

# **Oregon High School Course Selection Guide 2023-2024**

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## Welcome to Oregon High School

*Home of the Hawks*

Oregon High School is a comprehensive four-year high school offering a variety of courses. We strive to promote excellence by helping all students to achieve their fullest academic, creative, physical and social potentials. The school provides a supportive and personalized environment with an atmosphere conducive to motivating students. Within that environment, dedicated teachers provide individual attention and help students develop responsibility, self-confidence, self-discipline, self-esteem and empathy for others.

This booklet is offered to assist in planning your students' educational future. Oregon High School offers a curriculum designed to prepare today's students for tomorrow's realities. The academic program offers a variety of courses from college prep to vocational.

It is imperative that you become aware of specific entrance requirements of colleges, technical schools, and other post-secondary institutions. The Counseling Department offers personalized service to students from the moment they enter Oregon High School. The counselor provides assistance with curriculum selection, interpretations of test results, vocational selection, graduation requirements, credits accumulated, scholarships, information on the armed forces, changes of schedules, or any personal or family situations. Additionally, students and parents alike will find valuable information on the entire college selection process, financial aid information, scholarships, specific college data, and career related information. You are invited to visit the following websites for additional information: [www.fastweb.com](http://www.fastweb.com) [www.collegezone.com](http://www.collegezone.com) [www.actstudent.org](http://www.actstudent.org) [www.collegeboard.com](http://www.collegeboard.com) [www.fafsa.ed.gov](http://www.fafsa.ed.gov) [www.collegview.com](http://www.collegview.com) [www.careercruising.com](http://www.careercruising.com)

The district website is [www.ocusd.net](http://www.ocusd.net). You may access the high school page through this site, which includes information on the different departments in the high school.

## **FRESHMEN**

Welcome to Oregon High School!

The teachers, support personnel, and administration welcome all of the new freshmen students to Oregon High School. In the first weeks of school, you will be adjusting to new classes, teachers, and students. Your future in school and your post-graduation choices begin now. The following information is critical to where you are going and what you plan to do.

**Have a question?** Ask for help! There are many people available to help you succeed in high school. Some options to call for help are your teachers, the assistant principal, the principal, the school nurse, or the school counselor.

**Grades:** Your high school grades will be recorded on a transcript at the end of each semester. There is information on grade point averages later in this guide.

**Activities:** High school is a time to try new activities and get involved in the school community. OHS offers a variety of clubs, sports teams, and academic organizations. Check them out!

### **Things to do your freshman year:**

- Talk with friends, teachers, and your parents about college or training programs.
- Participate in extracurricular activities (clubs, sports, volunteering).
- Review your high school class plan. Take the most difficult classes you can handle. Stay focused on your school work.
- Talk with your school counselor about career options and the education required for those careers.
- Explore your options at Whiteside Area Career Center (WACC) for Junior/Senior year.
- Explore internships and apprenticeships - utilize Career Cruising.
- Enroll in a summer enrichment program.

## **SOPHOMORES**

**Re-Evaluate:** You have completed your first year at OHS. Now is a time to review what went well and what areas might need improvement. From the first day of school strive to do your best – it will pay off!

**No regrets:** So often, older students can be heard saying, "I wish I would have studied more and worked harder." Avoid this happening to you. You only go through high school once. Do your best now, so you have fewer regrets later.

### **Things to do your Sophomore year:**

- Participate in extracurricular activities.
- Review your high school class plan. Take the most difficult classes you can handle. Stay focused on your school work.
- Consider earning college credit while in high school through Advanced Placement or Dual Credit.
- Talk with your school counselor about career options and the education required for those careers and the possibility about job shadowing.
- Talk with friends, teachers, and your parents about college and career training.
- Explore internships and apprenticeships – utilize Career Cruising.
- Explore your options at Whiteside Area Career Center (WACC) for your Junior/Senior year.
- Enroll in a summer enrichment program.

## **JUNIORS**

**Decisions:** This can be an exciting year as you take advantage of research opportunities to explore college and career information. Making decisions about your future can be an overwhelming task. Breaking the process into smaller steps can be helpful.

**College Testing Programs:** We recommend that you take the courses this school year to best prepare you for the SAT and IL Science Assessment. The best preparation for you will be to take the most challenging courses and work hard to learn all you can, especially in the core classes - Math, English, Science, and Social Studies.

### **Things to do your Junior year:**

- All Juniors in the State of Illinois will take the SAT as a graduation requirement.
- Participate in extracurricular activities.
- Consider earning college credit while in high school through Advanced Placement or Dual Credit.
- Narrow down possible career options, investigate the type of education that is needed, and talk to your school counselor about job shadowing possibilities.
- Request materials from schools that interest you and visit their websites.
- Talk with college reps when they visit Oregon High School.
- Arrange campus visits to those schools that interest you. Meet with an admissions officer, a financial aid representative, faculty members and college students.
- Take the ASVAB if you are interested in joining the military.
- Enroll in a summer enrichment program.
- Get a job to earn and save money for college, or explore your skills through an internship or apprenticeship – utilize Career Cruising.

## **SENIORS**

**Countdown Begins!** You are about to begin your last year of high school and reach another milestone in your life—graduation; however, graduation should not be your only goal. Graduation will be the end of your high school career, but only a stepping stone to your future. Statistics show that you may change your career several times in your life. Will you be prepared to make those changes? Education and training are not only the key but also the requirement for most careers in the future.

### **Things to do your Senior year:**

- Plan a senior meeting with your school counselor to review your high school transcript. Take the most difficult classes you can handle. Stay focused on your school work. Create a resume of your academic, athletic and work activities as well as other achievements. Prepare a portfolio if you're interested in the arts.
- Consider earning college credit while in high school through Advanced Placement or Dual Credit.
- Arrange campus visits to those schools that interest you (if you haven't already done so).
- Retake the SAT in June, October, or December. Or consider the ACT in September, October, or December
- Select the schools to which you will apply. Make a list of important admissions and financial aid deadlines for each school (fall).
- Search and apply for private scholarships.
- Ask for recommendations (if required) from teachers, counselors, and others who can comment on your abilities and talents.
- Apply to four to six colleges that interest you. Do not wait until just before the deadline.
- Complete the Free Application for Federal Student Aid (FAFSA) as soon as possible after October 1. [www.fafsa.ed.gov](http://www.fafsa.ed.gov) or [complete the FAFSA Nonparticipation Form.](#)
- Have your high school transcript sent to those colleges to which you've applied. You can make that request via Parchment. <https://www.parchment.com/u/registration/10636/account>
- Choose a college and send in any required forms or deposits (housing, meal plan, etc.). Notify in writing those schools you do not plan to attend.

### **GRADUATION HONORS**

All grade levels will not be ranked; Category recognition systems will apply. Categories broken down as follows: Summa Cum Laude: 4.0 and above; Magna Cum Laude: 3.75-3.99; Cum Laude: 3.5-3.74. Graduation speakers will be selected from two groups: 1) Those graduating Summa Cum Laude 2) Those students who have completed the most community service during their high school careers. **Those students interested in speaking will submit speeches for blind review by a faculty committee, with the committee selecting the two speakers.** Any student during his/her senior year who is applying for either a scholarship or to a college/university and is required to submit their class rank, that rank will be provided by the OHS Counseling Department for those purposes only. At graduation, students in each honors group will be indicated in the program as well as those with special cords/ribbons. Those students will be asked to stand as each group is recognized.

### **REGISTRATION**

At the end of 1<sup>st</sup> semester or beginning of 2<sup>nd</sup> semester, students choose and register for the classes they will take during the next year. The OHS administrators and counselors reserve the right to make changes to student schedules for the purpose of adjusting for class size, space, safety, and teaching assignments. Elective courses are subject to change.

### **OFF-TRACK POLICY**

Students will be considered off-track in credits that fall short of the listed requirements.

**Sophomore:** 6 credits comprised of at least 1 credit each in English, Math, Science, and .5 Civics

**Junior:** 12 credits comprised of at least 2 credits each in English, Math, Science, and .5 World History

**Senior:** Ability to complete courses by the end of senior year.

Students who are classified as off-track will be required to recover credit and receive interventions as seen necessary. Students who fall behind by even one course risk not graduating in four years. Every effort should be made to remain on track each year at Oregon High School.

### **SCHEDULE CHANGES**

Schedule changes prior to the start of a semester may be made in June or August (for the fall and spring semesters). Once a semester has started, students will be given **two** days to make a valid class schedule change. A valid change is to drop a class you have not met the prerequisites for or to add a more difficult class. **Changes are not allowed under the following circumstances: personality conflict with instructor; enroll in a section with one's friends; rearrange schedule to have classes in the order of preference.**

## ADVANCED PLACEMENT DROP POLICY

If a student wants to drop an AP course at the end of the first semester, a parent-teacher-student conference will take place before the student is removed from the roster for the second semester.

## COLLEGE COURSE DROP POLICY

If you are taking a college course for high school credit, you may drop the course according to the college timeline. If you decide to drop the course after the student drop deadline, you will receive an "F" for that course at the high school and receive no high school credit. This applies even if the college instructor allows you to drop after the deadline with no grade.

## ONLINE COURSE INFORMATION (for non-college classes)

**Approval Process:** A student must apply to be approved to take an online class. Approval will only be granted by Counselors and/or Administrators who can meet the following guidelines:

- Courses requested must be requested for college or career enrichment purposes.
- Courses must be taken through an approved online program
- Courses requested must not be courses already offered at Oregon High School, by an OHS teacher. **If a senior has an unavoidable conflict with a course required for graduation, an online course may be approved by administration.**

**Drop Policy:** Students who choose to drop an online course after the approved drop date, or who receive a failing grade in an online course, may be required to reimburse Oregon High School for the cost of the course (est. ~~\$250~~)(est. \$200-\$400). Course extensions can be requested in approved special situations at the cost of the student.

## GRADES AND THE GRADING PROCESS

The awarding of the letter grade is based upon the judgment of the teacher. That grade is final and can only be changed by the teacher and administration.

**WP** — A grade reflecting the removal from a class (excluding Dr Ed) while doing passing work (withdraw pass) in the class. Not included in the calculation of grade point average.

**WF** — A grade resulting from the removal from class while failing. A WF (withdraw fail) is included in the calculation of grade point average.

\*Grades are issued at the end of each semester and credit is placed on the student's permanent record card as appropriate. PARTIAL CREDIT IS NOT GRANTED. Students are well informed of deadlines and are responsible for completing the work expected by the end of a grading period. Only in cases involving extreme mitigating circumstances will incomplete grades be given. Incomplete grades must be made up within ~~one week of the end of that course~~ an appropriate amount of time to be determined by administration or a grade of "F" will be recorded, unless other arrangements have been approved by the high school administration.

**DUAL CREDIT OPTION** — This option is for ~~sophomores(admin approval required)~~, juniors and seniors on track to graduate who would like to get a head start on credits for college either in an academic or vocational program. A student enrolled in courses under this option will receive credit at both the college and high school level. The high school will award one credit per each 2, 3 or 4 credit hour for each successfully completed class. College courses that are one credit hour will receive ½ credit from the high school. The grade received will be weighted and used to calculate the student's grade point average and ~~class rank, or~~ academic recognition. ~~Students must understand that~~ The grades earned in **dual credit** courses become a permanent part of your college transcripts no matter where you attend. ~~These are college courses and~~ Students need to understand the increased difficulty and responsibility a college course requires. A professor will expect you to know material whether it is reviewed in class or not. If it is on the syllabus, it is expected that you will read the material. ~~You~~ **Students** must be responsible and motivated to be successful in college courses. Courses must be approved ahead of time by the counselor and/or principal. ~~Course(s) taken at the college level cannot be substituted for required classes offered on-site at Oregon High School. Depending on funding through the Illinois Community College ACE grant, students taking approved dual credit courses may be eligible for reduced tuition through the college.~~ There may be specific fees for some courses, which are the sole responsibility of the student and parent. OHS will not provide transportation to/from classes offered at college campuses. Transportation is the responsibility of the student.

## DUAL/COLLEGE CREDIT DEFINITIONS:

**Dual Credit** – An instructional arrangement where an academically qualified student currently enrolled in high school enrolls in a college-level course and, upon successful course completion, concurrently earns both college credit and high school credit.

**Dual Enrollment** – An academically qualified student who is still enrolled in high school also enrolls in a college level course at the community college. Upon successful course completion the student exclusively earns college credit. No high school credits are earned.

**Articulated Credit** – A basic alignment of secondary and post-secondary content where credit is not immediately transcribed for the course. A student may receive high school credit for the course, however, the college credit may only transfer to the institution honoring the alignment.

**COLLEGE COURSES FOR HIGH SCHOOL CREDIT:** If you decide to take a college course for high school credit (dual credit), your grade will be based on the college's grading scale. If you wish to not take the course for dual credit and you wish to only receive college credit for the class, you must make that decision by the end of the first week of class at Oregon High School.

**COLLEGE COURSES TAKEN DURING THE SUMMER:** Effective at the beginning of the 2005-2006 school year, college courses taken during the summer months will not be accepted for credit by Oregon High School, unless the course is offered as dual-credit option at OHS. Only courses taken during the school year will be given credit.

**COLLEGE COURSES OFFERED AT OREGON HIGH SCHOOL:** If a college course is offered at Oregon High School and you decide to take it elsewhere, it must be approved by the administration.

