional media. Students extend processes and techniques in drawing, painting, calligraphy, and ceramic sculpture. Classes are designed to promote self-choices and task organization. Quality art standards will be continually emphasized.

ADVANCED PLACEMENT STUDIO ART (WT)
1 Unit of Credit (500475/500476)
Recommendation: Instructor Approval
This course is designed for students with a serious interest in art. Elements of art and composition will be emphasized. Using many drawing techniques, the students can explore a wide range of media including pencil, charcoal, pastels, paint, printmaking, and collage.

VISUAL ARTS I
1 Unit of Credit (500459/500460)
Prerequisite: Accepted into the PSA
This course is designed to be the foundation level course, focusing on the art elements and principles of design. Two- and three-dimensional problems will provide students with in-depth exploration of various materials, techniques, art history and criticism, and media arts through an interdisciplinary approach.

VISUAL ARTS II (WT)
1 Unit of Credit (500461/500462)
Prerequisite: PSA Student with successful completion of Visual Arts I
This course continues experiences in essential art fundamentals and applies learned principles into two- and three-dimensional media. Students extend processes and techniques in drawing, painting, calligraphy and ceramic sculpture. Classes are designed to promote self-choices and task organization. Quality art standards will be continually emphasized.

**Peoria High School**

**VISUAL ARTS III (WT)**
1 Unit of Credit (500463/500464)
**Prerequisite: PSA Student with successful completion of Visual Arts I and II**
This course allows the student in the PSA to continue an advanced study in a specified art of their choice from Visual Arts I & II. Students will prepare for the Advanced Placement Studio Art course. Students must be able to work independently. The student will sign a contract specifying timeline and resources needed to complete the course.

**Peoria High School**

**VISUAL ARTS IV (WT)**
1 Unit of Credit (500465/500466)
**Prerequisite: PSA Student with successful completion of Visual Arts I, II, and III**
This course continues a student’s experience from Visual Arts III. The course will be tailored to the needs of the student. Students will review basic concepts, explore and evaluate ideas that motivate and guide them as an artist. Students will work in their area of interest. Students will complete an AP Exam portfolio.

**Peoria High School**

**BAND**

**BAND**
1 Unit of Credit (500209/500210)
In this course students will develop their technique for playing brass, woodwind, and percussion instruments. They will cover a variety of non-specified band literature styles such as concert, marching, orchestral, and modern styles. In most cases it is the responsibility of the parent/guardian to provide the instrument for student use.

**CONCERT BAND**
1 Unit of Credit (500219/500220)
**Prerequisite: Teacher Recommendation**
Concert Band is the core performing ensemble of the instrumental music department and forms the marching and pep bands. Students are expected to participate in all genres of the band according to director instruction. The marching band performs at football games, competitions, and parades. The pep band performs in support of many athletic events throughout the year. Students enrolled in Concert Band will have had previous training on a wind or percussion instrument or must have instructor permission.

**PERCUSSION ENSEMBLE**
1 Unit of Credit (500241/500242)
This course is designed to give students a more in-depth study into the percussion section of the band. Students will have the opportunity to grow and perform on many different percussion instruments including marching percussion, auxiliary percussion, drum set and concert percussion. Students will also have an opportunity to perform as a percussion ensemble, comprised of only pitched and non-pitched percussion instruments.

**WORLD DRUMMING**
1 Unit of Credit (500239/500240)
This course is designed for any student, regardless of previous musical training or background, who wishes to participate in learning to play hand drums (congas, bongos, talking drum, djembe, etc.). Students who have had years of training will blend very easily with those who have not and can even be instrumental as student leaders in helping the less experienced. Enrolled students will be expected to perform publicly as part of the group for school concerts and various other performance opportunities throughout the community.
DANCE TECHNIQUE I
1 Unit of Credit (500509/500510)
Prerequisite: Accepted into the PSA
This course covers basic skills and techniques in Ballet, Jazz and Modern Dance. Students will have in-school performance opportunities as well as select community performances.
Peoria High School

DANCE TECHNIQUE II
1 Unit of Credit (500511/500512)
Prerequisite: Successful completion of Dance Technique I or Instructor Approval
This course is a continuation of Technique I with more attention to advanced skills and showmanship.
Peoria High School

DANCE TECHNIQUE III
1 Unit of Credit (500513/500514)
Prerequisite: PSA student who has mastered levels I and II- Instructor Approval
This course emphasizes advanced modern, jazz, and ballet techniques. Students will have opportunities to compete and perform within the Peoria community and abroad. Students who take this course must show growth/readiness for more advanced skill and pre-professional responsibilities.
Peoria High School

DANCE TECHNIQUE IV
1 Unit of Credit (500515/500516)
Prerequisite: PSA student who has mastered levels I, II, and III- Instructor Approval
This course continues the advanced study that was started in level III. It will allow individuals the opportunity to perform solo acts in order to prepare them for auditions in the future.
Peoria High School

DANCE APPRECIATION I
1 Unit of Credit (500519/500520)
Prerequisite: Accepted into PSA
Dance Appreciation allows students to study dance discipline with multiple areas of focus. It emphasizes the use of multiple languages and a clear knowledge of correct dance techniques. These areas of focus include the theory and practice of dance and creative movement, history of dance, dances of various cultures, ballet, tap, modern, folk, and other rhythmic movement activities that enrich each student’s creative expression. The student will also become familiar with kinesiology and human physiology, music theory, choreographic elements, dance history, technological application through dance instruction, and evaluation of proper technique. Individual motions will be analyzed and interpreted using human physiology as a reference.
Peoria High School

DANCE APPRECIATION II (WT)
1 Unit of Credit (500521/500522)
Prerequisite: Dance Appreciation I
Students will study Ballet, Modern Dance, Jazz and Tap. Intermediate to advanced dance steps and terms will be developed and performed. The student will continue studies in kinesiology and human physiology, performance and creative integration of music theory, choreographic elements, dance history, technological applications through dance instruction, and evaluation of proper technique. Individual motions will be analyzed and interpreted using human physiology as a reference.
Peoria High School

DANCE APPRECIATION III (WT)
1 Unit of Credit (500523/500524)
Prerequisite: PSA student who has successfully completed level I and II
Students will get a more in-depth instruction in the different types of choreography by studying and analyzing various choreographic works. They will have opportunities to choreograph solo and small group projects and help organize a dance showcase for various events.
Peoria High School
DANCE APPRECIATION IV (WT)
1 Unit of Credit (500525/500526)
Prerequisite: PSA student who has successfully completed level I, II, and III
This class is a continuation of Dance Appreciation III. Students will complete more advanced research into complex movements. They will also engage in more in-class experiments to apply various theories and subject matter. Students will choreograph large group projects.
Peoria High School

DRAMA

DRAMA I
1 Unit of Credit (500609/500610)
This course will develop students’ experience and skill in one or more aspects of theatrical production. An overview of drama such as set design, stage management, and technique are introduced.
Peoria High School

DRAMA II (WT)
1 Unit of Credit (500611/500612)
Prerequisite: Accepted into PSA
This course will develop students’ experience and skill in one or more aspects of theatrical production. An overview of drama such as set design, stage management, and technique are introduced.
Peoria High School

DRAMA III (WT)
1 Unit of Credit (500613/500614)
Prerequisite: PSA Student with successful completion of Drama II
This course will allow students to continue their study of theatre concentrating on the areas of advanced technical theatre, varieties of drama, dramatic production elements, dramatic previews/reviews, and advanced theatre history.
Peoria High School

DRAMA IV (WT)
1 Unit of Credit (500615/500616)
Prerequisite: PSA Student with successful completion of Drama II and III
In this course, students will continue their study of literary styles, time periods, and will understand directing and producing productions. Careers, resumes, portfolios, auditions, and scene selections will also be emphasized.
Peoria High School

DRAMA PERFORMANCE I
1 Unit of Credit (500619/500620)
Prerequisite: Accepted into PSA
In this course, students who have a concentration in acting/performing will experience a combination of areas encompassing the realm of theatre, including scene study, acting styles, acting terminology, as well as an understanding of time and space, vocal techniques, and improvisation. Participation in performances is required during this course.
Peoria High School

DRAMA PERFORMANCE II
1 Unit of Credit (500621/500622)
Prerequisite: PSA Student with successful completion of Level I
In this course, students will continue to concentrate on acting and performance styles, scene and play study, as well as, continued vocal and physical training. There will also be a concentration on creating performances for a variety of audiences, along with audition techniques and scene work. Participation in performances is required during this course.
Peoria High School

DRAMA PERFORMANCE III
1 Unit of Credit (500623/500624)
Prerequisite: PSA Student with successful completion of Level I and II
In this course, students will continue to concentrate on acting and performance styles, scene and play study, as well as, continued vocal and physical training. Students will continue advanced focus on the theatrical techniques. There will also be a concentration on
creating performances for a variety of audiences, along with audition techniques and scene work. Participation in performances is required during this course.

Peoria High School

**DRAMA PERFORMANCE IV**

1 Unit of Credit (500625/500626)

Prerequisite: PSA Student with successful completion of Level I, II and III

Students will continue their advanced work in acting and performance styles. Participation in a performance is required during this course.

Peoria High School

**INTRODUCTION TO THEATER DESIGN**

1 Unit of Credit (500679/500680)

Students in this course will experience a combination of design areas including set design, make-up design, costume design, directing, and stagecraft. Students will engage in fabrication, set painting, directing, stage management, and sound and lighting design.

Peoria High School

**INTRODUCTION TO THEATER**

1 Unit of Credit (500629/500630)

Introduction to the Theater courses provide an overview of the art, conventions, and history of the theater. Although the courses sometimes include experiential exercises, they emphasize learning about the theater rather than performance. Students learn about one or more of the following topics: basic techniques in acting, major developments in dramatic literature, major playwrights, the formation of theater as a cultural tradition, and critical appreciation of the art.

**MUSIC**

**MUSIC FOCUS I**

1 Unit of Credit (500809/500810)

Prerequisite: Accepted into the PSA

This year long course is a “prelude” to a four-year study of comprehensive musicianship. Emphasis is placed on theoretical and analytical skills. Students acquire fundamental piano skills in a laboratory setting.

Peoria High School

**MUSIC FOCUS II (WT)**

1 Unit of Credit (500811/500812)

Prerequisite: Student in the PSA with successful completion of Music Focus I - Instructor Approval

This year-long course is one component of a four-year study of comprehensive musicianship. It will continue and extend the Music Focus I concept with further study of music theory, ear training and piano keyboard training. Theoretical and analytical skills will be incorporated with historical perspective. Students may participate in solo and ensemble coaching sessions to develop performance techniques.

Peoria High School

**MUSIC FOCUS III (WT)**

1 Unit of Credit (500813/500814)

Prerequisite: Student in the PSA with successful completion of Music Focus II - Instructor Approval

This course includes all the periods of music, dating from the earliest music endeavors of man to the present. In addition to the chronological materials in the text, there will be many examples of composers of each period of music with multi-media approaches, giving an overall picture of the development of music.

Peoria High School

**ADVANCED PLACEMENT MUSIC THEORY (WT)**

1 Unit of Credit (500729/500730)

This course is designed to be the equivalent of a first-year music theory college course as specified by the College Board. Students will develop an understanding of musical structure and compositional procedures. The course will also build in the students’ knowledge of intervals, scales, chords, metric/rhythmic patterns, and the ways they interact in a composition. Musical notation, analysis, composition, and aural skills are important components of this course.

Peoria High School
**IB MUSIC SL (WT)**
1 Unit of Credit (500849/500850)
Prerequisite: IB Student or teacher recommended
This is a one-year course taught during the junior or senior year. This course will develop students’ knowledge and understanding of music through training in musical skills (listening, performing, and composing), exposure to music theory, and formulation of an historic and global awareness of musical forms and styles. Composition and performance are required components of the class.

Richwoods

**MUSIC COMPOSITION I**
½ Unit of Credit (500839/500840)
Must be paired with another semester PSA course
Prerequisite: PSA student with instructor approval
In this course, students will focus on music composition and arranging. Students will study the basic principles of melody writing, harmonization, musical form and orchestration of musical material. Emphasis will be placed on the development of arranging and composition skills for ensembles of varied instrumentation.

Peoria High School

**MUSIC COMPOSITION II (WT)**
½ Unit of Credit (500841/500842)
Must be paired with another semester PSA course
Prerequisite: PSA student with instructor approval
The focus for this course is music computer technology. This course is designed for advanced music students. It requires students to compose music using modern technology, emphasizing musical creativity. Students will be expected to develop their own compositions, analyze them, perform them, and critique musical works of others.

Peoria High School

**MUSIC COMPOSITION III (WT)**
½ Unit of Credit (500843/500844)
Must be paired with another semester PSA course
Prerequisite: PSA student with instructor approval
The focus for this course is improvisation. This course is a study of the elements of jazz improvisation; including, but not limited to, listening skills, transcription and jazz styles. The application of tonal harmonic language and scale structures to jazz improvisation will be utilized. Construction of improvised melodies will be emphasized.

Peoria High School

**MUSIC COMPOSITION IV (WT)**
½ Unit of Credit (500845/500846)
Must be paired with another semester PSA course
Prerequisite: PSA student with instructor approval
This course will focus on recital preparation and performance. This course will prepare the student to develop and perform mini recitals on selected instruments. The recital of solo or solo/chamber literature must be approved by the student’s performance area teacher. Emphasis will be placed upon the development of performance skills for a successful recital and college audition. This course can be repeated with advanced content.

Peoria High School

**PIANO PERFORMANCE CLASS**
1 Unit of Credit (500243/500244)
This course will allow students to learn techniques to master performance anxiety, play in a variety of performance situations, display recital etiquette, and work with programming and developing musical understanding with secure memorization. Students will have an opportunity to play in recitals, competitions, and prepare for college auditions.

Peoria High School

**CHOIR**

**CHORUS**
1 Unit of Credit (500109/500110)
This is an introductory and exploratory class which is open to any student regardless of musical background. In addition to exploring the use of their own voice and several different types and styles of music, students will perform publicly as part of a group.
PREP CHOIR
1 Unit of Credit (500119/500120)
Audition Required – Sign up with counselor during registration
Students in this choir are selected by the vocal music department. This class emphasizes the practice and development of vocal
techniques which are necessary in the performance of more advanced choral literature. In addition to exploring the use of their own
voice and several different types and styles of music, students will perform publicly as part of a group and have an opportunity to
participate in special events such as IMEA District Chorus and IHSA Solo and Ensemble Contest.

CONCERT CHOIR
1 Unit of Credit (500129/500130)
Audition Required – Sign up with counselor during registration
Concert Choir is the core performing choral ensemble of the vocal music department. Registration of this advanced choral class
requires approval of the vocal music staff. This class studies and performs a standard repertoire in all areas of choral literature.
Students will be expected to perform publicly as part of a group and will have the opportunity to participate in special events such as
ILMEA and IHSA Solo and Ensemble Contest and honor choirs.

MIXED ENSEMBLE
1 Unit of Credit (500139/500140)
Prerequisite: Teacher Recommendation
These are selective groups of vocal or music students. Participation in this course requires instructor assessment and approval.
Students will be expected to perform publicly as part of a group and will have the opportunity to participate in special events such as
ILMEA and IHSA Solo and Ensemble Contest.

CHAMBER CHOIR
1 Unit of Credit (500149/500150)
Prerequisite: Accepted into PSA
This choir is the core performing choral ensemble of the freshman and sophomore vocal students in the Preparatory School for the
Arts. They will be exposed to music created throughout various periods in history. The choir will perform several major concerts each
year. Students are required to participate in performances.
Peoria High School

ORCHESTRA

ORCHESTRA
1 Unit of Credit (500309/500310)
This course provides the opportunity to review and develop fundamental skills on violin, viola, cello, and double bass. Instruction
concentrates on technical and expressive skills in an ensemble focused setting. Students are required to participate in performances.
Students enrolled in Orchestra will have had previous training on a string instrument or must have instructor permission.

CONCERT ORCHESTRA
1 Unit of Credit (500319/500320)
Prerequisite: Teacher Recommendation
Concert Orchestra is an advanced string ensemble that focuses primarily on string literature at an advanced level requiring instructor
approval for enrollment. Students will continue the advanced development of instrumental technique, music reading and
comprehension skills, independent musicianship, style, critical thinking skills, and orchestral literature. Literature will contain both
Classical and Popular music. Students enrolled in Concert Orchestra will have had previous training on a string instrument or must
have instructor permission.
Richwoods & Peoria High School
ENGLISH

IB students only @ Richwoods

IB English HL III

IB English HL IV

English I
Standard & Enriched

English II
Standard & Enriched

English III
Standard & Enriched

English IV
Standard & Enriched

Dual Credit

English 110

English 111

AP English Language

AP English Literature

Creative Writing

Speech
## ENGLISH AND LANGUAGE ARTS COURSE GUIDE

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<td>English IV Enriched (WT)</td>
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<tr>
<td>Creative Writing</td>
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<tr>
<td>Speech</td>
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<td>Adv. Placement Eng. Lit. Enriched (WT)</td>
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<td>Recommendation: B average in English II or teacher recommendation</td>
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<td>Must be an IB Diploma Candidate</td>
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<tr>
<td>IB English IV HL (WT)</td>
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<td>Must be an IB Diploma Candidate</td>
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<tr>
<td>DC English 110 (Composition I) (WT)</td>
<td>12</td>
<td>ACCUPLACER score of 259 or higher or SAT Reading score of 620 or higher</td>
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<tr>
<td>DC English 111 (Composition II) (WT)</td>
<td>12</td>
<td>English 110 with a grade of “C” or better</td>
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</table>

## ENGLISH AND LANGUAGE ARTS

The English curriculum allows students to have the language abilities they need to communicate effectively. In order to show progression with their skill development, common goals across the grade spans will be recognized. Emphasis is placed on what students should know and be able to progress through the various levels before exiting from high school. Students will work to earn half of the unit(s) of credit listed in the description for each semester, unless it is paired with another course.

### ENGLISH I
1 Unit of Credit (100109/100110)
This course aligns with the Common Core State Standards for English Language Arts. Students will practice concepts and skills that will promote mastery of English Language Arts strands. This course allows students to build upon their prior knowledge of grammar, writing,

### ENGLISH I (ENRICHED WT)
1 Unit of Credit (100111/100112)
This course aligns with the Common Core State Standards for English Language Arts. This course encompasses all aspects of regular division English I expectations. Students work a more rigorous pace with deeper analysis.

### ENGLISH II
1 Unit of Credit (100119/100120)
This course offers a balanced focus on composition and literature. Students learn about the alternate aims and audiences of written compositions by writing persuasive, critical, and creative multi-paragraph essays and compositions. Through the study of various genres of literature, students can improve their reading rate, comprehension, and develop the skills to determine the author’s intent and theme. Students will be able to recognize the techniques used by the author to deliver his or her message. Completion of this course meets one year of the writing-intensive course requirement necessary for graduation.
ENGLISH II (Enriched WT)
1 Unit of Credit (100121/100122)
This course offers an intensive, balanced focus on composition and literature. Students learn about an author’s purpose and aim based on a specific audience, and they will use this knowledge in their own writing of persuasive, critical, and creative multi-paragraph compositions. Students will learn to become more proficient in organizing and writing under timed conditions. Through the study of various genres of literature, students will improve their comprehension and analysis skills to be able to determine the author’s intent and theme. Completion of this course meets one year of the writing-intensive course requirement necessary for graduation.

ENGLISH III
1 Unit of Credit (100129/100130)
This course includes work in advanced grammar and vocabulary building. The formal investigative paper is introduced and a study of American literature to 1850 is conducted. It also includes a study of American literature after 1850. In addition, special emphasis is placed on vocabulary building and expository writing. Completion of this course meets one year of the writing-intensive course requirement necessary for graduation.

ENGLISH III (Enriched WT)
1 Unit of Credit (100131/100132)
This course is based on the works of American writers through 1860 during the first semester; American writers from 1860 through the present during the second semester. Development of research techniques required for advanced academic work is emphasized with the culminating activity resulting in a formal research paper. Sentence structure, phrase and clause recognition and use, and theme revision are major concerns. Learning to organize and to write responses to essay questions under timed conditions is introduced. As with preceding Enriched English courses, vocabulary expansion and development of composition skills continue to be emphasized. Completion of this course meets one year of the writing-intensive course requirement necessary for graduation.

ENGLISH IV
1 Unit of Credit (100139/100140)
This course aligns to the Common Core Standards for English Language Arts as well as the College and Career Readiness Anchor Standards. Students will practice skills and concepts that will better prepare them for future college classes and/or a career. It includes collections of topically linked, complex texts - including more informational texts and literary nonfiction. Students in this course will analyze complex texts, cite and explain evidence, learn to reason critically, and comprehend information presented in a variety of media and formats.

ENGLISH IV (Enriched WT)
1 Unit of Credit (100141/100142)
This course encompasses all aspects of regular division English IV standards and expectations. Projects have been specifically selected to develop advanced reading in literature and informational texts, critical writing, speaking and listening, and language skills.

CREATIVE WRITING
½ Unit of Credit (100519/100520)
This course offers students the opportunity to develop and improve their technique and individual style in poetry, short story, drama, essays, and other forms of prose. The emphasis on the course is writing; however, students may study exemplary representations and authors to obtain a fuller appreciation of the form and craft.

SPEECH
½ Unit of Credit (100309/100310)
This course enables students, through practice, to develop communication skills that can be used in a variety of speaking situations. Topics in the course can include research and organization, writing for verbal delivery, stylistic choices, visual and presentation skills, analysis and critique, and development of self-confidence.

ADVANCED PLACEMENT ENGLISH LANGUAGE (Enriched WT)
Meets English III Requirement (Juniors Only)
1 Unit of Credit (100149/100150)
Recommendation: B average in English II or teacher recommendation
Designed as an equivalent to an introductory college course, students will further develop language skills as they become more skilled readers and writers of complex prose. Through their reading and writing, students will examine British, American and world texts written in a variety of rhetorical contexts. This course includes analysis of the writer’s purpose, audience expectations, subjects, rhetorical devices, and various methods that contribute to a work’s effectiveness. Compositions will emphasize expository, analytical, and argumentative writing as well as personal and reflective. AP test preparation will simulate the essays and multiple-choice tests.
ADVANCED PLACEMENT ENGLISH LITERATURE (Enriched WT)
Meets English IV Requirement (Seniors Only)
1 Unit of Credit (100249/100250)

Recommendation: B average in English III or teacher recommendation

Designed as an equivalent to an introductory college course, work will require students to delve into careful reading and critical analysis of more challenging literary works including American, British and world novels, poetry, dramas and essays. Students examine a work’s style, structure, themes and literary elements such as tone, figurative language, imagery, and symbolism. AP test preparation will simulate the essays and multiple-choice tests.

IB ENGLISH III HL (WT)
1 Unit of Credit (100133/100134)
Prerequisite: Must be an IB Diploma Candidate

Through the intensive study of language with emphasis on world literature in a variety of genres, each course provides students with the opportunity to become aware of diverse cultural experiences common to man in his world. By examining the authors’ craft and the wide range of experiences and emotions presented in the various works, the students will expand higher order thinking skills, develop effective oral and written communications, and cultivate an appreciation of and respect for diverse viewpoints.

