GRADUATION REQUIREMENTS

• **ENGLISH**: 4 credits
  • 1 semester of Speech (10-12 grade)

• **MATH**: 3 credits

• **SCIENCE**: 2 credits

• **SOCIAL SCIENCE**: 3 credits

• **PE**: 4 credits
  • Includes Semester of Health and Drivers Education

• **FINE ARTS**: 1 credit required
  • This includes:
    • **SPANISH**
    • **ART**
    • **BAND**
    • **AGRICULTURE**
    • **FAMILY AND CONSUMER SCIENCE**
    • **COMPUTER TECHNOLOGY**
    • **INDIAN VALLEY VOCATIONAL CENTER**
# ENGLISH COURSE SEQUENCE

<table>
<thead>
<tr>
<th>9TH GRADE</th>
<th>10TH GRADE</th>
<th>11TH GRADE</th>
<th>12TH GRADE</th>
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</thead>
<tbody>
<tr>
<td><strong>ENGLISH I</strong> (1 credit)</td>
<td><strong>ENGLISH II: WORLD LITERATURE</strong> (1 credit)</td>
<td><strong>ENGLISH III: AMERICAN LITERATURE</strong> (1 credit)</td>
<td><strong>ENGLISH IV: SENIOR THEMATIC STUDIES</strong> (1 credit) OR <strong>AP ENGLISH LITERATURE COMPOSITION</strong> (1 credit)</td>
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</table>

*Semester of Speech (0.5 credit) offered 10-12th grade as an elective*
# MATH COURSE SEQUENCE

<table>
<thead>
<tr>
<th>GRADE</th>
<th>COURSE</th>
<th>CREDIT</th>
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</thead>
<tbody>
<tr>
<td>9TH</td>
<td>ALGEBRA 1</td>
<td>1 credit</td>
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<tr>
<td></td>
<td>GEOMETRY</td>
<td>1 credit</td>
</tr>
<tr>
<td>10TH</td>
<td>ALGEBRA 2</td>
<td>1 credit</td>
</tr>
<tr>
<td></td>
<td><strong>DISCRETE MATH</strong></td>
<td>0.5 credit</td>
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<tr>
<td></td>
<td>*PRE-CALCULUS</td>
<td>1 credit</td>
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<td></td>
<td><strong>PRE-CALCULUS</strong></td>
<td>1 credit</td>
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<td>OR</td>
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<tr>
<td>11TH</td>
<td><strong>DISCRETE MATH</strong></td>
<td>0.5 credit</td>
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<td></td>
<td>*PRE-CALCULUS</td>
<td>1 credit</td>
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<td>1 credit</td>
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<td></td>
<td>OR</td>
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<tr>
<td></td>
<td>AP CALCULUS AB</td>
<td>1 credit</td>
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<td></td>
<td>OR</td>
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<tr>
<td></td>
<td>AP CALCULUS BC</td>
<td>1 credit</td>
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<tr>
<td>12TH</td>
<td><strong>DISCRETE MATH/TRANSITIONAL MATH</strong></td>
<td>0.5 credit for each</td>
</tr>
<tr>
<td></td>
<td>*PRE-CALCULUS</td>
<td>1 credit</td>
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<tr>
<td></td>
<td><strong>PRE-CALCULUS</strong></td>
<td>1 credit</td>
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</table>

*Students can take Pre-Calculus and Discrete Math concurrently.  **Must pass Algebra 2 prior to taking Discrete Math.

[BACK TO MAIN PAGE]
### SCIENCE COURSE SEQUENCE

<table>
<thead>
<tr>
<th>9TH GRADE OPTIONS</th>
<th>10TH GRADE OPTIONS AND:</th>
<th>11TH – 12TH GRADE OPTIONS AND:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BIOLOGY I</strong></td>
<td><strong>CHEMISTRY-PHYSICS 1</strong></td>
<td><strong>PHYSICS</strong></td>
</tr>
<tr>
<td>(1 CREDIT)</td>
<td>(1 CREDIT)</td>
<td>(1 CREDIT)</td>
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<tr>
<td></td>
<td><strong>BIOLOGY II</strong></td>
<td><strong>BIOLOGY II</strong></td>
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<tr>
<td></td>
<td>(1 CREDIT)</td>
<td>(1 CREDIT)</td>
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<tr>
<td></td>
<td><strong>CHEMISTRY II</strong></td>
<td>(1 CREDIT)</td>
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If you are thinking about college it is recommended you take 3 - 4 years/credits of Science that include Biology, Chemistry, Physics, Biology II and Chemistry II.
# SOCIAL SCIENCE COURSE OPTIONS

<table>
<thead>
<tr>
<th>9&lt;sup&gt;TH&lt;/sup&gt; GRADE</th>
<th>10&lt;sup&gt;TH&lt;/sup&gt; GRADE</th>
<th>11&lt;sup&gt;TH&lt;/sup&gt; GRADE</th>
<th>12&lt;sup&gt;TH&lt;/sup&gt; GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WORLD HISTORY</strong> (1 CREDIT)</td>
<td>PSYCHOLOGY I (0.5 CREDIT)</td>
<td>*US HISTORY</td>
<td>*GOVERNMENT (0.5 CREDIT)</td>
</tr>
<tr>
<td></td>
<td>^PSYCHOLOGY II (0.5 CREDIT)</td>
<td>PSYCHOLOGY I (0.5 CREDIT)</td>
<td>AP GOVERNMENT (1 CREDIT)</td>
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<tr>
<td></td>
<td>SOCIOLOGY (0.5 CREDIT)</td>
<td>^PSYCHOLOGY II (0.5 CREDIT)</td>
<td>*CONSUMER EDUCATION (0.5 CREDIT)</td>
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<tr>
<td></td>
<td></td>
<td>SOCIOLOGY (0.5 CREDIT)</td>
<td>PSYCHOLOGY I (0.5 CREDIT)</td>
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</tbody>
</table>

^ Must pass Psychology I in order to enroll in Psychology II

*Required Course for Graduation
PE, HEALTH, & DRIVERS EDUCATION

Co-Educational Physical Education
Grades: 9-12
P.E. is required as part of 4 full credits in a high school setting (part of which includes Health Education and Driver Education). The emphasis of P.E. is on overall health, wellness, and fitness. Students will be introduced to numerous lifetime activities as well, the renewed focus on Cardiovascular and Muscular conditioning, and their design and implementation of their own personal fitness plans. Students throughout the year will be expected to set measurable and achievable goals on “fitness days.” We ask the students to continually look to improve on their posted scores from the beginning of the year. While everyone has different skills and abilities, our goal is continually push ourselves to achieve a healthy lifestyle and for every student to see the importance of “fitness” in maintaining that healthy lifestyle while using the heart rate monitors.

Health Education
Grade: 9 (0.5 Credits)
Health education is a required one-semester course generally taken during the freshman year. Units of study are wellness, fitness, nutrition, stress, relationships, major diseases, human body and drug prevention. The course utilizes a variety of resources, articles, speakers, and documentaries to get students to critically think about their health choices. The goal of the course is to make students more health literate and aware of the benefits to a healthy lifestyle.

Driver Education
Grades: 9-10 (0.5 Credits)
Fee: $200
The Driver Education course is open to sophomores and freshmen who will be 15 years old by the sixth week of class, provided space is available. In the event the number of eligible students exceeds the class size, priority will be given to the oldest students for that semester. The first semester is limited to sophomores only. Sophomores must have passed a minimum of 8 semester courses during the previous two semesters in order to be eligible for Driver Education. Freshmen may enroll in the second semester provided they have maintained a 2.5 GPA and do not have any out of school suspensions or alternatives to suspension (e.g. Saturday School) during the first semester. Freshmen who plan to enroll their second semester must declare this intent during the course selection process (completed the spring prior to enrollment). The course includes classroom instruction (a minimum of 30 hours) and behind the wheel experience (a minimum of 6 hours with the instructor). It is highly recommended that a student be enrolled in a study hall the semester they take Driver’s Ed in order to get the necessary behind the wheel hours. As a part of this program and as a requirement of graduated licensing, parents must be willing to drive with their child outside of school for a total of 50 hours of driving, 10 being at night. This parental involvement is crucial to the success of a student who seeks to receive his or her driver’s license.
It is recommended that you take 2 years of a foreign language if you are thinking about going to college. However, each college is different when it comes to their admissions requirements so make sure you do your research and see how many years (if any) the certain college or university you are wanting to attend requires. Also, some colleges or universities have different language requirements for specific colleges of study. They may accept you if you only have 2 years of a foreign language, but depending on your major you might have to take additional years in college. If you take 4 years of a foreign language you will most likely be exempt from having to take any in college.

Please see Mr. Kantor if you have any more questions about this.
<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
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<tbody>
<tr>
<td>3-D Dimensional Art I</td>
<td>0.5</td>
</tr>
<tr>
<td>3-D Dimensional Art II</td>
<td>0.5</td>
</tr>
<tr>
<td>Drawing I</td>
<td>0.5</td>
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<tr>
<td>Drawing II*</td>
<td>0.5</td>
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<tr>
<td>Painting*</td>
<td>0.5</td>
</tr>
<tr>
<td>Photography</td>
<td>0.5</td>
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<tr>
<td>Senior Art Studio^</td>
<td>0.5</td>
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</tbody>
</table>

^qualify upon completion of 3 art courses and with instructor approval (typically a Senior level course)

*Pre-Requisite required to take the course
<table>
<thead>
<tr>
<th>9&lt;sup&gt;TH&lt;/sup&gt; GRADE</th>
<th>10&lt;sup&gt;TH&lt;/sup&gt;-12&lt;sup&gt;TH&lt;/sup&gt; GRADE</th>
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</thead>
<tbody>
<tr>
<td>*Introduction to Agriculture (1 credit)</td>
<td>Any 9&lt;sup&gt;TH&lt;/sup&gt; Grade Agriculture Course</td>
</tr>
<tr>
<td>*Basic Horticultural Science (1 credit)</td>
<td>*Horticultural Production Management (1 credit)</td>
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<td></td>
<td>*Pre-Veterinary Science (0.5 credit)</td>
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<td></td>
<td>Small Engine Repair and Welding (0.5 credit)</td>
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<td></td>
<td>^Agricultural Business Management (1.0 credit)</td>
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</tbody>
</table>

*Can count towards science requirement

^Class may count towards Consumer Education Requirement
# FAMILY AND CONSUMER SCIENCE ELECTIVES

<table>
<thead>
<tr>
<th>9TH GRADE</th>
<th>10TH GRADE</th>
<th>11TH GRADE</th>
<th>12TH GRADE</th>
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</thead>
<tbody>
<tr>
<td>^Intro to FCS 1</td>
<td>Any 9th Grade Offerings</td>
<td>Any 9th and 10th Grade Offerings (Except Intro to FCS 1 or 2)</td>
<td>Any Family and Consumer Science Class (Except Intro to FCS 1 or 2)</td>
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<tr>
<td>(0.5 credit)</td>
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<tr>
<td>^Intro to FCS 2</td>
<td>*Advanced Foods</td>
<td>*Interior Design</td>
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<td>(0.5 credit)</td>
<td>(0.5 credit)</td>
<td>(0.5 credit)</td>
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<tr>
<td>^Introduction to Foods</td>
<td>Child Development</td>
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<tr>
<td>(0.5 credit)</td>
<td>(0.5 credit)</td>
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<tr>
<td>^Introduction to Foods</td>
<td>Child Development</td>
<td></td>
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<tr>
<td>(0.5 credit)</td>
<td>(0.5 credit)</td>
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<tr>
<td>Fashion Design and Merchandising</td>
<td>(0.5 credit)</td>
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</table>

*Must get a C or higher in Introduction to foods in order to take Advanced Foods

^ Only offered to 9th and 10th grade students
<table>
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<tr>
<th>COMPUTER TECHNOLOGY ELECTIVES</th>
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<tbody>
<tr>
<td><strong>9TH GRADE</strong></td>
</tr>
<tr>
<td>Introduction to Programming</td>
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<tr>
<td>(0.5 credit)</td>
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<tr>
<td>Digital Communication Technology</td>
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<td>(0.5 credit)</td>
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<tr>
<td>Web Design I</td>
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<tr>
<td>(0.5 credit)</td>
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<tr>
<td>Web Design II</td>
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</tbody>
</table>
Band meets daily as part of the regular school day. Band is a performance based class, and students are expected to attend all performances throughout the year. In addition to rehearsing music, students will study music theory, history, counterpoint, composition, and ear training. Students have the option to participate in opportunities outside of the school day including the IMEA District 8 Festival and IHSA Solo and Ensemble contest. Previous experience or instructor approval is required for this course.
If you are a Junior or Senior you are eligible to take a class at IVVC. You must be on track to graduate in order to participate. You can only pick 1 program and it counts for 3 credits during the year. It will be in your schedule as 1st – 3rd hour. If you need to look at a course description I have added the IVVC curriculum guide in your folder to look at for reference.