## WEIGHTING OF GRADES

In order to recognize and report differences in achievement and effort as well as to encourage students to take courses that challenge them to their highest potential, the district utilizes a system of grade weighting according to course level. Details are available in the course description. Every student will receive period grade reports each semester. The only grades maintained in the school's permanent record and used to determine class rank are those shown as final semester grades. Both the weighted and unweighted systems are used to compute the Honor Roll. Grades earned in the two levels shall receive the following weights:

Reg/Basic Level	Honors Level	AP/College Level
A = 4	A = 4.50	A = 5
A - = 3.67	A - = 4.17	A - = 4.67
B+ = 3.33	B+ = 3.83	B+ = 4.33
B = 3	B = 3.50	B = 4
B - = 2.67	B - = 3.17	B - = 3.67
C+ = 2.33	C+ = 2.83	C+ = 3.33
C = 2	C = 2.50	C = 3
C - = 1.67	C - = 2.17	C - = 2.67
D+ = 1.33	D+ = 1.83	D+ = 2.33
D = 1	D = 1.50	D = 2
D- = .67	D - = 1.17	D - = 1.67
F = 0	F = 0	F = 0

## GRADING SCALE

This scale shall be used by all teachers in determining students' grades:

94.50-100 A	91.50-94.49 A-	88.50-91.49 B+
85.50-88.49 B	82.50-85.49 B-	79.50-82.49 C+
76.50-79.49 C	73.50-76.49 C-	70.50-73.49 D+
67.50-70.49 D	64.50-67.49 D-	0.00-64.49 F

## PASS/FAIL COURSES

Courses that are designated as Pass/Fail will have a 70% benchmark to successfully complete the course. A passing grade will not impact the student's GPA. If a student does not meet the benchmark for passing this course, the student will receive a F and that grade will negatively impact the GPA. Minimal courses have this designation; otherwise, this option must be approved by the teacher and administration.

## OVERALL GPA

The overall GPA is based on semester grades, not quarter grades. The only exclusion from determination of overall GPA is driver's education. All approved college courses taken by students will be counted as dual credit and will be calculated into the student's GPA.

## ACADEMIC ELIGIBILITY FOR ATHLETES & ALL OTHER EXTRACURRICULAR ACTIVITIES

Students who wish to participate in extracurricular activities must maintain their academic eligibility to do so. On a weekly basis students must be passing six classes (not including study hall) to be eligible for participation in extracurricular activities. If a student fails two or more classes for the semester the student will be ineligible for extracurricular participation during the entire next semester. In the case of ineligibility resulting from failing a semester class, a student may regain eligibility by means of approved and successful credit recovery work. For example, if a student receives two failing semester grades, eligibility could be regained by successful completion of at least one credit recovery course. The student must receive prior approval from the counseling office for acceptable credit recovery courses.

## TESTING

The following tests are directly involved in educational, vocational, and personal planning at Oregon High School. Oregon High School's CEEB code is: 143-315 and is required for most test registrations. Test results from national test dates for the ACT or the SAT are ~~mailed home to students, by the testing company.~~ emailed directly to the student from their testing account.

**SAT** – The SAT is a test of a student's academic skills and may be used to meet admission criteria to US colleges. This test is required for graduation from high school in the State of Illinois for the class of 2018 and beyond. It will be administered in April during a student's junior year. For more information please visit: [www.collegeboard.org](http://www.collegeboard.org)

**PSAT/NMSQT (Sophomore, & Junior)** – The Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is offered to students across the US each October. ~~It is given at Oregon High School.~~ The test is recommended for college-bound juniors (although it is not a required admissions test). It is also the initial way to enter the National Merit Scholarship Qualifying Competition. There is a fee for this test.

**ACT** – The ACT is an achievement assessment that may be used by colleges as one criteria to determine admission. The testing areas are English, Mathematics, Reading, and Science reasoning. ~~A Writing component is also available.~~ The ACT can be retaken multiple times if a student chooses. Scores can be directly sent to colleges or universities. The ACT assessment is given on Saturdays. Specific dates and registration can be completed by going to [www.actstudent.org](http://www.actstudent.org) [www.act.org](http://www.act.org) Scores will be placed on the student's transcript if requested in writing by the student, ~~unless a written request is made to the counseling office to exclude specific scores.~~

**Illinois Science Assessment (ISA)** – The ISA is a test required of high school students currently enrolled in a high school biology course (Life Science). The assessment is administered in an online format and is aligned to the Illinois Learning Standards for Science incorporating the Next Generation Science Standards. This test is administered each spring.

**ASVAB - Armed Services Vocational Aptitude Battery (Sophomore, Junior, & Senior)** – The ASVAB is used to assist with making decisions regarding future career opportunities. Recruiters from the Armed Services will provide this test to interested students.

## HOME/HOSPITAL BOUND INSTRUCTION/TUTORING

~~There are occasions when, because of physical ailments or rehabilitation needs, students are hospitalized for long periods of time. Special instructional programs are available for individuals who qualify. A written statement from the physician giving a time period the student will be out of school is necessary to start the process. Whenever possible the school will attempt to "match up" with the instruction available but, in some instances, special instruction for a course may not be possible and credit may be lost. This is unavoidable because of the nature of some courses; fortunately such loss does not happen often.~~

## SPECIAL EDUCATION

For any subject area, special education instruction is available for those students in need of such help. Instruction through the special education department can only be afforded upon completion of a multi-disciplinary conference and development of an Individual Education Program. For further information, the Counseling Office should be contacted.

## NCAA and NAIA GUIDELINES FOR COLLEGE BOUND STUDENTS

To be certified by the NCAA or NAIA Eligibility Center, you must graduate from high school. You should apply for certification after your junior year in high school if you are sure you wish to participate in intercollegiate athletics as a freshman at a Division I or II or a NAIA institution. If your eligibility status is requested by a member institution, the Eligibility Centers will issue a preliminary certification report after you have had all your materials submitted (official six-semester transcript, ACT or SAT scores, student release form, and fee). After you graduate, IF your eligibility status is requested by a member institution, the Eligibility Centers will review your final transcript and proof of graduation to make a final certification decision according to NCAA standards. **For up-to-date information on NCAA requirements and to register, students must go to the website at [www.eligibilitycenter.org](http://www.eligibilitycenter.org) . NAIA information can be found at <http://www.playnaia.org/>.**

**Division I & II – 16 Core Courses requirements: 4 years of English; 3 years of Math (Algebra I or higher); 2 years of Natural/Physical Science (1 year lab); 1 year additional English, Math, Natural/Physical Science; 2 years Social Science; 4 years of additional courses from above or world language (or non-doctrinal religion/philosophy).**



## OPTIONS AFTER GRADUATION

### APPRENTICESHIPS

Apprenticeship training is an avenue that young people can use to prepare for a career. Apprenticeship is based upon a written agreement between the apprentice and the employer, by which the worker learns a skilled craft or trade while working. Many jobs involving a specific skill or craft require union membership. Unions have taken the initiative to train young people, via apprenticeship programs, to become skilled craftsmen. Each particular union controls membership and limits the number of people who enter their respective programs.

### COMMUNITY COLLEGES/TECHNICAL SCHOOLS

Community colleges and technical schools award Certificates/Associate degrees at the completion of 18 months to two years of full-time study. These schools frequently offer technical programs/certificates of study that prepare students for immediate entry into the job market such as: Diesel Mechanics, Auto Body repair, Certified Nursing Assistant (CNA), Heating and Cooling, Electronics, Cosmetology, Welding, etc. These programs may not require as much time or credit hours as an Associate degree.

In addition, community colleges offer general education programs that are the equivalent of the first two years of a bachelor's degree program. These are called "transfer" programs. Upon completion of a transfer program, students may enroll at a university as a junior. (Please also refer to "Dual Credit Option" earlier in this course guide.)

### FOUR-YEAR COLLEGE/UNIVERSITY

Oregon High School is committed to preparing any of its students that choose to attend a four-year college or university to be successful. From earnings to overall community vigor, higher education yields significant rewards to its recipients and society as a whole. In addition to higher personal earnings, college graduates typically have better availability of employer-sponsored health benefits and pension plans. College graduates can also expect to earn approximately \$1.2 million more in salary over the course of their lifetimes than those with a high school diploma.

The counseling office is committed to providing the resources to help OHS students with the selection, application and securing financial assistance needed to attend a four-year college/university.

### MILITARY \*

A variety of job options are available to both men and women high school graduates. Between the ages of seventeen (17) and thirty-four (34), an individual may enlist (after passing a physical examination) for periods of time ranging from two (2) to six (6) years. The military provides training for over 300 jobs. The degree to which military training will transfer to civilian work will vary considerably, with total applicability in some areas and relatively little carry-over in other fields. For detailed information, students are encouraged to review written materials available from all branches of service and/or meet with a recruiter. The ASVAB test provides students with information regarding their abilities and is used to determine military job placement. Check out [www.military.com](http://www.military.com) for more details.

**\*Please note that by federal law, Oregon High School must turn over lists of active juniors & seniors to military recruiters who ask for them. However, any parent may have his/her son/daughter's name removed from that list. This list is updated annually. Please contact the high school counseling office registrar for further information on this process.**

## VOCATIONAL COURSES

### NON-DISCRIMINATORY ASSURANCE

In accordance with federal and state laws regulating vocational education (Title IX and Section 504), Oregon School District #220 and Oregon High School affirm that no student shall be denied vocational program opportunities on the basis of race, color, national origin, or handicap.

### GRIEVANCES

Any student who believes he or she has been denied access to vocational courses and opportunities under the auspices of the school on the basis of race, color, national origin, or handicap has the right to grieve the decision and the denial of access. The first step of the grievance process is to discuss the matter with the person(s) directly responsible for the issue within fourteen (14) days of the occurrence of the event giving rise to a grievance. At that time a full explanation of the grievance process will be provided.

## ADVANCED PLACEMENT COURSES

The following is a list of Advanced Placement (AP) courses offered at Oregon High School. ~~Students must take the Advanced Placement exam for each AP class they are enrolled in.~~ AP exams are administered during May, and all students enrolled in an AP course are required to take the exam. Students need to consult with colleges and universities for information on exam scores needed for earning college credit. For course descriptions, please refer to the page number listed with each of these courses. If a student wants to drop an AP course at the end of the first semester, a parent-teacher-student conference will take place before the student is taken off the roster for second semester; also the student will be responsible for reimbursing the school for the cost of the exam. –If the course is dropped for second semester, the student will lose the quality points for that course in their GPA for their first semester grade.

**Advanced Placement Studio Art (weighted course) 2 sem - 1 credit**

Available to: Junior, Senior

Prerequisite: Art Studio I and II

Course description listed on page ?

**Advanced Placement Biology (weighted course) 2 sem – 1 credit**

Available to: Junior, Senior

Prerequisite: Grade of “B” or higher in Biology and “C” or higher in Chemistry

Course description listed on page 34

**Advanced Placement Pre-Calculus (weighted course) 2 sem - 1 credit**

Available to: Sophomore, Junior, Senior

Prerequisite: Teacher approval for Sophomore. All students must have had Algebra 2

Course description listed on page

**Advanced Placement Calculus AB (weighted course) 2 sem – 1 credit**

Prerequisite: Pre-Calculus or Honors Pre-Calculus

Course description listed on page 27

**Advanced Placement Statistics (weighted course) 2 sem – 1 credit**

Prerequisite: Algebra 2 or Honors Algebra 2

Course Description listed on page 27

**Advanced Placement English Lit & Comp (weighted course) 2 sem – 1 credit**

Available to: Junior, Senior

Course description listed on page 23

**Advanced Placement US History (weighted course) 2 sem – 1 credit**

Available to: Junior, Senior

Course description on page 33

**Advanced Placement US Government & Politics (weighted course) 2 sem – 1 credit**

Available to: Senior

Course description listed on page 33

**Pre-AP English I (weighed course) 2 sem - 1 credit**

Available to: Freshman

Course Descripton on page ?

**Note: Advanced Placement, Dual Credit, Honors Class Qualifications:** Students may be removed from the course if their academic or behavioral performance fails to meet standards. This removal would require parent contact as well as teacher, counselor and administrator approval.

## ON-CAMPUS DUAL CREDIT COURSES – List may be adjusted based on instructor availability

**College Prep Writing I (ENG 121) – Course I (weighted course) 1 sem – 1 credit**

Available to: Seniors – Dual Credit

**Prerequisite:** Passing score on English Placement exam  
**Course Description** on page 24

**College Prep Writing 2 (ENG 122) – Course II (weighted course)** **1 sem – 1 credit**

**Available to:** Seniors – Dual Credit

**Prerequisite:** Grade of “C” or higher in ENG 121

**Course Description** on page-24

**College Prep Psychology (PSY 161) – (weighted course)** **1 sem – 1 credit**

**Available to:** Seniors – Dual Credit (Course Fee approx. \$190 subject to change; additional cost for required textbook)

**Prerequisite:** Passing score Accuplacer test, and/or ACT or SAT scores

**Course Description** listed on page 33

**LIT 144: Exploring Literature: Fiction** **1 sem – 1 credit**

**Available to:** Juniors, Seniors

**Prerequisite:** SAT ERW 480 or above or placement testing by Rock Valley College

**Course Description** listed on page 23

**LIT 141: Literature and Film** **1 sem – 1 credit**

**Available to:** Juniors, Seniors

**Prerequisite:** SAT ERW 480 or above or placement testing by Rock Valley College

**Course Description** listed on page-23

## OFF-CAMPUS COLLEGE COURSES/PROGRAMS

### Engineering, Math & Science Academy

The Engineering, Math & Science Academy (EMSA) at Kishwaukee College offers area high school seniors a unique opportunity to begin their college math and science course sequences while still in high school.