Richwoods

IB ENGLISH IV HL (WT)
1 Unit of Credit (100143/100144)
Prerequisite: Must be an IB Diploma Candidate

This course will provide students a continued study of poetry, drama, and world literature. Emphasis is on oral commentary and preparation for the external assessments. Upon completion of this course, students will be able to execute perceptive literary criticism with refinement and maturity and will be able to display a discerning appreciation of themes, content, and style of the authors’ works.

Richwoods

DC ENGLISH 110 (Composition I) (WT)
Early College Credit - ICC Fee Required (100711)
½ Unit of Credit towards high school graduation

This course is taken first semester
Prerequisite: ACCUPLACER score of 259 or higher or SAT Reading score 620 or higher.

This course will be used to improve your writing skills across the curriculum, specifically showing you what you will need to know to write successfully at the collegiate level. It also will prepare you for a lifetime of written communication in your chosen profession. This course progresses the student from writing expressive compositions (expressing the ideas of the writer), to writing referential compositions (explaining or analyzing the subject matter for the reader), to writing persuasive compositions (persuading an audience), through critical reading, discussion, exercises, conferences, and revision. Most of the writing is referential.

DC ENGLISH 111 (Composition II) (WT)
Early College Credit - ICC Fee Required (100712)
½ Unit of credit towards high school graduation

Corequisite: This course is taken with English 110 and will be held second semester
Prerequisite: ENGLISH 110 with a grade of “C” or better

This course is a continuation of English 110. This course progresses the student from writing analysis of and inquiring about issues to writing argumentative and persuasive compositions using research through critical reading, discussion, exercise, conferences, and revisions. Much of the writing is argumentative.
ENGLISH LEARNERS COURSE GUIDE

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<tr>
<td>ESL II</td>
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<td>ESL III</td>
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<tr>
<td>EL IV Literature and Composition</td>
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<tr>
<td>Bilingual Health</td>
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<td>Bilingual U.S. History</td>
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<tr>
<td>Bilingual Biology</td>
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<tr>
<td>Bilingual Algebra I</td>
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<td></td>
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<tr>
<td>EL/BIL Economics</td>
<td>Paired with American Government</td>
<td></td>
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<tr>
<td>EL/BIL Government</td>
<td>Paired with Economics</td>
<td></td>
</tr>
<tr>
<td>EL Study Skills</td>
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</tr>
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</table>

ENGLISH LEARNERS

The goal for English Learners (EL) is to develop English proficiency necessary for academic success. Students will be administered a proficiency language test that will determine appropriate course level. EL students will be provided services at their home school until they meet exit criteria as determined by the Illinois State Board of Education. When 20 or more ELL students who speak the same language are registered in one high school, native language instruction is required by the State Board of Education. A co-teaching model will be used for core courses. Students will work to earn half of the unit(s) of credit listed in the description for each semester, unless it is paired with another course.

ESL I
1 Unit of Credit (105109/105110)
ESL I is an English as a second language course that meets English graduation requirements for English Learners (EL). This course is for EL students with no or limited English proficiency which includes students in Tier A (0-1.9) entering and emerging English proficiency. The focus of the course is on basic literacy skills which includes reading, writing, listening, and speaking in English. This course will promote vocabulary development, sentence structure, decoding skills (phonics), comprehension, spelling, and critical thinking skills in English.

ESL II
1 Unit of Credit (105119/105120)
ESL II is an English as a second language course that meets English graduation requirements for English Learners (ELs). ESL II is an intermediate course for EL with some knowledge and experience with the English Language. This course is recommended for students with an English proficiency at Tier B (2.0-3.0) emerging and developing English proficiency. The focus on further developing literacy skills which includes reading, writing, listening, speaking, prediction, main idea, noting details, sequential order, grammar and making inference in English. This course will continue building on vocabulary development, sentence structure, decoding skills (phonics), comprehension, spelling and critical thinking skills in English. Students will begin to explore the writing process in both narrative and expository writing.

ESL III
1 Unit of Credit (105129/105130)
ESL III is an English as a second language course that meets English graduation requirements for English Learners (EL). ESL III is the highest English course for EL students will transition into the regular English curriculum. This course is recommended for students with an English proficiency at Tier C (3.1-4.0) bridging and reaching English proficiency. Students will be introduced to a variety of literature genres with a strong emphasis on grammar, critical reading strategies, creative/expository writing and on writing formal investigative papers.
EL IV LITERATURE AND COMPOSITION*
1 Unit of Credit (105719/105720)
This class is for advanced EL students approaching proficiency who need to improve their reading and writing skills. Vocabulary and grammar are integrated through literature.

BILINGUAL HEALTH*
½ Unit of Credit (805309/805310)
A semester of health is taught as part of the physical education in grade 9. Health is a class that covers personal wellness, fitness, nutrition, and emotional well-being of individuals.

BILINGUAL U.S. HISTORY*
1 Unit of Credit (405129/405130)
In this course students become aware of our American heritage and learn to appreciate it. Moreover, they learn of the influence of past events and personalities on present day affairs. Through reading, study, discussion, visual aids, research, and writing, students learn that the past is a prelude to the present. A multi-cultural approach is used in the study of American history. The first semester includes a review of topics relevant to the early development of the United States up to the period of Reconstruction. An in-depth study of events from the 1890’s to the present makes up the second semester.

BILINGUAL BIOLOGY*
1 Unit of Credit (305109/305110)
This course is designed to give the student a general knowledge of the following areas: biology, zoology, botany, microbiology, genetics, ecology, and cytology. A constant effort is made to include recent scientific discoveries. The course will stress the interrelationship of these areas and give a student the understanding that living things depend on each other. The laboratory portion of this course includes animal dissections, as well as certain microscope and other various laboratory exercises.

BILINGUAL ALGEBRA I*
1 Unit of Credit (205109/205110)
This course is the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations. This course is required for all students electing the college preparatory program of study.

EL/BIL ECONOMICS
½ Unit of Credit (405119/120)
Corequisite: Paired with American Government
The basic objectives in this course are to instill in the student an awareness of American government and policy, to arouse student interest in voter participation, and to make the students aware of current events and how they directly and indirectly impact people. Federal, state, and local government, their workings and relationship to each other are the subject areas covered. Debates and student papers are used to help the student gain a deeper understanding of problems faced by our government. The Constitution test is required in this course. This course meets the Illinois State Civics requirement for graduation.

EL/BIL GOVERNMENT
½ Unit of Credit (405109/110)
Corequisite: Paired with Economics
This course is a study of the American free enterprise system -- how our society organizes itself to produce and distribute goods and services. Major emphasis will be placed on the laws of supply and demand, economic production, theory of the firm, market structures, capitalization, and money and banking and if time permits, global economic issues.

ADDED TO ALL BILINGUAL SUPPORTED COURSES

*EL STUDY SKILLS
1 Unit of Credit (205109/205110)
This course prepares students in high school by assisting in language development skills for English proficiency. Students will be provided assistance with their course work and/or projects. Topics covered in class will consist of study skills, organization, reading, and English proficiency skills. This course is recommended for English Learner with an English proficiency level 1-3, entering-developing Tier A-B (0-3.5)
FOREIGN LANGUAGES COURSE GUIDE

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<td>American Sign Language I</td>
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<td>French I</td>
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<td>IB Spanish SL (WT)</td>
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<tr>
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</tbody>
</table>

FOREIGN LANGUAGES

In this ever-changing world, many diverse cultural and linguistic groups converge. The study of a second language becomes extremely important. The focus is on the role of the student in a multilingual, global society. Students will also develop insight into the nature of language and culture by comparing his/her own language and cultures to others. Students will work to earn half of the unit(s) of credit listed in the description for each semester, unless it is paired with another course.

AMERICAN SIGN LANGUAGE I
1 Unit of Credit (600950/600951)
This course introduces the basics of American Sign Language (ASL). It is designed for students with no or minimal sign language skills to develop basic skills of ASL and knowledge of Deaf Culture. Both expressive and receptive skills will be the focus of the course, with an emphasis on acquisition of comprehension, production and interactional skills using basic grammatical features. Students will participate extensively in interactive classroom activities using a “Voices Off” policy.

FRENCH I
1 Unit of Credit (600309/600310)
This course begins development of listening, speaking, reading, and writing the French language. Students are introduced to Francophone culture, customs, and geography.

FRENCH II
1 Unit of Credit (600319/600320)
Prerequisite: French I
This course continues to stress listening and speaking skills with increased emphasis on reading and writing. A major goal for students is to communicate their ideas in an oral-written format. The development of cultural understanding will continue with the addition of Francophone literature.

FRENCH III (WT)
1 Unit of Credit (600329/600330)
Prerequisite: French II
This course stresses increased integration of listening, speaking, reading, and writing. The goal is exclusive use of French in the classroom. Some literary selections are introduced. The development of cultural understanding will continue with the addition of Francophone literature.

**FRENCH IV (WT)**

1 Unit of Credit (600339/600340)

**Prerequisite: French III**

This course places continued emphasis on communicative skills with exposure to a wide variety of literatures. Stress is placed on the study of French history. Cultural studies include some Francophone history.

**FRENCH FOR HERITAGE (FRENCH) SPEAKERS I**

1 Unit of Credit (600331/600332)

The course French for Heritage Speakers Level I provides more advanced instruction directed at a student’s continued development of existing competencies in the French language. Students will continue to acquire skills that range from learning grammar and spelling and developing specialized vocabulary through the study of other disciplines, to interpretation and analysis of different literary genres. Students will also increase their awareness and appreciation of different French cultures. Students will compare language functions between French and English and enhance their language skills in both languages. French is used exclusively in the classroom.

**ADVANCED PLACEMENT FRENCH (WT)**

1 Unit of Credit (600349/600350)

**Prerequisite: Recommendation - French IV or teacher recommended**

Class content will focus on the communicative skills, listening, speaking, reading and writing, with the student assuming most of the responsibility for grammar review. The student’s vocabulary and knowledge of Francophone countries will be enriched through a variety of authentic documents and literary works. A class that is designated AP will assume a more intense pace, similar to university level class with required original compositions. Students are required to take the AP exam.

**IB FRENCH SL (WT)**

1 Year Course (taken in the junior or senior year)

1 Unit of Credit (600359/600360 - year 1)

1 Unit of Credit (600361/600362 - year 2)

**Prerequisite: French III or teacher recommended**

The focus of this course is to enrich the students’ vocabulary, expand their knowledge of grammar, and enhance their communicative skills. Global contexts will be based on Francophone issues (of or relating to the French speaking people). The student will be given the tools necessary to perform a variety of tasks and function in a global society. The National Goals for Foreign Language Learning (communication, culture, comparisons, connections, and communities), the Illinois State Goals, and the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines will be references for instruction. Beginning with the class of 2015, IB French B SL will be a two-year course.

**SPANISH FOR HERITAGE (SPANISH) SPEAKERS I**

1 Unit of Credit (600709/600710)

The course Spanish for Heritage Speakers Level I provides more advanced instruction directed at a student’s continued development of existing competencies in the Spanish language. Students will continue to acquire skills that range from learning grammar and spelling by developing specialized vocabulary through the study of other disciplines, to interpretation and analysis of different literary genres. Students will also increase their awareness and appreciation of different Hispanic cultures. Students will compare language functions between Spanish and English and enhance their language skills in both languages. Spanish is used exclusively in the classroom.

**SPANISH FOR HERITAGE (SPANISH) SPEAKERS II**

1 Unit of Credit (600711/600712)

**Prerequisite: Spanish for Heritage I**

The course Spanish for Heritage Speakers Level II provides more advanced instruction directed at student’s continued development of existing competencies in the Spanish language. Students will continue to acquire skills that range from learning grammar and spelling by developing specialized vocabulary through the study of other disciplines, to interpretation and analysis of different literary genres. Students will also expand their awareness and appreciation of different Hispanic cultures. They will compare and contrast language functions between Spanish and English and enhance their language skills in both languages. Spanish is used exclusively in the classroom.

**SPANISH I**

1 Unit of Credit (600109/600110)

This course begins development of listening, speaking, reading, and writing in the Spanish language. Listening and speaking precede reading and writing. Students are introduced to Spanish culture, customs, and geography.
SPANISH II
1 Unit of Credit (600119/600120)
Prerequisite: Spanish I
This course places a greater emphasis on reading and writing skills with the major goal for students being able to communicate their ideas in an oral and written way. Students will continue to develop their learning and understanding of the Spanish culture, customs, and geography.

SPANISH III (WT)
1 Unit of Credit (600130/600129)
Prerequisite: Spanish II
This course stresses an increased integration of listening, speaking, reading, and writing. The goal is exclusive use of Spanish in the classroom. Literary selections are used for reading material. The cultural focus covers important events in Spanish history.

SPANISH IV (WT)
1 Unit of Credit (600139/600140)
Prerequisite: Spanish III
This course continues to place an emphasis on reading and speaking skills with exposure to a wide variety of literatures. Stress is placed on more formal study of literature, advanced grammar, high level vocabulary, and composition.

ADVANCED PLACEMENT SPANISH (WT)
1 Unit of Credit (600149/600150)
Recommendation: Spanish IV or teacher recommendation
This course places emphasis on the four basic communication skills: listening, speaking, reading, and writing. Listening comprehension and speaking activities are designed to enhance fluency in Spanish. In addition, Spanish literature and syntax are studied in preparation for the AP exam. Students are required to take the AP exam.

IB SPANISH SL (WT)
1 Year Course (taken in the junior or senior year)
1 Unit of Credit (600159/600160 - year 1)
1 Unit of Credit (600161/600162 - year 2)
Prerequisite: Spanish III or teacher recommended
This is a two-year course designed to prepare Spanish students for the IB exam, which takes place upon completion of the course. The main focus of this course is to acquire the vocabulary and thematic conversational skills needed to complete the IB assessments. The core of the IB Language B program is reading, writing, and discussing a wide variety of topical subject matter.

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DC SPANISH 110 (Elementary Spanish I) (WT)
Early College Credit
½ Unit of Credit towards high school graduation (600163)
ICC Fee Required
This course is taken first semester
Prerequisite: (B) or higher in Spanish III
This course is designed to develop through the natural approach the four language skills in Spanish: listening, speaking, reading, and writing.

DC SPANISH 111 (Elementary Spanish II) (WT)
Early College Credit
½ Unit of Credit towards high school graduation (600164)
ICC Fee Required
This course is taken second semester
Prerequisite: Spanish II
This course is a continuation of Spanish 110 with emphasis on listening, speaking, reading, and writing. This course is conducted primarily in Spanish.
HEALTH, PHYSICAL EDUCATION AND JROTC COURSE GUIDE

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<td>9,10</td>
<td>None</td>
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<tr>
<td>Driver Education</td>
<td>9,10</td>
<td>None</td>
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<tr>
<td>Health</td>
<td>9,10</td>
<td>None</td>
</tr>
<tr>
<td>Advanced Physical Fitness</td>
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<td>Health and Physical Education</td>
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<tr>
<td>Weight Training</td>
<td>11,12</td>
<td>Health and Physical Education</td>
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<tr>
<td>Army Junior ROTC I</td>
<td>9</td>
<td>None</td>
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<tr>
<td>Army Junior ROTC II</td>
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<td>Army Junior ROTC I</td>
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<tr>
<td>Army Junior ROTC III</td>
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<td>Army Junior ROTC I and II</td>
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<td>Army Junior ROTC I, II and III</td>
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<tr>
<td>Marine CORPS Junior ROTC I</td>
<td>9</td>
<td>None</td>
</tr>
<tr>
<td>Marine CORPS Junior ROTC II</td>
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<td>Marine CORPS JROTC I</td>
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<tr>
<td>Marine CORPS Junior ROTC III</td>
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<td>Marine CORPS JROTC I and II</td>
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<tr>
<td>Marine CORPS Junior ROTC IV</td>
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<td>Marine CORPS JROTC I, II, and III</td>
</tr>
</tbody>
</table>

HEALTH, PHYSICAL EDUCATION AND JROTC

The Illinois Learning Standards for Physical Development and Health allow our students the opportunity to enhance their health and well-being. Comprehensive physical development and health programs offer potential for enhancing the capacity of students’ minds and bodies. The goals and standards for physical development and health skills are identifying short- and long-term goals, following directions, and working cooperatively with others. Students will work to earn half of the unit(s) of credit listed in the description for each semester, unless it is paired with another course.

PHYSICAL EDUCATION
1 Unit of Credit (800109/800110)
The Physical Education program focuses on areas of physical fitness, motor skills, social behavior, leadership, knowledge and appreciation, lifetime skills, leisure time, and emotional development. The four recurring themes throughout the high school year are physical fitness, emotional development, leadership abilities, and social behavior. The program emphasizes the cardiovascular fitness, weight training, team sports, and lifetime sports.

DRIVER EDUCATION
Fee Required for Behind-the-Wheel Classroom (800509/800510)
BTW (800511/800512)
The Driver Education requirement is met by the graduation year. Students are scheduled into Driver Education classes from Physical Education class or JROTC. In addition to classroom instruction in Driver Education, behind-the-wheel training is offered before and after school hours or in a four-week summer program. The teacher will schedule the 9-week class with PE or JROTC.

HEALTH
½ Unit of Credit (800309/800310)
This course will replace one semester of P.E.
A semester of health is taught as part of the physical education program. Health is a class that covers personal wellness, fitness, nutrition, and emotional well-being of individuals.

WEIGHT TRAINING
1 Unit of Credit (800129/800130)
Prerequisite: Health and Physical Education
This course is designed for students interested in reaching their maximum body strength capabilities through weight training. Various types of equipment will be used.
ADVANCED PHYSICAL FITNESS
1 Unit of Credit (800125/800126)
Prerequisite: Health and Physical Education
This program of study includes calisthenics, running and weight training. Emphasis is placed on improving cardiovascular endurance and muscular strength.

ARMY JUNIOR ROTC I
1 Unit of Credit (800609/800610)
This course includes instruction in the organization and functions of the U. S. Army, leadership skills, and life skills education. The content of the course covers the history and evolution of the Army, including its structure, operations, customs and courtesies, maps and navigation, first aid, personal hygiene, and field sanitation. This course also introduces students to the principles of leadership and citizenship.

ARMY JUNIOR ROTC II
1 Unit of Credit (800611/800612)
Prerequisite: Army JROTC I
This course builds upon the content of JROTC I and includes ongoing instruction in leadership principles and citizenship; drill and ceremonies; organizational structure; command and staff relationships; functions and responsibilities; significant military campaigns and leaders; map-reading and orienteering; weapon safety and marksmanship; and survival training.

ARMY JUNIOR ROTC III
1 Unit of Credit (800613/800614)
Prerequisite: Army JROTC I and II
This course continues to build upon prior Army Junior ROTC courses. The course includes classroom instruction and laboratory instruction expanding on the skills taught in LET I and II. It expands on Leadership and Career Planning Topics and also includes further instruction in American history and government. Additionally, a Service Learning project will be conducted both in the school and community.

ARMY JUNIOR ROTC IV
1 Unit of Credit (800615/800616)
Prerequisite: Army JROTC I, II, and III
This course focuses on practical leadership by assigning students to command and staff positions in which they present instruction to lower Army JROTC classes and continue to study and review staff functions and actions, staff-commander relationships, and leadership principles. Topics introduced in earlier years may be studied at more advanced levels.

MARINE CORPS JUNIOR ROTC I
1 Unit of Credit (800629/800630)
This course introduces the Marine Corps Junior ROTC program with an emphasis on personal growth and responsibility along with general military subjects. This course includes physical training, health education including hygiene, first aid, nutrition, and substance abuse prevention, and communication skills. This is NOT!!! A military prep course. This course is designed to bring the ultimate potential out of its students. It is a course that through the concept of family uses Marine Corps leadership traits, principles, and corps values to build a baseline of excellence to help succeed.

MARINE CORPS JUNIOR ROTC II
1 Unit of Credit (800631/800632)
Prerequisite: Marine Corps JROTC I
This course builds upon the content of JROTC I and includes ongoing instruction in leadership principles and citizenship; drill and ceremonies; organizational structure; command and staff relationships; functions and responsibilities; significant military campaigns and leaders; map-reading and orienteering; weapon safety and marksmanship; and survival training.

MARINE CORPS JUNIOR ROTC III
1 Unit of Credit (800633/800634)
Prerequisite: Marine Corps JROTC I and II
This course continues to build upon prior Marine Corps Junior ROTC courses. The course includes leadership practice, including training, inspection and evaluation; public service career opportunities; and citizenship responsibilities. The course will also cover personal skills such as financial planning, saving and investing, and evaluating credit and insurance terms. Students will also learn
about the structures of other armed service branches, advance their mapping and navigation skills, and may study firearm use, safety, and marksmanship. Students will continue to learn teamwork, Marine Corps history, and military principles.

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MARINE CORPS JUNIOR ROTC IV
1 Unit of Credit (800635/800636)
Prerequisite: Marine Corps JROTC I, II, and III
This course focuses on the practical application of skills learned throughout the program such as leadership, communication (written and verbal), personal growth, and public service. This course emphasizes drill and ceremony, physical fitness, marksmanship, land navigation, and military history at more advanced levels than in previous courses.

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MATHEMATICS COURSE GUIDE

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<td>None</td>
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<tr>
<td>Algebra I (Enriched WT)</td>
<td>9</td>
<td>None</td>
</tr>
<tr>
<td>Geometry</td>
<td>9,10,11</td>
<td>Algebra I</td>
</tr>
<tr>
<td>Geometry (Enriched WT)</td>
<td>9,10,11</td>
<td>Algebra I (Enriched) or “B” average or above in Algebra I</td>
</tr>
<tr>
<td>Mathematical Investigations</td>
<td>11,12</td>
<td>Grade 11 status and Algebra I (or equivalent)</td>
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<tr>
<td>Algebra II</td>
<td>10,11,12</td>
<td>Algebra I and Geometry</td>
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<tr>
<td>Algebra II (Enriched WT)</td>
<td>10,11,12</td>
<td>A “B” average or above in Algebra I and Geometry Enriched is recommended</td>
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<tr>
<td>Mathematical Literacy</td>
<td>12</td>
<td>Senior Standing. Must have met the high school graduation requirement (3 years of math) prior to taking this course</td>
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<td>Pre-Calculus</td>
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<td>Algebra II Enriched or teacher recommendation</td>
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<td>Statistics</td>
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<td>Algebra II</td>
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<tr>
<td>Advanced Placement Statistics (Enriched WT)</td>
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<td>Algebra II</td>
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<tr>
<td>Advanced Placement Calculus AB (WT)</td>
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<td>Advanced Placement Calculus BC (WT)</td>
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<td>AP Calculus AB or instructor approval</td>
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<tr>
<td>DC Math 110</td>
<td>11,12</td>
<td>ACCUPLACER score 490 required see counselor or SAT</td>
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<tr>
<td>DC Math 111</td>
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<td>Reading score 1050 or higher. As well as test in college level math or score a 1050 or higher on the SAT math.</td>
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<td>IB Math HL: Analysis and Approaches (WT)</td>
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<td>Trigonometry/Pre-Calculus – IB Candidate</td>
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<td>IB Math Stand Level: Applications &amp; Interp (WT)</td>
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<td>Algebra II – IB Candidate</td>
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<tr>
<td>Advanced Placement Computer Science (WT)</td>
<td>10,11,12</td>
<td>None</td>
</tr>
</tbody>
</table>

MATHEMATICS

Mathematics is a language we use to identify, describe, and investigate the patterns and challenges of everyday living. It helps us to understand the events that have occurred and to predict and prepare for events to come so that we can more fully understand our world. Mathematics is much more than a collection of concepts and skills; it is a way of approaching new challenges through investigating, reasoning, visualizing, and problem solving with the goal of communicating the relationships observed and problems solved to others. Students will work to earn half of the unit(s) of credit listed in the description for each semester, unless it is paired with another course.