Auto Body Repair I
Auto Body Repair II
Automotive Technology I
Automotive Technology II
Certified Nursing Assistant (CNA)
Computer Programming I
Computer Programming II
Computer Technology I
Computer Technology II
Construction Trades I
Construction Trades II
Cosmetology I & II
Culinary Arts I
Culinary Arts II
Early Childhood Education I
Early Childhood Education II
Emergency Medical Services
Emergency Medical Technician
Esthetics and First Aid
Fire Science I
Fire Science II
Graphic Design I
Graphic Design II
Health Occupations
Law Enforcement I
Law Enforcement II
Sports Medicine I
Sports Medicine II
Welding and Fabrication I
Welding and Fabrication II
ENGLISH I: In this one-year course, ninth grade students will discover literature through the genres. Students will study works of fiction, poetry, mythology, and drama with an emphasis on nonfiction reading as it applies to research writing and persuasive writing. Students will deepen their understanding of analyzing character, theme, word choice, and textual analysis through applications involving various genres of literature. Students will discuss themes, characters, and word choice relevant to Greek mythology, modern American society, and British theater. At the end of this course, students will be familiar with the expectations of MLA writing, the organizational structure for writing a paragraph, and the rules for basic grammar and punctuation and public speaking appropriate to the ninth grade level.

ENGLISH II (WORLD LITERATURE): In this one-year course, students will discover literature from Russia, Latin America, and Asia. Readings include novels, short stories, poems, articles, and non-fiction materials. This class is skills-based and students will work on developing and strengthening four core skills related to inference, theme, vocabulary and language, and character development. In addition, there are two major writing and research units – one per semester. The final exams for both semesters are completely skills-based where students must apply the concepts to new readings.

ENGLISH III (AMERICAN LITERATURE): In this one year course, students will discover American literature. Students will study works of fiction and nonfiction from the Pre-Revolutionary period to the Twenty-First Century. Students will discuss themes relevant to American society. At the end of this course, students will develop their vocabulary, writing, discussing, speaking, and grammar skills.

ENGLISH IV (SENIOR THEMATIC STUDIES): In this capstone, one-year course, students will read, analyze, and engage in a college- and career-readiness curriculum focusing on teamwork, leadership, flexibility, trustworthiness, effective communication, creativity, and problem-solving skills. Readings include novels, short stories, poems, articles, and non-fiction materials. This class is skills-based and students will work on developing and strengthening four core skills related to inference, theme, vocabulary and language, author’s choices, and satire analysis. In addition, students will refine their speaking and listening skills through graded discussions and presentations. The final exams are completely skills-based where students apply core English concepts to new readings.

AP ENGLISH LITERATURE AND COMPOSITION: This year-long AP course is for the advanced student in lieu of English IV. The course is designed to engage highly motivated English students in close reading and critical writing. A variety of writing activities provide students with opportunities to reinforce their reading and critical analysis. All assignments are designed to develop students’ ability to communicate understanding and interpretation of literature; furthermore, students must be prepared to devote considerable time to the course and assignments outside of class. In the spring, students will take the AP exam and may receive college credit for scores of 3, 4, or 5 (depending on the stipulations of individual colleges and universities). AP students should be prepared for reading and essay assignments over summer, as well as during winter and spring breaks. Students will have the option to purchase course novels. This course is for highly motivated students planning to enroll in college after graduation.

SPEECH: In this semester-long elective course, students will study effective public speaking and analyze speeches of historical and cultural relevance. Major units include informative speaking, persuasive speaking, research-based speaking, discussion and debate, and special occasion speeches. Students will give a variety of speeches and presentations throughout the course.
MATH CLASS DESCRIPTIONS

ALGEBRA 1: This is a one-year course in algebra. Topics will include operations and functions, solving equations, creating and interpreting graphs, polynomials and factoring, products and powers, inequalities, radicals, and systems of linear equations. This course emphasizes thinking, communicating, and writing about mathematical concepts.

GEOMETRY: Logic, reasoning, and algebra are applied to the basic structure of geometry. This class is arranged so that a great deal of student discovery of proofs and understanding is possible. Many applications follow the proved theorems so that the student is aware of the purpose of the theorems. The problems also stress logic in that such thinking on the part of the students is required to solve the problems and to make the correct choice of theorems to be used in each problem. This course also includes a data analysis component.

ALGEBRA 2: This course includes real and complex number systems, linear equations, polynomials, quadratic equations, coordinate geometry, and functions. There is continual emphasis on the mathematics and development of additional algebraic skills. Also, there is an emphasis on using graphing calculators to solve problems. Problem solving applications are relevant to other subject areas including the sciences and consumer education.

DISCRETE MATH: Discrete Mathematics introduces students to the mathematics of graph theory, social choice (voting and fair division), data organization, chess, number theory, and paradoxes. Discrete concepts are used extensively in business, industry, government, and in the digital world. Some of the questions investigated in discrete mathematics are: What does a barcode mean? What is the most efficient way a delivery truck can visit ten destinations? How can you connect cities using cable lines using least amount of material? How can we appropriately time traffic lights based on the flow of traffic? How do you measure a voter’s power? Students must have passed Algebra II prior to enrolling in Discrete Math

TRANSITIONAL MATH - QUANTITATIVE LITERACY AND STATISTICS: Transitional Math - Quantitative Literacy and Statistics is a capstone class for Seniors who are interested in pursuing a career in the humanities or social science. This class serves as a prerequisite for General Education Statistics, General Education Mathematics, Quantitative Literacy, Elementary Mathematical Modeling, or a technical/occupational mathematics pathway at the community college level. Successful completion with a grade of C or better for this course will guarantee placement in a credit-bearing class at any Illinois community college as detailed above. The course will emphasize conceptual understanding and modeling rather than procedures and symbolic manipulation. Focus will be placed on real-world applications with incorporation of projects in each unit of study.

PRE-CALCULUS: This course provides a strong background for college level mathematics. Pre-Calculus introduces many key areas in higher level mathematics such as functions and their graphs, sequences and series, and concludes with an introduction to calculus. Students will be encouraged to develop and apply the reasoning and critical thinking skills of analysis and interpretation, as they develop their mathematical abilities. A graphing calculator (TI-84 or other approved) is required for the class.

AP CALCULUS AB: This year long course aims to develop students’ understanding of the concepts of calculus and provide experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations are of the utmost importance. The course covers all topics included in the Calculus AB course outline as it appears in the AP Calculus Course Description, as well as additional supplemental topics such as integration by parts and L'Hôpital's Rule. The course is intended to be challenging and demanding. Broad concepts and widely applicable methods are emphasized. The focus of the course is neither manipulation nor memorization of an extensive taxonomy of functions, curves, theorems, or problem types. Thus, although manipulation and computational competence are important outcomes, they are not the core of the course. Students will be required to purchase a graphing calculator for this class. Student must have passed AP Calculus AB to enroll in this course.

AP CALCULUS BC: This year long course aims to further develop students’ understanding of the concepts of calculus and provide experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations are of the utmost importance. The course covers all topics included in the Calculus BC course outline as it appears in the AP Calculus Course Description, as well as additional supplemental topics such as multivariable functions and their derivatives. This course follows directly after AP Calculus AB and aims to extend and deepen the understanding of topics studied in the prior year. The course is intended to be challenging and demanding. Broad concepts and widely applicable methods are emphasized. The focus of the course is neither manipulation nor memorization of an extensive taxonomy of functions, curves, theorems, or problem types. Thus, although manipulation and computational competence are important outcomes, they are not the core of the course. Students will be required to purchase a graphing calculator for this class. Student must have passed AP Calculus AB to enroll in this course.

DISCRETE MATH: Discrete Mathematics introduces students to the mathematics of graph theory, social choice (voting and fair division), data organization, chess, number theory, and paradoxes. Discrete concepts are used extensively in business, industry, government, and in the digital world. Some of the questions investigated in discrete mathematics are: What does a barcode mean? What is the most efficient way a delivery truck can visit ten destinations? How can you connect cities using cable lines using least amount of material? How can we appropriately time traffic lights based on the flow of traffic? How do you measure a voter’s power? Students must have passed Algebra II prior to enrolling in Discrete Math

TRANSITIONAL MATH - QUANTITATIVE LITERACY AND STATISTICS: Transitional Math - Quantitative Literacy and Statistics is a capstone class for Seniors who are interested in pursuing a career in the humanities or social science. This class serves as a prerequisite for General Education Statistics, General Education Mathematics, Quantitative Literacy, Elementary Mathematical Modeling, or a technical/occupational mathematics pathway at the community college level. Successful completion with a grade of C or better for this course will guarantee placement in a credit-bearing class at any Illinois community college as detailed above. The course will emphasize conceptual understanding and modeling rather than procedures and symbolic manipulation. Focus will be placed on real-world applications with incorporation of projects in each unit of study.

PRE-CALCULUS: This course provides a strong background for college level mathematics. Pre-Calculus introduces many key areas in higher level mathematics such as functions and their graphs, sequences and series, and concludes with an introduction to calculus. Students will be encouraged to develop and apply the reasoning and critical thinking skills of analysis and interpretation, as they develop their mathematical abilities. A graphing calculator (TI-84 or other approved) is required for the class.

AP CALCULUS AB: This year long course aims to develop students’ understanding of the concepts of calculus and provide experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations are of the utmost importance. The course covers all topics included in the Calculus AB course outline as it appears in the AP Calculus Course Description, as well as additional supplemental topics such as integration by parts and L'Hôpital's Rule. The course is intended to be challenging and demanding. Broad concepts and widely applicable methods are emphasized. The focus of the course is neither manipulation nor memorization of an extensive taxonomy of functions, curves, theorems, or problem types. Thus, although manipulation and computational competence are important outcomes, they are not the core of the course. Students will be required to purchase a graphing calculator for this class. Student must have passed AP Calculus AB to enroll in this course.

AP CALCULUS BC: This year long course aims to further develop students’ understanding of the concepts of calculus and provide experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations are of the utmost importance. The course covers all topics included in the Calculus BC course outline as it appears in the AP Calculus Course Description, as well as additional supplemental topics such as multivariable functions and their derivatives. This course follows directly after AP Calculus AB and aims to extend and deepen the understanding of topics studied in the prior year. The course is intended to be challenging and demanding. Broad concepts and widely applicable methods are emphasized. The focus of the course is neither manipulation nor memorization of an extensive taxonomy of functions, curves, theorems, or problem types. Thus, although manipulation and computational competence are important outcomes, they are not the core of the course. Students will be required to purchase a graphing calculator for this class. Student must have passed AP Calculus AB to enroll in this course.
SCIENCE CLASS DESCRIPTIONS

**BIOLOGY I:** This course is designed to give students a solid foundation in basic biological concepts and laboratory skills. Topics of study include the scientific method, the basic structure of organic molecules, the cell, cell division, genetics, evolution, and ecology.