Students who enroll in the EMSA will complete a full year of college level physics and two or three semesters of college level calculus, plus one course in engineering statics. Successful completion of this coursework results in 23 to 26 semester credit hours earned at Kishwaukee College, which is transferable to other colleges and universities. EMSA faculty work closely with the engineering and science staff at the University of Illinois and Northern Illinois University to ensure compatibility of coursework and streamlined transfer of credit.

Eligible students should be enrolled in Pre-Calculus (trigonometry) during their junior year in high school and begin the EMSA coursework the summer before their senior year. Taking Calculus and Analytical Geometry I during the summer allows students to begin their EMSA coursework and to acclimate to the college level courses and expectations. Academy classes are held on the Kishwaukee College campus Monday through Friday mornings from 7:45 - 9:50 a.m. Students then return to their respective district schools to continue their high school coursework. **The cost of these courses are the responsibility of the student and parent.**

#### Engineering Track:

**MAT 229 — Calculus and Analytic Geometry I (Summer Course – this course does not receive high school credit)**

**MAT 230 — Calculus and Analytic Geometry II**

**PHY 260 — Physics for Science and Engineering I**

**PHY 261 — Physics for Science and Engineering II**

**MAT 231 — Calculus and Analytic Geometry III**

#### Pre-Professional Track:

**MAT 229 — Calculus and Analytic Geometry I (Summer Course – this course does not receive high school credit)**

**CHE 210 – General Chemistry I**

**PHY 250 – General Physics I**

**CHE 211 – General Chemistry II**

**PHY 251 – General Physics II**

## SUGGESTED COLLEGE BOUND CURRICULUM

FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
Honors English	Honors Algebra 2	AP ENG Lit	English 121/122
Honors Geometry	Honors English 2	Honors Pre-Calc	AP Calc/AP Stats

Physical Science	Earth & Space Sci	AP US History	Science Elective
PE	PE/Health	Life Science or AP Bio	Elective
Fresh Sem/World History	Spanish 2	Consumer Ed	Consumer Ed/Civics
Spanish 1	Elective	PE	PE
Elective	Elective	Elective	Elective

#### **SUGGESTED GENERAL EDUCATION CURRICULUM**

<b>FRESHMAN</b>	<b>SOPHOMORE</b>	<b>JUNIOR</b>	<b>SENIOR</b>
English I	English II	English III	PE
Physical Science	Earth & Space Science	US History	English
PE	Algebra 2 or Geometry	Consumer Ed	Math Elective
Algebra I or Geometry	PE/Health	Life Science or Bio Science	Science Elective
Freshman Sem/World History	Elective	Algebra 2 or Pre-Calc	Consumer Ed/Civics
Elective	Elective	PE	Elective
Elective	Elective	Elective	Elective

# Oregon High School

COUNSELING DEPARTMENT

## 4 Year Plan

Student \_\_\_\_\_ Class of 20\_\_\_\_ Date \_\_\_\_\_

### FRESHMAN YEAR

English	PE
Math	
Science	
Fresh Sem/World History	Hawk Huddle

### SOPHOMORE YEAR

English	
Math	
Science	
Health/PE	Hawk Huddle

### JUNIOR YEAR

English	PE
Math	
Science	
US History	Hawk Huddle

### SENIOR YEAR

English	
Civics/Consumer Ed	
PE	
	Hawk Huddle

### Graduation Requirements

ENGLISH	4
MATHEMATICS	3
SCIENCE	3
WORLD HISTORY	.5
UNITED STATES HISTORY	1
CIVICS	.5
CONSUMER EDUCATION	.5
PHYSICAL EDUCATION	3.5
HEALTH	.5
FRESHMAN SEMINAR	.5
TOTAL REQUIRED CREDITS	25

### Notes

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*If college-bound, applicants must contact each college or university individually for details about admission and program requirements. Prepare for at least a 4-3-3-3 plan, and a minimum of 2 years of a foreign language. Please consider 4-4-4-4 if entering directly into a 4-year university.*

*NCAA and NAIA requirements should also be recognized for college-bound student-athletes.*

*Over-prepare for college, and keep your options open!*

## COURSE REQUIREMENTS FOR GRADUATION

The following course and credit requirements must be met. All individuals must be enrolled as full-time students, except for fifth-year students. Students must enroll for a minimum of seven credits.

	2022	2023	2024	2025
ENGLISH	4	4	4	4
MATHEMATICS	3	3	3	3
SCIENCE	3	3	3	3
SOCIAL STUDIES **	2	2	2	2
PHYSICAL EDUCATION	3.5	3.5	3.5	3.5
HEALTH	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$
CONSUMER EDUCATION *	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$
ELECTIVES	$8\frac{1}{2}$	$8\frac{1}{2}$	$8\frac{1}{2}$	$8\frac{1}{2}$
TOTAL REQUIRED CREDITS	25	25	25	25

**All Juniors in the State of Illinois will take the SAT as a graduation requirement at Oregon High School.**

\*The consumer education requirement is successful completion of  $\frac{1}{2}$  credit of Consumer Education, 1 credit OHS Social Entrepreneurship, or 1 credit of Ag Business Mgmt 1&2

\*\*  $\frac{1}{2}$  credit of Civics

\*\*  $\frac{1}{2}$  credit of World History

\*\*1 credit of US History will be required.

### Typical University Entrance Requirements:

4 credits of English

3 credits in Math (one must be Geometry)

3 credits in Science

3 credits in Social Studies

2 credits in same Foreign Language – **Consult specific universities for their requirements**

Please remember that the 4-year plan is intended to be a guide in the academic planning process. Each year as you begin the process to make course selection choices, review this plan and make any necessary changes. Specific admission requirements vary from one college to another, and may include greater expectations as well, involving test scores, grade point average, etc.

**Applicants must contact each college or university individually for details about all requirements. Also, students interested in participating in college sports are advised to check with NCAA requirements for participation as this is updated frequently and they are very stringent on their courses.**

## **AGRICULTURE**

### **Agriculture Business Management I&II (ISBE ID:18201A001)**

**2 sem – 1 credit**

**Available to: Sophomore, Junior, Senior**

**\*Meets Consumer Education Graduation Requirement\***

This course will develop students' understanding of the agricultural industry relating to the United States and World marketplace. Instructional units include: business ownership types, planning and organizing the agribusiness, financing the agribusiness, keeping and using records in an agribusiness, operating the agribusiness, agricultural law, taxes, 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.

### **Agricultural Construction**

**Available to: Sophomore, Junior, Senior**

**Prerequisite: Intro to Ag or Basic Ag Mechanics**

**2 sem – 1 credit**

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, plumbing, electricity, concrete, block laying, drywall and painting. Careers such as agricultural engineers, carpenter, plumber, electrician, concrete and block layers, finishers, safety specialists, and other related occupations will be examined. Improving workplace and computer skills will be a focus. Participation in FFA student organization activities and CAREER PROGRAMS IN AGRICULTURE, FOOD, AND NATURAL RESOURCES (AFNR) Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

### **Agricultural Engine Maintenance**

**2 Sem - 1 credit**

**Available to: Sophomore, Junior, Senior**

This course provides students with the opportunity to learn how to operate, service, and recondition agricultural power units, emphasizing two- and four-cycle small gasoline engines. This class will provide students with opportunities to troubleshoot and repair speed controls, lubrication, ignition, fuel, power transfer, cooling, exhaust, and starting systems; use hand, power, and overhaul tools; and read and interpret service manuals and parts' catalogs. Additional units of instruction may include power transmission, electrical, and hydraulic/pneumatic systems. Applications may include lawn mowers, tractors, tillers, power tools, and so on. Improving workplace skills will be a focus in this course. 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.

### **Agriculture Mechanics and Technology I & II (ISBE ID:18402A001)**

**2 sem –1 credit**

**Available to: Junior, Senior**

**Prerequisite: Introduction to Agriculture or Basic Agricultural Sciences**

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

### **Advanced Agriculture Mechanics**

**2 sem –1 credit**

**Available to: Junior, Senior**

**Prerequisite: Basic Agriculture Mechanics**

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

**Agricultural Metal Fabrication (ISBE ID:18401A002):****2 sem – 1 credit****Available to Junior, Senior****Prerequisite: C or better in Agriculture Mechanics and Technology I & II**

This course will emphasize the development of basic welding and metalworking skills necessary to succeed in agricultural careers in the agricultural metal fabrication industry. Topics of instruction include: metal identification and properties, metal preparation, use of oxy-acetylene torch, plasma cutting and cutting operations, arc welding, MIG welding, TIG welding, and project design and construction. 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.

**Basic Ag Mechanics (ISBE ID:18401A00):****2 sem - 1 credit****Available to Freshmen, Sophomore, Junior and Senior**

In this course, theory and hands-on experiences provide opportunities for students to develop basic knowledge and skills in agricultural mechanics. Instructional areas include the basic shop safety, hand and power tool knowledge, fasteners, basic fundamentals of maintaining and repairing small gasoline engines, basic electricity, basic plumbing, concrete, welding, construction, and operating agricultural equipment safely. 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.

**Basic Agricultural Science (ISBE ID:18003A001):****2 sem – 1 credit****Available to: Freshmen, Sophomore \*Meets Science Requirement\***

This orientation course builds on basic skills and knowledge gained in the Introduction to the Agricultural Industry course. Major units of instruction include agricultural research, soil science, advanced plant science, biotechnology, advanced animal science. Applied science and math skills and concepts will be stressed throughout the course as they relate to each area. 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.

**Biological Science Apps in Agriculture – Animal Science (ISBE ID:18051A001) AGRI 186****1 sem – ½ credit****Available to: Junior, Senior \*Meets Science Requirement\*****(Taken with Biological Sciences Apps-Plant Science)**

This course is designed to reinforce and extend student's understanding of science by associating scientific principles and concepts with relevant applications in agriculture. Students will examine the major phase of animal agriculture and the specific biological science concept that govern management decisions in the animal industry. Topics of study are in the areas of growth and development of animals – embryology, ethology, nutrition, immunity systems, and processing animal products – preservation, fermentation, and pasteurization. The course will be valuable preparation for further education and will increase the relevance of science through the applied setting of agriculture by enhancing literacy in science and the scientific process. 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.

**Biological Science Apps in Agriculture – Plant Science (ISBE ID:18051A001):****1 sem – ½ credit****Available to: Junior, Senior \*Meets Science Requirement\*****(Taken with Biological Science Apps-Animal Science)**

This course is designed to reinforce and extend student's understanding of science by associating basic scientific principles and concepts with relevant applications in agriculture. Students will examine major phases of plant growth and management in agriculture and the specific biological science concepts that govern management decisions. Topics of study are in areas of initiating plant growth – germination, plant sensory mechanisms, enzyme action, absorption, and managing plant growth – photosynthesis, respiration, translocation, metabolism, and growth regulation. The course will be valuable preparation for further education and will increase the relevance of science through the applied setting of agriculture by enhancing literacy in science and the scientific process. 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.

**Engineering/Drafting I & II (81501/81502)****2 sem – 1 credit****Available to: Sophomore, Junior, Senior****Prerequisite: Passing grade in Technology Education or consent of instructor**



This course is for beginners interested in a career in engineering, tool design, machine operation, architecture, carpentry, etc. It is the first in a sequence designed for students interested in concentrating in the field of drafting. This course is a must for students planning to study areas of welding, machine tool trades, and production technology. This course is also designed for students interested in areas of architectural drafting, residential design, interior decorating, carpentry, and masonry. Each student will be required to purchase some drafting equipment that will be used in class. Intro to CAD, architectural drafting concepts, and engineering design concepts; application of research skills, math skills, and the industry language; primary areas of coverage include: planning and organizing activities, researching information, preparing sketches, lettering, dimensioning, performing basic layouts, detailing basic single and three view drawings, performing presentation techniques, using reproduction techniques, producing architectural drawings, producing mechanical working drawings, using CAD command processes, and producing drawings using CAD. Projects include: Drawings of developments, section views, auxiliary views, pictorials, and advanced orthographic projection, assembly drawings, working drawings, and descriptive geometry using drafting machines and CAD systems.

Additional projects include: Designing a house using a drafting machine and CAD system.

Prepare floor plan, foundation plan, outside elevations, construction details, kitchen layout, drawing a presentation drawing, interior views, and more complex details, as well as a model of the house.

### **Engineering/Drafting III & IV (81503/81504)**

**2 sem – 1 credit**

**Available to:** Junior, Senior and/or consent of instructor

**Prerequisite:** Passing grade in Engineering/Drafting I & II and/or consent of instructor

Focus on practical experience needed for the development of job-related competencies; produce advanced work using architectural detailing or mechanical drafting; concepts of electrical and electronic drafting are optional; work independently on advanced computer aided/drafting projects in either the architectural or mechanical field; typical duty areas covered may include: planning and organizing activities, researching information, preparing sketches, performing basic layouts, detailing drawings, performing presentation techniques, using reproduction techniques, producing architectural drawings, producing mechanical working drawings, producing electrical and electronic working drawings, using CAD command processes, and producing drawings using CAD.

### **Floral Design**

**2 sem – 1 credit**

**Available to:** Junior, Senior

**Prerequisite:** Introduction to Agriculture or Basic Agricultural Science

This course covers principles of floral art with an emphasis on commercial design. Topics include basic design styles and color harmonies; identification, use, and care of processing of cut flowers and foliage; mechanical aids and containers; personal flowers; holiday designs; and plant identification and care. The student will demonstrate the ability to identify floral design styles and color harmonies; identify cut flowers and foliage and the care and processing methods for extended vase life; select containers and mechanical aids; and create basic floral arrangements. The study of the general principles of plants, and their life processes and morphology.