ALGEBRA I
1 Unit of Credit (200109/200110)
This course is the study of properties and operations of the real number system; statistical analysis including line of best fit and correlation; writing, solving and graphing linear equations and inequalities; writing, graphing, and solving systems of equations and inequalities; translating word problems into equations; evaluating and graphing exponential functions; operations with and factoring of polynomials; and solving and graphing simple quadratic equations.

ALGEBRA I (Enriched WT)
1 Unit of Credit (200111/200112)
This course is the study of properties and operations of the real number system; evaluating rational algebraic expressions; writing, solving and graphing linear equations and inequalities; writing, graphing, and solving systems of equations and inequalities; translating word problems into equations; evaluating and graphing exponential functions; operations with and factoring of polynomials; solving and graphing simple quadratic equations; solving and graphing absolute value equations. Students taking this
course must be able to progress at a rapid rate and to engage in problem solving and application at a level ordinarily considered to be beyond the scope of a basic course in algebra.

GEOMETRY
1 Unit of Credit (200309/200310)
Prerequisite: Algebra I
Based on plane Euclidean geometry, this rigorous full-year course addresses the critical areas of: congruence, proof, and constructions; similarity and trigonometry; circles; three-dimensional figures; and probability of compound events. Transformations and deductive reasoning are common threads throughout the course.

GEOMETRY (Enriched WT)
1 Unit of Credit (200311/200312)
Prerequisite: Algebra I (Enriched) or “B” average or above in Algebra I.
This course is centered upon the study of Euclidean geometry, considering various geometric figures and their properties, proofs, and applications. Students develop inductive and deductive reasoning skills as they learn the elements of formal logic. Students constantly apply their knowledge of algebra as well as previously learned geometric ideas to new situations in plane geometry, coordinate geometry, three-dimensional geometry, and related applied areas. Geometry topics will be addressed from an advanced viewpoint.

MATHEMATICAL INVESTIGATIONS
1 Unit of Credit (200709/200710)
Prerequisite: Grade 11 status and Algebra I (or equivalent)
This course is designed to provide the opportunities to investigate the applications of real numbers and algebra through geometry, trigonometry, data analysis, statistics and probability. The course also puts an emphasis on modeling and problem solving basic mathematical principles with modeling & problem solving and strategies associated with standardized test taking.

ALGEBRA II
1 Unit of Credit (200119/200120)
Prerequisite: Algebra I and Geometry
This course extends a student’s knowledge of algebraic topics. Students are introduced to a deductive study of number systems. It also covers linear, quadratic, exponential, and logarithmic functions – rational and radical.

ALGEBRA II (Enriched WT)
1 Unit of Credit (200121/200122)
Prerequisite: A “B” average or above in Algebra I Enriched and Geometry Enriched is recommended
This course extends a student’s knowledge of algebraic topics. Students are introduced to a deductive study of number systems and to linear, quadratic, exponential, and logarithmic functions. This course also has more emphasis on modeling and function analysis, conic sections and relations.

MATHEMATICAL LITERACY
1 Unit of Credit (200651/200652)
Prerequisites: Senior Standing. Must have met the high school graduation requirement (3 years of math) prior to taking this course.
This course will prepare high school seniors to have success in a general education college-level math course. This is a rigorous course that will be completed over two semesters. This is a problem-based course covering systems of linear equations, general statistics, ratio and proportion, polynomials, factoring and quadratic equations, radical expressions, exponential models, and functions – Math 099 from Illinois Central College (no college credit). With successful completion of this course, students will automatically qualify to take Math 110 at Illinois Central College without a placement test.


PRE-CALCULUS
1 Unit of Credit (200409/200410)
Prerequisite: Algebra II
This course reviews and extends topics from Algebra II and expands into the advanced algebra topics of complex numbers, logarithms, matrices, sequences, theory of equations, and the binomial theorem. This functional study of trigonometry emphasizes the circular approach with applications, identities, inverses and graphing as central topics.
PRE-CALCULUS (Enriched WT)
1 Unit of Credit (200411/200412)
Prerequisite: Algebra II Enriched or teacher recommendation
This course includes a more intensive study of Algebra II, trigonometry, and standard pre-calculus topics including mathematical induction, complex numbers, vector algebra, sequences and series, theory of equations, and binomial theorem.

STATISTICS
1 Unit of Credit (200609/200610)
Prerequisite: Algebra II
In this course, students extend their study of descriptive statistics and are introduced to inferential statistics. Topics include experimental design and sampling, measures of central tendency, and variation, correlation, probability, probability distributions, and hypothesis testing.

ADVANCED PLACEMENT STATISTICS (Enriched WT)
1 Unit of Credit (200649/200650)
Prerequisite: Algebra II
This course follows the College Board’s suggested curriculum designed to parallel college-level statistics. It introduces students to major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to three broad conceptual themes: variation and distribution, patterns and uncertainty, data-based predictions, decisions, and conclusions.

ADVANCED PLACEMENT CALCULUS AB
(Enriched WT)
1 Unit of Credit (200549/200550)
Prerequisite: Pre-Calculus (Enriched Recommended)
This course follows the College Board’s suggested curriculum designed to parallel college-level courses. AP Calculus AB provides students with an intuitive understanding of the concepts of calculus and experience with its methods and applications. It includes the following topics: elementary functions, properties of functions and their graphs, limits and continuity, differential calculus, and integral calculus.

ADVANCED PLACEMENT CALCULUS BC (WT)
1 Unit of Credit (200551/200552)
Prerequisite: AP Calculus AB or instructor approval
This course follows the College Board’s suggested curriculum designed to parallel college-level calculus courses. AP Calculus BC provides students with an intuitive understanding of the concepts of calculus and experience with its methods and applications and require additional knowledge of the theoretical tools of Calculus. It includes the following topics: vector functions, parametric equations, and polar coordinates. Rigorous definitions of finite and nonexistent limits, derivatives of vector functions and parametrically defined functions, advanced techniques of integration and advanced applications of the definite integral, and sequence and series are also covered.

IB MATHEMATICS HL: Analysis and Approaches (WT)
Prerequisite: Pre-Calculus
2 Year Course
1 Unit of Credit (200731/200732 - year 1)
1 Unit of Credit (200733/200734 - year 2)
Analysis and Approaches HL focuses on developing important mathematical concepts in a comprehensible, coherent and rigorous way. There is a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students should expect to develop insight into mathematical form and structure and should be intellectually equipped to appreciate the links between concepts in different topic areas. A requirement of this course is a mathematics exploration (10-14-page paper) that offers students the opportunity to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas while developing independence in mathematical learning. Students who choose this course will be expecting to include mathematics as a major component of their university studies, either as a subject or within courses such as physics, chemistry, engineering, technology, business, and actuarial science. Additional topics beyond the Calculus AB outline are covered as well as further development of probability, vectors, and statistics.

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IB MATHEMATICS STANDARD LEVEL: Applications and Interpretation (WT)
Prerequisite: Algebra 2
1 Unit of Credit (200741/200742)
Mathematics Standard Level: Applications and Interpretation is a two-year course. This course is designed for students who enjoy describing the real world and solving practical problems using mathematics, those who are interested in harnessing the power of technology alongside exploring mathematical models, and enjoy the more practical side of mathematics. Topics covered include Advanced Algebra, Functions, Trigonometry, Statistics and Probability, Introduction to Calculus.

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ADVANCED PLACEMENT COMPUTER SCIENCE (WT)
1 Unit of Credit (700026/700027)
This course fulfills a math credit requirement.
AP Computer Science is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science course curriculum is compatible with many CS1 courses in colleges and universities.
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<tr>
<td>Biology</td>
<td>9</td>
<td>None</td>
</tr>
<tr>
<td>Biology (Enriched WT)</td>
<td>9</td>
<td>None</td>
</tr>
<tr>
<td>Advanced Placement Biology (WT)</td>
<td>11,12</td>
<td>Biology and Chemistry, Recommendation minimum “B” average in Biology and Chemistry</td>
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<tr>
<td>Anatomy and Physiology (Enriched WT)</td>
<td>10,11,12</td>
<td>Biology</td>
</tr>
<tr>
<td>Chemistry</td>
<td>10,11,12</td>
<td>Algebra I</td>
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<tr>
<td>Chemistry (Enriched WT)</td>
<td>10,11,12</td>
<td>Algebra I with a “B” average is recommended</td>
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<tr>
<td>Advanced Placement Chemistry (WT)</td>
<td>11,12</td>
<td>Chemistry and Algebra II: recommendation of minimum “B” average in Chemistry, Algebra II and Physics</td>
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<td>DC Chemistry 120</td>
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<td>ACCUPLACER SCORE 259</td>
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<td>Physics</td>
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<td>Physics (Enriched WT)</td>
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<td>Geometry Enriched and Algebra I Enriched: Recommendation – Chemistry and at least a “C” average in Geometry Enriched and Algebra I Enriched</td>
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<td>Advanced Placement Physics I (WT)</td>
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<tr>
<td>Advanced Placement Environmental Science</td>
<td>11,12</td>
<td>Recommendation: Biology</td>
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<td>Physical Science</td>
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<td>DC Biology 140(Hum. Ana. and Phys) (WT)</td>
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<td>IB Biology HL Year I (WT)</td>
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<td>Biology Enriched and Chemistry Enriched – IB Candidate</td>
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<td>IB Biology HL Year II (WT)</td>
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<td>IB Biology HL Year I</td>
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<td>IB Chemistry SL (WT)</td>
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<td>Chemistry Enriched, Algebra II or higher – IB Candidate</td>
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<tr>
<td>IB Physics SL (WT)</td>
<td>11,12</td>
<td>Algebra II Enriched, Geometry Enriched and recommended concurrent enrollment in an IB Math Class – IB Candidate</td>
</tr>
<tr>
<td>Basic Horticultural Science</td>
<td>10,11,12</td>
<td>None</td>
</tr>
</tbody>
</table>

### SCIENCE EDUCATION

Science is a creative endeavor of the human mind. It offers a special perspective of the natural world in terms of understanding and interaction. The goal of science education is to develop in students a rich and full understanding of the inquiry process; the key concepts and principles of life, physical, and earth sciences. Students will work to earn half of the unit(s) of credit listed in the description for each semester, unless it is paired with another course.

### BIOLOGY

1. **Unit of Credit (300109/300110)**

This course is designed to give the student a general knowledge of the following areas: evolution, structure and function of organisms, genetics, and ecology. The course will stress the interrelationship of these areas and give a student the understanding that living things depend on each other. The laboratory portion of this course includes animal dissections, as well as certain microscope and other laboratory exercises.
BIOLOGY (Enriched WT)
1 Unit of Credit (300111/300112)
Biology Enriched stresses and develops the experimental and investigative approach to the life sciences. The concepts of molecular biology, genetics, ecology and evolution, are the foundations of each topic throughout the course. The goal of this course lies in the interpretation, analysis, and utilizations of the phenomena studied rather than the mere recall of a large number of facts. Students in the enriched program may enroll in advanced courses in chemistry, biology, or physics in their junior and/or senior year.

ADVANCED PLACEMENT BIOLOGY (WT)
1 Unit of Credit (300149/300150)
Lab Fee Required
Prerequisite: Biology and Chemistry
Recommendation minimum “B” average in Biology and Chemistry
This course is designed to be equivalent to an introductory college biology course usually taken in the first year of college and meets the objectives outlined by the College Board. Students study major themes that include molecules and cells, heredity, evolution, organisms, and populations.

ANATOMY AND PHYSIOLOGY (Enriched WT)
1 Unit of Credit (300709/300710)
Prerequisite: Biology
This course deals with the structure and function of the human organism. Anatomy and Physiology courses present the human body and biological systems in more detail. In order to understand the structure of the human body and its functions, students learn anatomical terminology, study cells and tissues, explore functional systems and may dissect mammals. It is recommended, but not limited to students interested in pre-medical, pre-dental, pre-nursing, and other health-related services or for students planning to major in physical education at the college level. It is a lecture-laboratory-centered course that includes dissection and some written research reports.

CHEMISTRY
1 Unit of Credit (300309/300310)
Prerequisite: Algebra I
This course is the study of basic concepts of the structure, composition, and properties of matter and the energy relationships involved. This course is designed to stress laboratory investigations in chemistry. Chemistry courses involve studying the composition, properties, and reactions of substances. These courses typically explore such concepts as the behaviors of solids, liquids, and gases; acid/base and oxidation/reduction reactions; thermodynamics; gas laws; and atomic structure. Chemical formulas and equations and nuclear reactions are also studied. During the course, students will be required to memorize certain key symbols, chemical formulas, technical terms and scientifically significant numbers.

CHEMISTRY (Enriched WT)
1 Unit of Credit (300311/300312)
Prerequisite: Algebra I with a “B” average is recommended
Chemistry courses involve studying the composition, properties, and reactions of substances. These courses typically explore such concepts as the behaviors of solids, liquids, and gases; acid/base reactions; and atomic structure. Chemical formulas and equations and nuclear reactions are also studied. This course includes the basic concepts covered in Chemistry; however, special emphasis is placed on general chemical principles and chemistry as a quantitative science. Mathematical applications are stressed. This course is an integral part of the four-year enriched science program and provides a firm college preparatory background in chemistry. The methodology of the course is designed to stimulate growth of logic and deductive/inductive reasoning ability. The course consists of lectures, demonstrations, and laboratory investigations with emphasis on the latter as a means to develop observation and interpretation skills.

ADVANCED PLACEMENT CHEMISTRY (WT)
1/2 Unit of Credit (300350)
Lab Fee Required
Prerequisite: DC CHEMISTRY 120 (Principles of Chemistry I) Taken in the fall
Recommendation: minimum “B” average in Chemistry, Algebra II, and Physics
This course is a rigorous treatment of general chemical principles with emphasis on chemistry as a quantitative and laboratory-based science. It is designed to be the equivalent of a general chemistry course usually taken in the first year of college and meets the objectives outlined by the College Board. Students will study topics such as structure of matter, states of matter, reactions, and descriptive chemistry.
**DC CHEMISTRY 120 (Principles of Chemistry I) (WT)**

Early College Credit

½ Unit of Credit (300355)

Lab Fee Required

Corequisite: This course is taught in the Fall and AP Chemistry or IB Chemistry SL must be taken in the Spring.

Prerequisite: ACCUPLACER score 259 or higher required.

This course is a study of the fundamental principles governing the behavior of matter. Topics include atomic structure, stoichiometry, chemical bonding, equilibrium and solutions. This course is recommended for students considering careers in fields such as nursing, health professions, agricultural science or students who need a general education science credit.

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**PHYSICS**

1 Unit of Credit (300509/300510)

Prerequisite: Geometry and Algebra I

Recommendation: Chemistry and at least a “C” average in Geometry and Algebra I is recommended.

This course is a combination of traditional and the newer analytical approaches to the subject. Physics courses involve the study of the forces and laws of nature affecting matter, such as equilibrium, motion, momentum, and the relationships between matter and energy. The study of physics includes examination of sound, light, and magnetic and electric phenomena. Hands on experiences are a fundamental part of the course.

**PHYSICS (Enriched WT)**

1 Unit of Credit (300511/300512)

Prerequisites: Geometry Enriched and Algebra I Enriched

Recommendation: Chemistry and at least a “C” average in Geometry Enriched and Algebra I Enriched is recommended.

This course is a combination of traditional and the newer analytical approaches to the subject. Physics courses involve the study of the forces and laws of nature affecting matter, such as equilibrium, motion, momentum, and the relationships between matter and energy. The study of physics includes examination of sound, light, and magnetic and electric phenomena. Hands on experiences are a fundamental part of the course. Requires deeper understanding and more rigorous math expectation.

**ADVANCED PLACEMENT PHYSICS I (WT)**

1 Unit of Credit (300549/300550)

Lab Fee Required

Prerequisites: Geometry Enriched and Algebra II Enriched

Recommendation: Chemistry Enriched

This course is designed to be equivalent to a non-calculus college course usually taken in general physics and meets the objectives outlined by the College Board. In this course, emphasis is placed upon systematic methods of solving problems. Topics include kinematics, dynamics, circular motions and gravitation, energy, momentum, simple harmonic motion, torque, and rotational motion.

**ADVANCED PLACEMENT PHYSICS II (WT)**

1 Unit of Credit (300553/300554)

Lab Fee Required

Prerequisite: Advanced Placement Physics I

This course is designed to be equivalent to an Algebra-Based Physics college course and meets the objectives outlined by the College Board. The course covers fluid mechanics; thermodynamics; electrical force field; electric potential; electric circuits; electromagnetic induction; magnetism; geometric and physical optics; and quantum, atomic and nuclear physics.

**PHYSICAL SCIENCE**

1 Unit of Credit (300719/300720)

This course provides a basic knowledge of both chemistry and physics. The curriculum includes the study of the structure of atoms, structure, and properties of matter, motions, and forces. It also covers conservation of energy, matter, and charge. (This course does not qualify as a laboratory course as defined by most colleges and universities.)

**ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE (WT)**

1 Unit of Credit (300749/300750)

Recommendation: Biology

This course is designed to be equivalent to an introductory college course usually taken in the first year of college and meets the objectives outlined by the College Board. The purpose of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them.
IB BIOLOGY HL (WT)

2 Year Course
1 Unit of Credit (300189/300190 - year 1)
1 Unit of Credit (300191/300192 - year 2)
Lab Fee Required
Prerequisite: Biology Enriched and Chemistry Enriched
This two-year course is comparable to two college biology courses. Students learn about cell theory, the chemistry of living things, plant science, genetics, and organisms/populations. Laboratory work encourages higher level thinking skills, the operation of scientific equipment and technical writing. Students also engage in activities which develop statistical analysis skills, and which make them aware of how scientists work with each other.
Richwoods

IB CHEMISTRY SL (WT)

1/2 Unit of Credit (300390)
Lab Fee Required
Prerequisite: Chemistry Enriched, Algebra II or higher
This course is an experimental science course that combines academic study with the acquisition and development of practical and investigational skills. Chemical principles that underpin both the physical environment and biological systems are studied in depth.
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IB PHYSICS SL (WT)

1 Unit of Credit (300589/300590)
Lab Fee Required
Prerequisite: Algebra II Enriched, Geometry Enriched, and recommended concurrent enrollment in an IB Math class.
This course is designed for IB students who have a high interest in Physics. Topics include mechanics, kinetic theory, wave phenomena, electricity, magnetism, thermodynamics, and particle physics.
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BASIC HORTICULTURAL SCIENCE

1 Unit of Credit (300791/300792)
This course is designed to introduce students to the horticulture industry and provide them with basic plant science knowledge that can be further developed in advanced horticulture courses. Units of instruction will include horticulture research, horticultural careers, plant anatomy, seed germination, plant propagation, growing media, pest management, hydroponics, identifying horticultural plants, growing greenhouse crops, and floral design. Improving computer and workplace skills will be a focus.
Richwoods
SOCIAL STUDIES

Freshman Course Options

- World Geography
- World Geography Enriched
- Black History 365
  Part 1
- AP Human Geography
- Pre IB
  @ Richwoods
  American Government/ Economics

Sophomore, Junior and Senior Course Options

- Black History 365
  Part 1
- Psychology
- Sociology
- World History
  *Graduation requirement*
- Economics
  *Graduation requirement*
- Black History 365
  Part 2
- Science Technology & Society
- American Justice
- United States History
  *Junior requirement*
- American Government
  *Graduation requirement*

AP

- AP Psychology
- AP World History
- AP US History
- AP Government and Politics
- AP European History
- AP Human Geography

Dual Credit

- DC Psychology 110
- DC World History 117
  Semester 1
- DC World History 118
  Semester 2
- DC American History 201
  Semester 1
- DC American History 202
  Semester 2

IB

@ Richwoods only

- IB Psychology
- IB History of Americans
- IB 20th Century World History
- IB Social Anthropology
- IB Theory of Knowledge
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<thead>
<tr>
<th>SUBJECT</th>
<th>GRADES</th>
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<tr>
<td>Black History 365 Part One</td>
<td>9,10</td>
<td>None</td>
</tr>
<tr>
<td>Black History 365 Part Two</td>
<td>10,11,12</td>
<td>None</td>
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<td>World Geography</td>
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<td>World Geography (Enriched WT)</td>
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<td>World History</td>
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<tr>
<td>Advanced Placement World History (WT)</td>
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<tr>
<td>DC World Hist. 117 (Early Western Civil.) (WT)</td>
<td>11,12</td>
<td>ACCUPLACER score 259 or higher required see counselor</td>
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<td>DC World History 118</td>
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<td>US History</td>
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<td>Advanced Placement US History (WT)</td>
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<td>Recommendation: “B” or better in 9th/10th grade social studies</td>
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<td>American Justice</td>
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<tr>
<td>DC Amer. Hist. 201 (Amer. Hist. to 1877) (WT)</td>
<td>11,12</td>
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<tr>
<td>DC Amer. Hist. 202 (Amer. Hist. since 1877) (WT)</td>
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<td>American History 201</td>
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<td>American Government</td>
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<td>Economics</td>
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<td>DC Psych 110</td>
<td>11,12</td>
<td>ACCUPLACER score 259 or higher required see counselor or ACT Reading score 18 or higher</td>
</tr>
<tr>
<td>Science, Technology and Society</td>
<td>10,11,12</td>
<td>None</td>
</tr>
<tr>
<td>Sociology</td>
<td>10,11,12</td>
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<tr>
<td>Advanced Placement Human Geography (WT)</td>
<td>9,10,11,12</td>
<td>None</td>
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<td>Advanced Placement Gov. and Politics (WT)</td>
<td>10,11,12</td>
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<td>Advanced Placement European History (WT)</td>
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<tr>
<td>IB Psychology (WT)</td>
<td>11,12</td>
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<td>IB History of the Americas (WT)</td>
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<td>IB 20th Century World History (WT)</td>
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<tr>
<td>IB Theory of Knowledge (WT)</td>
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<td>IB Diploma Student</td>
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The Social Studies curriculum helps students develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. Students will have a broad understanding of political and economic systems. They will better understand events, trends, personalities and movements in local, state, national, and world history. Students will work to earn half of the unit(s) of credit listed in the description for each semester, unless it is paired with another course.

BLACK HISTORY 365 PART ONE
1 Unit of Credit- (400307/400308) 9th or 10th grade only
Black History (BH) 365 Part One is designed to be the first of a four-course series that documents the unique stories of Black persons, groups, and cultures in North America. Part one starts with Ancient Africa engaging students in African tribes, traditions, languages, and cultures which were instrumental in forming modern processes and conventions practiced within Black American cultures and subcultures. Exploration of the transatlantic slave trade will include details of the conditions that influenced the trading of natural resources.
resources, weapons, and people of African descent along with steps that lead to the end of the trade. Also, a look at the beginnings of American systematic oppression, racial and economic disparity including discrimination and dominant-culture supremacy will be discussed in this course.