**CHEMISTRY-PHYSICS I:** This course covers the areas of nature of matter, forces and momentum, energy, electricity and magnetism, chemical structure, chemical reactions, energy in reactions, nuclear reactions and waves. Chemistry-Physics is designed to help students learn how to think critically and analytically, relate core concepts to everyday situations, and improve their problem solving techniques. A scientific calculator is required.

**BIOLOGY II:** This course is designed to deepen students’ understanding of central biological concepts and laboratory skills. Topics of study include the scientific method, the structure of organic molecules, the cell, DNA structure and replication, gene expression, genetics, and human anatomy and physiology. First semester is dedicated to expanding knowledge on the basic biological concepts, while second semester is dedicated solely to human anatomy and physiology.

**CHEMISTRY II:** This course explores the fundamental topics of chemistry in depth. This is a lab-oriented, in-depth study of the fundamental concepts of chemistry. This course includes the study of measurement, classification of matter, chemical thermodynamics, stoichiometry, gas laws, kinetic theory, atomic structure, the Periodic Table, bonding, reaction rate/equilibrium, acids and bases, solutions, electrochemistry, and an introduction to organic chemistry. **A scientific calculator is required.**

**PHYSICS:** This course is designed for students to combine applied mathematics with science concepts. Topics of study include projectile motion, forces, energy, collisions, electricity, magnetism, light, and sound. **A scientific calculator is required.**
SOCIAL SCIENCE CLASS DESCRIPTIONS

WORLD HISTORY: In this course, students will focus upon the interaction of humans with their environment, the development and interaction of cultures, state-building, expansion, and conflict, economic systems, and social structures. The overarching objective of the course will be to build students background knowledge in the major events and themes of human history, as well as to develop critical thinking and habits of mind that are appropriate for the content area. Additionally, a special emphasis will be placed upon content area reading, essay responses, and debate techniques.

PSYCHOLOGY I: This one-semester survey course will embark on a journey of understanding human behavior: the study of psychology. Throughout the course we will discover why human beings, as individuals, behave the way that they do. Some portions of psychology that will be covered are genetic research, research methods, biological bases of behaviors, sensation and perception, theories of learning and personality, and psychological disorders.

PSYCHOLOGY II: This one-semester survey course will continue the journey of understanding human behavior through social and cultural dimensions of psychology. Throughout the course, students will explore social psychology including relationships, culture, and theories of social thinking and social influence. This course will build from knowledge gained in Psychology I. Students should be prepared to apply background knowledge and basic understanding of research, brain development, emotion, motivation, and learning as it applies to social situations.

SOCIOLOGY: This is a survey course on Sociology that explores the wider perspective and impact of group behavior and how it can affect individuals in the course of their development. This class will expose you to the wider view of the “sociological perspective” and challenge you to have “sociological imagination” in looking through the impact of larger groups, structures, institutions, and cultures that address society as a whole compared to the individual. The focus of the course is on discussion and application through a series of activities and projects. While there are required topics, it is also a student interest driven curriculum that will select units of study as we progress through the semester.

US HISTORY: This year-long graduation requirement is to be completed during the junior year. The main question throughout the year will be: “What does it mean to be an American?” We will explore the ideals of the “American Experiment” and learn about the impact of these ideals on modern-day America. The goal of the course is to make well-informed citizens who have a background of the “democratic republic” on which American was founded. Students will understand how the decisions that have shaped America and how those decisions still affect us today by critically thinking and recreating the decisions made in the past, understanding the historical and modern day relevance. The class will focus on a more Modern America approach from the Industrial Revolution through the present day.

CONSUMER EDUCATION: Learning experiences focus on the understandings and skills needed to make decisions about the use of resources and prevention strategies, which contribute to an improved quality of life. The course includes: utilizing resources and consumer information by applying goal-setting and decision-making skills; evaluating the use of resources to meet social, physical, and psychological needs; maintaining health standards by applying safety information; applying consumer rights and responsibilities in the marketplace; accomplishing mutual goals by utilizing human resources; and analyzing resource/consumer management skills necessary for present and future decisions. The students will also identify employment-seeking procedures. This course meets the requirement for consumer education instruction as required by the School Code of Illinois (Section 27-1.1).

GOVERNMENT: In this course, students will learn about the purpose and function of the major institutions of the U.S. government. Students will study the roots of the American Constitution, political beliefs and behaviors, the role of political parties, the media, and interest groups, the institutions of the national government, civil rights and civil liberties, and government policy. State required assessments on the U.S. Constitution and the Illinois Constitution will be administered during this course. Additionally, a special emphasis will be placed upon content area reading, essay responses, and critical thinking.

AP GOVERNMENT: This year-long course focuses on an analytical perspective of US politics and government. In this course, students will study concepts needed to interpret US government and politics and analyze specific aspects of politics. The express purpose of this course is to prepare students for college-level courses as well as the opportunity to take the AP U.S. Government and Politics Exam for college credit. The course is for all intents and purposes taught on a college level, and it requires a substantial amount of reading and preparation for every class. The objectives of this course go beyond a basic analysis of how our government “works.” Students will develop a critical understanding of the strengths and weaknesses of the American political system, as well as their rights and responsibilities as citizens.
Spanish I: Spanish I is a beginning course providing elementary practice in speaking, listening, reading, and writing the Spanish language. There is a strong emphasis on oral communication and listening comprehension through the use of varied classroom exercises as well as the use of authentic audio and videotapes. There is regular homework. Spanish is spoken in the classroom to introduce and practice oral patterns. There are regular vocabulary and grammar quizzes. Writing includes sentence/question formation, short conversational dialogues, and narrative paragraphs. Reading comprehension progresses from recognition to inference. Unit tests require listening, speaking, reading, and writing skills. The map and cultural information about the Spanish-speaking world are presented. **If a student fails the first semester, he/she will not be able to continue into the second semester.**

Spanish II: Students have an opportunity to develop their language skills through the continued balance presentation of the four skills (speaking, listening, reading, and writing). More advanced reading passages, dialogues, and directed writings are utilized. Oral communication and listening comprehension continue to be a vital part of daily activities. The content of Spanish I is practiced in new contents while the student learns new structures. Homework is assigned regularly. Spanish is spoken by the teacher to introduce vocabulary and to review grammar points. The teacher and students use Spanish to accomplish the daily routine and to practice oral patterns. Writing includes sentence/question formation, dialogues, and paragraphs. Short reading selections continue the development of reading skills. Unit tests require students to perform in all four skill areas. The culture of Spanish-speaking countries is studied throughout the year. **If a student fails the first semester, he/she will not be able to continue into the second semester.**

Spanish III: In Spanish III, there is a greater use of Spanish in the classroom with concentration on developing students’ confidence with the language. More advanced grammar and vocabulary items are used as a foundation to further oral and written communication in Spanish. **If a student fails the first semester, he/she will not be able to continue into the second semester.**

Spanish IV Honors: This advanced level course provides the opportunity for students to increase their language proficiency while reviewing and broadening their grammatical foundation through a variety of conversation-stimulating activities. In addition, students delve into cultural readings pertaining to Hispanic art, music, family celebrations, traditions and history. Literary works by well-known Hispanic authors are also explored. **If a student fails the first semester, he/she will not be able to continue into the second semester.**
**AGRICULTURE CLASS DESCRIPTIONS**

**Introduction to Agriculture:** This orientation course provides an opportunity for students to learn how the agricultural industry is organized; its major components; the economic influence of agriculture at state, national and international levels; and the scope and types of job opportunities in the agricultural field. Basic concepts in animal science, plant science, soil science, horticulture, natural resources, agribusiness management, and agricultural mechanics, will be presented. Improving computer and workplace skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts. This Class may be used towards the Science requirement.

**Basic Horticultural Science:** 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. Major units of instruction 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. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts. This class may be repeated with consent of instructor. This Class may be used towards the Science requirement. This course enables students to earn dual credit with Highland Community College -3 credits AGCO 118-Basic Horticultural Science.

**Woodworking:** This advanced course focuses on the knowledge, hands-on skills, and workplace skills applicable to construction in the agricultural industry. Major units of instruction include: personal safety, hand tools, power tools, blueprint reading, surveying, construction skills in carpentry, concrete, block laying, drywall and painting. Careers such as agricultural engineers, carpenter, concrete and block layers, finishers, safety specialists, and other related occupations will be examined. Improving workplace and computer skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts. This class may be repeated with consent of instructor. **Fee: $20**

**Horticultural Production and Management:** This advanced course offers instruction in both the greenhouse production and landscape areas of horticulture. Units of study include plant identification, greenhouse management, growing greenhouse crops, landscape design, installation, and maintenance, horticulture mechanics, nursery management, and turf production. Agribusiness units will cover operating a horticultural business, pricing work, advertising, and sales. Improving computer and workplace skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts. This class may be repeated with consent of instructor. This Class may be used towards the Science requirement.
Pre-Veterinary Science: This course will develop students’ understanding of the small and companion animal industry, animal anatomy and physiology, animal ethics and welfare issues, animal health, veterinary medicine, veterinary office practices, and animal services to humans. Career exploration will focus on veterinarian, veterinary lab technicians, office lab assistant, small animal production, research lab assistant, and animal nutrition lab technician. Improving computer and workplace skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts. This class may be repeated with consent of instructor. This Class may be used towards the Science requirement. This course enables students to earn dual credit with Highland Community College - 3 credits AGCO 116-Principles of Animal Science.

Small Engine Repair and Welding: This course will concentrate on expanding students knowledge and experiences with agricultural mechanics technologies utilized in the agricultural industry. Units of instruction included are: design, construction, fabrication, internal combustion engines, hydraulics, employability skills, maintenance, and welding, (arc, mig, and oxyacetylene welding and cutting. Computer aided plasma cutting instruction may also be available. Careers of agricultural construction engineer, electrician, plumber, welder, equipment designer, parts manager, safety inspector, welder, and other related occupations will be examined. Improving workplace and computer skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts. This class may be repeated with consent of instructor.

Agricultural Business Management: This course will provide students with the basic knowledge and skills necessary to manage personal finances and develop into a successful entrepreneur and/or businessperson. Instructional units include: business ownership types, starting an agribusiness, managing and operating an agribusiness, financing an agribusiness, managing personal finances, record keeping and financial management of an agribusiness, local, state, and federal taxes, agricultural law, and developing employability skills. Student skills will be enhanced in math, reading comprehension, and writing through agribusiness applications. Improving computer and workplace skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts. This Class may be used towards a consumer education credit. This course enables students to earn dual credit with Highland Community College - 3 credits ACOG 124-Introduction to Agribusiness.

Supervised Agricultural Experience I & II: This orientation program is for students in the grades 9-10 (SAE I) or 11-12 (SAE II). Students receiving credit in this area must be enrolled in an approved agricultural program sequence. Individual students will have a minimum of one approved project or acceptable plan for doing so. Supervised study, project record book work, training plans and agreement, report writing, and instructor project visitation and supervision are essential of the supervised occupational experience as well as basic employability and transition skills and work ethic. SAE II has similar requirements but higher expectations for more in depth work. FFA membership is required. This is an independent study class and requires instructor permission. This course is designed to establish knowledge and skills in various agricultural careers. Students will gain credit by establishing a project at their home, at a local business, or at their school usually after normal school hours. Example projects may include, but are not limited to: working at a garden center, raising vegetables/grain/livestock, conducting agriscience experiments in a greenhouse, and training horses at a stable. Students will be required to verify their experiences by keeping written or computerized records including: business agreements, budgets, inventories, daily activities, hours worked, income and expenses, total earnings, depreciation, and net worth. In addition, SAE lessons are integrated in each agricultural course. SAE participation can lead to fulltime employment, scholarships, and awards through the FFA.
3-Dimensional Art I and 3-Dimensional Art II: 3-Dimensional art covers introductory techniques in both sculpture and ceramics. For the first half of the semester, students will work in clay and develop skills in hand-building, slab-building, and coil-building techniques to create both functional and decorative ceramic pieces. For the second half of the semester, students will work with a variety of media to create large and small-scale sculptures using traditional and contemporary techniques.