### **Food & Science Safety:**

**2 sem – 1 credit**

**Available to:** Sophomore, Junior and Senior \* Meets Science Requirement\*

**Prerequisites:** Introduction to Agriculture

This course will provide learning experiences in food science and safety which allow students to apply scientific knowledge and processes to practices used in the development and preservation of food products. Issues of food science and safety are examined from a scientific and technological perspective. Students critically analyze information to evaluate and draw conclusions on appropriate use of technology to implement food science and safety practices. Units of instruction include: principles of food preservation, food processing, biochemistry of foods, and food selection and consumer health. Careers to be examined include meat inspector, quality control technician, food processor, and sanitation supervisor. Students will use scientific and technological information about food science and safety as a part of development and preservation of food products. 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.

### **Forestry:**

**2 sem – 1 credit**

**Available to:** Freshmen, Sophomore

**Prerequisite:** Introduction to Agriculture or Basic Agricultural Science

Forestry courses provide students with the information and experience necessary for the cultivation, management, and care of forests or timberlands. Forestry courses cover topics such as the processes of regeneration and reforestation, harvesting and conservation of natural resources, erosion and pest control, trail development and maintenance, mapping and surveying, operation of forestry tools, government regulations, environmental stewardship, and recreational use of forests. 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.

**Greenhouse Production and Floral Design (16020)****2 sem – 1 credit****Available to: Junior, Senior****Prerequisite: Introduction to Agriculture or Basic Agricultural Science**

This course focuses on the greenhouse management, floral design and related segments of the horticulture industry. Major units of study include floriculture plant identification, greenhouse structures, and the culture of greenhouse crops. Also included are care and handling of cut flowers, principles of art applied to floral design, and the mechanics of floral design. Agribusiness units will be introduced in merchandising, advertising, sales, and operating a retail floral business. 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.

**Horticulture Production and Management (ISBE ID:18051A001):****2 sem – 1 credit****Available to Sophomore, Junior, Senior****Prerequisite: Introduction to Agriculture or Basic Agricultural Science**

This 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 horticulture 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.

**Introduction to Agriculture (ISBE ID:18001A001):****2 sem – 1 credit****Available to: Freshmen, Sophomore**

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, agricultural biotechnology, food science technology, environmental science and aqua-cultural science and technology 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.

**Landscape Management****2 sem – 1 credit****Available to Junior, Senior****Prerequisite: Introduction to Agriculture or Basic Agricultural Science**

This course focuses on the landscape and nursery of the horticulture industry. Units of student instruction include: identifying landscape plants, designing landscape plans, hardscape construction techniques, and installing landscape plants. Also included are nursery production, and maintenance of existing landscapes. Agribusiness units will cover calculating prices for work, managing a horticulture business, 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.

**Manufacturing Technology (Production Technology 76003)****2 sem – 1 credit****Available to: Sophomore, Junior, Senior****Prerequisite: Passing grade in Technology Education or consent of instructor****Materials fee: \$25**

Designed for interests in woodworking and construction trades; develop skills to operate a variety of woodworking machines and tools; identify wood production careers; build assigned projects as well as student-selected projects.

**Manufacturing Technology II (76004)****2 sem – 1 credit****Available to: Junior, Senior****Prerequisite: Passing grade of C- or better in Manufacturing Technology****Materials fee: \$30**

Design, construct, and finish a major project meeting standards set by the instructor.

**Manufacturing Technology III (76005)****2 sem – 1 credit****Available to: Seniors****Prerequisite: "A" or "B" in Manufacturing Technology II and consent of the instructor.**

**Materials fee: \$30**

Continue techniques developed in Advanced Woods I. Build cabinetry displaying their mastery of machines, tools, design, and materials.

**Natural Resources Conservation Management:****2 sem – 1 credit****Available to: Freshmen, Sophomore**

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

**Supervised Agricultural Experience (SAE) I (ISBE ID:18051A001):****2 sem – 1 credit****Available to: Freshman, Sophomore****Prerequisite: Consent of Instructor**

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 agri-science 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. Instructor supervision will be conducted to the student's home or place of employment. SAE records should be evaluated at least once per month. In addition, SAE lessons are integrated in each agricultural course. SAE participation can lead to full time employment, scholarships, and awards through the FFA.

**Supervised Agricultural Experience (SAE) II (ISBE ID:18051A001):****2 sem – credit****Available to: Junior, Senior****Prerequisite: Consent of Instructor and Introduction to Agriculture or Basic Agricultural Science**

This course is designed to improve and expand knowledge and skills in various agricultural careers. Students will gain credit by continuing a project at their home, at a local business, or at their school usually after normal school hours. Students are encouraged to add additional projects, experiences, scope, and growth involving managerial and decision making skills. 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. Instructor supervision will be conducted to the student's home or place of employment. SAE records should be evaluated at least once per month. In addition, SAE lessons are integrated into each agricultural course. SAE participation can lead to full time employment, scholarships, and awards through the FFA.

**Advanced Placement, Dual Credit, Honors Class Qualifications:** Students may be removed from the course if their academic or behavioral performance fails to meet standards. This removal would require parent contact as well as teacher, counselor and administrator approval.

**Technology Education (IL Plan for Industrial Ed 80001)****2 sem – 1 credit****Available to: Freshmen, Sophomore, Junior, Senior**

Designed in response to state mandates designed to orient students to a wide range of capital, human, and financial resources that support technology; focus on skills and processes in industrial technology, and the application and impact of technology on the environment and society

Primary facets of technology considered will be: Communication Technology, Energy Utilization Technology, Production Technology, and Transportation Technology.

**Veterinary Science (ISBE ID:18105A001):****2 sem – 1 credit****Available to: Junior, Senior \*Meets Science Requirement\*****Prerequisite: Introduction to Agriculture or Basic Agricultural 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. Topics to be discussed include - veterinary terminology, anatomy and physiology, pathology, genetics, handling, and restraint, first-aid and physical examinations align with common surgical skills. 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.

**\*WELD 130 Introduction To Welding (76012)**

**1 sem – ½ credit**

**Prerequisite:** Passing Grade in Tech Ed of a C- or better and approval of the instructor

**Available to:** Junior, Senior

**Materials fee:** \$25

This course provides an introduction to safety, joint welding techniques, cutting and brazing on mild steel using oxy-acetylene (OAW) welding, Stick Arc (SMAW) welding, and Gas Metal Arc (GMAW) welding. Approximately one hour lecture/discussion and three hours lab each week.

**Agriculture Welding**

**1 sem – ½ credit**

**Prerequisite:** Passing Grade in Tech Ed of a C- or better and approval of the instructor

**Available to:** Sophomore, Junior, Senior

**Materials fee:** \$25

This course will emphasize the development of basic welding and metalworking skills necessary to succeed in agricultural careers in the agricultural metal fabrication industry. Topics of instruction include: welding safety, metal identification and properties, joint design and terminology, metal preparation, use of oxy-acetylene torch, Stick Metal Arc Welding focusing on the Flat and Horizontal position, Gas metal arc welding (GMAW), and project design and construction. Suggested Electrode for this course is E6013 and E6011. 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.

**\*WELD 135 Shield Arc/Oxy Welding (76015)\***

**1 sem – ½ credit**

**Prerequisite:** Industrial Welding I, II and Advanced Welding Technologies I, teacher recommendation and grade of C or better in Industrial Welding.

**Available to:** Junior, Senior

**Materials fee:** \$30

Stick Arc Welding (SMAW) is covered in much greater detail with attention to math in the welding workplace and application of prints and welding symbols. Weldments on the five basic joints in all four positions on mild steel will be produced as indicated on sets of blueprints and plans using a variety of SMAW electrodes. Approximately one hour lecture/discussion and three hours lab each week.

**\*WELD 232 Intermediate Welding & Fabrication (76013) \***

**1 sem – ½ credit**

**Prerequisite:** Industrial Welding I or permission of instructor

**Available to:** Junior, Senior

**Materials fee:** \$25

This course will emphasize Fabrication and will start with Print Reading, Mathematical Interpretation and Layout. The fabrication process will continue with cutting, surface preparation and setting up the material. The final process will be to weld and inspect. Safe handling and correct set up of equipment including Shielded Metal Arc Welding (SMAW), Gas Metal Arc Welding (GMAW) and Tungsten Arc Welding (GTAW) will be addressed in this class. Process techniques using various types of mild steel electrodes in four weld positions will be practiced. The five basic joints will be employed. Approximately one hour lecture/discussion and three hours lab each week.

**\*(WELD 233 Advanced Welding Processes (76014) \***

**1 sem – ½ credit**

**Prerequisite:** Industrial Welding I & II, teacher recommendation and grade of C or better in Industrial Welding

**Available to:** Junior, Senior **Materials fee:** \$30

*Develops advanced skills of the welder in the use of Gas Metal Arc Welding (GMAW), Flux Core Arc Welding (FCAW), and Tungsten Inert Gas (GTAW). Welding of carbon steel, stainless steel, and alloy steels will be practiced in all positions to meet commercial standards. Approximately one hour lecture/discussion and three hours lab each week.*

**\*After successful completion of course sequence, with a "C" or higher in WELD 130, WELD 135, WELD 232, WELD 233, a student may apply to Highland Community College for 9 college credits in welding.**

**Wildlife Management:**

**2 sem – 1 credit**

**Available to:** Freshmen, Sophomore

Often with an emphasis on the conservation of natural resources and frequently including outdoor recreation topics. Wildlife Management courses provide students with the opportunity to understand and appreciate the importance of maintaining the land and ecological systems that enable non-domesticated animals to thrive. Wildlife Management courses emphasize how humans and animals may both take

advantage of the same land or how to gain economic benefits from the land while not degrading its natural resources or depleting plant or animal populations. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

## **ART**

The Visual Arts curriculum at Oregon CUSD #220 is based on the Illinois Visual Arts Standards, as well as, the Studio Habits of Mind within the K-12 Visual Arts curriculum at OCUSD 220.

**Humanities and Fine Arts Course:**

### **STUDIO COURSES**

#### **Photoshop/Digital Media**

**1 sem – ½ credit**

**Available to Sophomores, Juniors and Seniors**

**Prerequisite: None**

**Art Materials Fee: \$20**

This course provides an introduction to digital photography and *Adobe Photoshop* software. In this course students will explore the elements and principles of design through computer-assisted art projects. Assignments will be based on digital photographs taken by the student, which will require manipulation using *Adobe Photoshop* software. Knowledge of the software will assist the student in creating original digitally-produced works of art. The time arts are integrated in the course curriculum through the creation of an original stop animation movie utilizing digital photography and the *iMovie* software. Traditional art skills are not needed for this course. Space is limited to 24 per section. Students previously enrolled in art will be given priority. This course may be repeated, or as a year-long course.

#### **Studio 1:**

**2 sem – 1 credit**

**Available to Freshmen, Sophomores, Juniors, and Seniors**

**Art Materials Fee: \$25 per semester**

Studio 1 is an introductory course for any student interested in art. The curricular framework is based on the beginner visual art standards. Students will experiment and create with a variety of media including pencils, acrylic paint, watercolor paint, digital art, printmaking, and sculpture. Additionally, students will gain an understanding of the creative process through: visual problem solving, brainstorming, editing, re-working and reflection. Historical and contemporary artists and styles will be incorporated into many projects in order to provide cultural understanding and context.

#### **Studio 2**

**2 sem – 1 credit**

**Available to Sophomores, Juniors, and Seniors**

**Prerequisite: Art /Studio 1**

**Art Materials Fee: \$25 per semester**

Studio 2 builds on concepts taught in Studio 1. Students will work towards achieving intermediate visual art standards, which will include creating, responding, and presenting art. Experimentation, planning and reflection are a major part of this course and will be documented in a visual journal, which will be used throughout the course. Projects will be more challenging, building on technical skills in drawing, painting, printmaking, sculpture, and digital media. Projects in this course will be based on themes, allowing students to individualize the projects connecting to their interests. Students can expect to learn about historical and contemporary artists and understand how artists influence each other and visual cultures. Students must have met standards in Studio 1 to take this course.

#### **Studio 3/4**

**2 sem – 1 credit**

**Available to Juniors and Seniors**

**Prerequisite: Studio 1 and Studio 2**

**Art Materials Fee: \$25 per semester**

Studio 3 & 4 will advance students' technical skills advancing concepts learned in studio 2, working to achieve advanced high school visual art standards. Students will spend the first semester completing projects to advance their technical skills either in 2D or 3D art. Then spend

the second semester exploring and experimenting to create a portfolio in a chosen area of emphasis of artwork. Students will keep a visual journal to document their creative process. Students must have met standards in Studio 2 to take this course.

### **Advanced Placement Studio Art**

**2 sem – 1 credit**

**Available to Juniors and Seniors**

**Prerequisite: Studio 1 and Studio 2, and Summer Project**

**\$25 per semester**

This course is designed for Juniors or Seniors who are seriously interested in and committed to the practical experience of visual art. AP Studio Art is not based on a written exam; instead the course guides students through the rigorous preparation of a portfolio (in either Drawing, 2D Design, or 3D Design) to be submitted for evaluation at the end of the school year. The portfolio requires students to use visual art as a way to complete a sustained investigation of something of their choices. Students have complete freedom of subject matter and media in this course. Projects will be self-directed with support from studying artists, participating in class critiques, and keeping a detailed visual journal.

AP studio art is designed to have the rigor of a college level studio art class. In order to take AP studio, students must demonstrate independent work habits by successfully completing summer homework, which will be turned in on the first day of Fall semester.