BLACK HISTORY 365 PART TWO
1 Unit of Credit (400305/400306)
Black History (BH) 365 Part two starts with Emancipation and Reconstruction marking the beginning efforts to end legalized enslavement in the United States. This course will analyze the critical events leading to the emancipation of the enslaved and the subsequent conflicts between Confederate and the Union States after the war ended. Additional studies will include the great migration and the civil rights and American justice era.

WORLD GEOGRAPHY
1 Unit of Credit (400309/400310)
This course provides students with an overview of the Eastern and Western Hemisphere. It covers topics such as the physical environment, the political landscape, the relationship between people and the land, economic production and development, and the movement of people, goods, and ideas.

WORLD GEOGRAPHY (Enriched WT)
1 Unit of Credit (400319/400320)
This course provides students with an overview of the Eastern and Western Hemispheres. It covers topics such as the physical environment, the political landscape, the relationship between people and the land, economic production and development, and the movement of people, goods and ideas. This course allows the student greater opportunity for a more intensive study of World Geography.

WORLD HISTORY
1 Unit of Credit (400119/400120)
This course is devoted to the historical and cultural study of human as found in the development of political systems, society, economics, and religion from prehistory to the present. Extensive study is done in Asian and African as well as European history.

ADVANCED PLACEMENT WORLD HISTORY (WT)
1 Unit of Credit (400123/400124)
AP World History is designed to be the equivalent of a two-semester introductory college or university world history course. In AP World History students investigate significant events, individuals, developments, and processes in six historical periods from approximately 8000 B.C.E. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures.

DC  WORLD HISTORY 117 (Early Western Civilization) (WT)
Early College Credit - ICC Fee Required
½ Unit of Credit (400797)
This course is taken first semester
Prerequisite: ACCUPLACER score 259 or higher required see counselor.
This course presents an introduction to the history of Western Civilization in the Ancient, Medieval, and Renaissance periods. Major topics include origins of civilization, the Hebrews, Greek and Roman civilization, origins and development of Christianity, Medieval society and economy, the rise of national monarchies, the Renaissance, the Protestant Reformation, and the origins of modern economic and political concepts.

DC  WORLD HISTORY 118 (Modern Western Civilization) (WT)
Early College Credit - ICC Fee Required
½ Unit of Credit (400798)
This course is taken second semester
Prerequisite: World History 117
This course presents an introduction to the history of Europe and its relationships with the world since the Renaissance. Major topics include development of science and technology, capitalism and industry, liberalism, imperialism, nationalism, socialism, totalitarianism, and international relations.
UNITED STATES HISTORY
1 Unit of Credit (400129/400130)
Junior Course
In this course, students become aware of our American heritage and learn to appreciate it. Moreover, they learn of the influence of past events and personalities on present day affairs. Through reading, study, discussion, visual aids, research and writing, the student learns that the past is a prelude to the present. A multicultural approach is used in the study of American History. The first semester includes a review of topics relevant to the early development of the United States up to the period of Reconstruction. An in-depth study of events from the 1890’s to the present makes up the second semester.

ADVANCED PLACEMENT US HISTORY (WT)
1 Unit of Credit (400149/400150)
Recommendation: “B” or better in 9th/10th grade social studies
This course is designed to be the equivalent to a general U.S. History course usually taken in the freshman year of college and meets the objectives outlined by the College Board. The course will provide the breadth and depth of understanding needed to pass the Advanced Placement Examination in May.

AMERICAN JUSTICE
½ Unit of Credit (400409/400410)
This course is designed to provide a deeper understanding of the nature of American democracy and the unique position citizens hold in American democracy. Students are taught to understand the structure of the American legal system, how the legal process works, and how individual rights and obligations are interrelated.

DC AMERICAN HISTORY 201 (American History to 1877) (WT)
Early College Credit - ICC Fee Required
½ Unit Credit (400795)
This course is taken first semester
Prerequisite: ACCUPLACER score required see counselor.
This course traces the history of the United States from the pre-Columbian period through the Civil War and its aftermath. Topics include the clash between the American view of self-government and the English concept of empire; the achievement of independence; the formulation and implementation of federal government; the rise and development of political parties; changing concepts of democracy; the Westward movement; sectional controversy; the Civil War; and Reconstruction.

DC AMERICAN HISTORY 202 (American History since 1877) (WT)
Early College Credit - ICC Fee Required
½ Unit Credit (400796)
This course is taken second semester
Prerequisite: American History 201
This course traces the history of the United States from the end of Reconstruction to the present. Topics include western expansion and the impact of the frontier; the growth and development of an industrial economy; responses to industrialization; reform and the meaning of American democracy; the United States and World War I; the 1920’s, the Depression and the New Deal; World War II, and the United States since 1945.

AMERICAN GOVERNMENT
½ Unit of Credit (400419/400420)
The basic objectives in this course are to instill in the student an awareness of American government and policy, to arouse student interest in voter participation, and to make the students aware of current events and how they directly and indirectly impact people. Federal, state, and local government, their workings and relationship to each other are the subject areas covered. Debates and student papers are used to help the student gain a deeper understanding of problems faced by our government. The Constitution test is required in this course. This course meets the Illinois State Civics requirement for graduation.

ECONOMICS
½ Unit of Credit (400519/400520)
This course is a study of the American free enterprise system -- how our society organizes itself to produce and distribute goods and services. Major emphasis will be placed on the laws of supply and demand, economic production, theory of the firm, market structures, capitalization, and money and banking and if time permits, global economic issues.
PSYCHOLOGY
1 Unit of Credit (400709/400710)
The purpose of this course is to study human behavior and how individuals react to environmental factors that affect human behavior. The following topics are addressed during the progression of the course: sensation and perception, learning theories, human development, abnormal psychology, and coping strategies. The students who take this course will become knowledgeable of the variables that affect the mental state and behavior of others.

ADVANCED PLACEMENT PSYCHOLOGY (WT)
1 Unit of Credit (400749/400750)
The psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

DC PSYCH 110 (Introduction to Psychology) (WT)
Early College Credit
½ Unit Credit (400711/400712)
Prerequisite: ACCUPLACER score of 259 or higher required or ACT Reading score 18 or higher.
Psychology is the scientific study of behavior and mental processes. This course will introduce the student to fundamentals of physiological psychology, sensation and perception, learning, emotions and motivation, and psychological disorders and their treatment. The role of research and the scientific method are emphasized throughout the course.

SCIENCE, TECHNOLOGY AND SOCIETY
1 Unit of Credit (400527/400528)
There is no separating our interactions with technological and scientific advances. The advances affect our society in so many ways. Since the advent of computers, the advances in technology have increased over time. The internet connects the world and provides access to information at the click of a mouse. Programming languages have given rise to the creation of webpages, software, artificial intelligence and so much more. Video games have evolved over time from pixelated images to life-like interactions. This class will examine the history and impact of science and technology on society. Students will gain an understanding of not only the impact technological advances have had on society but will be introduced to various programming languages from HTML to Python. They will explore bias is AI, create music with computer programming and create their own video game. They will also gain valuable digital literacy skills that will help enable them to safely and effectively navigate the digital landscape of social media and the internet.

SOCIOLGY
½ Unit Credit (400529/400530)
This course will introduce students to the study of human behavior in society. It will provide an overview of sociology, generally including topics such as social institutions and norms, socialization and social changes, and the relationships among individuals and groups in society.

ADVANCED PLACEMENT HUMAN GEOGRAPHY (WT)
1 Unit of Credit (400359/400360)
This course will introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

ADVANCED PLACEMENT GOVERNMENT AND POLITICS (WT)
1 Unit of Credit (400449/400450)
This course is designed to provide the equivalent curriculum usually taken in the freshman year of college and meets the objectives outlined by the College Board. Students will be able to identify and explain the formation, function, players and organizations that make up the American system of government based on the following themes: The U.S. Constitution, civil liberties and civil rights, federalism, separation of powers, civic responsibility and the role of the media in the political arena.

ADVANCED PLACEMENT EUROPEAN HISTORY (WT)
1 Unit of Credit (400159/400160)
This course is the study of European history since 1450. It introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse.
**IB PSYCHOLOGY (WT)**
1 Unit of Credit (400789/400790)
Psychology is most appropriately defined as the systemic study of behavior and experience. This class occupies an important position as a meeting ground for both the natural and social sciences. The variety of current research areas and applications reflect the prominent role of psychology in modern society.

Richwoods

**IB HISTORY OF THE AMERICAS (WT)**
1 Unit of Credit (400189/400190)
Prerequisite: Must be an IB Diploma Candidate
This class is the first part of a two-year program of study for the IB History requirement.
It is designed to provide knowledge and understanding of the history of the Americas. We will focus on developing writing skills using critical thinking, analysis, and multiple perspectives. A variety of topics encompassing the United States, Canada, and Latin America will be explored. Although the bulk of the course will focus on the history of the United States, the emphasis will be on the global impact and perspective of the entire western hemisphere. Three topics in particular will be covered in depth: the Civil War, World War II, and the Civil Rights Movement. Understanding the current structure and function of our government and economy requires a solid background of international historical knowledge. Critical thinking analysis is an essential part of the IB Diploma Programme. Students will be challenged to articulate their thoughts through discussions, Socratic seminars, creative group projects, and writing. Global political and social issues of the past and present will be reviewed, discussed, and debated. Developing an international mindset will help students learn the importance of being an active and responsible citizen in our society.

Richwoods

**IB 20th CENTURY WORLD HISTORY (WT)**
1 Unit of Credit (400195/400196)
Prerequisite: Must be an IB Diploma Candidate
Twentieth Century World Topics is the second-year study in the higher-level International Baccalaureate Individuals and Societies program. This course deals with political, social, economic, cultural, religious, aesthetic, and technological topics. This course will guide the student to an awareness of differing historical interpretations and perspectives. The specific focus of the course is on peacemaking and peacekeeping efforts during the inter-war years (1919-36).

Richwoods

**IB SOCIAL ANTHROPOLOGY (WT)**
1 Unit of Credit (400793/400794)
This course presents an opportunity for students to explore and understand humankind in all its diversity through the comparative study of human cultures and societies. Throughout the course, students will come to appreciate how anthropology as a discipline contributes to an understanding of contemporary issues, such as war and conflict, the environment, poverty, and human rights. The study of social and cultural anthropology offers critical insight into the continuities as well as the dynamics of social change and the development of societies. Students undertaking this course will have the opportunity to become acquainted with multiple anthropological perspectives, ways of thinking, and methods of investigation. Students will develop the capacity to recognize preconceptions and assumptions of their own social and cultural environments through an exploration of both the familiar and unfamiliar worlds of other people.

Richwoods

**IB THEORY OF KNOWLEDGE (WT)**
1 Unit of Credit (400759/400760)
Prerequisite: IB Diploma Student
Theory of Knowledge (ToK) is a year-long course taken during junior year. The ToK student examines the philosophical framework of each academic discipline while learning to reflect critically and logically on ideas originating in the other courses.

Richwoods
## BUSINESS COURSE GUIDE

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>GRADES</th>
<th>PREREQUISITES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business &amp; Technology Concepts</td>
<td>9,10,11,12</td>
<td>None</td>
</tr>
<tr>
<td>Keyboarding &amp; Formatting</td>
<td>9,10,11,12</td>
<td>None</td>
</tr>
<tr>
<td>Computer Concepts &amp; Software App</td>
<td>9,10,11,12</td>
<td>None</td>
</tr>
<tr>
<td>Intro to Bus &amp; Entrepreneurial Innovation</td>
<td>9,10,11,12</td>
<td>None</td>
</tr>
<tr>
<td>Recordkeeping</td>
<td>10,11,12</td>
<td>None</td>
</tr>
<tr>
<td>Business Law</td>
<td>10,11,12</td>
<td>None</td>
</tr>
<tr>
<td>DC Bus 110 Introduction to Business (WT)</td>
<td>11,12</td>
<td>ACCUPLACER score 259</td>
</tr>
<tr>
<td>DC Mktg 112 Principles of Marketing (WT)</td>
<td>11,12</td>
<td>ACCUPLACER score 259</td>
</tr>
<tr>
<td>Accounting I</td>
<td>11,12</td>
<td>None</td>
</tr>
<tr>
<td>Accounting II</td>
<td>12</td>
<td>Accounting I</td>
</tr>
<tr>
<td>Information Processing</td>
<td>10,11,12</td>
<td>Computer Concepts &amp; Software Application</td>
</tr>
<tr>
<td>Product-Oriented Marketing</td>
<td>10,11,12</td>
<td>Successful completion of one business course</td>
</tr>
</tbody>
</table>

## BUSINESS

### BUSINESS & TECHNOLOGY CONCEPTS
1 Unit of Credit (700209/700210)

This orientation-level course will provide an overview of all aspects of business marketing and management, including the concepts, functions, and skills required for meeting the challenges of operating a business in a global economy. Topics covered will include the various forms of business ownership, including entrepreneurship, as well as the basic functional areas of business (finance, management, marketing, administration, and production). Students will be introduced to a wide range of careers in fields such as accounting, financial services, information technology, marketing, and management. Emphasis will be placed on using the computer while studying applications in these careers along with communication skills (thinking, listening, composing, revising, editing, and speaking), math, and problem solving. Business ethics as well as other workplace skills will be taught and integrated within this course.

### KEYBOARDING & Formatting
½ Unit of Credit (700215)- Taken 1st semester

Keyboarding and Formatting is a course designed to develop basic skills in touch keyboarding techniques for entering alphabetic, numeric, and symbol information found on computers and terminals. Students will learn to edit and format text and paragraphs, change fonts, work with headers and footers, cut and paste text, create and use tab keys, create labels, and work with multiple windows. Students will format documents such as letters, envelopes, memorandums, reports, and tables for personal, educational, and business uses. An emphasis is also placed on formatting documents, improving proofreading skills, and increasing speed and accuracy.

### COMPUTER CONCEPTS & SOFTWARE APPLICATIONS
½ Unit of Credit (700018)- Taken 2nd semester

Computer Concepts and Software Applications is an orientation-level course designed to develop awareness and understanding of application software and equipment used by employees to perform tasks in business, marketing, and management. Students will apply problem-solving skills to hands-on, real-life situations using a variety of software applications such as word processing, spreadsheets, data-base management, presentation software, and desktop publishing. Students will explore topics related to computer concepts, operating systems, telecommunications and emerging technologies. Emphasis will also be on the development of employability skills, as well as transition skills, and the understanding of ethical considerations that arise in using information processing equipment and gaining access to available databases.
INTRODUCTION TO BUSINESS AND ENTREPRENEURIAL INNOVATION
1 Unit of Credit (700233/700234) (Enriched WT)
This interdisciplinary course takes students through content that will help them understand the basics of business, communication, personal finance, marketing, sales, design thinking, career planning and entrepreneurship. The goal of the course is to provide foundational knowledge and skills to gain a better understanding of business and entrepreneurship. Students will gain an understanding of the design process by engaging in the practice of design thinking. They will also gain insight into skills and attributes necessary to become successful in their academics and life by learning the importance of personal finance and by investigating careers to prepare for the job market. Throughout the course students will hone communication skills, creativity and problem solving through this innovative course. At the conclusion of the course, students will be equipped to apply the knowledge and skills learned to create a business outline for a business of their own creation.

RECORDKEEPING
½ Unit of Credit (700219/700220)
In this course, students will develop understanding and skill in maintaining accurate records including skills used in everyday business activities both for personal and professional use. The course also provides an opportunity to develop skills related to personal financial management as well as budgeting, financial planning, cashier’s records, handling of money, and tasks common to simple office practice.

BUSINESS LAW
½ Unit of Credit (700225/700226)
Business Law is a course which introduces the American Legal System. It is taught for its personal value to the students as well as its vocational value. Business Law assists the students in meeting demands of the everyday business world and develops understanding of personal obligations in business transactions.

DC BUS 110 INTRODUCTION TO BUSINESS (WT)
Early College Credit
½ Unit of high school credit (700601/700602)
Prerequisite: ACCUPLACER score of 259 or higher required
This course covers the factual and informational survey of business designed to give the student a background for understanding the principles and practices governing the operation of modern business.

DC MKTG 112 PRINCIPLES OF MARKETING (WT)
Early College Credit
½ Unit of high school credit (700603/700604)
Prerequisite: ACCUPLACER score of 259 or higher required
This course studies the business activities involved in planning, pricing, promoting, and distributing want-satisfying goods and services to present and potential customers.

ACCOUNTING I
1 Unit of Credit (700229/700230)
This course is designed to assist students pursuing a career in business, marketing, and management. This course includes planned learning experiences that develop initial and basic skills used in systematically computing, classifying, recording, verifying, and maintaining numerical data involved in financial and product control records including paying and receiving money. Instruction includes information on keeping financial records, summarizing them for convenient interpretation, and analyzing them to aid management for decision making. An emphasis will also be placed on preparation of budgets and financial reports, operation of related business machines and equipment, processing employee benefits, and career opportunities in the accounting field.

ACCOUNTING II
1 Unit of Credit (700231/700232)
Prerequisite: Accounting I
This course will build upon the foundation established in Accounting I. This course is planned to help students develop deeper knowledge of the principles of accounting with more emphasis being placed on financial statements and accounting records. It is a study of previously learned principles as they apply to the more complicated types of business organizations such as partnerships, corporations, branches, etc. The students may become familiar with such specialized fields of accounting as cost accounting, tax accounting, payroll accounting, and others. Simulated business conditions may be provided through the use of practice sets. Skills are developed in the entry, retrieval, and statistical analysis of business data using computers for accounting business applications.
INFORMATION PROCESSING
1 Unit of Credit (700019/700020)
Prerequisite: Computer Concepts & Software Applications
Information Processing is a skill-level course that includes the concepts and terminology related to people, equipment, and procedures of information processing as well as skill development in the use of information processing equipment. Students will operate computer equipment to prepare memos, letters, reports, and forms. Students will create rough drafts, correct copy, process incoming and outgoing telephone calls and mail, and transmit and receive messages electronically. Students will create input and update databases and spreadsheets. Students will create data directories. Students will copy, rename, move, and delete files, and perform backup procedures. Students will prepare files to merge, as well as create mailing labels and envelopes from merge files. Students will learn to locate and retrieve information from hard copy and electronic sources and prepare masters for presentations using presentation software. Students will apply proper grammar, punctuation, spelling and proofreading practices. Accuracy will be emphasized. Workplace skills as well as communication skills will be taught and integrated throughout the course.

PRODUCT-ORIENTED MARKETING
1 Unit of Credit (700239/700240)
Prerequisite: Successful completion of one business course
This course will offer students insight into the processes affecting the flow of goods and services from the producer to the consumer. Course content ranges considerably as general marketing principles such as purchasing, distribution, and sales are covered. A major emphasis is placed on kinds of markets, market identification, product planning, packaging and pricing, and business management.

COLLEGE & CAREER READINESS COURSE GUIDE

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>GRADES</th>
<th>PREREQUISITES</th>
</tr>
</thead>
<tbody>
<tr>
<td>DC Orien 110 (College Success) (WT)</td>
<td>11,12</td>
<td>ACCUPLACER 259 or higher</td>
</tr>
<tr>
<td>Co-op Education</td>
<td>12</td>
<td>Seniors with counselor and instructor permission</td>
</tr>
</tbody>
</table>

COLLEGE & CAREER READINESS

DC OREN 110 (College Success) (WT)
Early College Credit
½ Unit of High School Credit (500490)
Prerequisite: ACCUPLACER score of 259 or higher required
This course is designed to equip students with the skills and understandings necessary for a successful transition from high school to college. Students will (1) research potential colleges (programs offered, important dates and steps in the application process, scholarship opportunities), (2) gain a fuller understanding of college life (academic expectations, campus resources, study skills), and (3) develop communication, writing, and technology skills that foster success in college and the professional workplace. Personal responsibility, resource management, problem solving, and soft skills are emphasized.

CO-OP EDUCATION
3 Units of Credit (950109/950110)
Prerequisite: Seniors with counselor and instructor permission
Cooperative education 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 will focus on providing students with job survival skills and career exploration skills related to the job and improving students’ abilities to interact positively with others. Emphasis will also be placed on 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. Written training agreements and individual student training plans are developed and agreed upon by the employer, student, and coordinator.

Peoria High School
COMMUNICATION ARTS COURSE GUIDE

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>GRADES</th>
<th>PREREQUISITES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Technology</td>
<td>9,10,11,12</td>
<td>Paired with Audio/Video Production I and taken 1st Semester</td>
</tr>
<tr>
<td>Audio/Video Production I</td>
<td>9,10,11,12</td>
<td>Paired with Communication Technology and taken 2nd Semester</td>
</tr>
<tr>
<td>Audio/Video Production II</td>
<td>10,11,12</td>
<td>Communication Technology &amp; Audio/Video Production I</td>
</tr>
<tr>
<td>IB Film SL (WT)</td>
<td>11,12</td>
<td>IB Diploma Candidate</td>
</tr>
</tbody>
</table>

COMMUNICATION ARTS

COMMUNICATION TECHNOLOGY
½ Unit of Credit (700115)
Corequisite: This course is paired with Audio/Video Production I and taken 1st Semester
This course will foster an awareness and understanding of the technologies used to communicate in our modern society. Students gain experience in the areas of design and drafting, radio and television broadcasting, computers in communication, photography, graphic arts, and telecommunications.
Richwoods & Peoria High

AUDIO/VIDEO PRODUCTION I
½ Unit of Credit (700120)
Corequisite: Paired with Communication Technology and taken 2nd Semester
Prerequisite: Communication Technology
In this course, students will be provided with the skills needed for a career in the technical aspects of radio and television broadcasting. The course includes camera operations, basic audio and video editing, sound and lighting techniques, and sound mixing. Students learn the operation, maintenance, and repair of video and DVD recording equipment, video/digital cameras, microphones, computers, lighting/grip equipment, and other production equipment used in the video and audio production of television programs. Students also learn to use, maintain, and repair various types of audio recorders, amplifiers, transmitters, receivers, microphones, and sound mixers to record and broadcast radio programs.
Richwoods & Peoria High

AUDIO/VIDEO PRODUCTION II
1 Unit of Credit (700121/700122)
Prerequisite: Communication Technology & Audio/Video Production I
In this course, students will expand on the activities explored in level I. Students will also work in a team-based environment to create a variety of video and audio related broadcasts. Instruction includes single and multi-camera operations, linear and nonlinear video editing, production and post-production processes, animation graphics, sound mixing, multi-track production, audio editing, and special effects. Students learn how to use digital editing equipment and software to electronically cut and paste video and sound segments together, as well as how to regulate and monitor signal strength, volume, sound quality, brightness, and clarity of outgoing signals. This course also provides students with an understanding of the FCC and other governmental agencies’ regulations related to radio and television broadcasting.
Richwoods & Peoria High

IB FILM SL (WT)
1 Unit of Credit (700029/700030)
This course will require students to construct and deconstruct film texts, develop their creative and critical abilities, and enhance their appreciation and enjoyment of film. Students will study film sequences, film-making traditions from more than one country, and will create, analyze and produce their own film.
Richwoods
# FAMILY CONSUMER SCIENCE COURSE GUIDE

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>GRADES</th>
<th>PREREQUISITES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro to Fam &amp; Con Science Careers</td>
<td>9,10</td>
<td>None</td>
</tr>
<tr>
<td>Child Development &amp; Parenting</td>
<td>10,11,12</td>
<td>None</td>
</tr>
<tr>
<td>Care &amp; Learning Serv Occupations</td>
<td>11,12</td>
<td>None</td>
</tr>
</tbody>
</table>

## FAMILY CONSUMER SCIENCE

### INTRO TO FAMILY & CONSUMER SCIENCE CAREERS

1 Unit of Credit (950209/950210)

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

*Manual*

### CHILD DEVELOPMENT AND PARENTING

1 Unit of Credit (700919/700920)

This course 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.