Students in 3-Dimensional Art II will work on developing their skills by creating a body of work based on a common theme in ceramic, sculpture, or both (based on their previous classes). *Students must complete 3-Dimensional Art I before taking 3-Dimensional Art II*

Drawing I and Drawing II: Students will be introduced to and develop foundational drawing techniques through a variety of different media. This class will focus of the elements of art and principles of design and how they impact successful and meaningful artwork. Looking at art from a personal and historical context will be emphasized. Drawing II students will work on continuing to develop their skills through a series of drawings based on a common theme. *Students must complete Drawing I before taking Drawing II*

Painting: Students will be introduced to foundational painting techniques and build on skills developed in Drawing, such as: composition, color theory, and value. This class will focus on watercolor, acrylic, and mixed media approaches to painting. Looking at art from a personal and contemporary perspective will be emphasized. *Students must complete Drawing I before taking this class.*

Photography: This class is designed to introduce students to the basic technical and aesthetic properties of traditional and contemporary photography. For the first half of the semester, students will develop their own black and white film in a darkroom and for the second half of the semester; students will create digital photo manipulations. Additionally, this class will focus on how photography, art-based technology, and social media impact society. Students must be able to take photos outside of class and purchase additional film and photo paper if needed. Access to a digital camera or camera phone is required. Access to a 35mm camera is recommended, but not required.

Senior Studio Art: This course affords students the opportunity to develop their personal aesthetic and makes it possible for highly motivated high school students to do college-level work. Students will complete a series of individual works based on a common theme and/or media with emphasis on idea development and nonverbal communications. Admission to Senior Studio is for the mature fourth year art student and requires a high degree of self-motivation and a strong sense of responsibility. *To be eligible for this class a student would have needed to complete 3 art courses and have instructor approval.*
**Introduction to Programming**: Introduction to Programming is designed to help students who have very little or no computing background learn the basics of building simple interactive computer programs. The course begins with an introduction to programming ideas using the Scratch drag-and-drop programming language available through MIT. Students will then progress to coding using the Python language, an easy-to-learn, high-level computer language that is widely used and recognized. The focus of the course will be on problem solving in an interactive computer environment.

**Digital Communication Technology**: This course is intended for all students who would like to learn and improve their digital communications technology skills and become a 21st century digital citizen. Students will develop knowledge of ethical and responsible use of digital communication technology tools in a society that relies heavily on electronic devices to communicate in a world-wide setting. Students will learn to utilize the internet for communication, create and edit audio and visual media, create and distribute audio and video presentations as podcasts or webcasts, and create basic Android applications.

**Web Design I**: This course presents introductions to any of the basic concepts, issues, and techniques relating to designing, developing, and deploying Web sites. During this course, students will learn about Web design, HTML, Cascading Style Sheets (CSS), and JavaScript. Through a series of lectures, guided practice and practical exercises, the student will develop the requisite skills to produce cross-browser compatible, interactive, client-side Web sites. Students will learn how to create sites manually using HTML 5, CSS3, and Web 2.0 tools.

**Web Design II**: In this course, the student will have the ability to extend his/her knowledge of Web design to create server-side Web pages by incorporating PHP and mySQL. Through a series of lectures, guided practice and practical exercises, the student will expand his/her knowledge of HTML, CSS, and JavaScript while incorporating PHP and mySQL. Students will learn how to create sites manually using HTML 5, CSS3, and Web 2.0 tools. As a culminating activity, the student will have the opportunity to create a multi-page Web site for a business or organization of their choice.
**Family and Consumer Science Class Descriptions**

**Intro to FCS 1:** This course is an overview of the unique sequences of Family and Consumer Science. The course serves as the entry-level for the FACS program. Students will learn about nutrition and food preparation, human development and parenting. Students will be involved in cooperative learning, hands-on projects, and lab experiences. **This course is only offered to 9th and 10th graders.**

**Intro to FCS 2:** This course serves as a second sequence of the entry-level courses for Family and Consumer Science. Students will learn about fashion design and restaurant management. Fashion design will expose students to a wide variety of fields and skills related to the fashion industry. Restaurant management combines business and management principles with foodservice and hospitality skills. Students will be involved in cooperative learning, hands-on projects, and lab experiences. **This course is only offered to 9th and 10th graders.**

**Introduction to Foods:** This course includes classroom and laboratory experiences for knowledge and understanding of basic food principles and applied nutrition for people of all ages. Foods 1 will familiarize students with kitchen equipment, terminology, measurements and abbreviations so that they can follow a recipe to achieve a satisfactory product. Topics of kitchen safety, microwave use, nutrition, manners, and meal service will be discussed. Other units of study include herbs and spices, fruits, vegetables, eggs, dairy, food safety and sanitation, and cutlery. Students will demonstrate appropriate work behaviors and maintain a safe and healthy environment. **Students must receive a C or higher to be placed in Advanced Foods.**

**Fashion Design and Merchandising:** This course develops knowledge and understanding of elements and principles of design and fashion construction and merchandising, with an emphasis on clothing construction and business merchandising. Skills will be taught as a basis for individuals interested in careers in the apparel merchandise and design field. Students will have the opportunity to design, construct, and present their work in a professional display. Students will work with the following equipment: Sewing Machines, Serger, Embroidery Machine, and Heat Press.

**Child Development:** This one-semester orientation course emphasizes learning experiences of the intellectual, physical, social and emotional development of children from conception through preschool. The content includes applying decision-making and goal-setting skills; promoting child development by applying physical, social, intellectual and emotional principles; encouraging acceptance of different cultural backgrounds; practicing health and safety standards for children; providing developmentally appropriate experiences for children; encouraging human relations skills in children; and evaluating family and career changes in relation to their impact on children. Technology and consumer education skills are utilized in this course.

**Advanced Foods:** In this second orientation level foods course, more attention is paid to promoting food services and preparation management using the decision-making process; meeting basic needs by applying nutrition concepts; meeting health and safety needs and maximizing resources in planning, preparing, and serving food; promoting hospitality; and analyzing individual and family nutritional needs. Laboratory sessions are devoted to preparations of food with specific characteristics. Course content includes: influences on food customs and culture; diet and health; current nutrition issues; planning for special food needs. Other units include pastries, yeast breads, beef, chicken, pork, appetizers, soup, and salad. Several meals will be prepared and served to invited guests. The application of these topics and skills are stressed. This course provides an introduction to commercial food services, food preparations and management skills.

**Interior Design:** Learning experiences are designed to provide students with the basic knowledge and skills needed to select, acquire, maintain and manage living environments that meet the needs of the occupants. The course includes: locating and managing housing; evaluating living space to meet basic needs; creating and maintaining living environments; ensuring health and safety; selecting appropriate resources for living environments; determining the impact of the individual and/or group on living environments; applying housing and home management choices relating to changing family/individual and career patterns. This project based course investigates a variety of related career opportunities, including entrepreneurship. Emphasis is placed on the application of project management skills.
AUTO BODY REPAIR I

Grades: 11, 12

Auto Body I is the first year of a two-year sequence.

Units of study: Industry careers, parts of the vehicle, tools and their uses, basic repairs and painting, panel replacement, plastic repair and basic welding

Tasks you will complete:
• Review work orders and create repair plans
• Clean and detail vehicle for customer delivery
• Communicate with instructor and students regarding repairs
• Prepare areas for repair
• Prime and paint repaired surfaces
• Wet sand and buff vehicles

Skills/abilities you need to be successful: mechanical aptitude, active listening, complex problem solving, critical thinking

Certification you may be eligible to receive upon successful completion:
• SP/2 Safety Certification
• Upon completion of the 2 year program, students have the ability to complete I-CAR Pro-level 1 platinum certification in Non-Structural Repairs and Refinishing.

Related careers: Auto Body Technician, Refinish Technician (painter), Insurance Adjuster, Paint Company Representative, Vocational/technical Instructor, Salvage Yard Technician, Dealership Parts Counter Person

Dual Credit: KCC CRT 111 - Intro to Collision Repair (4 credits)
Articulated Credit: KCC CRT 111 - Intro to Collision Repair (4 credits)
AUTO BODY REPAIR II

Grade: 12

Required: 70% or higher in Auto Body Repair I

Auto Body II is the second year of a two-year sequence.

Units of study: Industry careers, parts of the vehicle, tools and their uses, basic repairs and painting, panel replacement, plastic repair, basic welding, estimating and custom paint techniques.

Tasks you will complete:
• Review work orders and create repair plans
• Communicate with instructor and students regarding repairs
• Work as job lead to complete repairs
• Prime and paint repaired surfaces
• Match and blend colors for proper finish
• Masking vehicles
• Vehicle preparation for final paint
• Estimating repairs and costs

Skills/abilities you need to be successful: mechanical aptitude, active listening, complex problem solving, critical thinking

Certification you may be eligible to receive upon successful completion:
• SP/2 Safety Certification

Upon completion of the 2 year program, students have the ability to complete I-CAR Pro-level 1 platinum certification in Non-Structural Repairs and Refinishing.

Related careers: Auto Body Technician, Refinish Technician (painter), Insurance Adjuster, Paint Company Representative, Vocational/technical Instructor, Salvage Yard Technician, Dealership Parts Counter Person

Dual Credit: KCC CRT 112 - Non-Structural Repairs (4 credits)

Articulated Credit: WCC ABR 115 - Basic Auto Repair (4 credits)

KCC CRT 112 - Non-Structural Repairs (4 credits)
Automotive Technology I is the first year of a two-year sequence.

Units of study: Basic automotive repair for tires, brakes, steering, electrical, suspension and alignments through classroom and practical shop exercises

Tasks you will complete:
• Identify basic hand tools and shop equipment
• Proper setup and operation of automotive lifting equipment
• Removal and installation of wheels and tires
• Repairing brake systems including replacement of worn out parts
• Identifying steering system types and related components
• Identify types of suspension systems and their components
• Performing front and four wheel alignment

Skills/abilities you need to be successful: effective communication skills, ability to follow instructions, ability to work as part of a team, problem-solving skills, patience and confidence, mechanical aptitude, ability to adapt to change

Certification you may be eligible to receive upon successful completion:
• SP/2 Safety Certification

Related careers: Automotive service technician, Automotive service writer, Auto parts counter person

Articulated Credit: KCC AMT 110 - Automotive Brake Systems & AMT 120 - Suspension, Alignment & Brake Systems (8 credits total)
Grade: 12

**Required:** 70% or higher in Automotive Technology I

Automotive Technology II is the 2nd year of a two-year sequence.

**Units of study:** Basic engine repair, basic engine performance and diagnostic skills including use of scan tool, automatic transmission identification and proper maintenance, basic heating and air conditioning diagnosis and repair, manual drive train identification and maintenance

**Tasks you will complete:**
- Basic engine teardown, parts identification and reassembly
- Automatic transmission maintenance and basic repairs
- Scan tool operation and basic engine performance diagnosis, including retrieving engine fault codes
- Inspect and replace hub bearings
- Service rear differential
- Perform cooling system service and thermostat replacement
- Identify air conditioning components and learn basic theory of operation
- Perform engine compression and leak down test
- Remove and replace spark plugs
- Inspect and test relays

**Skills/abilities you need to be successful:** deductive reasoning, able to make decisions and problem solve, mechanical aptitude, knowledge of tools, hand and electrical diagnostic tools, and meters, troubleshooting

**Certification you may be eligible to receive upon successful completion:**
- SP/2 Safety Certification

**Related careers:** Automotive service technician, Automotive service advisor, Automotive service manager, Warranty administrator, Field service engineer, Automotive mechanical engineer, Automotive electrical engineer, Parts professional, Dealership parts manager, Dealership salesperson, Dealership general manager

**Articulated Credit:** WCC AUT 100 - Fundamentals of Automotive Technology (2 credits)
CERTIFIED NURSE ASSISTANT (CNA)

Grades: 11, 12

Prerequisite: Good attendance record

Certified Nurse Assistant is a stand-alone one-year program.