## **CONSUMER EDUCATION/COMPUTER PROGRAMMING**

### **Web Design**

**2 sem – 1 credit**

**Prerequisite – None**

**Available to: Freshmen, Sophomores, Juniors, and Seniors**

This class will develop “real world” skills (Web Graphics and Website Administration) and practical techniques currently being used in the web design industry. Students will gain experience in web design using the HTML and CSS web-design languages; following industry standards which will give them an advantage and competitive edge in today’s workforce and prepare them for further studies in Computer Science.

### **Project Lead the Way Computer Science Essentials**

**2 sem – 1 credit**

**Pre-requisites: Math with some Algebra**

**Available to: All students**

This class introduces students to coding fundamentals through an approachable, block-based programming language where they will have early success in creating usable apps. As students sharpen their computational thinking skills, they will transition to programming environments that reinforce coding fundamentals by displaying block programming and text based programming side-by-side. Finally, students will learn the power of text-based programming as they are introduced to the Python programming language.

### **Project Lead the Way Computer Science Principles**

**2 sem – 1 credit**

**Prerequisite: Computer Science Essentials**

**Available to: Sophomores, Juniors, Seniors**

Using Python® as a primary tool, students explore and become inspired by career paths that utilize computing, discover tools that foster creativity and collaboration, and use what they’ve learned to tackle challenges like app development and simulation. This course is endorsed by the College Board, giving students the opportunity to take the AP CSP exam for college credit. Prerequisite: Intro to Computer Applications

### **Project Lead the Way Cybersecurity**

**2 sem – 1 credit**

**Available to: Soph, Junior, Senior**

**No coding experience necessary**

The design of the course exposes high school students to the ever growing and far-reaching field of cybersecurity. Students accomplish this through problem-based learning, where students role-play and train as cybersecurity experts.

PLTW Cybersecurity gives students a broad exposure to the many aspects of digital and information security, while encouraging socially responsible choices and ethical behavior. It inspires algorithmic thinking, computational thinking, and especially, “outside-the-box” thinking. Students explore the many educational and career paths available to cybersecurity experts, as well as other careers that comprise the field of information security. The course contains the following units of study.

Unit 1 Personal Security (19%)

Unit 2 System Security (22%)

Unit 3 Network Security (31%)

**Consumer Education Foundations**

**1 sem – ½ credit**

**Prerequisite:** Teacher recommendation

**(This class would fulfill the Consumer Education graduation requirement)**

This course covers the experiences, roles and responsibilities students will have as consumers and citizens. Nine weeks of the course will be spent covering aspects of banking, credit, personal money management, taxes and comparison-shopping. Students are required to complete an extensive budget project to demonstrate money management skills.

**Consumer Education      \*Meets Consumer Ed Requirement\***

**1 sem – ½ credit**

**Available to:** Junior/Senior

The aim of this course is to help students become intelligent and efficient consumers in today's ever-changing marketplace. The course covers many areas of concern to consumers. It includes filling out the federal income tax short form, investing in the stock market, decision making, writing checks, keeping a checkbook, reconciling a bank balance, credit, investment instruments, insurance, consumer values and goals, customer satisfaction, and consumer information services. Other subjects are discussed, as they become important or desirable.

**ENGLISH, READING, and SPEECH COMMUNICATION**

**Advanced Placement, Dual Credit, Honors Class Qualifications:** Students may be removed from the course if their academic or behavioral performance fails to meet standards. This removal would require parent contact as well as teacher, counselor and administrator approval.

The English Department of OHS strongly recommends that capable students enroll in honors classes at each level, culminating in College Prep Writing in the senior year. Several other elective courses are also offered allowing the students a wide range of English experiences.

**English I**

**2 sem – 1 credit**

**Available to:** Freshmen, Sophomore

In English I acquaints students with the basic forms of literature such as the novel, short story, essay, biography, poetry, and drama. The literature studied will be used as a basis for writing paragraphs and essays.

**English II**

**2 sem – 1 credit**

**Available to:** Sophomore

English II reinforces and builds upon skills learned in English I. Students study formal and narrative writing, novels, short stories, drama. The class emphasizes writing skills and literary analysis.

**Open English 2**

**2 sem – 1 credit**

Like English 2, Open English 2 emphasizes writing skills and literary analysis. However, it also allows students to set their own pace, choose their own readings, and create their own assignments. Must be taken in conjunction with Open Lab. An honors option is available.

**English III**

**2 sem – 1 credit**

**Prerequisite:** Successful completion of English II

This course is a general overview of American literature. It will include readings from fiction to non-fiction, novels to poetry. It will cover the earliest American writers and major authors of each literary era. Writing will be integrated with literature study and works will provide the base for various written literary analysis. Students will focus on organizing and writing essays based around various themes covered throughout the course.

**Honors English I (weighted course) Pre AP English I**

**2 sem – 1 credit**

**Prerequisite:** Teacher recommendation

To participate in this class, a student must have adequate test scores and grades and a desire to achieve. This class will follow the regular English 1 curriculum with a more extensive and in-depth emphasis on reading and writing. Students will be expected to write three MLA literary analysis papers based on novels for college-bound students.

**Honors English III (weighted course)****2 sem – 1 credit****Prerequisite: Teacher recommendation**

This is an in-depth study of the major writers of America. An emphasis will be on discussion and written analysis of literature and trends in thought. This is a college prep class for students who wish more than a "basic" knowledge of American Literature. The writing component of this class requires a greater depth of research, thought, and expression. This course is highly recommended for all students planning on attending a four-year college.

**Advanced Placement English Lit & Comp (weighted course)****2 sem – 1 credit****Available to: Junior, Senior**

The Advanced Placement English Literature and Composition course is designed to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

**English IV****2 sem – 1 credit****Available to: Seniors**

English IV is a survey course where students will read, analyze, & interpret a variety of literature and informational text to develop the reading, writing, and critical thinking skills they will need in their post high school plans. Students will complete a variety of writing including summary, literary analysis, a research paper, business writing and creative writing. Students will also be required to give at least one speech.

**LIT 141: Film and Literature****1 sem – 1 credit****Available to: Juniors, Seniors**

**Prerequisite: SAT Score or Placement Testing - Priority for these classes will be given to seniors. Juniors will only be considered if there are not enough students to fill the class. Maximum class capacity is 15 students. Prerequisites for this class include a transcript showing a 2.0 or higher overall GPA as well the student has successfully passed AP Literature as an incoming senior OR has been placed in AP Literature for their senior year. Teacher recommendation will also be a consideration.**

Film and Literature is an introductory course analyzing the formal elements of film and literature and the formal, thematic and/or historical relationships between selected works of literature and selected films, including film adaptations of literary works. Graded written work (a minimum of 9 -12 typed pages) may include critical responses, essay examinations, formal research papers, critiques, and/or group presentations, in addition to any journals, class notes, or other informal responses.

**LIT 144: Exploring Literature: Fiction****1 sem – 1 credit****Available to: Seniors**

**Prerequisite: SAT Score or Placement Testing - Priority for these classes will be given to seniors. Juniors will only be considered if there are not enough students to fill the class. Maximum class capacity is 15 students. Prerequisites for this class include a transcript showing a 2.0 or higher overall GPA as well the student has successfully passed AP Literature as an incoming senior OR has been placed in AP Literature for their senior year. Teacher recommendation will also be a consideration.**

Exploring Literature: Fiction involves reading and discussion of representative short stories and novels from a range of literatures, with some attention to critical work on fiction. Graded written work (a minimum of 9-12 typed pages) may include critical responses, essay examinations, formal research papers, and/or group presentations, in addition to any journals, class notes, or other informal responses.

**Consumer English****2 sem – 1 credit****Prerequisite: Senior****Prerequisite: Teacher Recommendation**

Consumer English is an elective for seniors. Students will build upon basic skills in the areas of reading, writing and public speaking for use in employment or higher education. Students will be exposed to a variety of "real world" experiences (i.e., reading non-fiction, research, on-line comparison shopping, presentations, etc.) to strengthen reading comprehension and critical thinking skills. In addition, students will be presented with a variety of writing scenarios (applications, resumes, letters to the editor, etc.) to practice effective writing for specific audiences.

**Journalism****2 sem – 1 credit****Available to: Sophomores, Juniors, and Seniors**

This year-long course teaches students basic journalism skills; interviewing, reporting, copywriting, headline writing, proofreading, editing photography, caption writing, and page design. By applying the journalistic concepts and principles learned in this course, students will be responsible for producing the high school yearbook as well as the high school newsletter. Students are required to be self-motivated, able



to work within and keep strict deadlines, and also be able to work collaboratively as a team to accomplish “real-world” goals of the newsroom. Students will have the option to take this class for two years and is open to grades 11 and 12.

### **Senior Capstone** **2 sem – 1 credit**

#### **Available to: Seniors**

This course will offer seniors the opportunity to learn about themselves by moving an idea toward a topic of interest, specialization, community need or career choice. Students will receive an English 4 credit due to intensive research and writing required. We are offering Capstone as a means to keep our seniors engaged in their senior year. They will have opportunities to enrich their learning, build their inquiry skills, further develop 21<sup>st</sup> century skills and share their work with a panel of community members. The Capstone experience includes: A) Paper, B) Product, C) Portfolio, D) Presentation

### **OHS Social Entrepreneurship** **2 sem - 1 english credit, 1 consumer ed credit**

#### **Available to Juniors**

Ever wondered if you could start your own business or actually solve a real-world problem? The OHS Social Entrepreneurship program wants to help you get started! This course introduces students in 12<sup>th</sup> grade to the fundamental principles of social entrepreneurship and business creation, including building a business model, finding resources, and securing investors. Students will also get background in theories about capital, change, innovation, and empathy, as well as strengthening their critical reading and writing skills. By the end of the year, students will participate in pitch competitions, travel to business incubators, meet with community leaders, and use their new knowledge to *actually start a business or address a community issue*. It's up to you – what will you create? Honors credit available.

### **College Prep Writing I (ENG 121) – Course I (weighted course)** **1 sem – 1 credit**

#### **Available to: Seniors – Dual Credit**

#### **Prerequisite: Passing score on English Placement exam**

Basic course in essay writing with emphasis on exposition, knowledge and application of rhetorical modes; presupposes competence in grammar, usage, and mechanics

NOTE: Other requirements and course fees including credit costs and books depend on the specific community college and are the sole responsibility of the student and parent.

### **College Prep Writing 2 (ENG 122) – Course II (weighted course)** **1 sem – 1 credit**

#### **Available to: Seniors – Dual Credit**

#### **Prerequisite: Grade of “C” or higher in ENG 121**

Advanced course in essay writing with emphasis on formal research; formal research paper required

NOTE: Other requirements and course fees including credit costs and books depend on the specific community college and are the sole responsibility of the student and parent.

### **English Foundations I** **2 sem – 1 credit**

#### **Prerequisite: Teacher recommendation**

In this course, students will continue to work on reading comprehension and writing skills. Students will engage in guided modeling, group work, and independent work to reach individual and collective goals. Students will develop and strengthen grammar and writing skills as needed by planning, revising, and editing, and re-writing examples appropriate to task, purpose, and audience. Students will also strengthen reading skills through various literature activities including theme, plot, and character analysis, text summaries, and literacy term application. Students will combine both focuses in written responses to literature, drawing textual evidence to support inferences, claims, and analysis.

### **English Foundations II**

#### **Prerequisite: Teacher recommendation**

**2 sem – 1 credit**

This course is a continuation of General English I and services to prepare students to transition to English I Co taught blocked with an English Study Skills. Students will continue to strengthen writing and reading comprehension skills, as well as improve note taking, novel analysis, and research skills.

### **Applied Learning Program**

**2 sem – 1 english credit, 1 math credit**

#### **Teacher recommendation**

#### **Available to: Fresh/Soph**

Students recommended for the Applied Learning Program engage in a double-block of English and Math skills that are applied to real world contexts including employment and independent living. Students will begin transferring their classroom based-skills to community

contexts during community-based instruction opportunities to begin working toward career and independent living readiness. Class may be repeated.

### **English Enrichment**

**2 sem - 1 credit**

#### **Teacher recommendation**

This course is designed to enhance and reteach English skills taught in English class. It is paired with a co-taught English class. May be repeated.

### **Transition Program**

**2 sem – 1 english credit, 1 consumer ed credit**

#### **Teacher recommendation**

#### **Available to: Junior/Senior**

Students recommended for the Transition Program engage in a double-block learning experience addressing postsecondary employment skills including job sampling, internships, competitive paid employment, and microbusinesses. Juniors job sample while seniors obtain or maintain internships. Students begin connecting students with adult agencies and practice travel training using public transportation to access the community for employment and independent living skills. This double-block course fulfills English and Consumer Education credits. Class may be repeated.

## **FOREIGN LANGUAGE**

### **Spanish I**

**2 sem – 1 credit**

This course is an introduction to a new world of thought, customs, and history in which students will develop competence in the present tense of the language. Students will notate basic cultural differences between Spanish-speaking countries and the USA and will communicate in the present tense about everyday affairs.

### **Spanish II**

**2 sem – 1 credit**

#### **Prerequisite: Spanish I with C or higher or consent of instructor.**

This course will solidify the concepts and grammatical points in Spanish I. Students will learn vocabulary useful for travel in Spanish-speaking countries such as getting airplane travel, hotels, restaurants, shopping, etc. The past tense will be introduced to further enable the student to communicate in Spanish.

