

*Oregon High School  
Course Selection Guide  
2018-2019*

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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 student 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.

### 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.

	2019	2020	2021	2022
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	½	½	½	½
CONSUMER EDUCATION *	½	½	½	½
ELECTIVES	8 ½	8 ½	8 ½	8 ½
TOTAL REQUIRED CREDITS	25	25	25	25

\*The consumer education requirement is successful completion of ½ credit of Consumer Education, or 1 credit OHS Social Entrepreneurship, or 1 credit of Ag Business Mgmt 1&2

\*\*The social studies graduation requirement for the Class of 2019 is 1 credit of World History and 1 credit of US History. Starting with the Class of 2020 – ½ credit of Civics, ½ credit of World History, and 1 credit of US History will be required.

### GRADUATION HONORS

All Grade levels will not be ranked; Category recognition system 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 for those purposes only. At graduation, each group will be recognized in the program, with special cords/ribbons and 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.

### PROMOTION POLICY

Grade classifications are determined by the number of credits earned: At the conclusion of each semester, the number of credits earned will be checked, and students will be reclassified based on the number of credits earned. To be a sophomore you must have 6 credits comprised of at least 1 credit each in English, Math & Science; to be a junior you must have 12 credits comprised of at least 2 credits each in English, Math & Science; to be a senior you should be able to complete all graduation requirements by the end of your senior year. A student shall not be promoted based upon age or any other social reason not related to academic performance.

### **SCHEDULE CHANGES**

Schedule changes prior to the start of a semester may be made in June or August (for the fall and spring semesters). Dates of schedule changes will be advertised in the announcements. 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 ones 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 taken off the roster for 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.

### **VIRTUAL COURSE DROP POLICY**

Students who choose to drop an Illinois Virtual School (IVS) course after the approved drop date, or who receive a failing grade in the IVS course, may be required to reimburse Oregon High School for the cost of the course (est. \$225). 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.

\*Other grade codes do occasionally appear on a report card. These represent a variety of messages, including incomplete work, etc. Upon approval of Principal, some courses may be taken as Pass or Fail.

\*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 or a grade of "F" will be recorded, unless other arrangements have been approved by the High School administration.

\*Reports are provided to parents and guardians at least four times a year. Reports will be provided approximately the mid-point and end of each semester. Teachers may also send one-subject reports whenever it is deemed necessary throughout the school year.

\*Final exams may be given at the end of each semester. A final examination may comprise a significant part of a final course grade.

**DUAL CREDIT OPTION** — This option is for 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 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 these 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 must be responsible and motivated to be successful in college courses. Courses must be approved ahead of time by the counselor and 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.

### **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, 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.

**COURSES OFFERED OFF-CAMPUS:** In some cases the district can elect to not provide transportation to an off-campus site. In those instances, the student and his/her parents/guardians do have the option of signing a hold harmless waiver and driving themselves to and from the off-campus site.

### 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. 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

Classes that are weighted include: Honors Algebra II, Honors Geometry, Honors Integrated Science I, Honors Integrated Science 2, Honors Integrated Science 3, Honors Chemistry, Honors Choir, Honors Band, Honors English I, Honors English II, Honors World History, Human Anatomy/Physiology, Honors Pre-Calculus, Probability & Statistics, Honors Music, all Advanced Placement Courses, all approved academic Dual Credit Courses, all approved college classes. A dual credit course taken during the summer will not count towards graduation credit.

### 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. However, students taking correspondence courses will not be counted as dual credit.

### **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.

#### **ACT**

The ACT Assessment is an achievement assessment required by many colleges. The main subject areas are English, Mathematics, Reading, and Science reasoning. A Writing component is also available for an additional cost. The ACT can be retaken if a satisfactory score is not received. Scores can be directly sent to four colleges or universities as part of the test fee. The ACT assessment is given on Saturdays in September, October, December, February, April, and June. Specific dates and registration can be completed by going to [www.actstudent.org](http://www.actstudent.org). Scores will be placed on the student's transcript, unless a written request is made to the Counseling Office to exclude specific scores.

#### **PSAT/NMSQT (Sophomore, & Junior)**

The Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is offered to students across the United States 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.

#### **SAT**

The SAT is a test of a student's academic skills, used for admission 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: [www.collegeboard.org](http://www.collegeboard.org)

#### **Illinois Science Assessment (ISA)**

The ISA is a test required of high school students currently enrolled in a high school biology course. 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.