Units of study: Healthcare system, communication, infection control, safety, bed making, admission/discharge/transfers, growth and development, nutrition, body systems, positioning/transferring residents, patients with special needs, death and dying, dementia, home health, rehabilitation

Tasks you will complete:
• Perform 21 required CNA skills
• Clinical experience at local nursing home
• Provide physical support to assist nursing home residents to perform daily living activities, such as getting out of bed, bathing, dressing, using the toilet, standing, walking, or exercising
• Measure and record food and liquid intake or urinary and fecal output, reporting changes to nursing staff
• Record vital signs, such as temperature, blood pressure, pulse, or respiration rate
• Lift or assist others to lift patients to move them on or off beds
• Record height and weight of patients
• Change bed linens or make beds
• Wash, groom, or shave nursing home residents to prepare them for surgery, treatment, or examination

Skills/abilities you need to be successful: service orientation, active listening, social perceptiveness, critical thinking, reading/oral comprehension, static strength, reasoning, flexibility, arm-hand steadiness

Certification you may be eligible to receive upon successful completion:
• Illinois Department of Public Health Certified Nursing Assistant

Related careers: Registered Nurse, Licensed Practical Nurse, Phlebotomist, Med Tech, Vet Tech, Dental Assistant, Dental Hygienist, Medical Assistant, Surgical Tech, Surgical Assistant, X-ray Tech, Occupational Therapy Assistant, Counselor, Social Worker, Physical Therapy Assistant, Massage Therapist, Dietary Aide, Respiratory Therapy, Pharmacy Tech

Dual Credit: KCC NUR 100 - Basic Nurse Assistant Training (7 credits)

Articulated Credit: WCC NAS 101 - Basic Nurse Assistant Training (7 credits)
Computer Programming 1 is the first year of a two-year sequence.

Units of study: Functional programming, object oriented programming, computational concepts, computer engineering, robotics, automation, game development, digital sculpting/modeling, and animation

Tasks you will complete:
- Develop problem solving skills through code to solve problems
- Use digital clay to sculpt objects in Blender as well as Unreal Engine
- Design 2D, 3D, 2.5D games using the Unreal Engine as well as Blender
- Use 3D modeling to create digital animation
- Complete regular assignments; both by yourself and within groups
- Use data to create, import and edit spreadsheets as well as documents

Skills/abilities you need to be successful: participation in all projects, work well within a team, understanding of algebraic concepts and algorithms, good note taking skills and analytical thinking

Certification you may be eligible to receive upon successful completion:
- Java Level 1 - Java Oracle Institute
- MOS Excel - Microsoft Standards
- MOS Word - Microsoft Standards
- Game Design as defined by industry standards

Related careers: Computer/Electrical Engineering, Computer Programmer (C++, Java, Python), Game Environment Developer, Unreal Engine Developer, 3D/2D Model Designer, Blender Developer, Data Entry, Word Processor, Office Management Systems
Grade: 12

**Required:** 70% or higher in Computer Programming I

Computer Programming 2 is the second year of a two-year sequence.

**Units of study:** Functional programming, object oriented programming, computational concepts, computer engineering, robotics, automation, game development, digital sculpting/modeling, and animation

**Tasks you will complete:**
- Develop problem solving skills through code to solve problems
- Use digital clay to sculpt objects in Blender as well as Unreal Engine
- Design 2D, 3D, 2.5D games using the Unreal Engine as well as Blender
- Use 3D modeling to create digital animation
- Complete regular assignments, both by yourself and within groups
- Use data to create, import and edit spreadsheets as well as documents
- Support first year students with assignments and projects
- Take leadership role in regards to various class projects

**Skills/abilities you need to be successful:** participation in all projects, work well within a team, understanding of algebraic concepts, able to type for extended periods of time, good note taking skills, good listener

**Certification you may be eligible to receive upon successful completion:**
- Java Level 1- Java Oracle Institute
- MOS Excel - Microsoft Standards
- MOS Word - Microsoft defined standards
- Game Design as defined by industry standards
- IT-PMI**
- Business Level Novice**

**Dependent upon future career aspirations**

**Related careers:** Computer/Electrical Engineering, Computer Programmer (C++, Java, Python), Game Environment Developer, Unreal Engine Developer, 3D/2D Model Designer, Blender Developer, Data Entry, Word Processor, Office Management Systems
COMPUTER TECHNOLOGY I

Grades: 11, 12

Computer Technology I is the first year of a two-year sequence.

Units of study: Desktop, laptop, and PC technology, computer components, basic wired and wireless technologies, function and installation of data networks and components

Tasks you will complete:
• Identify internal computer hardware and components
• Format hard drives and install operating systems
• Identify all types of networks and how to install them
• Diagnose and repair problems with all devices and networks

Skills/abilities you need to be successful: reading skills, basic math skills, written and verbal communication skills, basic knowledge of technology

Certification you may be eligible to receive upon successful completion:
• A+ Hardware certification COMP-TIA

Related careers: Technology help desk technician, Hardware technician, Network engineer, Systems administrator, Network security administrator

Articulated Credit: WCC CIS 105 - Introduction to Windows (1 credit)
Grade: 12

Required: 70% or higher in Computer Technology I

Computer Technology II is the second year of a two-year sequence.

Units of study: Wired and wireless technologies, function and installation of data networks and components, configuration of network connectivity, using and configuring routers, switches and firewall appliances

Tasks you will complete:
• Identify network hardware and components
• Configure routers through operating systems
• Identify all types of networks and how to install them
• Diagnose and repair problems with all network devices and components
• Operate IVVC Help Desk

Skills/abilities you need to be successful: reading skills, basic math skills, written and verbal communication skills, basic knowledge of technology

Certification you may be eligible to receive upon successful completion:
• A+ Network certification COMP-TIA

Related careers: Technology help desk technician, Hardware technician, Network engineer, Systems administrator, Network security administrator.
CONSTRUCTION TRADES I

Grades: 11, 12

Construction Trades I is the first year of a two-year sequence.

Units of study: The design process, shop & tool safety, construction terminology, construction methods and techniques, building codes & covenants, CAD (Computer Aided Drafting), customized designs for clients, cost estimating, surveying & excavation, basic framing principles, basic exterior finishing principles, basic electrical principles, basic HVAC principles, basic plumbing principles

Tasks you will complete:
• Follow established safety rules/regulations and maintain a safe and clean environment
• Study specifications in blueprints, sketches, or building plans to prepare project layout and determine dimensions and materials required
• Measure and mark cutting lines on materials, using a ruler, pencil, chalk, and marking gauge.
• Select and order lumber or other required materials

Skills/abilities you need to be successful: hard work ethic, ability to work in hot/cold weather and able to handle physically demanding work, ability to work as part of a team, adaptability and flexibility, sound judgment, courage, decisiveness, quick reactions and the ability to stay calm in difficult circumstances, willingness and ability to learn

Certification you may be eligible to receive upon successful completion:
• OSHA 10 Safety Training

Related careers: Architect, Carpenter, CAD Technician, Designer, Electrician, HVAC Technician, Plumber, Various construction trades careers
CONSTRUCTION TRADES II

Grade: 12

Required: 70% or higher in Construction Trades I

Construction Trades II is the second year of a two-year sequence.

Units of study: Shop & tool safety, construction terminology, advanced construction methods and techniques, building codes & covenants, CAD (Computer Aided Drafting), customized designs for clients, cost estimating, surveying & excavation, advanced framing principles, advanced exterior finishing principles, advanced electrical principles, advanced HVAC principles, advanced plumbing principles, job shadowing opportunities, internship possibilities

Tasks you will complete:
• Follow established safety rules/regulations and maintain a safe and clean environment
• Study specifications in blueprints, sketches, or building plans to prepare project layout and determine dimensions and materials required
• Measure and mark cutting lines on materials, using a ruler, pencil, chalk, and marking gauge
• Select and order lumber or other required materials
• Lead a team of students in construction projects

Skills/abilities you need to be successful: hard work ethic, ability to work in hot/cold weather and able to handle physically demanding work, ability to work as part of a team, adaptability and flexibility, sound judgment, courage, decisiveness, quick reactions and the ability to stay calm in difficult circumstances, willingness and ability to learn

Certification you may be eligible to receive upon successful completion:
• OSHA 10 Safety Training

Related careers: Architect, Carpenter, CAD Technician, Designer, Electrician, HVAC Technician, Plumber, Various construction trades careers
Grades: 11, 12

Cosmetology is a two-year sequence taught off-site at Debutantes in Dekalb or Hair Professionals in Oswego or Sycamore.

Units of study: Basic training, practical chemical application/hair treatment, hair styling/hairdressing, shop management, sanitation and interpersonal relations, esthetics, and nail technology

Tasks you will complete:

• Keep workstations clean and sanitize tools, such as scissors and combs
• Bleach, dye, or tint hair, using applicator or brush
• Cut, trim and shape hair or hairpieces, based on customers’ instructions, hair type and facial features, using clippers, scissors, trimmers and razors
• Schedule client appointments
• Shampoo, rinse, condition, and dry hair and scalp or hairpieces with water, liquid soap, or other solutions
• Comb, brush, and spray hair or wigs to set style

Skills/abilities you need to be successful: active listening, speaking, service orientation, near vision, arm-hand steadiness, finger dexterity, manual dexterity

Certification you may be eligible to receive upon successful completion:
• IL Department of Financial and Professional Regulations cosmetology license

Related careers: Barber, Beautician, Cosmetologist, Hairdresser, Hairstylist, Manicurist/Pedicurist, Esthetician
CULINARY ARTS I

Grades: 11, 12

Culinary Arts I is the first year of a two-year sequence.

Units of study: Sanitation, Knife Skills, Nutrition, Customer Service, Intro to Baking and Cooking Methods, Culinary Math and Measuring, Culinary Professionalism

Tasks you will complete:
- Clean and sanitize work areas, equipment, utensils, dishes, or silverware
- Store food in designated containers and storage areas to prevent spoilage
- Portion and wrap the food, or place it directly on plates for service to patrons
- Take and record temperature of food and food storage areas, such as refrigerators and freezers
- Prepare a variety of foods, such as meats, vegetables, or desserts, according to customers’ orders, recipes or Chef’s instructions, following approved procedures
- Execute recipes for consistency and cost controls
- Prepare, present and evaluate food using culinary language to describe flavor, texture and overall presentation

Skills/abilities you need to be successful: active listening, coordination, service orientation, social perceptiveness, arm-hand steadiness, manual dexterity, verbal and nonverbal communication, finger dexterity, basic math and measuring, ability to stand for long periods, time management

Certification you may be eligible to receive upon successful completion:
- ServSafe Food Handler and Food Manager Certification

Related careers: Certified Executive Chef, Chef, Instructor, Cook, Executive Sous Chef, Line Cook, Server, Front of House Manager, Purchasing Manager, Banquet Manager
CULINARY ARTS II

Grade: 12

**Required:** 70% or higher in Culinary Arts I

Culinary Arts II is the second year of a two-year sequence.