*Manual*

### CARE AND LEARNING SERVICES OCCUPATIONS

1 Unit of Credit (700925/700926)

This course provides students with information and practical experiences needed for the development of competencies related to child/adult care, day care, and other education services occupations. Laboratory experiences, either in a school-based or worksite learning facility, are included throughout the class. Students meet standards in developing programs and assisting with children’s or adult’s activities. Classroom study includes the philosophy and management of care centers and the state and local regulations governing care-giving operations.

*Manual*
## ENGINEERING COURSE GUIDE

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>GRADES</th>
<th>PREREQUISITES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro to Eng. Design (WT) (Proj Lead the Way)</td>
<td>9,10,11</td>
<td>None</td>
</tr>
<tr>
<td>Prin. of Eng. (WT) (Proj Lead the Way)</td>
<td>10,11,12</td>
<td>Enrolled in or successfully completed Geometry</td>
</tr>
<tr>
<td>Digital Electronics (WT) (Proj Lead the Way)</td>
<td>10,11,12</td>
<td>Must be a Junior or Senior or with Instructor Approval</td>
</tr>
<tr>
<td>Engineering I</td>
<td>10,11,12</td>
<td>Algebra I</td>
</tr>
<tr>
<td>Engineering II</td>
<td>11,12</td>
<td>Engineering I</td>
</tr>
<tr>
<td>Introduction to Technology &amp; Engineering</td>
<td>10,11,12</td>
<td>Algebra I</td>
</tr>
</tbody>
</table>

## ENGINEERING

**INTRODUCTION TO ENGINEERING DESIGN (WT) (Project Lead the Way)**

1 Unit of Credit (700719/700720) Suggested Algebra I  
This course teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed, and communicated using solid modeling computer design software.  
Richwoods

**PRINCIPLES OF ENGINEERING (WT) (Project Lead the Way)**

1 Unit of Credit (700729/700730)  
Prerequisite: Enrolled in or successfully completed Geometry  
This course helps students understand the field of engineering/engineering technology. Exploring various technology systems and manufacturing processes helps students learn how engineers and technicians use math, science, and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological skills.  
Richwoods

**DIGITAL ELECTRONICS (WT) (Project Lead the Way)**

1 Unit of Credit (700709/700710)  
Prerequisite: Must be a Junior or Senior or with Instructor Approval  
This is a course in applied logic that encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices.  
Richwoods

**ENGINEERING I**

1 Unit of Credit (700329/700330)  
Prerequisite: Algebra I  
This course provides students with an overview of the practical uses of a variety of engineering applications. Topics covered include computer-aided design, robotics, flight technology, laser technology, digital manufacturing, mechanisms, solar & wind energy applications, and more.  
Peoria High School

**ENGINEERING II**

1 Unit of Credit (700331/700332)  
Prerequisite: Engineering I  
This course provides students with an opportunity to continue their explorations from Engineering I. Students will develop collaborative problem-solving skills and critical thinking. Students will engage in hands-on learning activities and apply technological processes to solve real engineering problems. Students will also explore various careers in science, technology, and engineering fields.  
Peoria High School
INTRODUCTION TO TECHNOLOGY AND ENGINEERING
1 Unit of Credit (700759/700760)
Prerequisite: Algebra I
This course is comprised of the following areas: production, transportation, communication, energy utilization, and engineering design. This course will cover the resources, technical processes, industrial applications, technological impact and occupations encompassed by that system.

Manual/Peoria High School
HEALTH OCCUPATION SCIENCES COURSE GUIDE

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>GRADES</th>
<th>PREREQUISITES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Occupations Skill Development</td>
<td>10,11,12</td>
<td>None</td>
</tr>
<tr>
<td>DC ICC 104 (Intro to Health Careers) (WT)</td>
<td>10,11,12</td>
<td>This course is paired with DC HLTH 150 &amp; is taken 1st sem. – ACCUPLACER score 237 or higher</td>
</tr>
<tr>
<td>DC HLTH 150 (Foundation of Health) (WT)</td>
<td>10,11,12</td>
<td>This course is paired with DC ICC 104 &amp; is taken 2nd sem. – ACCUPLACER score 237 or higher</td>
</tr>
<tr>
<td>DC HLTH 120 (First Aid) (WT)</td>
<td>10,11,12</td>
<td>This course is paired with HLTH 121 and is taken 1st sem. – ACCUPLACER score 237 or higher</td>
</tr>
<tr>
<td>DC HLTH 121 (Medical Terminology) (WT)</td>
<td>10,11,12</td>
<td>This course is paired with HLTH 120 and is taken 2nd sem. – ACCUPLACER score 237 or higher</td>
</tr>
</tbody>
</table>

HEALTH OCCUPATION SCIENCES

HEALTH OCCUPATIONS SKILL DEVELOPMENT
1 Unit of Credit (700435/700436)
Prerequisite: ACCUPLACER score of 237 or higher required
This course provides a sequence of organized learning experiences and skills to prepare a person to recognize the signs and symptoms of illness and injury, to begin the approved and appropriate life-support procedures, such as cardiopulmonary resuscitation (CPR), to operate emergency vehicles and communications equipment as patients/clients are moved to a hospital emergency room, and to fill out the required records and reports after a call. This course will include identified skills to prepare the student for working in the emergency medical arena.
Richwoods

DC ICC 104 (Introduction to Health Careers) (WT)
Early College Credit- 1 Credit Hour
½ Unit of High School Credit (700439)
Prerequisite: This course is paired with DC HLTH 150 and taken 1st Semester
This course provides the student with a knowledge-based understanding of health care careers. It introduces the Career/Technical Education area of Health Sciences and Career Cluster of Health Sciences and related pathways: Diagnostic Services, Health Informatics, Support Services, Therapeutic Services, and Biotechnology Research and Development. Self-appraisal, critical analysis of health careers, essential workplace and professional skills, and safety issues are included.
Richwoods

DC HLTH 150 (Foundations of Health) (WT)
Early College Credit- 3 Credit Hours
½ Unit of High School Credit (700440)
Prerequisite: This course is paired with DC ICC 104 and taken 2nd Semester
This course is an overview of current health issues. In addition to physical/mental health conditions, the course also explores environmental factors, violence and health care costs as they relate to individuals, families and the community.
Richwoods

DC HLTH 120 (First Aid) (WT)
Early College Credit- 2 Credit Hours
½ Unit of High School Credit (700443)
This course is paired with HLTH 121 and taken 1st Semester
This course is designed to provide basic knowledge and skills needed to provide immediate first aid in case of accident or illness. Emphasis is placed on personal safety and accident prevention.
Richwoods

DC HLTH 121 (Medical Terminology) (WT)
Early College Credit- 2 Credit Hours
½ Unit of High School Credit (700444)
Prerequisite: ACCUPLACER score required see counselor.
This course is designed to introduce the student to medical terminology, including roots, prefixes and suffixes, with emphasis on spelling, defining and application in the health care workplace.
Richwoods
<table>
<thead>
<tr>
<th>SUBJECT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>DC CISCO Networking I (WT)</td>
<td>11,12</td>
<td>Paired with Cisco Networking II and taken 1st semester. CMGEN 110 (Introduction to Windows) or department/instructor approval</td>
</tr>
<tr>
<td>DC CISCO Networking II (WT)</td>
<td>11,12</td>
<td>Paired with Cisco Networking I and taken 2nd semester. CMCIS 151 with a grade of &quot;C&quot; or better</td>
</tr>
<tr>
<td>DC CISCO Networking III (WT)</td>
<td>11,12</td>
<td>Paired with Cisco Networking IV and taken 1st semester. CMCIS 152 with a grade of &quot;C&quot; or better</td>
</tr>
<tr>
<td>DC CISCO Networking IV (WT)</td>
<td>11,12</td>
<td>Paired with Cisco Networking III and taken 2nd semester. CMCIS 153 with a grade of &quot;C&quot; or better</td>
</tr>
<tr>
<td>DC CMNET 150</td>
<td>11,12</td>
<td>None</td>
</tr>
<tr>
<td>DC CMNET 151 (WT)</td>
<td>11,12</td>
<td>Successful completion of CMNET 150</td>
</tr>
<tr>
<td>Advanced Placement Computer Science (WT)</td>
<td>11,12</td>
<td>Algebra: This course fulfills a math credit requirement</td>
</tr>
</tbody>
</table>

**INFORMATION TECHNOLOGY**

**DC CISCO NETWORKING I (WT)**
CMCIS 151 (Fundamentals of Voice and Data Cabling I)
Early College Credit
½ Unit of High School Credit (700009)
Corequisite: Paired with Cisco Networking II and taken first semester
Prerequisite: CMGEN 110 (Introduction to Windows) or department/instructor approval.
This course is the first year of a two-year program designed to teach students the skills needed to design, build, and maintain computer networks. Students who successfully complete the two-year program will be eligible to take CISCO Networking Associate (CCNA) certification exam.) This course is designed to provide students with classroom and laboratory experience in current and emerging networking technologies that will empower them to enter employment and/or further education and training in the computer networking field. Instruction includes but is not limited to safety, networking, networking terminology and protocols, network standards, LANs, WANs, OSI models, cabling, cabling tools, routers, router programming, star topology, IP addressing, and network standards. Emphasis is given to the use of decision-making and problem-solving techniques in applying science, mathematics, and communication concepts to solve networking problems. In addition, instruction and training are provided in the proper care, maintenance, and use of networking software, tools, and equipment and all local, state, and federal safety, building, and environmental codes and regulations.
Richwoods

**DC CISCO NETWORKING II (WT)**
CMCIS 152 (Internetworking OS)
Early College Credit
½ Unit of High School Credit (700010)
Corequisite: Paired with Cisco Networking I and taken second semester
Prerequisite: CMCIS 151 with a grade of “C” or better
This is the second of four courses. Instruction includes, but is not limited to safety, networking, networking terminology and protocols, network standards, LANs, WANs, OSI models, Ethernet, Token Ring, Fiber Distributed Data Interface, TCP/IP Addressing Protocol, dynamic routing, and the network administrator’s role and function. Emphasis is given to the use of decision-making and problem-solving techniques in applying science, mathematics, and communication concepts to solve networking problems. In addition, instruction and training are provided in the proper care, maintenance, and use of networking software, tools, and equipment and all local, state, and federal safety, building, and environmental codes and regulations.
Richwoods

**DC CISCO NETWORKING III (WT)**
CMCIS 153 (LAN Communication)
Early College Credit
½ Unit of High School Credit (700011)
Corequisite: Paired with Cisco Networking IV and taken first semester  
Prerequisite: CMCIS 152 with a grade of “C” or better.
This is the third of four courses. Instruction includes, but is not limited to safety, networking, networking terminology and protocols, LAN segmentation and Fast Ethernet standards. Particular emphasis is given to the use of access lists, full-duplex and half-duplex Ethernet operation, and the benefits of network segmentation. In addition, emphasis will be placed on Exterior Gateway Routing Protocol and Virtual Local Area Networks.

Richwoods

DC CISCO NETWORKING IV (WT)  
CMCIS 154 (WAN Communication)  
Early College Credit  
½ Unit of High School Credit (700012)  
Corequisite: Paired with Cisco Networking III and taken second semester  
Prerequisite: CMCIS 153 with a grade of “C” or better
This is the fourth of four courses. Instruction includes but is not limited to WAN and WAN Design Technologies including PPP (Point-to-Point Protocol), ISDN (Integrated Services Digital Network) and Frame Relay.

Richwoods

DC CMNET 150 (Computer Hardware Infrastructure) (WT)  
Early College Credit  
½ Unit of High School Credit (700021)  
This course is taught in the Fall Semester
This course introduces students to the underlying components of personal computers from hardware elements to the software that operates the computer. Students will be provided with the knowledge and skills required to perform computer hardware installation, maintenance, and problem resolution.

Richwoods

DC CMNET 151 (Operating System Environments) (WT)  
Early College Credit  
½ Unit of High School Credit (700022)  
Prerequisite: Successful completion of CMNET 150
This course will provide the practical knowledge and skills necessary to troubleshoot computer operating systems. Students will learn the fundamentals of Windows operating system. Topics covered will be how to install, configure, upgrade, diagnose, and troubleshoot Windows operating systems. In addition, fundamental networking capabilities of these operating systems will be studied.

Richwoods

ADVANCED PLACEMENT COMPUTER SCIENCE (WT)  
1 Unit of Credit (700026/700027)  
Prerequisite: Algebra; This course fulfills a math credit requirement.
The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems and will discuss and write about the impacts these solutions could have on their community, society, and the world.
MANUFACTURING CAREER PATHWAY COURSE GUIDE

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>GRADES</th>
<th>PREREQUISITES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Manufacturing I</td>
<td>12</td>
<td>This course is taken in the Senior year and is by application only</td>
</tr>
<tr>
<td>Manufacturing I</td>
<td>10</td>
<td>Introduction to Technology &amp; Engineering</td>
</tr>
<tr>
<td>Manufacturing II</td>
<td>11,12</td>
<td>Manufacturing I</td>
</tr>
</tbody>
</table>

MANUFACTURING CAREER PATHWAY

APPLIED MANUFACTURING I
1 Unit of High School Credit (700347/700348)
Prerequisite: This course is taken in the senior year and is by application only
As a senior with a prerequisite of Intro to Technology, Welding, or Manufacturing, Students can be chosen to partake in a paid internship with Caterpillar (CAT) in several different job descriptions. Students work in the fields of assembly, welding, machining, logistics, quality, measurement, computer programming, engineering, and STEM. This course is designed to give students real world experience throughout the school year and if they perform well are offered full time employment or can move up to a college internship if that's the path they choose. Students are also paired up with mentor that is a CAT employee. They receive quarterly evaluations from their mentors as well. This course focuses on manufacturing technologies and workplace skills.

Manual

MANUFACTURING I
1 Unit of High School Credit (700343/700344)
Prerequisite: Introduction to Technology and Engineering
This course focuses on manufacturing technologies which include traditional machining, numerical control machining and robotics, welding technology, computer aided drafting, statistical process control, technical writing and reading, and introductory metallurgy and metrology. Students learn how the manufacturing processes are interrelated to produce a modern manufacturing product. In addition to technical skills, course content will reflect integration of academic and workplace skills.

Manual

MANUFACTURING II
1 Unit of High School Credit (700345/700346)
Prerequisite: Manufacturing I
This course continues training in a manufacturing field. Students receive further instruction with the following: welding, heat training, machining, assembly, and metallurgy. In addition to technical skills, course content will reflect integration of academic and workplace skills.

Manual
WELDING CAREER PATHWAY COURSE GUIDE

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>GRADES</th>
<th>PREREQUISITES</th>
</tr>
</thead>
<tbody>
<tr>
<td>DC Welding 121 (Stick Welding) (WT)</td>
<td>11,12</td>
<td>This course is taught in the Fall semester</td>
</tr>
<tr>
<td>DC Welding 122 (Stick Welding) (WT)</td>
<td>11,12</td>
<td>Welding 121</td>
</tr>
<tr>
<td>DC Welding 131 (Gas Metal arc Welding MIG I) (WT)</td>
<td>11,12</td>
<td>Welding 121 &amp; 122</td>
</tr>
<tr>
<td>DC Welding 135 (Gas Metal arc Welding MIG II) (WT)</td>
<td>11,12</td>
<td>Welding 131</td>
</tr>
</tbody>
</table>

WELDING CAREER PATHWAY

DC WELDING 121 (Stick Welding I) (WT)
Early College Credit
½ Unit of High School Credit (700323)
This course is taught in the Fall Semester
This course is the first in a series of stick welding courses. The student will develop proficiency in the safe operation of the manual shielded metallic arc welding process in horizontal position to meet commercial quality standards.
Manual

DC WELDING 122 (Stick Welding II) (WT)
Early College Credit
½ Unit of High School Credit (700324)
Prerequisite: Welding 121
This course is a continuation of Welding 121. The student will develop proficiency in the safe operation of the manual shielded metallic arc welding process in horizontal position to meet commercial quality standards.
Manual

DC WELDING 131 (Gas Metal Arc Welding MIG I) (WT)
Early College Credit
½ Unit of High School Credit (700325)
Prerequisite: Welding 121 & 122
This course is designed to broaden the knowledge and skill of the experienced production welder by developing proficiency in the safe operation of the semi-automatic arc welding processes. Extensive practice in continuous wire gas shielded arc welding, arc cutting and surfacing to meet commercial quality standards for welding of structural grade steels will be included in the course.
Manual

DC WELDING 135 (Gas Metal Arc Welding MIG II) (WT)
Early College Credit
½ Unit of High School Credit (700326)
Prerequisite: Welding 131
This course is designed to advance the knowledge and skill of the experienced production welder by developing proficiency in the safe operation of the semi-automatic arc welding processes. A review of wire gas shielded arc welding, flux cored gas shielded and unshielded welding, and arc cutting and surfacing to meet commercial quality standards for welding or structural grade steels will be included in this course.
Manual
# SPECIAL EDUCATION COURSE GUIDE

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>GRADES</th>
<th>PREREQUISITES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Exploration</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Career Education</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Work Orientation</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Employability Skills</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Diversified Occupations I</td>
<td></td>
<td>Juniors Only – 3rd in the career series</td>
</tr>
<tr>
<td>Diversified Occupations II</td>
<td></td>
<td>Diversified Occupation I. Seniors only – 4th in career series</td>
</tr>
<tr>
<td>Work Training I</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Work Training II</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Vocational English I</td>
<td>9</td>
<td>9th Grade</td>
</tr>
<tr>
<td>Vocational English II</td>
<td>10</td>
<td>Vocational English I</td>
</tr>
<tr>
<td>Vocational English III</td>
<td>11</td>
<td>Vocational English I and II</td>
</tr>
<tr>
<td>Practical Vocational English IV</td>
<td>12</td>
<td>Vocational English I, II and III</td>
</tr>
<tr>
<td>Applied Vocational Reading I</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Applied Vocational Reading II</td>
<td></td>
<td>Vocational Reading I</td>
</tr>
<tr>
<td>Literature</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Literature of a Genre</td>
<td></td>
<td>Literature</td>
</tr>
<tr>
<td>Bridge to Algebra</td>
<td>12</td>
<td>None</td>
</tr>
<tr>
<td>Bridge to Algebra/Core Algebra</td>
<td>10</td>
<td>Bridge to Algebra</td>
</tr>
<tr>
<td>Core Algebra</td>
<td>11</td>
<td>Bridge to Algebra, Bridge to Algebra/Core Algebra</td>
</tr>
<tr>
<td>Financial Math</td>
<td>12</td>
<td>Seniors who have already met the 3-year high school math graduation requirement</td>
</tr>
<tr>
<td>Life Science</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Earth Science</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>SS Civics</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>SS Geography</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Consumer Education (Res Management)</td>
<td>12</td>
<td>Must be paired with Government</td>
</tr>
<tr>
<td>SS American Government</td>
<td>12</td>
<td>Must be paired with Consumer Education</td>
</tr>
<tr>
<td>U.S. History</td>
<td>11</td>
<td>None</td>
</tr>
<tr>
<td>Study Skills</td>
<td>9,10,11,12</td>
<td>None</td>
</tr>
</tbody>
</table>

# SPECIAL EDUCATION

Students identified with a disability and found eligible for special education are offered courses and educational services appropriate to their needs as specified in their Individual Education Plan (IEP). Questions concerning courses for special education students should be addressed to the student’s special education manager at their respective school or the student’s assigned counselor.

Richwoods High School offers the Hearing-Impaired program. The courses are taught by personnel specially trained to teach hearing impaired students. Many of the courses are also taught in regular division and hearing-impaired students who are able are encouraged to participate in regular division courses. The Special Education manager, Hearing Impaired team, and school counselor will work together with the student/parent for registration. Students will work to earn half of the unit(s) of credit listed in the description for each semester, unless it is paired with another course.
CAREER EXPLORATION
1 Unit of Credit (958409/958410)
Freshman level elective – 1st in the career series
This course builds upon materials presented in Introduction to Work. Based on individual student needs, this course will continue to emphasize each student’s interests and abilities and emphasize self-assessment through interest and basic skill inventories. Included in this course are job seeking skills, job keeping skills, career goals, completion of employment forms, and exploration of career clusters.

CAREER EDUCATION
1 Unit of Credit (958415/958416)
Freshman level elective
This course introduces students to the world of work. Included in this course of study are the reasons people work, the importance of developing positive attitudes and habits toward work, preparation for filling out employment forms and introduction to the career clusters. (S100 General Orientation to Applied Technology I/II)
Peoria High

WORK ORIENTATION
1 Unit of Credit (958445/958446)
Sophomore level elective
This course builds upon the materials presented in Career Education. Based on individual student needs, this course will continue to emphasize each student’s interests and abilities as they relate to the world of work. In this course, students will receive instruction on the following: jobs seeking skills, skills necessary to keep jobs, career goals, and completion of employment forms and exploration of career clusters. (S200 General Orientation to Applied Technology III/IV).
Peoria High

EMPLOYABILITY SKILLS
1 Unit of Credit (958419/958420)
Sophomore level 2nd in the career series
This course introduces students to the world of work. Included in this course are the reasons people work, the importance of developing positive attitudes and habits toward work, preparation for filling out employment forms and interviews, introduction to career clusters, use of transportation, and employee rights and responsibilities.

DIVERSIFIED OCCUPATIONS I
1 Unit of Credit (958429/958430)
Prerequisite: Juniors Only – 3rd in the career series
This course is designed to provide the student with work experience and/or specific job skills from a community placement. To assist in planning a more appropriate post-secondary educational program, the work experience will provide an assessment of an individual’s skills and interests as determined by the employer, work coordinator, and student. Specifically, the course will include instruction of one class period each school day in addition to a student’s job placement in the community.