### **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.

### **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/>.**

## 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 booklet.)

### 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. 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 seniors to military recruiters who ask for them. However, any parent may have his/her son/daughter's name removed that list. This list is updated annually. Please contact the high school counseling office 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, and 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. 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. 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 Art History (weighted course) 2 sem – 1 credit

Humanities Credit: Non-Art students are eligible to take this class (can also be taken as a Social Studies credit)

Prerequisite: Juniors and Seniors only.

Course description listed on page 14

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

Prerequisite: Pre-Calculus or Honors Pre-Calculus

Course description listed on page 21

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

Prerequisite: Algebra 2 or Honors Algebra 2

Course Description listed on page 21

Advanced Placement Chemistry (weighted course) 2 sem – 1 credit

Available to: Sophomore, Junior, Senior

Prerequisite: Chemistry or Honors Chemistry (with a grade of “C” or higher)

Course Description listed on page 25

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

Available to: Junior, Senior

Course description listed on page 17

Advanced Placement English Language and Composition (weighted course) 2 sem – 1 credit

Available to: Seniors

Course Description listed on page 17

Advanced Placement Spanish (weighted course) 2 sem – 1 credit

Prerequisite: Spanish III and consent of instructor.

Course description listed on page 19

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

Available to: Junior, Senior

Course description on page 27

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

Available to: Sophomore, Junior, Senior

Course description listed on page 27

**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

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 27

College Prep Speech (SPCH 191) 1 sem – 1 credit



Available to: Junior, Senior – Dual Credit (additional cost for required textbook)

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

Course description listed on page 18

Biological Science Apps in Agriculture – Animal Science (ISBE ID:18051A001) AGRI 186

1 sem – ½ credit

Available to: Junior, Senior

\*Meets Science Requirement\*

Only AGRI 186 is Dual Credit

(Taken with Biological Sciences Apps-Plant Science)

Course Description listed on page 13

\*WELD 130 Introduction To Welding (76012)

Course description listed on page 20

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

Course description listed on page 20

\*WELD 232 Intermediate Welding & Fabrication (76013)

Course description listed on page 20

\*WELD 233 Advanced Welding Processes (76014)

Course description listed on page 20

\*(Dual Credit Welding courses through Highland College offer 9 college credits, after completion of course sequence of WELD 130, WELD 135, WELD 232, WELD 233).

## 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. **These 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 MINIMUM UNIVERSITY-BOUND CURRICULUM

FRESHMAN		SOPHOMORE	
English I or Honors Eng	Civics / World History	Geometry or Honors Alg 2	PE/Health
Algebra I or Honors Geometry	Elective	English II or Honors	Civics / World History

Integrated Science 1	Elective	Integrated Science 2	Open Program Option
PE		Elective	

<b>JUNIOR</b>		<b>SENIOR</b>	
English III or AP Eng Lit, or AP Eng Lang	Consumer Ed	English elective, AP Eng Lit or AP Eng Lang or Speech	Elective or Soc Studies
Algebra 2 or Honors Pre-Calc	Elective	Math Elective	Consumer Ed/Elective
U.S. History AP Us History	PE	Elective	PE
Integrated Science 3		Science Elective	

### SUGGESTED GENERAL EDUCATION CURRICULUM

<b>FRESHMAN</b>		<b>SOPHOMORE</b>	
English I	Algebra I or Geometry	English II	Geometry or Algebra 2
Integrated Science 1	Civics / World History	PE/Health	Civics / World History
PE	Elective	Integrated Science 2	Elective
Elective		Elective	

<b>JUNIOR</b>		<b>SENIOR</b>	
English III	Algebra 2 or Pre-Calc	English IV	Consumer Ed/Elective
U.S. History	Elective	PE	Elective
Consumer Ed	PE	Math Elective	Elective
Science		Science Elective	

## OHS Four Year Plan

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

<b>FRESHMAN</b>		<b>SOPHOMORE</b>	
English	PE	English	PE/Health

Math		Math	Elective
Science	Elective	Science	Elective
Civics / World History	Study Hall	Civics / World History	Study Hall
<b>JUNIOR</b>		<b>SENIOR</b>	
English	Consumer Ed/Elective	English	Consumer Ed/Elective
Math	PE	Math	Elective
Science	Elective	Science	Elective
US History	Study Hall	PE	Study Hall

### 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.

	2019	2020	2021	2022
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	½	½	½	½
CONSUMER EDUCATION *	½	½	½	½
ELECTIVES	8 ½	8 ½	8 ½	8 ½
TOTAL REQUIRED CREDITS	25	25	25	25