**Units of study:** Sanitation, Knife Skills, Nutrition, Customer Service, Baking and Decorating Cooking Methods, Culinary Professionalism, Recipe and Menu Development, Food Costing and Portioning, Purchasing and Inventory Controls, Culinary Leadership/Management

**Tasks you will complete:**
- Monitor sanitation practices to ensure that employees follow standards and regulations
- Check the quality of raw or cooked food products to ensure that standards are met
- Estimate amounts and costs of required supplies, such as food and ingredients
- Instruct cooks or other workers in the preparation, cooking, garnishing, or presentation of food
- Supervise or coordinate activities of cooks or workers engaged in food preparation
- Engage in providing excellent customer service
- Develop menus with appropriate recipes and costing
- Communicate effectively with team members, customers and community business partners
- Operate a Point of Sale System with accuracy

**Skills/abilities you need to be successful:** quality food production, customer service, manage peers, monitoring food quality, coordination, self management, social perceptiveness, strong verbal communication, problem solving, information prioritization and arrangement, professional conflict resolution

**Certification you may be eligible to receive upon successful completion:**
- ServSafe Food Handler and Food Manager Certification

**Related careers:** Certified Executive Chef, Chef, Instructor, Cook, Executive Sous Chef, Line Cook, Server, Front of House Manager, Purchasing Manager, Banquet Manager

**Articulated Credit:** JJC HOSP 120 - Exploring the Hospitality Industry (3 credits)
Early Childhood Education I

Grades: 11, 12

ECE I is the first year of a two-year sequence where you will interact with children in a fully run student-taught preschool.

Units of study: Health, nutrition, safety, observation and guidance, family and community relationships, personal and professional development, child development from birth to 12 years, preschool social, emotional, physical, cognitive, and language development, preschool types, child development theories, establishing classroom limits, curriculum development

Tasks you will complete:
• Establish and enforce rules for behavior and procedures for maintaining order
• Organize and lead activities designed to promote physical, mental, and social development, such as games, arts and crafts, music, storytelling, and field trips
• Teach basic skills, such as colors, shape, number and letter recognition, personal hygiene, and social skills
• Observe and evaluate children’s performance, behavior, social development, and physical health
• Read books to entire classes or to small groups

Skills/abilities you need to be successful: comfortable speaking to peers, parents and children, selecting and using appropriate training/instructional methods and procedures, instructing, active listening, establishing and maintaining interpersonal relationships, originality

Certification you may be eligible to receive upon successful completion:
• Gateways to Opportunity Level 1 Certification

Related careers: Social and Human Service Assistants, Kindergarten Teachers, except Special Education, Self-Enrichment Education Teachers, Teacher Assistants, Nannies, Preschool Teacher, Children’s Librarian, Child Advocacy, Counselor, Social Worker

Articulated Credit: WCC ECE 102 - Career Explorations in Early Childhood (3 credits)
Grade: 12

**Required:** 70% or higher in Early Childhood Education I

ECE II is the second year of a two-year sequence where you will interact with children in a fully run student-taught preschool.

**Units of study:** Responsibilities of parenting, encouraging learning and brain development from 1 to 3 and 4 to 6, children’s health and safety, family challenges, children with special needs, child abuse and neglect, child care options, participating in early childhood education, careers in early education, theories and theorists, internship opportunities in local schools

**Tasks you will complete:**
- Establish and enforce rules for behavior and procedures for maintaining order
- Organize and lead activities designed to promote physical, mental, and social development, such as games, arts and crafts, music, storytelling, and field trips
- Teach basic skills, such as colors, shapes, number and letter recognition, personal hygiene, and social skills
- Observe and evaluate children’s performance, behavior, social development, and physical health
- Read books to entire classes or to small groups
- Lead and conduct parent teacher conferences with preschool parents
- Be a positive role model to first year students
- Give constructive criticism to peers

**Skills/abilities you need to be successful:** comfortable speaking to peers, parents and children, selecting and using appropriate training/instructional methods and procedures, instructing, active listening, establishing and maintaining interpersonal relationships, originality

**Related careers:** Social and Human Service Assistants, Kindergarten Teachers, except Special Education, Self-Enrichment Education Teachers, Teacher Assistants, Nannies, Preschool Teacher, Children’s Librarian, Child Advocacy, Counselor, Social Worker

**Articulated Credit:** WCC ECE 101 - Introduction to Early Childhood Education (3 credits)
KCC ECE 110 - Foundations of Early Childhood Education (3 credits)
EMERGENCY MEDICAL SERVICES

Grades: 11, 12

Emergency Medical Responder is a stand-alone junior or senior program but can also be part of the Emergency Medical Services two-year sequence.

Units of study: EMS professional culture, workforce safety and wellness, communications, anatomy and physiology, patient assessment and stabilization, airway management, emergency preparedness and disaster planning

Tasks you will complete:
• Treat medical emergencies
• Inform medical professionals regarding patient conditions and care
• Monitor patient progress or responses to treatments
• Record patient medical histories
• Prepare plans that outline operating procedures to be used in response to disasters or emergencies, such as hurricanes, nuclear accidents, and terrorist attacks, and in recovery from these events
• Ride-alongs with local fire departments

Skills/abilities you need to be successful: effective communication skills, integrity, composure and a reassuring manner, ability to follow instructions, ability to work as part of a team, problem-solving skills, patience, understanding and sensitivity, confidence and resilience, adaptability and flexibility, sound judgment, courage, decisiveness, quick reactions and the ability to stay calm in difficult circumstances, critical thinking

Certification you may be eligible to receive upon successful completion:
• American Heart Association BLS CPR
• FEMA NIMS 100, 200, 700, 800
• IL Emergency Medical Responder Certification

Related careers: EMT, Paramedic, Firefighter, Emergency Services Director, Hazard Mitigation Officer, Public Safety Director
Emergency Medical Technician is a stand-alone senior only program but can also be part of the Emergency Medical Services two-year sequence.

Units of study: EMS professional culture, workforce safety and wellness, medical, legal and ethical issues, communications, anatomy and physiology, medical terminology, patient assessment, trauma management, medical emergency management, pharmacology, airway management, shock management and resuscitation, EMS operations and the team approach to health care

Tasks you will complete:
• Treat medical emergencies
• Operate diagnostic or therapeutic medical instruments or equipment
• Inform medical professionals regarding patient conditions and care
• Monitor patient progress or responses to treatments
• Record patient medical histories
• Analyze patient data to determine patient needs or treatment goals
• Administer non-intravenous medications
• Clinical experience at local emergency room
• Ride-alongs with local fire departments

Skills/abilities you need to be successful: effective communication skills, integrity, composure and a reassuring manner, ability to follow instructions, ability to work as part of a team, problem-solving skills, patience, understanding and sensitivity, confidence and resilience, adaptability and flexibility, sound judgment, courage, decisiveness, quick reactions and the ability to stay calm in difficult circumstances, critical thinking

Certification you may be eligible to receive upon successful completion:
• American Heart Association BLS CPR
• IL State EMT-B License or NREMT Certification

Related careers: ER Tech, Medical Assistant, Paramedic, Firefighter, Nurse, Physician Assistant

Articulated Credit: WCC EMT 120 - Emergency Medical Technician - Basic (9 credits)
Esthetics & First Aid is a stand-alone one year course at the high school level. It satisfies two of four pre-admission requirements for the Kishwaukee College Esthetics Certificate program.

Units of study: Administering basic first aid, adult, child, and infant CPR, history of esthetics and career opportunities available to Licensed Estheticians, professionalism, proper communication, infection control, draping and the physical components of the esthetics environment

Tasks you will complete:
- Examine clients’ skin, using magnifying lamps or visors when necessary, to evaluate skin condition and appearance
- Cleanse clients’ skin with water, creams, or lotions
- Demonstrate how to clean and care for skin properly and recommend skin-care regimens
- Select and apply cosmetic products, such as creams, lotions, and tonics
- Sterilize equipment and clean work areas

Skills/abilities you need to be successful: active listening, service orientation, critical thinking, social perceptiveness, near vision, speech clarity and recognition, arm-hand steadiness, finger/manual dexterity, attention to detail

Certification you may be eligible to receive upon successful completion:
- Two classes toward the Illinois Department of Financial and Professional Regulations Licensed Esthetician Certificate

Related careers: Dermatologist, Plastic Surgeon, Spa/Salon/Resort Skincare Specialist, Make-up Artist, Skincare Product Marketing, Purchasing or Consulting

Dual Credit: KCC EST 100 - Introduction to Esthetics (1 credit)
- KCC PE 162 - First Aid & Emergency Response (3 credits)
FIRE SCIENCE I

Grades: 11, 12

Fire Science I is the first year of a two-year sequence.

Units of study: OSFM Basic Operations Firefighter curriculum: cognitive and psychomotor components to Basic Operations Firefighter, Fire Service Vehicle Operator, Technical Rescue Awareness, Basic First Aid, AHA CPR and AED and NIMS 100 and 700

Tasks you will complete:
- Function safely and ethically as a basic firefighter within the organization of the fire department
- Identify hazards and take proper safety measures to operate at an emergency scene by applying knowledge of fire behavior, building construction, and communications
- Safely and effectively operate in an IDLH atmosphere using self contained breathing apparatus
- Use a portable extinguisher to properly extinguish all classes of fire
- Use various types of ropes and knots in an emergency scene setting
- Utilize the proper fire hose, appliances, nozzles, stream and water supply to extinguish fires
- Gain access to structures to perform rescues through proper forcible entry and ladder usage
- Properly ventilate a structure to facilitate rescues and fire extinguishment using ladders and ventilation tools and techniques
- Perform a scene size-up considering risk and savable victims, and use proper technique to search a structure and remove victims
- Apply the techniques of fire extinguishment including wildland fires from both an offensive and defensive attack
- Describe the role of fire prevention and fire protection systems on public safety
- Utilize knowledge of situational awareness, rapid intervention teams, and scene hazards to operate safely and survive on the fire ground

Skills/abilities you need to be successful: effective communication skills, integrity, composure, and a reassuring manner, ability to follow instructions, ability to work as part of a team, problem-solving skills, patience, understanding, and sensitivity, confidence and resilience, adaptability and flexibility, sound judgment, courage, decisiveness, quick reactions, and the ability to stay calm in difficult circumstances, willingness and ability to learn on a continued basis, interest in promoting community safety, education, and risk prevention

Certification you may be eligible to receive upon successful completion (Must be employed by a Fire Department and 18 years old to challenge OSFM state exams)
- Office of the State Fire Marshal Basic Operations Firefighter
- Office of the State Fire Marshal Technical Rescue Awareness
- Office of the State Fire Marshal Fire Service Vehicle Operator
- American Heart Association CPR and AED
- National Incident Management System 100 and 700

Related careers: Volunteer firefighter, Probationary firefighter, Contract firefighter, Industrial firefighter

Dual Credit: WCC FSC 105 - Basic Operations Firefighter Module A (4 credits); FSC 115 - Basic Operations Firefighter Module B (4 credits); FSC 118 - Basic Operations Firefighter Module C (4.5 credits); and FSC 215 - Technical Rescue & Vehicle Operations (.5 credit).
FIRE SCIENCE II

Grade: 12

Required: 70% or higher in Fire Science I

Fire Science II is the second year of a two-year sequence.