DIVERSIFIED OCCUPATIONS II
1 or 2 Units of Credit (958431/958432)
Prerequisite: Diversified Occupations I. Seniors Only – 4th in career series
This course is a continuation of the skills and materials presented in Diversified Occupations I. This course provides students with instruction based on the continued growth while also presenting pre-vocational material that is of a review nature. The student is also presented with additional components that have a great effect upon his/her future success as an employee and as a valuable community member. Much of the material is directly related to the individual’s choice of a career and the necessary steps and/or procedures one must go through to reach his/her specific career goals. Students will develop a personal master plan during this course. This course should be taken in conjunction with Work Training II. (S470 Cooperative Vocational Education)

WORK TRAINING I
1 Unit of Credit (958439/958440)
Used with work coordinators and can be used as an extra/zero hour or an option for early school release (similar to co-op)
This course is based on collaboration between local business and/or industry, the pre-vocational work coordinator, the individual student and the parent. This course is credited to students who successfully complete a sequence of on-the-job training either in a school or community setting. Students may receive pay as well as credit for their work. On-the-job instruction will be done under the supervision of the employer and the work coordinator. Written training agreements are developed. Students must be 16 years of age to be eligible and will be responsible for providing his/her own transportation or utilize the public transportation system to and from the work site. Most students enrolled in Work training are clients of the Department of Rehabilitation Services.
WORK TRAINING II
1 Unit of Credit (958441/958442)
Used with work coordinators and can be used as an extra/zero hour or an option for early school release (similar to co-op)
This course is based upon collaboration between local business and/or industry, pre-vocational work coordinator, the individual student and the parent. This course is credited to the students who successfully complete a sequence in on-the-job training either in a school or community setting. Students may receive pay as well as credit for their work. On-the-job supervision will be completed by the work coordinator and the employer. Written training agreements are developed and agreed upon by the employer, student, parent, and the work coordinator. Students must be 16 years of age to be eligible and will be responsible for providing his/her own transportation or utilize public transportation. Most students enrolled in work training are clients of the Department of Rehabilitation Services. (S470 Cooperative Vocational Education)

VOCATIONAL ENGLISH I
1 Unit of Credit (108809/108810)
Prerequisite: 9th Grade
Cross-cat ELA (freshman)
This course introduces the essentials of comprehension, vocabulary development, composition, spelling, grammar, and English usage. This course provides for the development of an instructional program which has purpose, meaning, and utility for each student at his/her particular stage of development. It also provides opportunity for scope and sequence for necessary skills, understanding, and attitudes to be learned.

VOCATIONAL ENGLISH II
1 Unit of Credit (108819/108820)
Prerequisite: Vocational English I
Cross-cat ELA (sophomore)
This course builds on the skills taught in Vocational English I. This constitutes a program of comprehension, vocabulary development, composition, spelling, grammar, and English usage. Its importance to the student’s future and how he/she will use it is also stressed. This course provides for the development of an instructional program which has purpose, meaning, and utility for each student at his/her particular stage of development. It also provides opportunity for scope and sequence for necessary skills, understandings, and attitudes to be learned.

VOCATIONAL ENGLISH III
1 Unit of Credit (108829/108830)
Prerequisite: Vocational English I and II
Cross-cat ELA (junior)
This course is a continuation and development of skills in the areas of comprehension, vocabulary development, composition, spelling, grammar and English usage. This course provides for the development of an instructional program which has purpose, meaning, and utility for each student at his/her particular stage of development. It also provides opportunity for scope and sequence for necessary skills, understandings, and attitudes to be learned.

PRACTICAL VOCATIONAL ENGLISH IV
1 Unit of Credit (108839/108840)
Prerequisite: Vocational English I, II, and III
Cross-cat ELA (senior)
This course involves intensive review of the fundamentals of comprehension, vocabulary development, composition, spelling, grammar and English usage. This course provides for the development of an instructional program which has purpose, meaning, and utility for each student at his/her particular stage of development. It also provides opportunity for scope and sequence for necessary skills, understandings, and attitudes to be learned.

APPLIED VOCATIONAL READING I
1 Unit of Credit (108811/108812)
This course offers a developmental approach to reading allowing for individualization to student needs. The aspects of phonetic analysis, structural analysis, comprehension, and practical application are included. A pre-test will identify specific needs; a post-test will measure individual progress in specific areas.

Peoria High
APPLIED VOCATIONAL READING II
1 Unit of Credit (108821/108822)
Prerequisite: Applied Vocational Reading I
This course offers a developmental approach to reading allowing for individualization to student needs. The aspects of phonetic analysis, structural analysis, comprehension, and practical application are included. A pre-test will identify specific needs; a post-test will measure individual progress in specific areas.

Peoria High

LITERATURE
1 Unit of Credit (108209/108210)
This course is designed to further develop reading skills while studying various literary forms. Literary forms to be studied include short story, poetry, drama, novel, and essay. The elements of each, literary terms, and author techniques and devices will be stressed. Book reports will be required.

Deaf/Hard of Hearing

LITERATURE OF A GENRE
1 Unit of Credit (108219/108220)
Prerequisite: Literature
This course is designed to expand a student’s ability to read and increase his/her knowledge of literary forms. It is a continuation of Literature. Specific course content will depend on the level of functioning at which the student completed Literature. Book reports will be required.

Deaf/Hard of Hearing

BRIDGE TO ALGEBRA
1 Unit of Credit (208109/208110)
Cross-cat freshman math (counts as math elective credit)
This is the first course in the 3-year math sequence.
This course is designed to build on middle school mathematics to prepare students for success in algebra. Number topics include work with fractions, decimals, percent, integers, ratio and proportion. Two-dimensional geometry is also covered.

BRIDGE TO ALGEBRA/CORE ALGEBRA
1 Unit of Credit (208115/208116)
Prerequisite: Bridge to Algebra
Cross-cat sophomore math (counts as geometry credit)
This is the second course in the 3-year math sequence.
This course transitions students into algebra. Topics of this course include the Pythagorean Theorem, area of polygons, geometric transformations, and linear functions and equations.

CORE ALGEBRA
1 Unit of Credit (208119/208120)
Prerequisite: Bridge to Algebra, Bridge to Algebra/Core Algebra
Cross-cat junior math (counts as algebra credit)
This is the third course in the 3-year math sequence.
This course builds on the development of linear functions and equations by introducing linear inequalities and systems of linear equations. Other topics include quadratic and exponential functions.

FINANCIAL MATH
1 Unit of Credit (208123/208124)
Prerequisites: Seniors who have already met the three-year high school math graduation requirement.
Cross-cat senior math (counts as math elective credit)
Throughout the Financial Math course, students will practice basic math skills in real world situations—measurement, earning money, paying taxes, budgeting, banking, and investing. This course will support students in becoming well informed in the areas of functional math skills and personal finance.

LIFE SCIENCE
1 Unit of Credit (308759/308760)
Cross-cat science (freshman)
This course gives the student a background in science so that he or she may have a workable knowledge of science and can apply it to everyday life situations. Included in this course is a study of health and human physiology, weather, ecology, and materials of life. It also includes specific health education topics.
EARTH SCIENCE
1 Unit of Credit (308729/308730)
Cross-cat science (sophomore)
The content of this course includes an overview of man and his environment. Major emphasis has been placed on studying the earth; its formation makeup, and continual change.

SS CIVICS
1 Unit of Credit (408409/408410)
Cross-cat (sophomore) social studies
This course explores the foundation of a good citizen. Units of study include understanding and coping with society; the right, duties, privileges, and responsibilities of citizens; personalities and attitudes and how they are incorporated into family community living. Basic map skills are also included as a unit of study.

SS GEOGRAPHY
1 Unit of Credit (408309/408310)
Cross-cat (freshman) social studies
This course is a survey of the physical and economic aspects of our world. Emphasis is placed on how we live in common with people around the world and how we share the resources of the world.

CONSUMER EDUCATION (Resource Management)
½ Unit of Credit (408729/408730)
Corequisite: Must be paired with Government
Cross-cat (senior) social studies
The purpose of this course is to help students to learn to manage their personal incomes, and to provide students with basic information relative to the economic systems and related issues. Practical application of buying, spending for necessities and luxuries, budgeting, banking services, credit, loans, and taxes are studied. Consumer rights and responsibilities are emphasized.

SS AMERICAN GOVERNMENT
½ Unit of Credit (408429/408430)
Corequisite: Must be paired with Consumer Education
Cross-cat (senior) social studies
The required American Government course is designed to help students understand their government, to encourage students to become participants in the governmental process, and to make students aware of the current political scene. This course assists students with understanding the workings of the different levels of government.

U.S. HISTORY
1 Unit of Credit (408129/408130)
Cross-cat (junior) social studies
This course is required and is a survey of major social, political, and economic developments during the history of the United States. The involvement of the United States in international relations will be studied. A chronological approach is followed.

STUDY SKILLS
1 Unit of Credit (958329/958330)
Elective credit for co-taught students
This course prepares students for success in high school. Students will be provided assistance with their course work or projects. Topics covered in class will be study skills, organization, and reading improvement skills.
Peoria Public Schools is proud to offer robust career and technical programming focused on students being able to earn credentials and certifications. Programs are regularly added based on regional economic needs and student interests. Each of the programs prepare students for either immediate entry into the workforce or opportunities for post-secondary educational experiences. Many of the programs also feature dual credit opportunities so students can get a head start on their post-secondary education. Every student gains certification in First Aid/CPR and Soft Skills High (an employability readiness program).

Students participate in a career inventory to help determine their interests but also learn about programs through school presentations and school counselors. Students enter most programs in their junior year and remain in their senior year with opportunities for paid internships through work-based learning.

### WOODRUFF CAREER AND TECHNICAL EDUCATION PROGRAMS COURSE GUIDE

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>GRADES</th>
<th>PREREQUISITES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barbering I</td>
<td>11,12</td>
<td>Juniors only</td>
</tr>
<tr>
<td>Barbering II</td>
<td>11,12</td>
<td>Students must have successfully completed Barbering I</td>
</tr>
<tr>
<td>Auto Body I</td>
<td>11,12</td>
<td>None</td>
</tr>
<tr>
<td>Auto Body II</td>
<td>11,12</td>
<td>Auto Body I</td>
</tr>
<tr>
<td>DC CMWEB 110 (WT)</td>
<td>11,12</td>
<td>Paired with CMWEB 120</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Testing requirement</td>
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<tr>
<td></td>
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<td>Placement testing requirement for this course</td>
</tr>
<tr>
<td>DC CMWEB 120 (WT)</td>
<td>11,12</td>
<td>Paired with CMWEB 110</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students must have successfully completed CMWEB 110</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Placement testing requirement for this course</td>
</tr>
<tr>
<td>DC CMPSC 115 I (WT)</td>
<td>11,12</td>
<td>Paired with CMPSC 122</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Testing requirement and successful completion of CMWEB 110 and CMWEB 120</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Placement testing requirement for this course</td>
</tr>
<tr>
<td>DC CMPSC (WT)</td>
<td>11,12</td>
<td>Paired with CMPSC 115</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Testing requirement and successful completion of CMPSC 115, 110 and CMWEB 120</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Placement testing requirements for this course</td>
</tr>
<tr>
<td>Introduction to Construction Trades</td>
<td>11,12</td>
<td>None</td>
</tr>
<tr>
<td>Construction Trades I</td>
<td>11,12</td>
<td>Students must have successfully completed Introduction to Construction Trades</td>
</tr>
<tr>
<td>Work Based Learning Construction (WT)</td>
<td>11,12</td>
<td>This course is taken in the Senior year and is by application only</td>
</tr>
<tr>
<td>Cosmetology I</td>
<td>11,12</td>
<td>Juniors only</td>
</tr>
<tr>
<td>Cosmetology II</td>
<td>11,12</td>
<td>Students must have successfully completed Cosmetology I</td>
</tr>
<tr>
<td>DC ORIEN (WT)</td>
<td>11,12</td>
<td>Paired with BIO 106 &amp; HLTH 120</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Placement testing requirements for this course</td>
</tr>
<tr>
<td>DC CRJ 110 (WT)</td>
<td>11,12</td>
<td>Paired with CRJ 112 &amp; ORIEN 110</td>
</tr>
<tr>
<td>DC CRJ 112 (WT)</td>
<td>11,12</td>
<td>Paired with CRJ 110 &amp; ORIEN 110</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Placement testing requirements for this course</td>
</tr>
<tr>
<td>DC CRJ) (WT)</td>
<td>11,12</td>
<td>Paired with CRJ 130 &amp; HLTH 041</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students must have successfully completed BIO 106, HLTH 121 &amp; ORIEN 110</td>
</tr>
<tr>
<td>Course</td>
<td>Level</td>
<td>Prerequisites</td>
</tr>
<tr>
<td>---------------------------------------</td>
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<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>DC CRJ (WT)</td>
<td>11,12</td>
<td>Paired with CRJ 114 &amp; HLTH 041</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students have successfully completed BIO 106, HLTH 121 &amp; ORIEN 110</td>
</tr>
<tr>
<td>DC HLTH 041 (WT)</td>
<td>11,12</td>
<td>Paired with CRJ 114 &amp; CRJ 130</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students must have successfully completed BIO 106, HLTH 121 &amp; ORIEN 110</td>
</tr>
<tr>
<td>Culinary Arts I</td>
<td>11,12</td>
<td>None</td>
</tr>
<tr>
<td>Culinary Arts II</td>
<td>11,12</td>
<td>Students must have successfully completed Culinary Arts I</td>
</tr>
<tr>
<td>DC HLTH 041 (WT)</td>
<td>11,12</td>
<td>Paired with EMS 112, FRSTK 110, FRSTK 113 &amp; FRSTK114</td>
</tr>
<tr>
<td>DC EMS (WT)</td>
<td>11,12</td>
<td>Paired with FRSTK 110, FRSTK 113, FRSTK 114 &amp; HLTH 041</td>
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<tr>
<td>DC FRSTK 110 (WT)</td>
<td>11,12</td>
<td>Paired with EMS 112, FRSTK 113, FRSTK 114 &amp; HLTH 041</td>
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<tr>
<td>DC FRSTK 113 (WT)</td>
<td>11,12</td>
<td>Paired with EMS 112, FRSTK 110, FRSTK 114 &amp; HLTH 041</td>
</tr>
<tr>
<td>DC FRSTK 114 (WT)</td>
<td>11,12</td>
<td>Paired with EMS 112, FRSTK 110, FRSTK 113 &amp; HLTH 041</td>
</tr>
<tr>
<td>DC FRSTK 112 (WT)</td>
<td>11,12</td>
<td>Paired with EMS 114 &amp; ORIEN 110</td>
</tr>
<tr>
<td>DC EMS 114 (WT)</td>
<td>11,12</td>
<td>Paired with FRSTK 112 &amp; ORIEN 110</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students must have successfully completed EMS 112, FRSTK 110, FRSTK 113, FRSTK 114 &amp; HLTH 041</td>
</tr>
<tr>
<td>Introduction to Graphic Communications</td>
<td>11,12</td>
<td>None</td>
</tr>
<tr>
<td>Page Layout with Adobe InDesign</td>
<td>11,12</td>
<td>Students must have successfully completed Introduction to Graphic Communications</td>
</tr>
<tr>
<td>Printing Methods</td>
<td>11,12</td>
<td>Students must have successfully completed Introduction to Graphic Communications and Page Layout with Adobe InDesign</td>
</tr>
<tr>
<td>Screen Printing</td>
<td>11,12</td>
<td>Students must have successfully completed Introduction to Graphic Communications, Page Layout with Adobe InDesign and Printing Methods</td>
</tr>
<tr>
<td>Hair Braiding</td>
<td>11,12</td>
<td>None</td>
</tr>
<tr>
<td>DC Biology 106 (WT)</td>
<td>11,12</td>
<td>Paired with BIO 106, HLTH 121 &amp; ORIEN 110</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Acceptance into the Health Occupations Programs</td>
</tr>
<tr>
<td>DC HLTH 041 (WT)</td>
<td>11,12</td>
<td>Paired with HLTH 112, HLTH 116 &amp; HLTH 120</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students must have successfully completed BIO 106, HLTH 121 &amp; ORIEN 110</td>
</tr>
<tr>
<td>DC HLTH 112 (WT)</td>
<td>11,12</td>
<td>Paired with HLTH 041, HLTH 116 &amp; HLTH 120</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students must have successfully completed HEOCC 111, HLTH 121, BIO 106, &amp; ORIEN 110</td>
</tr>
<tr>
<td>Course Code</td>
<td>Semester</td>
<td>Description</td>
</tr>
<tr>
<td>-------------</td>
<td>---------</td>
<td>-------------</td>
</tr>
</tbody>
</table>
| DC HLTH 116 (WT) | 11,12 | Placement testing requirements for this course  
Paired with HLTH 041, HLTH 112 & HLTH 120  
Students must have successfully completed BIO 106, HLTH 121, & ORIEN 110 |
| DC HLTH 120 (WT) | 11,12 | Placement testing requirements for this course  
Paired with HLTH 041, HLTH 112, HLTH 116 & HLTH 120  
Students must have successfully completed BIO 106, HLTH 121 & ORIEN 110 |
| DC HLTH 121 (WT) | 11,12 | Placement testing requirements or this course  
Paired with BIO 106 & ORIEN 110  
Acceptance into the Health Occupations Program |
| DC ORIEN 110 | 11,12 | Placement testing requirements for this course  
Paired with BIO 106 & HLTH 121  
Acceptance into the Health Occupations Program |
| Introduction to Horticultural Plants | 11,12 | None  
Introduction to Turf Grass Management |
| Landscape Construction | 11,12 | Students must have successfully completed Introduction to Horticultural Plants  
Students must have successfully completed Introduction to Horticultural Plants and Introduction to Turf Grass Management |
| Landscape Establishment & Management | 11,12 | Students must have successfully completed Introduction to Horticultural Plants, Introduction to Turf Grass Management & Landscape Construction |
| Nail Technology I | 11,12 | Paired with Nail Technology II  
Paired with Nail Technology I |
| Nail Technology II | 11,12 | Paired with Nail Technology I  
Nail Technology I |
| DC OFOCC 111 (WT) | 11,12 | Paired with OFACS 125, OFACS 126, OFACS 132 & TYPE 120 |
| DC OFACS 125 (WT) | 11,12 | Paired with OFOCC 111, OFACS 126, OFACS 132 & TYPE 120 |
| DC OFACS 126 (WT) | 11,12 | Paired with OFOCC 111, OFACS 125, OFACS 132 & TYPE 120 |
| DC OFACS 132 (WT) | 11,12 | Paired with OFOCC 111, OFACS 125, OFACS 126 & TYPE 120 |
| DC OFOCC (WT) | 11,12 | Students must have successfully completed OFOCC 111, OFACS 125, OFACS 126, OFACS 132 & TYPE 120  
Paired with OFOCC 250, TYPE 121 & WP 161  
Students must have successfully completed OFOCC 111, OFACS 125, OFACS 126, OFACS 132 & TYPE 120 |
| DC TYPE 120 (WT) | 11,12 | Paired with OFOCC 111, OFACS 125, OFACS 126 & OFACS 132 |
| DC TYPE 121 (WT) | 11,12 | Paired with OFOCC 250 & WP 161  
Students must have successfully completed OFOCC 111, OFACS 125, OFACS 126, OFACS 132 & TYPE 120 |
| DC WP 161 (WT) | 11,12 | Paired with OFOCC 250 & TYPE 121  
Students must have successfully completed OFOCC 111, OFACS 125, OFACS 126, OFACS 132 & TYPE 120 |
| DC REEC 110) (WT) | 11,12 | Paired with REEC 120 |
| DC REEC (WT) | 11,12 | Paired with REEC 110  
Students must have successfully completed REEC 110 |
| DC REEC 140 (WT) | 11,12 | Paired with REEC 110, REEC 120 & REEC 140  
Students must have successfully completed REEC 110 & REEC 120 |
| DC REEC 250 (WT) | 11,12 | Paired with REEC 140  
Students must have successfully completed REEC 110, REEC 120 & REEC 140 |
BARBERING

The Barbering Program at Woodruff Career and Technical Center is committed to educating students in the field of barbering and to preparing students to pass the state board barbering examination. Internships will give students a clear understanding of barbershop/salon operation. A total of 1500 clock hours is required to complete the program. Students will then have the opportunity to take the state board examination to become licensed barbers. We expect professionalism from our students as they become successful entrepreneurs.

Credential Opportunities:
- Barbering license

BARBERING I
3 Units of Credit (700901/700902)
Corequisite: None
Prerequisite: Juniors Only
Testing: No placement testing requirements for this course
This is the first year of a two-year program in Barbering. The course offers students curriculum in both theory and practice in the following areas as they relate to the practice of barber science and art: anatomy; physiology; skin diseases; hygiene and sanitation; barber history; barber law, hair cutting and styling; shaving; shampooing; permanent waving; massaging, bleaching, tinting, coloring, and barber implements as they relate to the Barber, Cosmetology Esthetics, and Nail Technology Act. Knowledge, skills, and activities completed in this course will help prepare students for Barbering II, while earning hours towards licensure.

Woodruff

BARBERING II (WT)
3 Units of Credit (700903/700904)
Prerequisite: BARBERING 1
Corequisite: None
Prerequisite: Students must have successfully completed Barbering I
Testing: No placement testing requirements for this course
This is the second year of a two-year program in Barbering. Training will continue with anatomy; physiology; skin diseases; hygiene and sanitation; barber history; barber law, hair cutting and styling; shaving; shampooing; and permanent waving; massaging, bleaching, tinting, coloring, and barber implements as they relate to the Barber, Cosmetology Esthetics, and Nail Technology Act, as well as labor and compensation laws. Knowledge, skills, and activities completed in Barbering I and II will prepare students to take the licensure exam and progression to obtain the 1500 hours of study in barbering.

Woodruff

COLLISION REPAIR/AUTO BODY

The Woodruff Collision Technology/Auto body program exposes students to a variety of highly-skilled, high-wage auto body industry careers. Students participate in specialized hands-on training, classroom instruction, and internships at various locations, including local car dealerships and auto body shops. Instruction includes a focus on safety and the skills necessary to succeed in various auto body-related careers.

Credential Opportunities:
- Auto Body Paint certification
- First Aid/CPR certification

AUTO BODY I
1.5 Units of Credit (700309/700310)
This course provides learning experiences designed to allow students to gain knowledge and skills in repairing automotive bodies and fenders. Planned learning activities in this course are balanced to allow students to become knowledgeable in the fundamental aspects of auto body repair methods and techniques, and to develop practical skills in the basic operations required to prepare the automobile for final paint application. Instruction emphasizes safety principles and practices, hazardous materials, auto body nomenclature, function of individual components, the use of parts manuals, the identification of replacement parts, the use of auto body fillers, the use of plastic/glass fillers and special body repair tools, refinishing problems, and paint preparation procedures. Practical activities relate to experiences in writing and calculating damage estimates, removing and installing body panels, trim, and glass; straightening by using hammers, bucks, and jacks; and smoothing by filing, grinding, and using fillers. Students also learn to prime the area to be
painted and prepare the surface for final paint application. These experiences and skills are related to metal, fiberglass, or urethane components.

**Woodruff**

**AUTO BODY II (WT)**

1.5 Units of Credit (700311/700312)

**Prerequisite:** AUTO BODY I

**Corequisite:** None

**Prerequisite:** Students must have successfully completed AUTO BODY I

**Testing:** Placement testing requirements for this course

This course provides learning experiences designed to further enhance the students’ skills in performing more advanced tasks related to automotive body and fender repair. Learning activities in this course emphasize the successful application of the final paint coat and the preparation that precedes it. Emphasis is also placed upon the identification and correction of imperfections and finish buffing of the final coat. Student learning activities include instruction in safety principles and practices, hazardous materials, types and qualities of paints, colors, and refinishing problems; glass standards and installation, special alignment techniques, customer relations, damage estimating, and insurance adjustments. Student practical activities relate to experiences in estimating collision damage costs, preparing customer bills, removing and replacing glass surfaces, selecting paints, repainting minor and major damages, repainting total car body, drying or baking painted surfaces, post-paint cleanup, and post-paint polishing.

**COMPRESSOR CODING PATHWAY**

**Dual Credit with ICC Two–Year Pathway = 14 College Credits**

The Woodruff Computer Coding Pathway consists of four dual credit courses that focus on web page development, computer security, and programming. Included in the course are methods to create static World Wide Web pages with HTML and CSS and methods to develop, deploy, and maintain web sites. Effective web page design and information architecture will be reviewed. Students will be exposed to the fundamentals of web site project management, as well as techniques to maintain a web site. Editing of photos and other graphics will also be discussed. Students will learn to employ appropriate methods and strategies when working with clients.