### **Spanish III**

**2 sem – 1 credit**

#### **Prerequisite: Spanish II with C or higher or consent of instructor. Designed for students serious about refining their skills in communication. Students must obtain a paperback Spanish-English dictionary as defined by the instructor.**

This course is an intensive grammar review that includes short stories, culture units, and discussion topics. Communication will be mainly in Spanish.

### **Spanish IV (weighted)**

**2 sem – 1 credit**

#### **Prerequisite: Spanish III and consent of instructor. This class will prepare students for college.**

Extended review of basic and advanced grammar; enhance functional skills through use of literature, culture, arts, and situational conversations; advanced conversation and writing; participate in special projects using the Spanish language.

## **MATHEMATICS**

**Advanced Placement, Dual Credit, Honors Class Qualifications:** Students may be removed from the course if their academic or behavioral performance fails to meet standards. This removal would require parent contact as well as teacher, counselor and administrator approval.

### **Algebra I**

**2 sem – 1 credit**

#### **Available to Freshmen**

#### **Prerequisite - None**

This course deals with the relations of numbers through the interpretation, evaluation, and manipulation of formulas. Use equations and literal numbers in solving problems; includes operations with polynomials, linear and quadratic equations, inequalities, graphing, factoring, exponents, radicals, and proportion. Students are required to have a scientific calculator.

### **Algebra IA**

**2 sem – 1 credit**

#### **Available to Freshmen**

**Prerequisite - None**

This course is part one of a comprehensive algebra course with a focus on refining foundational algebraic skill as well as an introduction to the relations of numbers through the interpretation, evaluation, and manipulation of formulas. Use equations and literal numbers in solving problems; includes operations with linear equations, inequalities, graphing, and proportion. Students are required to have a scientific calculator.

**Algebra IB****2 sem – 1 credit****Available to Sophomore****Prerequisite - Algebra IA**

This course is part two of a comprehensive algebra course. This course deals with the relations of numbers through the interpretation, evaluation, and manipulation of formulas. Use equations and literal numbers in solving problems; includes operations with polynomials, linear and quadratic equations, inequalities, graphing, factoring, exponents, radicals, and proportion. Students are required to have a scientific calculator.

**Algebra II****2 sem – 1 credit****Available to Sophomore, Junior, Senior****Prerequisite: Successful completion of Geometry or Teacher recommendation**

A more in depth study of Algebra 1 topics, including polynomials (specifically quadratics), rational functions, systems of equations, conic sections, matrices, and if time permits, sequences and series. Students are required to have a TI-83, TI-83 Plus, TI-84 Plus or TI-Nspire graphing calculator.

\*\* Honors credit is available to those who wish to pursue it. This credit can be earned by accruing honors points with additional exam questions and independent projects.

**Algebra III****2 sem – 1 credit****Available to: Senior or teacher recommendation****Prerequisite: None**

Class will focus on strengthening skills learned in Geometry, Algebra 2, and Pre-calculus as well as provide new skills on Statistics. Students will also further their knowledge of pre-calculus, helping to enhance their skills in anticipation to take a postsecondary math class. (ie. calculus, college algebra, or probability and statistics).

**Applied Learning Program****2 sem – 1 english credit, 1 math credit****Teacher recommendation****Available to: Freshmen, Sophomore**

Students recommended for the Applied Learning Program engage in a double-block of English and Math skills that are applied to real world contexts including employment and independent living. Students will begin transferring their classroom based-skills to community contexts during community-based instruction opportunities to begin working toward career and independent living readiness. Class may be repeated.

**Geometry****2 sem – 1 credit****Available to Freshmen, Sophomore, Junior****Prerequisite - Successful completion of Algebra IA, Algebra IB, or Algebra I**

This is a combined study of plane and three-dimensional figures. Students will learn to think clearly, both inductively and deductively. They will illustrate the dependence of higher mathematics on basic mathematical facts, as all of the geometric truths learned and proved stem from four undefined terms with which the course is started. Euclidean geometry is developed logically through definitions, assumptions, theorems, and corollaries. Students are recommended to have a TI-83, TI-83 Plus, TI-84, or TI-Nspire calculator.

\*\* Honors credit is available to those who wish to pursue it. This credit can be earned by accruing honors points with additional exam questions and independent projects.

**Transitional Math****2 sem – 1 credit****Available to: Seniors****Prerequisite: Algebra II or teacher Recommendation**

Transitional Math will be a course that focuses on strengthening current algebra skills and introducing students to advanced mathematical concepts. Its primary focus will be in the heart of algebra, and will include skills that were introduced in Algebra I and in Algebra 2. These skills will be assessed at a level of mastery. Additional skills that were not introduced in Algebra 1 or 2 will be introduced in this course. These skills will be used to bridge the gap between high school level mathematical concepts and post-secondary mathematical concepts

with the intention of preparing students for college level mathematics courses such as Pre-Calculus or AP Statistics. This course can only be taken as a fourth year math credit.

### **Pre-Calculus**

**2 sem – 1 credit**

**Available to: Junior or Senior**

**Prerequisite: Successful completion of Algebra II**

This course combines and develops key concepts from geometry and algebra in order to prepare students for the study of more advanced mathematics, such as calculus. It is the study of coordinate geometry; polynomials; functions and their graphs; exponents and logarithms; trigonometric functions and their inverses; trigonometric equations; sequence and series. If time permits, polar coordinates, vectors and determinants, and/or statistics may be included. TI-83, TI-83 Plus, TI-84, or TI-Nspire calculator is required.

\*\* Honors credit is available to those who wish to pursue it. This credit can be earned by accruing honors points with additional exam questions and independent projects.

### **Advanced Placement Pre-Calculus (weighted course)**

**2 sem - 1 credit**

**Prerequisite: Teacher approval for Sophomores. All students must have had Algebra 2**

This course combines and develops key concepts from geometry and algebra in order to prepare students for the study of more advanced mathematics, such as calculus. It is the study of coordinate geometry; polynomials; functions and their graphs; exponents and logarithms; trigonometric functions and their inverses; trigonometric equations; sequence and series. If time permits, polar coordinates, vectors and determinants, and/or statistics may be included. TI-83, TI-83 Plus, TI-84, or TI-Nspire calculator is required.

### **Advanced Placement Calculus AB (weighted course)**

**2 sem – 1 credit**

**Available to: Senior**

**Prerequisite: Pre-Calculus or Honors Pre-Calculus, and teacher recommendation/SAT Benchmarks**

This course focuses on developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. This course covers limits, differentiation and its applications, integration and its applications, logarithmic, exponential, and other transcendental functions. The course teaches students to solve graphically, support numerically, confirm analytically, and solve algebraically. The goal of this course is to prepare students to be successful on the AP Exam and in subsequent courses. TI-83, TI-83 Plus, TI-84 calculator, or TI-Nspire is required.

### **Advanced Placement Statistics (weighted course)**

**2 sem – 1 credit**

**Available to: Junior, Senior**

**Prerequisite: Algebra 2 or Honors Algebra 2, and teacher recommendation/SAT Benchmarks**

This course focuses on introducing students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. This course focuses on exploring data by describing patterns and departures from patterns, sampling and experimenting by planning and conducting a study, anticipating patterns by exploring random phenomena using probability and simulation, and utilizing statistical inference by estimating population parameters and testing hypotheses. The goal of this course is to prepare students to be successful on the AP Exam and in subsequent courses. For Juniors this course can only be taken as an additional fourth credit. Some preparation over the summer before the school year begins may be required. TI-83, TI-83 Plus, TI-84 calculator, or TI-Nspire is required.

### **Foundations Math 1**

**2 sem – 1 credit**

**Prerequisite: Teacher recommendation**

This course provides instruction with a continued emphasis on higher-order thinking skills, extending whole number skills to include higher level work with whole number algorithms, fractions, decimals, and further problem-solving using tables, graphs, and other techniques, number families and ratios, and basic algebra, as well as geometry and probability. Placement in this course is determined in conjunction with IEP goals.

### **Foundations Math 2**

**2 sem – 1 credit**

**Prerequisite: Teacher recommendation**

This course provides instruction on essential pre-algebra and basic geometry content including strategies for solving straight-line equations, exponents, signed numbers, facility with fractions, decimals and percents, data tables and graphs, and a wide range of word problems involving rate, proportion, probability, and algebraic solutions. Placement in this course is determined in conjunction with IEP goals.

### **Math Enrichment**

**2 sem - 1 credit**

**Teacher recommendation**

This course is designed for students to enhance and re-teach math skills in higher leveled math classes (Algebra, Geometry, Algebra II) and provide them with an opportunity to make up deficits in math areas. May be repeated.

### **Consumer Math**

**2 sem – 1 credit**

#### **Prerequisite: Teacher recommendation**

This course provides math instruction targeting the application of basic math skills to everyday situations. Students develop competencies in mathematics for personal use in a problem-solving format that allows them to use math skills in consumer situations. Units will focus on budgeting, cost comparisons, credit, recordkeeping, purchasing and banking. The goal of this course is to guide students in building a strong foundation in logical thinking and problem solving that will enable them to make good decisions concerning matters of money and finance in their daily lives. Learning objectives for this course are individualized and align with the student's IEP goals and objectives.

## **MUSIC**

**Advanced Placement, Dual Credit, Honors Class Qualifications:** Students may be removed from the course if their academic or behavioral performance fails to meet standards. This removal would require parent contact as well as teacher, counselor and administrator approval.

### **Concert Choir**

**2 sem – 1 credit**

**Available to: Freshmen, Sophomore, Junior, Senior \$20 Fee**

Concert Choir is open to all students. Students will gain an awareness and appreciation of musical cultures and genres. Daily rehearsals consist of concert repertoire, tonal skills, and sight-reading. Each Student enrolled in this course takes weekly voice lessons in which music literacy is fostered and assessed. Students will learn how to read music and perform basic tonal skills. Choir members perform in 4 required events: Fall Choral Concert, Holiday Concert, IHSA Organizational Contest, and Spring Concert. Students also have the option to participate in the following music events: OHS Madrigal Singers, ILMEA auditions, IHSA Solo and Ensemble Contest, and Big-Northern Conference Music Festival.

Option for Honors credit:

Available to: Freshmen, Sophomore, Junior, Senior

- 1) Audition for ILMEA.
- 2) Perform in at least one solo and one ensemble at the IHSA contest.

### **Band**

**2 sem – 1 credit**

**Available to: Freshman, Sophomore, Junior, Senior \$20 Fee**

High school band is open to all students. Any student who has never played an instrument should speak with the band director before signing up for class. Marching band takes place during the first quarter of the year, and there is also a short camp at the end of the summer. Students need to attend marching camp and all the football games in order to be part of the Marching Hawk program. Concert band begins at the conclusion of the marching season and runs through the end of the year. Students will perform at three concerts, and will also have the opportunity to participate in state and district music festivals. Pep band is also a part of the students' grades, as there will be required sporting events during the winter season.

**Option for Honors credit:**

**Available to: Freshmen, Sophomore, Junior, Senior**

- 1) Audition for ILMEA in band, jazz band, or choir.
- 2) Perform in at least one band solo at the IHSA contest.

### **Honors Music Theory (weighted course)**

**2 sem – 1 credit**

**Available to: Junior, Senior (Freshman, Sophomore must speak with instructor before enrolling)\***

The goal of the Honors Music Theory course is to provide students with the opportunity to study, learn, perform, and develop the knowledge of music. Students will work individually and in groups on increasing their ability to read music and develop an overall knowledge of different periods in music history. Much of the time spent in class will be listening to music of the time periods being discussed. There will also be a composition portion of the class, in which students will have the opportunity to write music. Toward the end of each semester, there will be an opportunity to perform as a class. Students will perform each other's compositions or other music discussed in the history portion of the class. \*Any students who are not in band or choir should speak to the music theory teacher before signing up for class.

### **Jazz Band**

**no credit**

**Available to: Freshman, Sophomore, Junior, Senior\***

The goal of the Jazz Band program is to provide students with the opportunity to learn, perform, and develop the knowledge of jazz. Students will work individually and in groups on increasing their ability to read and improvise jazz music. This class is a performance based class. The students will be given a number of performance opportunities throughout the year, which include concerts and contests. Each student must be willing to make the commitment to those outside performances since they will be part of their final semester grade. Jazz band is open to all students; however, \*any students who are not in band should speak to the band director before signing up for class.

### **Madrigals/Jazz Choir**

**no credit**

**Prerequisites: Must be enrolled in Concert Choir (Audition only)**

**Available to: Freshmen, Sophomore, Junior, Senior**

This auditioned vocal ensemble is open to any student, grades 9-12, who is also enrolled in Concert Choir. This ensemble is a renaissance madrigal ensemble in the fall semester and a vocal jazz group during the spring semester. Required performances for this ensemble include: Autumn on Parade, Candlelight Walk, Madrigal Dinners, IHSA organizational contest, the spring jazz showcase, as well as several performances at local venues around the holidays. The ensemble also has some evening rehearsals in October and November to prepare for the Madrigal Dinners in December. Auditions for this group take place in late August/early September.

## **PHYSICAL EDUCATION, HEALTH & DRIVERS EDUCATION**

**A student in grades 9-12, unless otherwise stated, may submit a written request to the Building Principal to be excused from physical education courses for the reasons stated below. The Superintendent or designee shall maintain records showing that the criteria set forth in this policy were applied to the student's individual circumstances, as appropriate.**

1. Enrollment in a marching band program for credit;
2. Enrollment in Reserve Officers' Training Corps (ROTC) program sponsored by the district;
3. Ongoing participation in an interscholastic athletic program (student must be in the 11th or 12th grade);
4. Enrollment in academic classes that are required for admission to an institution of higher learning (student must be in the 11th or 12th grade); or
5. Enrollment in academic classes that are required for graduation from high school, provided that failure to take such classes will result in the student being unable to graduate (student must be in the 11th or 12th grade).