Units of study: OSFM Advanced Technician Firefighter curriculum: the cognitive and psychomotor relevant to a journeyman firefighter, OSFM Vehicle Machinery Operations, Hazardous Materials Awareness/Operations, and Rope Operations, NIMS 200 and 800

Tasks you will complete:
- Demonstrate the need for the Incident Command System
- Demonstrate how to complete a basic NFIRS incident report
- Demonstrate how to determine developing hazardous building conditions
- Demonstrate operating hose testing equipment and nozzles
- Demonstrate using a Pitot tube and gauge to read and record flow GPM, static pressures and flow pressures
- Demonstrate operating power plants, power tools, and lighting equipment
- Demonstrate the ability to operate hand and power tools and special forcible entry/exit needs
- Demonstrate the ability to operate hand and power tools for forcible entry
- Demonstrate the role of the advanced firefighter in ventilation operations
- Demonstrate attack techniques and coordinate fire attack for various types of structure fires
- Demonstrate the ability to identify the components of a fire suppression and detection system
- Demonstrate assembling a Rapid Intervention Team (RIT) with proper tools and equipment to function as a RIT team when a mayday is called
- Demonstrate the ability to assist rescue teams and establish public barriers when assigned
- Demonstrate the ability to assist substitute instructor in absence of Chief Pruski, ability to lead class in daily roll call (attendance, Pledge of Allegiance, LODD bell ceremony), ability to lead a class company during individual skills and company scenarios, Class Honor Guard

Skills/abilities you need to be successful: In addition to Fire Science 1, ability to assist substitute instructor in absence of Chief Pruski, ability to lead class in daily roll call (attendance, Pledge of Allegiance, LODD bell ceremony), ability to lead a class company during individual skills and company scenarios, Class Honor Guard

Certification you may be eligible to receive upon successful completion (Must be employed by a Fire Department and 18 years old to challenge OSFM state exams)
- Office of the State Fire Marshal Advanced Technician Firefighter
- Office of the State Fire Marshal Hazardous Materials Awareness/Operations
- Office of the State Fire Marshal Vehicle Machinery Operations
- Office of the State Fire Marshal Rope Operations
- National Incident Management System 200 and 800

Related careers: Volunteer firefighter, Probationary firefighter, Industrial firefighter, Fire Service Officer, Fire Fighting Instructor, Specialty Certifications (Technical Rescue and Hazardous Materials)

Dual Credit: WCC FSC 125 - Advanced Technician Firefighter (4 credits); FSC 150 - Vehicle Machinery Operations (3 credits) and FSC 120 Hazardous Materials Operations (3 credits).

Articulated Credit: WCC FSC 125 - Advanced Technician Firefighter (4 credits); FSC 150 - Vehicle Machinery Operations (3 credits) and FSC 120 Hazardous Materials Operations (3 credits).
GRAPHIC DESIGN I

Grades: 11, 12

Graphic Design I is the first year of a two-year sequence.

Units of study: Basic computer use, basic illustrating software (Illustrator), photo editing software (Photoshop, Bridge), publishing software (InDesign), basic equipment use for mock-up tools, presentation tools, vinyl cutter, vinyl and heat transfer equipment, basic use of a digital camera

- Tasks you will complete:
  - Determine arrangement of illustrative material and select style and size of type
  - Create designs, concepts, and sample layouts, based on knowledge of layout principles and color theory
  - Develop graphics and layouts for product illustrations
  - Use computer software to generate new images
  - Use computer software to edit photographs
  - Review final layouts and suggest improvements as needed to peers
  - Maintain organized portfolio of images, photos, or previous work products
  - Prepare illustrations or rough sketches of material
  - Use digital cameras, filters and tripods
  - Determine desired images and picture composition, selecting and adjusting subjects, equipment, and lighting to achieve desired effects
  - Adjust apertures, shutter speeds, and camera focus based on a combination of factors such as lighting, field depth and subject motion
  - Transfer photographs to computers for editing, archiving, and electronic transmission

Skills/abilities you need to be successful: active listening, critical thinking, speaking in front of peers/clients, group work, reading comprehension, active learning, decision making, time management, following instructions, creativity, coordination

Related careers: Advertising, Desktop Publisher, Art Director, Photographer, Multimedia Artist, Project Management, Promotions Manager, Artist, Creative Director, Creative Manager, Design Director, Designer, Graphic Artist, Graphic Designer, Online Producer, Production Artist, Publications Designer

Articulated Credit: WCC GRD 160 - Computer Illustration (3 credits)
GRAPHIC DESIGN II

Grade: 12

Required: 70% or higher in Graphic Design I

Graphic Design II is the second year of a two-year sequence.

Units of study: Computer use, advanced illustrating software (Illustrator), photo editing software (Photoshop), publishing software (InDesign), equipment use for mock-up tools, presentation tools, vinyl cutter, vinyl and heat transfer equipment, advanced use of a digital camera, customer service

Tasks you will complete:

• Determine arrangement of illustrative material and select style and size of type
• Confer with clients to discuss and determine job specifications
• Create designs, concepts, and sample layouts, based on knowledge of layout principles and color theory
• Develop graphics and layouts for product illustrations
• Use computer software to generate new images
• Use computer software to edit photographs
• Review final layouts and suggest improvements as needed to peers
• Maintain organized portfolio of images, photos, or previous work products
• Prepare illustrations or rough sketches of material, discuss with clients or instructor and make necessary changes
• Draw and print illustrations and other artwork using computer
• Research new software or design concepts
• Study illustrations and photographs to plan presentation of materials, products or services (when necessary)
• Act as a mentor / role model to first year students
• Use digital cameras, filters and tripods
• Determine desired images and picture composition, selecting and adjusting subjects, equipment, and lighting to achieve desired effects
• Adjust apertures, shutter speeds, and camera focus based on a combination of factors such as lighting, field depth and subject motion
• Transfer photographs to computers for editing, archiving, and electronic transmission

Skills/abilities you need to be successful: active listening, critical thinking, speaking in front of peers/clients, group work, reading comprehension, active learning, decision making, time management, following instructions, creativity, coordination

Related careers: Advertising, Desktop Publisher, Art Director, Photographer, Multimedia Artist, Project Management, Promotions Manager, Artist, Creative Director, Creative Manager, Design Director, Designer, Graphic Artist, Graphic Designer, Online Producer, Production Artist, Publications Designer

Articulated Credit: WCC GRD 170 - Digital Image (3 credits)
HEALTH OCCUPATIONS

Grades: 11, 12
Health Occupations is a stand-alone one year course.

Units of study: Infection control, safety, CPR, medical terminology, healthcare communication, legal issues/ethics, basic anatomy, nutrition in healthcare

Tasks you will complete:
- Job Shadowing of various local healthcare facilities including hospital departments: (OB, Med-Surg units, Diagnostic Imaging, Surgical, ER; dental offices; veterinary clinics, EMT ride alongs)
- Vital Signs
- Medical Terminology
- Communicating effectively in a healthcare setting

Skills/abilities you need to be successful: work well in a team based atmosphere, active listening, effective communication skills, displays professionalism

Certification you may be eligible to receive upon successful completion:
- CPR certification

Related careers: CNA, RN, Phlebotomist, Med Tech, Vet Tech, Dental Assistant, Dental Hygienist, Medical Assistant, Surgical Tech, Surgical Assistant, X-ray Tech, Occupational Therapy Assistant, Counselor, Social Worker, Physical Therapy Assistant, Massage Therapist, Dietary Aide, Respiratory Therapy, Pharmacy Tech

Dual Credit: WCC COM 125 - Communication Strategies for Health Careers (2 credits)

Articulated Credit: WCC HIT 105 - Medical Terms for Health Occupations (1 credit)
LAW ENFORCEMENT I

Grades: 11, 12

Law Enforcement I is the first year of a two-year sequence.

Units of study: History of Law Enforcement, tools used in law enforcement, criminal law and offenses, Illinois Vehicle Code, including DUI and accidents, search and seizure, use of force, combat tactics and force mitigation, courts and courtroom procedures, crime scene investigations, firearms training, investigate crimes in progress

Tasks you will complete:

• Record facts to prepare reports that document incidents and activities
• Review facts of incidents to determine if criminal act or statute violations were involved
• Gather information
• Drill and ceremony used by military
• Identify elements of a crime
• Utilize resources to complete projects
• Defend one’s personal space
• Respond to simulated crimes in progress
• Simulate effective detainment of suspects and offenders
• Conduct simulated searches of both people, property and vehicles

Skills/abilities you need to be successful: integrity, dependability, self-control, active listening, critical thinking, public speaking, one-to-one speaking, conflict resolution, reading comprehension, judgment and decision making, time management, writing, active learning, negotiation

Related careers: Sheriff, State Police, Conservation Officer, Federal Agent, Process Server, Bailiff, Parole Officer, Correctional Officer, Security Guard, Forensic Specialist, Detective, Private Investigator, Emergency Medical Tech, SWAT Officer, Juvenile Officer

Articulated Credit: WCC CRJ 105 - Criminal Justice Career Exploration (2 credits)
Grade: 12

**Required:** 70% or higher in Law Enforcement I

Law Enforcement II is the second year of a two-year sequence.

**Units of study:** Investigating violent crimes, interviewing and interrogation, investigating crimes against children, investigating crimes against property, investigating terrorism, search and seizure, use of force, combat tactics and force mitigation, courts and courtroom procedures, crime scene investigations, firearms training

**Tasks you will complete:**
- Record facts to prepare reports that document incidents and activities
- Review facts of incidents to determine if criminal act or statute violations were involved
- Gather information
- Identify elements of a crime
- Utilize resources to complete projects
- Defend one’s personal space
- Respond to simulated crimes in progress
- Simulate effective detainment of suspects and offenders
- Conduct simulated searches of both people, property and vehicles

**Skills/abilities you need to be successful:** integrity, dependability, self-control, active listening, critical thinking, public speaking, one-to-one speaking, conflict resolution, reading comprehension, judgment and decision making, time management, writing, active learning, negotiation

**Related careers:** Sheriff, State Police, Conservation Officer, Federal Agent, Process Server, Bailiff, Parole Officer, Correctional Officer, Security Guard, Forensic Specialist, Detective, Private Investigator, Emergency Medical Tech, SWAT Officer, Juvenile Officer
SPORTS MEDICINE I

Grades: 11, 12

Recommended: 70% or higher in Biology I, genuine interest in Science

Sports Medicine I is the first year of a two-year sequence.

Units of study: History of Sports Medicine, careers in Sports Medicine, sport law, confidentiality, insurance, anatomical terminology & direction, emergency treatment in sport, injury, illness & healing, documentation, lower extremity injuries, axial injuries, upper extremity injuries, basic nutrition, introduction to Exercise Science concepts, fitness concepts

Tasks you will complete:

• Demonstrate an understanding of the musculoskeletal system and its components
• CPR & first aid treatments
• Taping of the foot, ankle, knee, hand, wrist, thumb & fingers
• Supportive wrapping of the knee, hip and shoulder
• Crutch and sling fitting
• Conduct an initial assessment of an athlete’s injury or illness to provide emergency or continued care
• Follow basic fitness guidelines
• Demonstrate proper technique in various exercises

Skills/abilities you need to be successful: active listening, critical thinking, monitoring, speaking, active learning, deductive reasoning, oral comprehension

Certification you may be eligible to pursue upon successful completion:
• Personal Training Certification (18 and older)

Related careers: Certified Athletic Trainer, Physical Therapist & Assistant, Occupational Therapist & Assistant, Fitness Instructor, Personal Trainer, Nurse, Sports Medicine Physician, Chiropractor

**Most of these occupations require post-secondary education

Dual Credit: WCC PED 150 - Basic Prevention & Care of Athletic Injuries (3 credits)
SPORTS MEDICINE II

Grade: 12

**Required:** 70% or higher in Sports Medicine I, genuine interest in Sports Med career

Sports Medicine II is the second year of a two-year sequence.

**Students will participate in an internship rotation. Must have reliable transportation.**

**Units of study:** Anatomy review, advanced medical terminology, basic exercise physiology concepts, advanced evaluation/assessment techniques, personal training client assessment, program design, therapeutic modalities

**Tasks you will complete:**
- Apply practical skills mastered in SM I at internship sites
- Identify and use proper medical terminology in workplace
- Demonstrate accountability and responsibility through internship
- Facilitate communication between IVVC, home school and internship
- Abide by all internship policies and procedures
- Show a clear path of steps after high school
- Demonstrate a deeper knowledge of exercise science
- Prepare a professional resume
- Participate in mock interviews

Skills/abilities you need to be successful: active listening, critical thinking, monitoring, self initiative, active learning, deductive reasoning, oral comprehension, time management, superb communication

Certification you may be eligible to pursue upon successful completion:
- Personal Training Certification (18 and older)

Related careers: Certified Athletic Trainer, Physical Therapist & Assistant, Occupational Therapist & Assistant, Fitness Instructor, Personal Trainer, Nurse, Sports Medicine Physician, Chiropractor

**Most of these occupations require post-secondary education**
WELDING & FABRICATION I

Grades: 11, 12

Welding & Fabrication I is the first year of a two-year sequence.