**Credential Opportunities:**
- Cyber security certification

**DC CMWEB 110 BEGINNING WEB DEVELOPMENT WITH HTML AND CSS (WT)**

**Early College Credit**

1.5 Unit of High School Credit (700051)

**Corequisite:** Paired with CMWEB 120

**Prerequisite:** Testing requirement

**Testing:** Placement testing requirements for this course

This course is designed to teach the basic creation of web pages using HTML and CSS. Included in the course are creation of web pages using HTML and CSS in a text editor, transfer of files (using File Transfer Protocol), domain name acquisitions and web hosting requirements. An overview of topics as they relate to web development including networking, Internet standards bodies, security, and e-commerce concepts will also be covered.

**Woodruff**

**DC CMWEB 120 INTERMEDIATE WEB DEVELOPMENT WITH HTML AND CSS (WT)**

**Early College Credit**

1.5 Unit of High School Credit (700054)

**Corequisite:** Paired with CMWEB 110

**Prerequisite:** Students must have successfully completed CMWEB 110

**Testing:** Placement testing requirements for this course

This course is designed to teach intermediate web page construction. Included in the course are methods to create static World Wide Web pages with HTML and CSS and methods to develop, deploy, and maintain web sites. Effective web page design and web site design and information architecture will be reviewed. Students will be exposed to the fundamentals of web site project management as well as techniques to maintain a web site. Editing of photos and other graphics will also be discussed.

**Woodruff**

**DC CMPSC 115 CS I: ESSENTIALS OF PROGRAMMING (WT)**

**Early College Credit**

1.5 unit of credit toward high school diploma (700057)
Corequisite: Paired with CMPSC 122  
Prerequisite: Testing requirement and successful completion of CMWEB 110 and CMWEB 120  
Testing: Placement testing requirements for this course  
This course is designed to give students exposure to essential object-oriented programming concepts. The primary goal is to familiarize students to a disciplined approach to programming logic, problem-solving methods, algorithm developments, and security awareness. The course teaches: program design, coding, testing, debugging, and documentation at the introductory level. When completed, the student will be able to solve programming tasks in socially responsible disciplined fashion. Students are expected to be Windows proficient prior to this course.

Woodruff

DC  CMPSC 122 INTRODUCTION TO COMPUTER SECURITY (WT)  
Early College Credit  
1.5 Unit of High School Credit (700071)  
Corequisite: Paired with CMPSC 115  
Prerequisite: Testing requirement and successful completion of CMPSC 115, CMWEB 110 and CMWEB 120  
Testing: Placement testing requirements for this course  
This course provides an overview of the fundamentals of computer security. Topics include security standards, policies, and best practices, principles, mechanisms, and implementation of computer security and data protection; security policy, encryption, and authentication; access control and integrity models and mechanisms; network security, secure systems; programming and vulnerabilities analysis; principles of ethical and professional behavior; regulatory compliance and legal issues; information assurance; risk management and threat assessment; business continuity and disaster recovery planning; and security across the life cycle (requirements, architecture and design, construction, testing, operation, maintenance, acquisition, and services).

Woodruff

CONSTRUCTION

The Woodruff Construction program (Introduction to Construction, Construction I) offers students hands-on knowledge of a variety of careers. With an emphasis on safety, students will learn and master basic tools, as well as more complex equipment. Through classroom instruction and a variety of projects, students will gain entry-level job skills and knowledge of the industry. This provides students with the qualifications necessary to succeed in various construction careers, from skilled trades to project management.

Credential Opportunities:
- Construction Trades certificate
- First Aid/CPR certification

INTRODUCTION TO CONSTRUCTION TRADES  
3 Units of High School Credit (700753/700754)  
Corequisite: None  
Prerequisite: There are no formal prerequisites  
Testing: No Placement testing requirements for this course  
This course exposes students to the opportunities available in construction-related trades, such as carpentry, masonry, plumbing, and so on. Students learn about the processes involved in construction projects and may engage in a variety of small projects.

Woodruff

CONSTRUCTION TRADES I  
3 Units of Credit (700749/700750)  
Corequisite: None  
Prerequisite: Students must have successfully completed INTRODUCTION TO CONSTRUCTION TRADES  
Testing: No placement testing requirements for this course  
This course provides experiences related to the erection, installation, and maintenance of residential buildings and related fixtures. Planned learning activities allow students to understand fundamental principles and methods, and develop technical skills related to masonry, carpentry, and finish work. Instruction includes safety principles and practices, recognition of standard lumber sizes, foundation layout methods, building concepts and procedures, local, state, and national codes, cost estimating, and blueprint reading.

Woodruff
CONSTRUCTION INDUSTRY WORK BASED LEARNING

The Woodruff Construction Industry Work-Based Learning program exposes students to a variety of highly skilled, high-wage construction industry careers. Students participate in specialized hands-on training, classroom instruction, and internships at various locations, including industry training centers and local construction job sites. Instruction includes a focus on safety and the skills necessary to succeed in various construction careers, from skilled trades to project management.

Credential Opportunities:
- First Aid/CPR certification
- Forklift Operator Safety certificate
- OSHA 30

WORK-BASED LEARNING CONSTRUCTION (WT)
3 Units of High School Credit (700755/700756)
Corequisite: None
Prerequisite: This course is taken in the senior year and is by application only
Testing: No placement testing requirements for this course

Construction Industry Work-Based Learning is a course to train students in construction related occupation from building trades to management. The off-site, unpaid construction internship includes hands-on training in a wide variety of construction trade skills provided by union construction contractors. This course also provides learning experiences related to the erection, installation, maintenance, and repair of building structures and related utilities. Student technical skill experiences include instruction and activities in safety principles and practices, obtaining an OSHA-30 Hour Safety credential, CPR and First Aid certification, performing maintenance control functions, joining pipes, building water distribution lines and drains, installing and maintaining plumbing fixtures and systems, installing switch and outlet boxes, light fixtures, service entrances, roughing in and trimming out electrical devices and appliances, preparing foundations and footings, constructing residential chimneys and fireplaces, laying, jointing and pointing brick, and advances building and construction methods and codes. All learning experiences are designed to allow the student to acquire job-entry skills and knowledge.

Woodruff

COSMETOLOGY

Woodruff Career and Technical Center is committed to educating students in all aspects of cosmetology. Our aim is to empower students and to provide the high-quality training necessary to compete in the ever-changing beauty industry. This is a two-year program available to junior and senior students, providing them with knowledge and experience in the field. Internships will give students a clear understanding of salon operation. A total of 1500 clock hours is required to complete the program. Students will then have the opportunity to take the state board examination to become licensed cosmetologists.

Credential Opportunities:
- Cosmetology license

COSMETOLOGY I
3 Units of Credit (700909/700910)
Corequisite: None
Prerequisite: Juniors Only
Testing: No placement testing requirements for this course

This course introduces students to the requirements to become a licensed cosmetologist. It offers students instruction in both theory and practical application in the following areas: tools and their use, shampoo, understanding chemicals and use, types of hair, sanitation, hygiene, skin diseases and conditions, anatomy and physiology, electricity, ethics, nail technology, esthetics as the relate to the Barber, Cosmetology, Esthetics, and Nail Technology Act. Knowledge, skills, and activities completed in this course will help prepare students for Cosmetology II while earning hours towards licensure.

Woodruff
COSMETOLOGY II (WT)
3 Unit of Credit (700911/700912)
Corequisite: None
Prerequisite: Students must have successfully completed COSMETOLOGY I
Testing: No placement testing requirements for this course
Cosmetology II will build upon the knowledge and skills attained in Cosmetology I and will provide instruction which may be a combination of classroom instruction and hands-on experience in the following areas: practical chemical application/hair treatment, hair styling/hair dressing, shop management, sanitation and interpersonal relations as they relate to the Barber, Cosmetology, Esthetics, and Nail Technology Act, as well as the labor compensation laws. Instruction will also include nail technology, esthetics, individualized skill development, and career planning. This course offers a curriculum advanced theoretical and practical skill development to prepare students for the cosmetology licensure examination and progression to obtain the 1500 hours of study in cosmetology.

Woodruff

CRIMINAL JUSTICE

The Woodruff Criminal Justice Program provides students with knowledge and experiences related to a variety of criminal justice careers. Upon successful completion of these courses, students will receive high school and college credit. Students will master CPR/First Aid, workplace and team building, critical thinking, and communication. Students will also gain knowledge of criminal justice occupations and many aspects of the law, law enforcement, and corrections. Interactions with professionals within these fields will be provided. All courses will include lectures, guest speakers, visits to law enforcement agencies, and interactive exercises, providing students with “real life” experiences in the criminal justice field. This program is an opportunity for students to explore careers in criminal justice, while earning college credit.

Credential Opportunities:
- CPR certification

The following nine courses make up the 2-year Criminal Justice Program at Woodruff and the following sequence is required to participate. This is a two-year program.

- Juniors in 2021-2022 will take CRJ 110 and ORIEN 110 first semester and CRJ 112 second semester.
- Seniors in 2021-2022 will take CRJ 114 first semester and CRJ 130 CRJ and HLTH041 second semester.
- Following completion of above courses, students may continue at Illinois Central College earning a Law Enforcement Certificate and could continue toward a transfer degree.
- Students must have a good attendance and discipline record to participate in the program.
- Students must be 21 in order to be a Police Officer.
- Students will have an opportunity to participate in the Explorers program.
- A felony can eliminate the opportunity to participate in this program.

DC  ORIEN 110 (College Success) (WT)
Early College Credit
½ Unit of High School Credit (500490)
Corequisite: Paired with BIO 106 and HLTH 120
Prerequisite: There are no formal prerequisites
Testing: Placement testing requirements for this course
This course is designed to equip students with the skills and understandings necessary for a successful transition from high school to college. Students will (1) research potential colleges (programs offered, important dates and steps in the application process, scholarship opportunities), (2) gain a fuller understanding of college life (academic expectations, campus resources, study skills), and (3) develop communication, writing, and technology skills that foster success in college and the professional workplace. Personal responsibility, resource management, problem solving, and soft skills are emphasized.

Woodruff
**DC  CRJ 110 (Introduction to the Criminal Justice System) (WT)**
Early College Credit
1 Unit of High School Credit (500500)
Corequisite: Paired with CRJ 112 AND ORIEN 110
Prerequisite: There are no formal prerequisites
Testing: Placement testing requirements for this course
This course is a survey and analysis of the criminal justice system, including a historical and philosophical overview of its development, with special emphasis on the system’s components and the relationship among those components in the administration of criminal justice in America.

**DC  CRJ 112 (Police Operation) (WT)**
Early College Credit
1.5 Unit of High School Credit (500502)
Corequisite: Paired with CRJ 110 AND ORIEN 110
Prerequisite: There are no formal prerequisites
Testing: Placement testing requirements for this course
This course is designed to acquaint the student with the basic services that are provided by police departments stressing the role and responsibility of the police in the prevention and control of adult crime.

**DC  CRJ 114 (Introduction to the Criminal Justice System) (WT)**
Early College Credit
1.5 Unit of High School Credit (500503)
Corequisite: Paired with CRJ 130 CRJ and HLTH041
Prerequisite: Students must have successfully completed BIO 106, HLTH121 and ORIEN 110
Testing: Placement testing requirements for this course
This course provides a basis to understanding the correctional system for those intending to pursue careers in the field of corrections or law enforcement. The course includes historical development, philosophy and variety of correctional methods. Included are institutional and post institutional techniques, probation and parole.

**DC  CRJ 130 (Introduction to Investigation) (WT)**
Early College Credit
1 Unit of High School Credit (500506)
Corequisite: Paired with CRJ 114 and HLTH041
Prerequisite: Students must have successfully completed BIO 106, HLTH121 and ORIEN 110
Testing: Placement testing requirements for this course
This course is designed to examine the techniques and problems involved in investigation of criminal cases. It includes theory and techniques of investigation, the questioning of witnesses and suspects, procedural problems involved in investigation, the collection and presentation of evidence, and preparation of cases.

**DC  HLTH 041 (Basic Life Support – CPR) (WT)**
Early College Credit
½ Unit of High School Credit (700447)
Corequisite: Paired with CRJ 114 and CRJ 130
Prerequisite: Students must have successfully completed BIO 106, HLTH121 and ORIEN 110
Testing: Placement testing requirements for this course
This course presents the techniques of cardiopulmonary resuscitation (CPR) and foreign body airway obstruction (FBAO) management. Upon successful completion of written and skills evaluations, the student will be issued an American Heart Association Healthcare Provider card.
CULINARY ARTS AND HOSPITALITY MANAGEMENT

The Woodruff Culinary Program utilizes Culinary Arts and Hospitality Management curriculum is based on the National Restaurant Association’s ProStart program, which gives students a well-rounded foundation to begin a culinary or hospitality career. The program combines textbook and classroom activities, knife skills, cooking techniques, practical hands-on kitchen experience, and an introduction to table service. Articulated course credit through ICC may be earned.

Credential Opportunities:
- First Aid/CPR certification
- SERVSAFE Sanitation Managers certification

CULINARY ARTS I
3 Units of Credit (500477/500478)
Corequisite: None
Prerequisite: There are no formal prerequisites
Testing: No placement testing requirements for this course
This course includes classroom and laboratory experiences needed to develop a knowledge and understanding of culinary principles and nutrition for people of all ages. Course content encompasses: knife skills and culinary methods, food service and preparation management using the decision-making process; meeting basic needs by applying nutrition concepts; meeting health, safety, and sanitation requirement; maximizing resources when planning/preparing/serving food; applying hospitality skills; analyzing nutritional needs in relation to change; and career in nutrition and culinary arts, including entrepreneurship investigation.
Woodruff

CULINARY ARTS II (WT)
3 Units of Credit (500479/500480)
Corequisite: None
Prerequisite: Students must have successfully completed Culinary Arts I
Testing: No placement testing requirements for this course
Culinary Arts II provides principles of application into the hospitality industry, including nutrition, culinary, and entrepreneurial opportunities. Course content includes the following: selection, purchase, preparation, and conservation of food, dietary needs culinary food and cooking trends, regional & international cuisine, safety and sanitation, and career in food service industries. All of these concepts can be interpreted through laboratory classroom experiences. Students may gain SERVSAFE Sanitation Managers certification.
Woodruff

EMERGENCY SERVICES

The Woodruff Emergency Services Program will learn fire-fighting tactics and strategies, including fire prevention and fire suppression, and will become familiar with fire equipment and apparatus. Students will learn and understand the fundamental concepts of medical care and learn emergency procedures. Students will also practice the Physical Ability Test. Through this program, students will gain the knowledge, skills, and attitude needed for success in a fire and emergency career.

Credential Opportunities:
- CPR certification
- EMT License

The following eight courses make up the 2-year Emergency Services Program at Woodruff and the following sequence is required to participate. This is a two-year program.

- Students must have a good attendance and discipline record to participate in the program.
- Students must be 18 years of age to sit for the EMT license. If a senior doesn’t turn 18 until after graduation, then they can sit for the exam at ICC once they are 18.
- Students must be 21 in order to be a Fire Fighter.
- Students will have an opportunity to participate in the Explorers program in the spring semester.
- A felony can eliminate the opportunity to participate in this program.
During the first semester, first year, students will take:
- DC HLTH 041 - Basic life support and CPR
- DC EMS 112 - Emergency Medical Responder
- DC FRSTK 110 - Introduction to Fire Science
  In the first year during the second semester, students will take:
- DC FRSTK 113 - Fire Apparatus and Procedures
- DC FRSTK 114 - Fire Fighting Tactics and Strategy

During the first semester, second year, students will take:
- DC FRSTK 112 – Fire Prevention Principles
  In the second year during the second semester, students will take:
- DC EMS 114 - Emergency Medical Technician
- DC ORIEN 110 – College Success (ICC-104)

**DC HLTH 041** (Basic Life Support – CPR) (WT)
Early College Credit
½ Unit of High School Credit (500447)
Corequisite: Paired with EMS 112, FRSTK 110, FRSTK 113 and FRSTK 114
Prerequisite: There are no formal prerequisites
Testing: Placement testing requirements for this course
This course presents the techniques of cardiopulmonary resuscitation (CPR) and foreign body airway obstruction (FBAO) management. Upon successful completion of written and skills evaluations, the student will be issued an American Heart Association Healthcare Provider card.

Woodruff

**DC EMS 112** (Emergency Medical Responder) (WT)
Early College Credit
½ Unit of High School Credit (500488)
Corequisite: Paired with FRSTK 110, FRSTK 113, FRSTK 114 and HLTH 041
Prerequisite: There are no formal prerequisites
Testing: Placement testing requirements for this course
This course is designed to meet the emergency care training needs of those individuals responding to the initial call for emergency care assistance such as police officers, firefighters, industrial health personnel, teachers, etc. The Emergency Medical Responder provides care prior to the arrival of higher-level trained personnel such as EMTs, Paramedics, nurses or physicians. Emphasis is placed on airway management, patient assessment, and treatment of medical or trauma emergencies. Upon successful completion of this course, students may apply to take the Emergency Medical Responder licensure exam.

Woodruff

**DC FRSTK 110** (Introduction to Fire Science) (WT)
Early College Credit
½ Unit of High School Credit (500485)
Corequisite: Paired with EMS 112, FRSTK 113, FRSTK 114 and HLTH 041
Prerequisite: There are no formal prerequisites
Testing: Placement testing requirements for this course
This course provides the student with a broad overview and survey of fire and emergency services. The course content includes apparatus and equipment, careers available, history, organization of modern fire and emergency services.

Woodruff

**DC FRSTK 113** (Fire Company Apparatus and Procedures) (WT)
Early College Credit
.75 Unit of High School Credit (500487)
Corequisite: Paired with EMS 112, FRSTK 110, FRSTK 114 and HLTH 041
Prerequisite: There are no formal prerequisites or placement testing requirements for this course
Testing: Placement testing requirements for this course
This course provides an understanding of the practices and procedures which permit the most efficient utilization of firefighting appliances and vehicles. While elementary firefighting tactics and strategy will be introduced, the emphasis of this course will be on apparatus design requirements, operation and maintenance necessary for effective and reliable fire ground performance. The class includes Fire Service Vehicle Operations which is designed to give fire service personnel the basic knowledge and skills to safely perform fire service vehicle operations as defined by NFPA 1451, Fire Service Vehicle Operations Program. NFPA 1002 Standard for Fire Apparatus Driver/Operator Professional Qualifications, 1998. This course covers the classroom portion of the FSVO certification.
Students will be required to complete the practical portion of FSVO as prescribed by the Illinois Office of the State Fire Marshal prior to challenging the FSVO certification test through the OSFM.

Woodruff

DC  FRSTK 114 (Firefighting Tactics and Strategy) (WT)
Early College Credit
.75 Unit of High School Credit (500486)
Corequisite: Paired with EMS 112, FRSTK 110, FRSTK 113, and HLTH 041
Prerequisite: There are no formal prerequisites or placement testing requirements for this course
Testing: Placement testing requirements for this course
This course develops an understanding of the art and science of effective utilization of personnel, apparatus, equipment, and extinguishing agents on the fire ground. Emphasis will be placed on pre-fire planning, size-up and organization of the fire ground situation, firefighting operations (ventilation, operation of hose streams, overhauling) and post-fire analysis and study.

Woodruff

DC  FRSTK 112 (Fire Prevention Principles) (WT)
Early College Credit
1.5 Unit of High School Credit (500499)
Corequisite: Paired with EMS 114 and ORIEN 110
Prerequisite: Students must have successfully completed EMS 112, FRSTK 110, FRSTK 113, FRSTK 114 and HLTH 041
Testing: Placement testing requirements for this course
This course develops the fundamental principles, theories and techniques of fire prevention, including the organization and implementation of a thorough and deliberate program of public fire prevention. In addition to emphasizing fire and life safety through recognition and elimination of related hazards will be emphasized. Familiarization with a model fire prevention code, the legal, social, economic and political aspects of providing public fire protection will also be stressed.

Woodruff

DC  EMS 114 (Emergency Medical Technician (EMT) (WT)
Early College Credit
1 Unit of High School Credit (500489)
Corequisite: Paired with FRSTK 112 and ORIEN 110
Prerequisite: Students must have successfully completed EMS 112, FRSTK 110, FRSTK 113, FRSTK 114 and HLTH 041
Testing: Placement testing requirements for this course
This course is designed to prepare students to care for the victims of medical and traumatic emergencies, with an emphasis on the assessment of victims of illness and injury, and application of proper emergency care procedures. Upon successful completion of EMS 114, students may apply to take the National Registry of Emergency Medical Technicians EMT certification exam (must be high school graduate or equivalent and at least 18 years old to take the licensure exam).

Woodruff

DC  ORIEN 110 (College Success) (WT)
Early College Credit
½ Unit of High School Credit (500490)
Corequisite: Paired with EMS 114 and FRSTK 112
Prerequisite: Students must have successfully completed EMS 112, FRSTK 110, FRSTK 113, FRSTK 114 and HLTH 041
Testing: Placement testing requirements for this course
This course is designed to equip students with the skills and understandings necessary for a successful transition from high school to college. Students will (1) research potential colleges (programs offered, important dates and steps in the application process, scholarship opportunities), (2) gain a fuller understanding of college life (academic expectations, campus resources, study skills), and (3) develop communication, writing, and technology skills that foster success in college and the professional workplace. Personal responsibility, resource management, problem solving, and soft skills are emphasized.

Woodruff
GRAPHIC COMMUNICATIONS

The Woodruff Graphic Communications Program provides students with knowledge and experiences related to a variety of graphic careers. Upon successful completion of these courses, students will receive high school credit. Students will be prepared for employment in the graphic communications industry by educating them in the fundamental concepts, knowledge, and hands-on techniques and skills for page layout, web page development, packaging, screen printing, and digital publishing workflows.

Credential Opportunities:
- CPR certification

The following courses make up the 2-year Graphic Arts Program at Woodruff and the following sequence is required to participate. This is a two-year program.

- Juniors in 2021-2022 will take Introduction to Graphic Communications first semester and Page Layout with Adobe InDesign second semester.
- Seniors in 2021-2022 will take GCOMM 140 first semester and CCOMM 225 second semester.
- Students must have a good attendance and discipline record to participate in the program.

Introduction to Graphic Communications
Early College Credit
1.5 Unit of High School Credit (700153/700154)
Prerequisite: There are no formal prerequisites
Testing: No placement testing requirements for this course
This course introduces the basic principles, materials and equipment used in the major printing processes. Beginning skills in typography, electronic desktop publishing, photography, scanning, image manipulation, creation of printing plates, and press operation are emphasized.

Woodruff

Page Layout with Adobe InDesign
Early College Credit
1.5 Unit of High School Credit (700155/700156)
Prerequisite: Students must have successfully completed Introduction to Graphic Communications
Testing: No placement testing requirements for this course
This course is an introduction to the tools and techniques utilized in page layout, commonly known as desktop publishing. The more common configurations of hardware and software are discussed, and skills are developed in the use of Adobe InDesign software. The importing of word processing files, prepared art, and scanned images or digital photographs into the layout are covered. Use file templates, master layouts, and text-formatting styles to dramatically improve production workflow. Students will also be taught to use conditional text and layers to develop customized versions of a document to further layout efficiency. Design considerations in the correct selection of typefaces and use of line elements, and the outputting of files for printed media or electronic publishing are covered.