**A student requiring adapted physical education must receive that service in accordance with his or her Individualized Educational Program/Plan (IEP). A student who is eligible for special education may be excused from physical education courses in either of the following situations:**

1. He or she (a) is in grades 3-12, (b) his or her IEP requires that special education support and services be provided during physical education time, and (c) the parent/guardian agrees or the IEP team makes the determination; or
2. He or she (a) has an IEP, (b) is participating in an adaptive athletic program outside of the school setting, and (c) the parent/guardian documents the student's participation as required by the Superintendent or designee.

### **Health Foundations**

**1 sem – ½ credit**

**Prerequisite: Teacher recommendation**

This course is designed to extend the students' knowledge in health related subjects. Various topics including the body systems, nutrition, human affect; drugs & alcohol, and sexuality will be discussed.

### **Health**

**1 sem – ½ credit**

**Available to: Grades 10 - 12**

**PREREQUISITE: None; Course Fee: \$5**

The objective of the health course is for students to acquire the knowledge and skills to enable them to make wise decisions and develop healthy habits that directly or indirectly affect their health and the health of others. The course consists of units that include: health and wellness, health and your body, drugs, first aid and CPR, and reproductive health. This course has a required service component.

\* with options for Honors credit

### **Lifespan Human Development**

**1 sem – ½ credit**

**Available to: Grades 10, 11, 12**

**PREREQUISITE: Health**

The objective of this course is to help students gain knowledge and understanding of concepts of human development across the lifespan. Units on relationships, pregnancy, childbirth, parenting, and human development will be included in the class. Students will also discuss social health and wellness as they learn about healthy family and peer relationships as well as dealing with conflict, violence, and abuse. This course will emphasize the physical, intellectual, social, and emotional development of children from conception through adolescence which will help students think through the responsibilities, satisfactions, and stresses of parenthood. This course has a required service component.

\* with options for Honors credit

### **Competitive Physical Education**

**2 sem – 1 credit**

#### **Grades 9-12**

The Competitive Physical Education class will provide each student with the opportunity to participate in a comprehensive program consisting of skill development, lead-up games, team sports, individual sports and physical fitness activities. Students will be exposed to rules, skills and strategies associated with different sports and physical conditioning activities. Cooperation, leadership, fair play and friendly competition will be demonstrated during game play.

### **Lifetime Physical Education**

**2 sem – 1 credit**

#### **Grades 9-12**

The Lifetime Physical Education class will introduce students to general fitness principles and techniques that a student can take with them throughout their lifetime. Students will work on improving overall fitness through activities that will help them build strength, endurance and flexibility. Activities will include lifelong activities, such as disc golf, pickleball, tennis, badminton, etc., while maintaining a fitness-focus outlook, covering walking, jogging, Zumba, yoga, plyometric, etc. Overall, students will be exposed to various activities providing knowledge and application of fitness skills and concepts to promote a healthy lifestyle throughout their lifetime.

### **Strength & Conditioning PE**

**2 sem – 1 credit**

This course focused towards those with a conditioning emphasis as it provides a foundation for intensive training and maximum athletic efforts. Primary conditioning will focus on weight training and agility exercises with goals of increasing muscular strength through core-related lifts. This class will be in the weight room using a specifically designed periodization strength training program while 1 day will focus on the skill-related components of fitness including agility, balance, power, reaction time, coordination, and speed. However, adaptive workouts may be developed for special needs students. Students are expected to exhibit a high level of leadership, motivation, cooperation, and sportsmanship. Class activities include but are not limited to strength training, speed development, mobility training, and sports-nutrition.

### **Driver's Education**

**no credit**

**Available to: All sophomores are eligible for Driver's Education provided that the student has passed 8 courses in the previous two semesters. Driver's Ed Fee: \$200 (Paid to OCUSD #220); Permit Registration: \$20 (no fee waiver) paid to IL Secretary of State.**

The driver education course will be completed both during the summer and school year. Freshmen may be eligible for Driver's Education provided the following criteria are met:

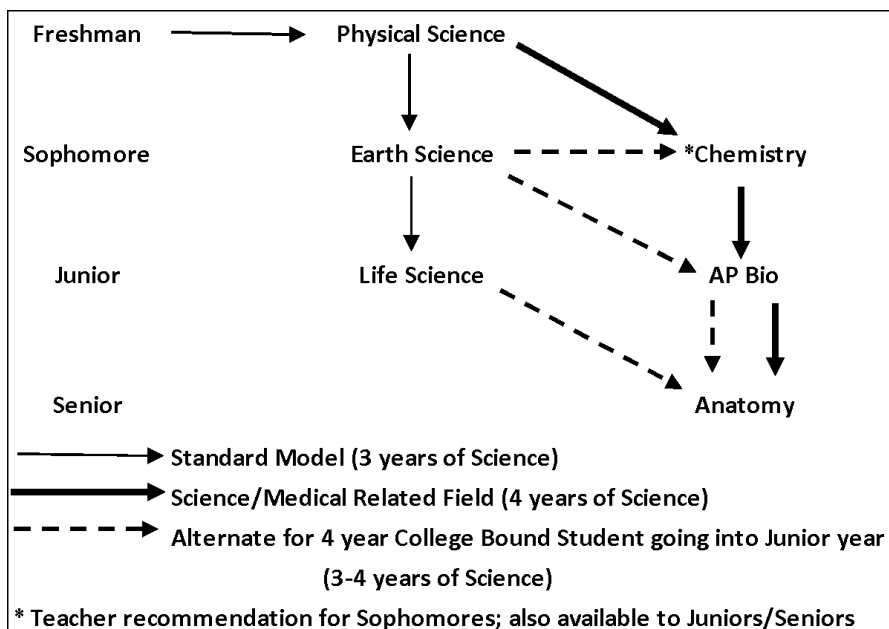
1. All eligible sophomores shall have first choice before any freshmen are enrolled.
2. Freshmen must meet the same academic requirements as the sophomores.

If there are more eligible freshmen than classroom space available, then the determining factor shall be "oldest first."

## **SCIENCE**

**Advanced Placement, Dual Credit, Honors Class Qualifications:** Students may be removed from the course if their academic or behavioral performance fails to meet standards. This removal would require parent contact as well as teacher, counselor and administrator approval.

This chart shows the suggested science class sequences, depending on which path you follow:



### Astronomy

1 sem – ½ credit

Available to: Senior

Prerequisite: Integrated Science 1, 2, 3

Astronomy is the scientific study of the contents of the entire universe. This course surveys key topics in the composition and structure of the universe. Students will develop and apply knowledge of the universe and compare the conditions, properties, and motions of bodies in space. Course content includes, but is not limited to: historical astronomy, astronomical instruments, celestial spheres, the solar system, the earth as a system in space, the earth/moon system, the sun as a star, and stars.

### Physical Science (was Integrated Science 1)

2 sem – 1 credit

Available to: Freshmen

The first core science course seeks to lay a foundation for understanding the principles of matter that allow it to exist and function as it does in the universe. The understanding of the natural world begins with the understanding of matter, how it is constructed, and how it interacts and combines with other matter to make up all of the substances in the universe.

\*\* Honors credit is available to those who wish to pursue it. Honors Credit, which can be earned through additional enrichment assignments, labs and/or projects that meet honors level criteria set by the science department.

### Earth & Space Science (was Integrated Science 2)

2 sem – 1 credit

Available to: Sophomore, Junior, Senior

The second core science course emphasizes the concepts of space systems, history of earth, earth's systems, weather and climate and human sustainability. This course will take a relevant approach to these topics that allows students to focus on real-life problems and possible real-life solutions.

\*\* This course is a laboratory based course with options for Honors credit. Honors Credit, which can be earned through additional enrichment assignments, labs and/or projects that meet honors level criteria set by the science department.

### Life Science (was Integrated Science 3)

2 sem – 1 credit

Available to: Junior, Senior

The third core science course focuses on the field of biology and how Earth and life on it are co-dependent, beginning at the molecular level and expanding outwards to include the study of biological systems, genetics, evolution, ecology and humans' current impact on living things.



\*\* This course is a laboratory based course with options for Honors credit. Honors Credit, which can be earned through additional enrichment assignments, labs and/or projects that meet honors level criteria set by the science department.

## **Chemistry**

**Available to: Sophomores, Juniors. Seniors**

**Pre-requisites: Sophomores: Completion of IS1 (Physical Science); Juniors and Seniors: Completion of IS1 & IS2 (Physical Science and Earth/Space Science**

Chemistry is the study of matter, its structure and composition. This challenging course will build upon concepts learned in Physical Science and cover topics such as acids and bases, stoichiometry, solutions, bonding and thermodynamics. This course is recommended for college bound students.

\*\* Honors credit is available to those who wish to pursue it. Honors Credit, which can be earned through additional enrichment assignments, labs and/or projects that meet honors level criteria set by the science department.

## **Advanced Placement Biology**

**Available to: Junior, Senior**

**2 sem – 1 credit**

**Prerequisite: Satisfactory completion of Chemistry or Earth & Space Science, or Teacher recommendation**

Advanced Placement Biology is designed for college-bound students to develop essential science practices and master the study of living things, focusing on the big ideas of evolution, energetics, information storage and transmission, and systems interactions. Units of study include those on biochemistry, cells and energetics, genetics, evolution, and ecology.

## **Human Anatomy and Physiology (weighted course)**

**2 sem – 1 credit**

**Available to: Junior, Senior**

**Prerequisite: Life Science with a minimum grade of “C”; Chemistry is recommended.**

This course is designed for students who have a career interest in any of the following fields: veterinary medicine, nursing, pre-medicine, medical technology, laboratory technician, physical therapy, or physical education. The course also includes comprehensive study of the anatomy and functioning of the human body.

## **Science Foundations**

**2 sem – 1 credit**

**Prerequisite: Teacher recommendation**

Students will develop knowledge and skill in the areas of life, physical, and earth science. Topics include: Scientific method, animal and plant kingdoms, machines, electricity, magnetism, energy resources, and space exploration.

## **Biology Foundations**

**2 sem – 1 credit**

**Prerequisite: Teacher recommendation**

This course is designed to provide knowledge of the world of life. Students will learn to use the scientific method to conduct research and experiments; study cell structures and functions, cellular division, genetics, and the systems of the body. This is a laboratory-oriented course. Additional units of study include ecology and the classification of living things.

## **SOCIAL SCIENCE**

**Advanced Placement, Dual Credit, Honors Class Qualifications: Students may be removed from the course if their academic or behavioral performance fails to meet standards. This removal would require parent contact as well as teacher, counselor and administrator approval.**

### **World History \*Required Course\***

**1 sem – ½ credit**

**Available to: Freshmen, Sophomore, Junior, Senior**

This required course is designed to help students examine and analyze historical events of the world from the beginning of civilization to about A.D. 1900. This knowledge and ability will provide the context students need to understand and analyze issues of the modern world. In addition, students will receive instruction and practice developing map skills, critical thinking skills, writing skills, and other general social science skills.

### **Civics \*Required course**

**1 sem – ½ credit**

**Available to: Junior, Senior**

Civics shall help young people acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives. Course content shall focus on government institutions, the discussion of current and controversial issues, service learning, and simulations of the democratic process.

### **U.S. History \*Required Course\***

**2 sem – 1 credit**

**Available to: Junior, Senior**

Focus for this course is on the great issues that defined our early history. Topics may include: European discovery of Native Americans; Colonial America; the growth of America from the American Revolution to the establishment of democracy (including the Constitution); immigration; the rise of agriculture and industry; westward expansion; the Civil War; the United States' pursuit of empire at the turn of the 19th century. Units will include the U.S. Constitution (and exam), branches of government, foreign policy, the media, fiscal policy, elections, political parties, and interest groups. Points of interest may include: the rise of the United States as a world power; the Great Depression; the Cold War; World Wars; the Civil Rights movement; and post-modern America.

### **Sociology**

**1 sem – ½ credit**

**Available to: Sophomore, Junior, Senior**

This elective course introduces the student to skills needed to understand the behavior of people in-group situations. Through library research, community studies, interactive group projects, and a variety of instructional techniques, the student will become aware of the science of society and group living essential for the citizens of today.

### **Psychology**

**1 sem – ½ credit**

**Available to: Sophomore, Junior, Senior**

This course introduces the student to the study of human beings as complex individuals. Psychology as an academic discipline is studied, as well as ideas useful in dealing with problems in everyday life. The course of study will include the following topics: perception, the biological bases of behavior, personality theories, dream analysis, personality disturbances and therapy, applied psychology, heredity v. environment, and information techniques used by psychologists.

### **Historical Film Study**

**1 sem – ½ credit**

**Available to: Junior, Senior**

This class will focus on watching films that portray historical events/time periods. The students will use primary and secondary sources to form an argument in regards to the film and whether or not it was an accurate portrayal of that time period. The students will also research the film's director, and country of origin to determine if it contains a biased account of the event. The following skills will be used throughout the class: historical writing, presenting, debating, and blogging. May be repeated, or as a yearlong course.

### **College Prep Psychology (PSY 161) (weighted course)**

**1 sem – 1 credit**

**Available to: Seniors – Dual Credit**

Psychology is the science of brain, mind, and behavior. The introductory course considers the nature of personality including attitudes and beliefs, defensive and coping behavior. Also considered are the processes of learning, memory, thinking, and the nature of intelligence and creativity. Attention is given to the psychological measurement of individual differences and to the nature of drives, motives and emotions.