Units of study: Shop safety, MIG welding, oxy acetylene welding, shielded metal arc welding, stick welding, blueprint reading, layout and fabrication processes

Tasks you will complete:
- Weld components in flat and horizontal positions
- Operate safety equipment and use safe work habits
- Lay out, position, align, and secure parts and assemblies prior to assembly, using straightedges, combination squares, calipers, and rulers
- Recognize, set up, and operate hand and power tools common to the welding trade, such as shielded metal arc and gas metal arc welding equipment
- Select and install torches, torch tips, filler rods, and flux, according to welding chart specifications or types and thicknesses of metals
- Ignite torches or start power supplies and strike arcs by touching electrodes to metals being welded, completing electrical circuits
- Analyze engineering drawings, blueprints, specifications, sketches, work orders, and material safety data sheets to plan layout, assembly, and welding operations
- Chip or grind off excess weld, slag, or spatter, using hand scrapers or power chippers, portable grinders, or arc-cutting equipment
- Remove rough spots from work pieces, using portable grinders, hand files, or scrapers
- Prepare all material surfaces to be welded, ensuring that there is no loose or thick scale, slag, rust, moisture, grease, or other foreign matter
- Dismantle metal assemblies or cut scrap metal, using thermal-cutting equipment, such as flame-cutting torches or plasma-arc equipment

Skills/abilities you need to be successful: respectful & highly motivated, ability to follow instructions, ability to work as part of a team, problem-solving skills, willingness and ability to learn, hand and eye coordination, very detail oriented and organized, ability to work independently in the shop, dependability, manual dexterity, mathematics/measuring

Certification you may be eligible to receive upon successful completion:
- OSHA-10 Safety Certification

Related careers: Ironworker, Pipefitter, Boilermaker, Assembler/Fabricator, Steam Fitter, Machinist, Tool and Die Maker, Sheet Metal Worker, Underwater Welder, Maintenance Welder, Sub Arc Operator, Construction Worker, Machine Operator

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WELDING & FABRICATION II

Grade: 12

Required: 70% or higher in Welding & Fabrication I

Welding & Fabrication II is the second year of a two-year sequence.

Units of study: Overhead and vertical welding positions, variable diameter and thicknesses of pipe, specialized TIG welding processes in aluminum and stainless steel

Tasks you will complete:

• Weld components in flat, horizontal, vertical, and overhead positions
• Operate safety equipment and use safe work habits
• Select and install torches, torch tips, filler rods, and flux, according to welding chart specifications or types and thicknesses of metals
• Analyze engineering drawings, blueprints, specifications, sketches, work orders, and material safety data sheets to plan layout, assembly, and welding operations
• Clamp, hold, tack-weld, heat-bend, grind or bolt component parts to obtain required configurations and positions for welding
• Determine required equipment and welding methods, applying knowledge of metallurgy, geometry, and welding techniques
• Operate manual or semi-automatic welding equipment to fuse metal segments, using processes such as gas tungsten arc, gas metal arc, flux-cored arc, plasma arc, shielded metal arc, resistance welding, and submerged arc welding
• Analyze engineering drawings, blueprints, specifications, sketches, work orders, and material safety data sheets to plan layout, assembly, and welding operations
• Develop templates and models for welding projects, using mathematical calculations based on blueprint information
• Repair products by dismantling, straightening, reshaping, and reassembling parts, using cutting torches, straightening presses, and hand tools
• Calculate dimensions or tolerances, using instruments such as micrometers or vernier calipers
• Machine parts to specifications, using machine tools, such as lathes, milling machines, shapers, or grinders

Skills/abilities you need to be successful: respectful & highly motivated, ability to follow instructions, ability to work as part of a team, problem-solving skills, willingness and ability to learn, hand and eye coordination, very detail oriented and organized, ability to work independently in the shop, dependability, manual dexterity, mathematics/measuring

Certification you may be eligible to receive upon successful completion:

• OSHA-10 Safety Certification

Related careers: Ironworker, Pipefitter, Boilermaker, Assembler/Fabricator, Steam Fitter, Machinist, Tool and Die Maker, Sheet Metal Worker, Underwater Welder, Maintenance Welder, Sub Arc Operator, Construction Worker, Machine Operator

Articulated Credit: WCC WLD 100 - Survey of Welding (3 credits); WLD 115 - Oxy-Fuel Welding & Cutting (3 credits); and WLD 120 - Shielded Metal Arc Welding I (3 credits)
The Special Education Department provides the continuum of educational support services to students with disabilities as defined by the Individuals with Disabilities Improvement Act and the Illinois 23 Administrative Code. Programs are developed to meet the unique individual needs of students. These supports include direct instruction, co-teaching in core classes, collaboration with general education teachers, and resource support.

Direct instruction in specialized course offerings happens through a “Foundations” or “Connections” philosophical approach: Foundations courses are standards based designed courses which focus on specific content area concepts and skills with an additional emphasis on improving reading and writing for a variety of purposes. Connections courses provide students with an opportunity to focus on functional life skills curriculum within the context of each content area. All of the classes are structured to assist in the attainment of the students’ goals as written in the IEP as well as provide standards based content instruction. PLACEMENT IN SPECIAL EDUCATION COURSES IS BASED UPON AN INDIVIDUAL CASE STUDY EVALUATION AND RECOMMENDATION BY THE SPECIAL EDUCATION STUDENT SUPPORT TEAM.

Additional supports available for students as determined in their individual educational plan could include occupational therapy, physical therapy, speech/language therapy, psychological and social work services.
# SPECIAL EDUCATION COURSES

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## OTHER PROGRAMS

- Community Connections
- Adult Opportunities
Foundations of English
Prereq: Director of Special Education Approval
Level: 9, 10, 11, 12
Credit: 1.0
This course explores fundamental elements of reading, writing, listening and speaking skills that emphasize basic reading skills, reading comprehension strategies, fluency, vocabulary and writing. In addition, students will participate in various projects that explicitly teach research skills as well as various modes of presentation. This course can be taken multiple times with teacher approval. *Curriculum in this course is a modification of the grade level standards but is in alignment with the new Illinois Learning Standards.*

Reading Fundamentals
Prereq: Director of Special Education Approval
Level: 9, 10, 11, 12
Credit: 1.0
This course is a supplemental class that targets growth in the areas of decoding, comprehension, fluency and vocabulary. In addition, students are explicitly taught various reading strategies using fiction and non-fiction texts. It is designed as a “blocked” class with Foundations of English for freshmen students that demonstrate a need for direct instruction in reading strategies because their reading skills are below grade level. *Curriculum in this course is a modification of the grade level standards but is in alignment with the New Illinois Learning Standards.*

English Connections
Prereq: Director placement
Level: 9, 10, 11, 12
Credit: 1.0
This course explores fundamental elements of reading, writing, listening and speaking skills that can be generalized in various facets of daily life. This course can be taken multiple times with teacher approval. Pass/Fail grades are issued for this course. *Curriculum in this course is a modification of the grade level standards.*

Science Connections
Prereq: Director placement
Level: 9, 10, 11, 12
Credit: 1.0
In this course, students will investigate key elements of physical and social wellness that can be generalized in various facets of daily life, including proper nutrition, sleep, self-care and exercise. They will explore the benefits of leisure activities and socialization. Students will also explore fundamental concepts, principles and interconnections of the life, physical and earth sciences. This course can be taken multiple times with department approval. Pass/Fail grades are issued for this course.
FOUNDATIONS OF MATH
Prereq: Director of Special Education Approval
Level: 9, 10, 11, 12
Credit: 1.0
A variety of practical topics are covered such as basic probability, creating and interpreting graphs, formulas, fractions, percents, measurement, perimeter, basic geometry, consumer skills, and basic algebra. This course can be taken multiple times with teacher approval. This course is designed for students performing significantly below grade level in math.

MATH CONNECTIONS
Prereq: Director placement
Level: 9, 10, 11, 12
Credit: 1.0
This course explores fundamental math concepts that can be generalized in various facets of daily life. Curriculum includes consumer math scenarios, problem solving and computations, money and number sense, and basic estimation and measurement. Basic analytical methods, geometry and data analysis are also emphasized. This course can be taken multiple times with teacher approval.

FOUNDATIONS OF US HISTORY
Prereq: Director of Special Education Approval
Level: 9, 10, 11, 12
Credit: 1.0
The main question throughout the year will be: “What does it mean to be an American?” We will explore the ideals of how the “American Experiment” was created and see its application through modern day America. The goal of the course is to make well-informed citizens who have a background of the “democratic republic” on which America was founded. In this course students will make connections between the past and present using a guided critical inquiry process while emphasizing critical inquiry skills, reading comprehension strategies, notetaking skills, vocabulary and writing.

FOUNDATIONS OF WORLD HISTORY
Prereq: Director of Special Education Approval
Level: 9, 10, 11, 12
Credit: 1.0
In this course, students will examine history starting with Ancient Greece and ending with the Cold War. Within each unit, students will focus upon the interaction of humans with their environment, the development and interaction of cultures, state building, expansion, and conflict, economic systems, and social structures. The overarching objective of the course will be to build students’ skill-based learning (critical inquiry skills, reading comprehension strategies, notetaking skills, vocabulary and writing) using the major events and themes of world history.

SOCIAL STUDIES CONNECTIONS
Prereq: Director placement
Level: 9, 10, 11, 12
Credit: 1.0
The goal of this course is to develop in students an understanding of citizenship that can be generalized in various facets of daily life. Students will sharpen their basic understanding of history, government and social systems through the exploration of current and historical events. This course can be taken multiple times with department approval. Pass/Fail grades are issued for this course. This course fulfills the US History and American Government content requirements.
ACADEMIC STRATEGIES
PreReq: Director of Special Education Approval
Level: 9, 10, 11, 12
Credit: 1.0
In this course, students receive targeted instruction to improve progress on goals in identified areas of need. Student growth is monitored, and families are informed of progress quarterly. The smaller group setting is structured so that students can receive assistance accessing the general education curriculum as well as instruction in executive functioning skills such as organization, time management, and test preparation. Pass/Fail grades are issued for this course.

TARGETED STUDY HALL: READING & WRITING
Prereq: Guidance recommendation
Level: 9, 11
Credit: 0.0
This intervention is designed for ninth-grade or eleventh-grade students who were identified as likely to benefit from direct reading and writing instruction and supplemental in-school language arts instruction and support. Guided by multiple diagnostic assessments and a review of student data, teachers will target specific student needs while utilizing engaging, purposeful, research-based practices. Student progress is monitored regularly to ensure that students are receiving the best instruction for their specific needs. Students are simultaneously enrolled in this course and English I (9th grade) or English III/US History (11th grade).

TARGETED STUDY HALL: ALGEBRA
Prereq: Guidance recommendation
Level: 9, 11
Credit: 0.0
This intervention is designed for Algebra I and II students who were identified as likely to benefit from supplemental in-school math instruction and support. Guided by multiple diagnostic assessments and a review of student data, teachers will target specific student needs while utilizing engaging, purposeful, research-based practices. Student progress is monitored regularly to ensure that students are receiving the best instruction for their specific needs. Students are simultaneously enrolled in this course and Algebra I or Algebra II.

COMMUNITY CONNECTIONS
Prereq: Director placement
Level: 9,10,11, 12
Credit: 1.0
Pass/Fail grades are issued for this course

ADULT OPPORTUNITIES
Prereq: IEP team recommendation and approval of Director of Special Education
Level: Ages 18, 19, 20, 21
Credit: No credit
Adult Opportunities is a post high school transition program for students ages 18-21. The purpose of this program is to prepare students for adulthood success while promoting opportunities to increase independence in adult living situations; improve self-determination skills; improve social and communication skills; increase leisure, recreation, and life skills;