Woodruff

Printing Methods
Early College Credit
1.5 Unit of High School Credit (700157/700158)
Prerequisite: Students must have successfully completed Introduction to Graphic Communications and Page Layout with Adobe InDesign
Testing: No placement testing requirements for this course
This course covers offset lithography and silk screen press operation.

Woodruff

Screen Printing
Early College Credit
1.5 Unit of High School Credit (700159/700160)
Prerequisite: Students must have successfully completed Introduction to Graphics Communications, Page Layout with Adobe InDesign, and Printing Methods
Testing: No placement testing requirements for this course
This course will provide an introduction to the screen printing trade. Students will explore copy preparation, mesh selection, frames, stencil systems, printing techniques, ink and substrate compatibility, reclamation of screens, and how screen printing affects the finishing processes. A combination of technical laboratory applications and theory will provide the foundation for this course.

Woodruff

HAIR BRAIDING

The Woodruff Hair Braiding Program, allows the students to learn and master a variety of hair braiding skills and techniques. In a salon setting, students will offer braid services that have been taught in the classroom and will also demonstrate skills required for salon maintenance and operation, such as sanitation and receptionist duties. Students who qualify, demonstrating professionalism, good attendance, and mastery of skills, will have the opportunity to participate in a 30-hour internship at an approved salon, performing designated braiding-related activities. A total of 300 hours is required to earn a hair braiding license.

Credential Opportunities:
- Hair braiding license

HAIR BRAIDING
3 Units of Credit (700915/700916)
Corequisite: None
Prerequisite: There are no formal prerequisites
Testing: No placement testing requirements for this course
This course provides students to become licensed hair braiders upon the completion of appropriate hours (300) as required by the state of Illinois. Students will engage in such practices as: braiding, corn rowing, extending, lacing, locking, sewing, twisting, and weaving. Also known as “natural hair care”, this class will provide students with hands-on experience to deal with several hair textures including “chemical-free” and those experiencing various types of hair loss. The work-based learning strategy appropriate for this course is a school-based enterprise. Students must be at least age 16 to participate in this class.

Woodruff

HEALTH OCCUPATIONS

The Woodruff Health Occupations Program is a two-year dual credit program, using a curriculum aligned with the State of Illinois requirement to become a Certified Nursing Assistant (CNA). Hands-on training is emphasized. Important skills that are taught include the following: First Aid / CPR, Workplace and team building, Critical thinking, Communication, Medical terminology, Disease prevention and recognition.

Credential Opportunities:
- First Aid/CPR certification
- Certified Nursing Assistant (CNA)

The following eight courses make up the 2-year Health Occupations Program at Woodruff and the following sequence is required to participate. This is a two-year program.
- Juniors in 2021-2022 will take HLTH 041 and HLTH 120 first semester. BIO 106 or HLTH 121 and ORIEN 110 second semester.
- Seniors in 2021-2022 will take Bio 106 or HLTH 120 and ORIEN 110 first semester. HLTH 112 AND HLTH 116 second semester.
- Following completion of above courses, students may continue at Illinois Central College
- Students must have a good attendance and discipline record to participate in the program.
- Students could earn certifications in First Aid / CPR and Certified Nursing Assistant (CNA)

DC BIOLOGY 106 (Human Biology) (WT)
Early College Credit
1.5 Unit of High School Credit (703771)
This course is taught in the Spring Semester
Corequisite: Paired with BIO 106, HLTH 121, and ORIEN 110
Prerequisite: Acceptance into the Health Occupations Program
Testing: Placement testing requirements for this course
This course is designed for the student desiring knowledge relative to the gross structure and basic functioning of the human body. This course meets the basic needs of all requiring in-breadth, but not in-depth, study of the human body.

Woodruff

DC  HLTH 041 (Basic Life Support – CPR) (WT)
Early College Credit
½ Unit of High School Credit (703447)
Corequisite: Paired with HLTH 112, HLTH 116, HLTH 120
Prerequisite: Students must have successfully completed BIO 106, HTLH 121, ORIEN 110
Testing: Placement testing requirements for this course
This course presents the techniques of cardiopulmonary resuscitation (CPR) and foreign body airway obstruction (FBAO) management. Upon successful completion of written and skills evaluations, the student will be issued an American Heart Association Healthcare Provider card.

Woodruff

DC  HLTH 112 (Nursing Assistant Training) (WT)
Early College Credit
½ Unit of High School Credit (703449)
This course is taught in conjunction with HLTH 041 and HLTH 116
Prerequisite: Students must have successfully completed HEOCC 111 & HLTH121
Corequisite: Paired with HLTH 041, HLTH 116, HLTH 120
Prerequisite: Students must have successfully completed BIO 106, HTLH 121, ORIEN 110
Testing: Placement testing requirements for this course
This course is designed to prepare the student to function as a nurse assistant in nursing homes. Students will be required to complete a drug screen and background check in order to participate in the class.

Woodruff

DC  HLTH 116 (Nurse Assistant: Alzheimer’s Disease) (WT)
Early College Credit
½ Unit of High School Credit (703451)
Corequisite: Paired with HLTH 041, HLTH 112, HLTH 120
Prerequisite: Students must have successfully completed BIO 106, HTLH 121, ORIEN 110
Testing: Placement testing requirements for this course
This course is an introduction to the study of dementia, communication, care and treatment modalities, behavior issues and management techniques, activities, nutrition, family roles, community resources, and staff support.

Woodruff

DC  HLTH 120 (First Aid) (WT)
Early College Credit
1 Unit of High School Credit (703441)
Corequisite: Paired with HLTH 041, HLTH 112, HLTH 116, HLTH 120
Prerequisite: Students must have successfully completed BIO 106, HTLH 121, ORIEN 110
Testing: Placement testing requirements for this course
This course is designed to provide basic knowledge and skills needed to provide immediate first aid in case of accident or illness. Emphasis is placed on personal safety and accident prevention.

Woodruff

DC  HLTH 121 (Medical Terminology) (WT)
Early College Credit
1 Unit of High School Credit (703444)
Corequisite: Paired with BIO 106 and ORIEN 110
Prerequisite: Acceptance into the Health Occupations Program
Testing: Placement testing requirements for this course
This course is a designed to introduce the student to medical terminology, including roots, prefixes and suffixes, with emphasis on spelling, defining and application in the health care workplace.

Woodruff
**DC ORIEN 110 (College Success) (WT)**

**Early College Credit**

½ Unit of High School Credit (500490)

**Corequisite: Paired with BIO 106, and HLTH 121**

**Prerequisite: Acceptance into the Health Occupations Program**

**Testing: Placement testing requirements for this course**

This course is designed to equip students with the skills and understandings necessary for a successful transition from high school to college. Students will (1) research potential colleges (programs offered, important dates and steps in the application process, scholarship opportunities), (2) gain a fuller understanding of college life (academic expectations, campus resources, study skills), and (3) develop communication, writing, and technology skills that foster success in college and the professional workplace. Personal responsibility, resource management, problem solving, and soft skills are emphasized.

**Woodruff**

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**HORTICULTURE PATHWAY**

The Woodruff Horticulture Landscape Management program prepares students for employment opportunities within the landscaping management industry. Students learn basic theory in the classroom and apply that theory in outdoor laboratories. The program has a variety of outdoor facilities and equipment to support student learning in the “hands-on” labs. Students in the program will gain specific knowledge and proficiency in landscape plants, pruning, garden flowers, plant disease and insect control, soil fertility, horticultural business management, irrigation and landscape design and construction. Student will complete an internship with a landscape company.

**Credential Opportunities:**
- First Aid/CPR certification

**The following courses make up the 2-year Horticulture Pathway at Woodruff and the following sequence is required to participate. This is a two-year program.**

- Juniors in 2021-2022 will take Introduction to Horticultural Plants first semester and Introduction to Turf Grass Management second semester.
- Seniors in 2021-2022 will take Landscape Construction first semester and Landscape Establishment and Management second semester.
- Students must have a good attendance and discipline record to participate in the program.

**Introduction to Horticultural Plants**

**Early College Credit**

1.5 Unit of Credit (700821/700822)

**Testing: No placement testing requirements for this course**

The course is an introduction to the principles and practices in the development, production, and use of Horticultural crops. Includes the classification, structure, growth and development, and environmental influences on horticultural plants; horticultural technology; and an introduction to the horticultural industries.

**Woodruff**

**Introduction to Turf Grass Management**

**Early College Credit**

1.5 Unit of Credit (700823/700824)

**Prerequisite: Students must have successfully completed Introduction to Horticultural Plants**

**Testing: No placement testing requirements for this course**

This course emphasizes the general types of turf grasses, their growth habits and requirements, and the establishment of turf. Fertilizers, diseases, insects, weeds, and turf equipment are included.

**Woodruff**

**Landscape Construction**

**Early College Credit**

1.5 Unit of Credit (700825/700826)

**Prerequisite: Students must have successfully completed Introduction to Horticultural Plants and Introduction to Turf Grass Management**

**Testing: No placement testing requirements for this course**
This course emphasizes techniques and uses of materials as they pertain to construction of various landscape features. Students will gain practical experience in the use of surveying instruments, and concrete and paving materials. Additional experience in constructing drainage systems, walls, steps, fences, terraces and patios will be discussed.

Woodruff

Landscape Establishment and Management

Early College Credit
1.5 Unit of Credit (700827/700828)

Prerequisite: Students must have successfully completed Introduction to Horticulture Plants, Introduction to Turf Grass Management and Landscape Construction

Testing: No placement testing requirements for this course

This course covers the sequential process of installing a landscape project and provide an understanding of the processes involved in site development. They will learn the procedures for proper plant installation and develop the techniques to properly maintain and prune a variety of plant material. General arboriculture techniques will be introduced including: equipment usage, tree climbing, safety and removal.

Woodruff

NAIL TECHNOLOGY

The Woodruff Nail Technology Program, provides students with the hands-on training, practical experience and industry support it takes to become a highly qualified beauty professional. The program is designed to train students in all aspects of manicuring, pedicuring, and professional nail application. A total of 350 hours is required to earn a nail technology license.

Credential Opportunities:
- Nail Technician license

NAIL TECHNOLOGY I

1.5 Units of Credit (700905/700906)

Corequisite: Paired with NAIL TECHNOLOGY II

Testing: No placement testing requirements for this course

This course Studies the structure, growth, diseases, disorders and conditions of the nail. Infection control procedures will be practiced to protect the client and practitioner. Anatomy of the hand, arm, foot and leg will be studied to effectively apply massage techniques relating to nail services. Perform manicure and pedicure services to include polish application and massage techniques.

Woodruff

NAIL TECHNOLOGY II

1.5 Units of Credit (700907/700908)

Corequisite: Paired with NAIL TECHNOLOGY I

Prerequisite: Students must have successfully completed NAIL TECHNOLOGY I

Testing: No placement testing requirements for this course

Students develop skills in nail enhancements using a variety of tools and products. Practice nail art and other fashion trends in the industry. Relate Illinois Statutes and Administrative Code to the industry. Identify and practice skin care as it relates to nail care services. Study aspects of successful salon ownership and management. Develop a plan for success in the industry to include marketing, recruitment, resume writing and interview skills. Prepare for the WI state board exam and complete a written and practical mock state board.

Woodruff

OFFICE OCCUPATIONS PROGRAM

The Office Occupations Program prepares students for employment in clerical or word processing positions such as receptionists, secretaries, administrative assistants, clerks, word processors, and transcriptionists, through a series of skill-building courses in keyboarding, electronic equipment operation, information processing, software applications and integration, office procedures, bookkeeping, and records management.

Credential Opportunities:
- Microsoft Office Certifications
The following eight courses make up the 2-year Office Occupations Program at Woodruff and the following sequence is required to participate. This is a two-year program.

- Juniors in 2021-2022 will take OFOCC 111, OFACS 126, and OFACS 132 first semester, and TYPE 120 and OFACS 125 second semester.
- Seniors in 2022-2023 will take TYPE 121, WP 161 first semester and OFOCC 250 second semester.
- Following completion of above courses, students may continue at Illinois Central College and earn additional certificates.
- Students must have a good attendance and discipline record to participate in the program.
- Students will have an opportunity to participate in an internship program.

**DC OFOCC 111 (Telephone Skills for the Office) (WT)**
Early College Credit
1.0 Unit of High School Credit 700201/700202
Corequisite: Paired with OFACS 125, OFACS 126, OFACS 132 and TYPE 120
Prerequisite: There are no formal prerequisites
Testing: No placement testing requirements for this course
This course will cover training in the professional use of the telephone.

**DC OFACS 125 (PowerPoint) (WT)**
Early College Credit
1.0 Unit of High School Credit (700205/206)
Corequisite: Paired with OFOCC 111, OFACS 126, OFACS 132 and TYPE 120
Prerequisite: There are no formal prerequisites
Testing: No placement testing requirements for this course
This course covers basic training in the use of Microsoft PowerPoint, a commercially available presentation software package.

**DC OFACS 126 (Outlook) (WT)**
Early College Credit
1.0 Unit of High School Credit (700203/700204)
Corequisite: Paired with OFOCC 111, OFACS 125, OFACS 132 and TYPE 120
Prerequisite: There are no formal prerequisites
Testing: No placement testing requirements for this course
This course prepares students to manage email, calendars, contacts, tasks, and other time management tools found in a business office by using a personal information management program -- Microsoft Outlook.

**DC OFACS 132 (Electronic Spreadsheets) (WT)**
Early College Credit
1.0 Unit of High School Credit (700207/700208)
Corequisite: Paired with OFOCC 111, OFACS 125, OFACS 126 and TYPE 120
Prerequisite: There are no formal prerequisites
Testing: No placement testing requirements for this course
This course covers basic training in the use of commercially available electronic spreadsheet software.

**DC OFOCC 250 (Office Occupations Internship) (WT)**
Early College Credit
1.0 Unit of High School Credit (700199/700200)
Corequisite: Paired with OFOCC 250, TYPE 121 and WP 161
Prerequisite: Students must have successfully completed OFOCC 111, OFACS 125, OFACS 126, OFACS 132 and TYPE 120
Testing: No placement testing requirements for this course
The student-intern is placed in an area office to receive on-the-job training under the direction of a training station supervisor and/or employer. Student-interns also meet in class or individually with the office occupations instructor for one hour per week to work on problems or special assignments related to the internship training.
DC  TYPE 120 (Keyboard/Word Processing I) (WT)
Early College Credit
1.0 Unit of High School Credit (700213/700214)
Corequisite: Paired with OFOCC 111, OFACS 125, OFACS 126 and OFACS 132
Prerequisite: There are no formal prerequisites
Testing: No placement testing requirements for this course
This course will provide instruction in touch typing and basic commands using current word processing software.
Woodruff

DC  TYPE 121 (Keyboard/Word Processing II) (WT)
Early College Credit
1.0 Unit of High School Credit (700217/700218)
Corequisite: Paired with OFOCC 250 and WP 161
Prerequisite: Students must have successfully completed OFOCC 111, OFACS 125, OFACS 126, OFACS 132 and TYPE 120
Testing: No placement testing requirements for this course
This course will provide keyboard reinforcement and instruction in basic word processing formatting commands for preparing tables, correspondence, and reports.
Woodruff

DC  WP 161 (Data Entry) (WT)
Early College Credit
1.0 Unit of High School Credit (700221/700222)
Corequisite: Paired with OFOCC 250 and TYPE 121
Prerequisite: Students must have successfully completed OFOCC 111, OFACS 125, OFACS 126, OFACS 132 and TYPE 120
Testing: No placement testing requirements for this course
This course develops numeric keypad proficiency from a variety of sources and formats with a specified percent of accuracy.
Woodruff

RENEWABLE ENERGY SKILLS PROGRAM

The Renewable Energy Skills Program prepares students for an entry-level position in the renewable energy field such as a technician or energy auditor. Students will learn renewable energy concepts and well as basic skills in electrical systems, industrial and building controllers, and mechanical systems. With these skills, students can install, troubleshoot, and repair various renewable energy systems.

Credential Opportunities:
- OSHA 30-Hour

The following four courses make up the 2-year Renewable Energy Program at Woodruff and the following sequence is required to participate. This is a two-year program.

- Juniors in 2021-2022 will take REEC 110 first semester, and REEC 120 second semester.
- Seniors in 2022-2023 will take REEC 140 first semester, and REEC 250 second semester
- Following completion of above courses, students may continue at Illinois Central College and earn additional certificates.
- Students must have a good attendance and discipline record to participate in the program.
- Students will have an opportunity to participate in an internship program.

DC  REEC 110 (Green Building Technology) (WT)
Early College Credit
1.0 Unit of High School Credit (700171/700172)
Corequisite: Paired with REEC 120
Prerequisite: There are no formal prerequisites
Testing: No placement testing requirements for this course
Green Building Technology explores construction, maintaining, and managing buildings using sustainable techniques. You will learn about energy efficiency, conservation, construction techniques, and health issues associated with a building facility, and incorporating renewable energy into a facility.
Woodruff
DC REEC 120 (Sustainability and Renewable Energy) (WT)
Early College Credit
1.0 Unit of High School Credit (700173/700174)
Corequisite: Paired with REEC 110
Prerequisite: Students must have successfully completed REEC 110
Testing: No placement testing requirements for this course
Sustainability and Renewable Energy is a course in sustainable practices and renewable energy systems with an emphasis on global issues. This class is designed for a diverse group of students to jointly explore a dynamic topic. The course applies to sustainable practices and renewable energy systems. You will learn about preserving natural resources, cultural awareness of energy needs and consumption patterns, and exploring a unique perspective on our own domestic energy usage.
Woodruff

DC REEC 140 (Renewable Energy Concepts I) (WT)
Early College Credit
1.0 Unit of High School Credit (700175/700176)
Corequisite: Paired with REEC 250
Prerequisite: Students must have successfully completed REEC 110 and REEC 120
Testing: No placement testing requirements for this course
Renewable Energy Concepts explores the technologies used in renewable energy systems, including cover making, distributing, and installing renewable energy systems. You will learn about photovoltaic, wind, geothermal, solar heating and biomass systems while gaining hands-on experience with proper set up and installation of renewable energy systems, measuring energy usage, and controlling renewable energy systems.
Woodruff

DC REEC 250 (Renewable Energy Internship) (WT)
Early College Credit
1.0 Unit of High School Credit (700177/700178)
Corequisite: Paired with REEC 140
Prerequisite: Students must have successfully completed REEC 110, REEC 120 and REEC 140
Testing: No placement testing requirements for this course
The student-intern is placed in an area business to receive on-the-job training under the direction of a training station supervisor and/or employer. Student-interns also meet in class or individually with the renewable energy instructor to work on problems or special assignments related to the internship training.
Woodruff

INFORMATION FOR STUDENT ATHLETES

REQUIREMENTS FOR ATHLETIC PARTICIPATION

It is a privilege to participate in extracurricular activities and competitions in Peoria Public Schools. In order to participate, each individual must read, understand, and adhere to the Extracurricular Competition Code provided by each coach or sponsor. The Extracurricular Competition Code is in effect the entire year, not just during a particular season. In addition to the general code, coaches, sponsors, and directors may have additional rules and regulations which apply to their particular activity or sport.

In order to participate, each individual must sign the Extracurricular Competition Code provided by each coach or sponsor stating they have read, understood, and will adhere to the Code. In any extracurricular activity, a student must have passed 5 courses in the previous semester and passing 5 courses per week in the current semester. The eligibility will be checked on a weekly basis, per IHSA Scholastic Standing Requirements.

Age: A student is eligible for sports through the age of 19 unless the student will become 20 during a sport season, in which event eligibility will terminate on the first day of such season.

Medical Examination: A player must receive a medical examination once every 395 days by a duly licensed physician, nurse practitioner, or physician’s assistant. Incoming freshmen need both a school physical exam and a sports medical exam.
Residence Requirement: If a Peoria Public Schools student establishes IHSA eligibility at a high school then transfers to another high school within Peoria Public Schools, their eligibility is subject to IHSA by-laws and policies with regards to transfers.

COLLEGE-BOUND STUDENT ATHLETE

Certification
If a student intends to participate in Division I or II athletics as a freshman, then he/she must register and be certified by the NCAA Eligibility Center.

Fee Waivers
Counselors may waive the application fee if the student has previously qualified for and received a waiver of the SAT fee.

Test-Score Requirements
In Division I and II, the student must achieve the minimum required SAT score before his/her first full-time college enrollment in order to qualify.

Transcripts
Parents/Students should contact their school counselor to request an official transcript to be sent to the NCAA at the end of the student’s junior year.

Additional Information
Athletic information included in this curriculum guide is provided as a resource. Specific questions or clarifications of athletic information and/or eligibility should be addressed to the school’s athletic director. For more information regarding the rules, go to the NCAA Eligibility website (http://www.ncaa.org/student-athletes/future/eligibility-center) and download the Guide for the College-Bound Student-Athlete.

NCAA ELIGIBILITY CENTER

Important note: Do not enroll in an online and/or blended course without confirming with NCAA eligibility center regarding their scholarship requirements.

Grade 9 - Plan
- Start planning now! Take the right courses and earn the best grades you can.
- Ask your counselor for a list of your high school’s NCAA core courses to make sure you take the right classes. Or, find your high school’s list of NCAA core courses at eligibilitycenter.org.

Grade 10 - Register
- Register with the NCAA Eligibility Center at eligibilitycenter.org.
- If you fall behind on courses, don’t take shortcuts to catch up. Ask your counselor for help with finding approved courses or programs you can take.

Grade 11 - Study
- Check with your counselor to make sure you are on track to graduate on time.
- Take the SAT and make sure we get your scores by using code 9999.
- At the end of the year, ask your counselor to upload your official transcript.

Grade 12 - Graduate
- Take the SAT again, if necessary, and make sure we get your scores by using code 9999.
- Request your final amateurism certification after April 1.
- After you graduate, ask your counselor to upload your final official transcript with proof of graduation.

Core Courses
This simple formula will help you meet the Division I and II core-course requirement:
4x4=16
4 English courses (one per year)
+4 math courses (one per year)
+4 science courses (one per year)
+4 social science courses (one per year)
=16 NCAA Core Courses
Grade Point Average
The NCAA Eligibility Center calculates your grade-point average (GPA) based on the grades you earn in NCAA-approved core courses. Visit eligibilitycenter.org for a full list of your high school’s core courses.

Test Scores
When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 so your scores are sent directly to the Eligibility Center from the testing agency. Test scores on transcripts will not be used in your academic certification. A combined SAT score is calculated by adding reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. You may take the SAT or ACT an unlimited number of times before you enroll full-time in college. If you take either test more than once, the best sub score from different tests are used to meet initial eligibility requirements.

Division I
Must earn a minimum core-course GPA of 2.3 with a corresponding test score on the sliding scale and meet the core-course progression and distribution requirements.

Division II
Must earn a minimum core-course GPA of 2.2 with a corresponding test score on the sliding scale and meet the core-course distribution requirement.

More information regarding the impact of COVID-19 and test scores can be found at on.ncaa.com/COVID19_Fall2022. More information about initial-eligibility standards for Divisions I and II, including core-course requirements and minimum scores, can be found at ncaa.org/student-athletes/future.