### **Advanced Placement US Gov't & Politics**

**2 sem – 1 credit**

**Available to: Sophomore, Junior, Senior**

A well-designed Advanced Placement course in United States Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Topics may include: constitutional underpinnings of the U.S. government, political beliefs and behaviors, political parties, interest groups, and mass media, institutions of national government, public policy, civil rights and civil liberties.

### **Advanced Placement US History (weighted course)**

**2 sem – 1 credit**

**Available to: Junior, Senior**

**Prerequisite: Summer writing assignment due the first day of class**

\*This fulfills the requirements for US History and the US Constitution

The Advanced Placement program in U.S. History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate college courses making demands upon them equivalent to those made by full-year introductory college courses. Students learn to assess historical materials and to weigh the evidence and interpretation presented in historical scholarship. Advanced Placement exams are offered throughout the world each May at participating schools for possible college credit.

**World History Foundations****2 sem – 1 credit****Available to: Freshmen, Sophomore, Junior, Senior****Prerequisite: Teacher Recommendation**

This required course is designed to help students examine and analyze historical events of the world from the beginning of civilization to about A.D. 1900. This knowledge and ability will provide the context students need to understand and analyze issues of the modern world. In addition, students will receive instruction and practice map skills, critical thinking, reading for information and writing.

**Civics Foundations****\*Required course****1 sem – .5 credit****Available to: Freshmen, Sophomore, Junior, Senior****Prerequisite: Teacher Recommendation**

General Civics will shadow Civics and teach students the skills, knowledge, and attitudes that will prepare them to be responsible citizens throughout their lives. Course content shall focus on government institutions, current issues, service learning, and simulations of the democratic process.

**US History Foundations****2 sem – 1 credit****Available to: Sophomore, Junior, Senior****Prerequisite: Teacher recommendation**

This course covers various periods of American History from the first settlers through post-modern America. Students will learn about the goals of government, citizenship, voting, and the development of laws. They will complete exams for both the U.S. and Illinois Constitutions.

**OTHER COURSES****Freshman Seminar****1 sem – ½ credit****All freshmen will take this course for one semester**

This course will lay the foundation for Freshmen and emphasize the importance of high school for future career success. The curriculum for this course will be *The Leader in Me* with career exploration and 21<sup>st</sup> century skills incorporated. Students will utilize Career Cruising to determine their career interests and develop a five-year plan for high school and beyond. In addition, students will work to understand growth, mindset, perseverance, and goal setting.

**Teaching Assistant****Sem – ½ credit or 2 sem – 1 credit****Available to: Seniors**

The purpose of a Teaching Assistant is to give students interested in the teaching field the opportunity to learn what it is like to be a teacher. A student can be a TA at OHS or OES. To become a TA, you will choose the TA option at class registration time. If you have a teacher that you would like to be a TA for, you must contact that teacher and ask for permission. The teacher should then email the Counseling Office secretary and both Counselors granting you permission. If you would like to TA at OES, but do not know a teacher over there, you will be assigned.

You will earn a grade for being a TA, therefore it is to be treated the same as any other class. Attendance is mandatory and will make up the majority of your grade; for example, you would not be allowed to skip English class to do your homework for math; you are not allowed to skip your TA to work on homework for another class either. You are also expected to perform the duties assigned to you by your instructor to the best of your abilities. At the end of each semester, you will write a reflection paper on your experiences as a TA. The reflection paper will need to be submitted to your teacher and both OHS Counselors for grading purposes.

If you are absent for any reason, you (not your parent/guardian) must contact the teacher you TA for directly (phone call or email) to inform them of your absence. Teachers, especially the OES teachers, count on their TAs to be present. The students at OES look at the TAs as role models, so it is important to be your best. Students going over to OES must wear their picture ID at all times, sign in and out in the OES main office, and abide by the cell phone policy established at OES, and dress appropriately.

**OHS Open Program****2 sem – 1 credit**

Working closely with the Open English class, "Open Lab" will focus on developing the fundamental skills needed for success in the OHS Open Program: independence, creative problem-solving, collaboration, and cross-curricular knowledge. The "Lab" will also devote time to brainstorming, outlining, planning, and setting exit goals for second semester's "Open Project." Enrollment in the Open Program is by application only.

## EDUCATION TO CAREERS

### Transitions

1 sem – ½ credit

**Prerequisite:** Teacher recommendation

**Fulfills “consumer economics” requirement**

This class is designed for students to learn vocational and job skills, including how to get, maintain and change jobs. Examples of topics include: resume writing, applications, interview skills, values, employability skills, and work rules. Work-related skills for independent living are stressed. Additional levels may be necessary as indicated on the individualized education plan.

### Secondary Transitional Work Experience (S.T.E.P)

credits vary

**Available to:** Junior, Senior

**Prerequisite:** Teacher recommendation

This course provides students with practical hands-on work experience on campus or in the community. Jobs are selected and approved by the school supervisor.

## REGIONAL PROGRAMS FOR SKILLED TECHNOLOGIES

Any student wishing to enroll at WACC must be registered at one of the sixteen member high schools.

**Prerequisites:** Several WACC courses list prerequisites that students must meet in order to enroll in the program.

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

### Allied Health

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

3 Dual Credits with SVCC: Medical Terminology (NRS116)

#### **Potential Phlebotomy Certification:**

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

### Automotive Technology

One or two-year program offered to junior and senior students. First year students (Automotive Technology I) will be building basic repair skills including shop safety, introduction to automotive careers, lubrication and maintenance, brakes, suspension/steering, basic engine operation, exhaust systems, and engine cooling. Second year students (Automotive Technology II) will learn advanced braking, advanced suspension/steering, automotive electrical systems, starting and charging systems, computer controls, fuel injection, engine diagnostics, differential operation, transmission and clutch theory and operation, and automotive HVAC systems.

Automotive Technology II students who demonstrate a high level of ability and readiness may be eligible to participate in an off-site internship opportunity (second semester) at an automotive dealership or an automotive service center as approved by WACC instructors. Any student enrolled in Automotive Technology II must have a valid Illinois Driver's license.

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

### Building & Construction Trades

One or two-year program offered to junior and senior students. This course provides experiences related to the construction and maintenance of residential and/or commercial buildings and related fixtures. During the year, students will spend 85% of their time at a job site constructing or remodeling a residential house or commercial building. The other 15% of the time students will be in the classroom.

Instruction will include safety principles, framing, plumbing, wiring, roofing, installing insulation, dry wall, pouring concrete, landscaping, estimating materials, blueprint reading, hanging cabinets, siding, hanging doors, heating and air conditioning, masonry, and finish work. Second year students are provided the opportunity to advance their skills in the construction trades. Recommended Student Criteria: Students enrolled in Building Trades will be involved in constructing or remodeling a house, and will perform work at the job site approximately 85% of the time while at WACC. Students should be able to climb an eight-foot step ladder, stand for an hour and thirty minutes, and have the strength and mobility to operate various power tools, such as nail guns, power saws, power drills, etc. Students should be prepared to work in all weather conditions including (ie: cold weather, hot weather, mud, snow, ice). Students will need to have work boots, appropriate clothing, and are required to bring their own hand tools as outlined on the Materials and Fees schedule.

### **CEO (Creating Entrepreneurial Opportunities)**

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

3 Dual Credits with SVCC: BUS 260 Entrepreneurship Principles

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

### **Computer Technology**

One or two-year program open to juniors who want to work with repair, networking, configuring operating systems, programming, Microsoft software, and application development. Qualified students will acquire the skills to potentially pass the TestOut and Linux+ certifications. All first year students will start with the CIS 167 core class. In addition, the course introduces students to the formal concepts of object-oriented programming including program design, control structures, data structures and algorithms using JavaScript and other programming languages. JavaScript may also be taken as a semester long dual credit course for 3 credits. **12 Dual Credits with SVCC possible: CIS 167-A+ Certification, CIS 151-Networking Certification, CIS 250-Beginning Linux, CIS 197-Security+ Certification (3 credits per course)**

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

### **Cosmetology**

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

### **Criminal Justice**

One-year program designed to train students in various aspects of law enforcement, criminal justice, and the legal system. Students will receive instruction in skills needed for careers in associated fields; e.g. police officers, prosecuting and defense attorneys, probation and parole officers, crime scene investigators, correctional officers, etc. Major objectives of the program include: history of law enforcement, constitutional law, Illinois law, courts and the legal system, communication and dispatch operations, report writing and records, criminal investigations, search and seizure, community relations, patrol functions, traffic investigations, corrections, private security operations, criminology, and other related areas. Role play scenarios are used to enhance the student's learning experiences and provide an introduction to practical experiences which might be expected in the field. Recommended Student Criteria: Students enrolled in the Criminal Justice program will participate in active, police scenarios. These scenarios include, but are not limited to the following physical activity; dragging a 150-pound person 10 feet, firing air guns, combat drills, and restraining potential suspects. Students should be able to pick up and carry objects weighing 25 pounds.

### **Culinary Arts**

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

services for the public. Food Service Sanitation Management Certification will be given to 2nd year students.

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

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

### **Digital Media Arts**

One or two-year program offered to juniors and seniors. The classes are for visual and creative thinkers as well as computer geeks interested in cutting edge digital and media arts. The program offers the latest trends, techniques and technologies in the ever-evolving multimedia field. The wide variety of the curriculum provides opportunities to build skills for future success in careers as an illustrator, desktop publisher, photographer, graphic artist, digital video editor, studio staging director, film maker, computer animator, sound engineer, camera operator, web designer or other positions in the exciting and growing recording, entertainment and digital media arts and communications field. Students work at their own pace and get "hands-on" experience using state-of-the-art software, cameras, lighting, special effects, sound and broadcasting equipment. All classes begin each fall and spring semester and students take two classes per semester. Students completing a selection of eight classes (the equivalent of two years at WACC), will receive the Level I Certificate in Graphic Design from Sauk Valley Community College. Students not able to complete the certificate requirements while attending WACC are invited to enroll at Sauk Valley Community College after high school to finish the certificate requirements if they so choose. Qualifying WACC students may earn up to 18 college credits taking the Digital Media Arts class.

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

### **Early Childhood Education**

One or two-year program offered to junior and senior students. This course is designed to provide students interested in the development of children and a career involving children with a basic knowledge and understanding of children and their physical, mental, and emotional development. Broad areas of emphasis include: development of the child from conception through preschool age, the family and its role, nutritional and emotional needs of the children, the role of parents, educational and creative activities for children, childhood illnesses, learning disabilities, and the exploration of human services and education-related careers.

First year students will work on a weekly basis with children at our on-site laboratory called "Kiddie Kampus Preschool"; earning a Level 1 Gateways Certification upon completion of course.

Second year students will work with a cooperating teacher at a work-based learning site for three days a week throughout the school year. This work-based learning site could be a daycare center, home day care, preschool program, elementary school, or a location specific to a students' career interest (i.e.: special education, speech teacher, reading specialist, social worker, child life specialist). Second year students will earn 1 Dual Credit available with SVCC – EDU105 - Clinical Experience in Elementary Education. Recommended Student Criteria: Students enrolled in Early Childhood Education will be required to work in the WACC preschool with young children ages three to five years old. Students should be able to sit on the floor with the preschool children, have the dexterity to perform crafts with the children, and have the strength to restrain a child if needed for the child's safety. (For example, prevent a child from running out the door.) Students should not have a history of violent behavior. Students should have the maturity and aptitude to work with young children. For example, a student who could not be recommended for a babysitting job should not be recommended for Early Childhood Education.

### **Health Occupations-CNA**

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

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

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

### **Welding, Machining and Manufacturing Technology**

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

Topics include:

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

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

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

10 Dual Credits with SVCC: IND 106-Intro to Welding, IND 108-Intro to CAD, IND125-Maching and Manufacturing Processes, IND203-Advanced Machining and Manufacturing Processes (2 credits each for IND 106 and IND 108; 3 credits each for IND 125 and IND 203) Recommended Student Criteria: Students enrolled in Welding and Manufacturing Technology will be required to work in a machine/welding shop approximately 75% of the time while at WACC. Students must be able to work in the confines of a welding booth (3'x 4'), have the ability to lift 40 pounds, must be able to stand for an hour and forty-five minutes, and must have the strength and mobility to operate machines such as lathes, grinders, and welding torches.

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

### **Annual Notice of Nondiscrimination**

Oregon CUSD 220 does not discriminate on the basis of race, color, national origin, sex, and disability;

Oregon CUSD 220 is a member of the Whiteside Area Career Center (WACC). WACC is the extended career / technical campus of 16 public area high schools and 3 private high schools. WACC is one of 26 area career centers in Illinois. WACC participation is open to juniors and seniors in any area participating high school. The school district they attend, or in which they reside, supports their attendance at WACC.

WACC offers the following courses;

#### **Industrial Technology Cluster**

- Building Trades
- Welding & Manufacturing Technology

#### **Business and Technology Cluster**

- Computer Technology
- Digital Media Arts
- Creating Entrepreneurial Opportunities (CEO)

#### **Public Service Cluster**

- Early Childhood Education
- Culinary Arts
- Criminal Justice
- Health Occupations
- Allied Health
- Cosmetology
- Computer Technology

#### **Transportation Service Cluster**

- Auto Service

Oregon CUSD 220 Nondiscrimination Coordinator: Kip Crandall 210 S 10th Street, Oregon, IL 61061 815.732.5300

[Civil Rights for Secondary Ed Website](#)

[Office of Civil Rights](#)