\*The consumer education requirement is successful completion of ½ credit of Consumer Education, 1 credit OHS Social Entrepreneurship, or 1 credit of Ag Business Mgmt 1&2

\*\*The social studies graduation requirement for the Class of 2019 is 1 credit of World History and 1 credit of US History. Starting with the Class of 2020 – ½ credit of Civics, ½ credit of World History, and 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 and your student begin 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

### Introduction of 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.

### **Food Science and Safety**

**2 sem – 1 Credit**

**Available to Juniors and Seniors**

**Prerequisites: Introduction to Agriculture**

Food Science and Safety is a specialization course in the CASE Program of Study. Students will complete hands-on activities, projects, and problems that simulate actual concepts and situations found in the food science and safety industry, allowing students to build content knowledge and technical skills. Students will investigate areas of food science including food safety, food chemistry, food processing, food product development, and marketing.

Students will maintain a research level Laboratory Notebook throughout the course documenting their experiences in the laboratory. Research and experimental design will be highlighted as students develop and conduct industry appropriate investigations. In addition, students will explore connections between the Food Science and Safety lessons, Supervised Agricultural Experience, and FFA components that are important for the development of an informed agricultural education student. Students will investigate, experiment, and learn about documenting a project, solving problems, and communicating solutions to their peers and members of the professional community.

### **Basic Agricultural Science (ISBE ID:18003A001):**

**2 sem – 1 credit**

**Available to: Freshmen, Sophomore**

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.

### **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.

### **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.

### **Greenhouse Production and Floral Design (16020)**

**2 sem – 1 credit**

**Available to: Junior, Senior**

**Offered 2016-2017, 2018-2019**

**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 Junior, Senior**

**Offered 2017-2018, 2019-2020**

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

This advanced course offers instruction in both the floriculture and landscape areas of horticulture. Units of study include plant identification, greenhouse management, culture of greenhouse crops, care and handling of cut flowers, and floral design. Also included are 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.

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

**2 sem – 1 credit**

**Available to: Sophomores, 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.

**Veterinary Technology (ISBE ID:18105A001):**

**2 sem – 1 credit**

**Available to: Junior, Senior**

**Offered 2016-2017, 2018-2019**

**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. 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.

**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.

**Biological Science Apps in Agriculture – Animal Science (ISBE ID:18051A001) AGRI 186**

**1 sem – ½ credit**

**Available to: Junior, Senior**

**\*Meets Science Requirement\***

**Dual credit (HCC)**

**(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 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.

**Supervised Agricultural Experience (SAE) I (ISBE ID:18051A001):**

**2 sem – ¼ 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 agriscience experiments in a greenhouse, and training horses at a stable. Students will be required to verify their experiences by keeping written or computerized records including: business agreements, budgets, inventories, daily activities, hours worked, income and expenses, total earnings, depreciation, and net worth. 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 fulltime employment, scholarships, and awards through the FFA.

**Supervised Agricultural Experience (SAE) II (ISBE ID:18051A001):**

**2 sem – ¼ 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 fulltime employment, scholarships, and awards through the FFA.

## **ART**

**Advanced Placement, 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 Visual Arts curriculum at Oregon CUSD #220 is based on the Visual Arts Common Core Standards, as well as, a growth-model structure within the K-12 Visual Arts curriculum at OCUSD 220.

**Humanities and Fine Arts Course:**

**Advanced Placement Art History (weighted course) \***

**2 sem – 1 credit**

**Prerequisite: None: Juniors and Seniors Only – \*Can also be taken as a Social Studies credit**

You will see the world differently after taking this course. You will learn about the world's cultures through the art and artifacts created by people throughout time and place. See how building techniques from 2000 years ago influence the world around you. By earning at least a 3 on the AP Art History exam students will obtain college credit in Humanities and/or Art. Analytical writing of formal art aesthetics and historical context will be the focus of the course. Textbooks, slides, and museum studies will complete the learning experience.

## **STUDIO COURSES**

**Photoshop/Digital Media**

**1 sem – ½ credit**

**Available to Freshmen, 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.

**Studio 1:**

**2 sem – 1 credit**

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

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

This course is the introduction for students to achieve high school proficiency in the visual arts. Creating, presenting, and analyzing art are addressed in this course. Experimentation, planning and working with traditional expressive media are the basis for the curricular framework for this course. Projects will require student involvement by way of creative thinking and problem solving.

**Studio 2**

**2 sem – 1 credit**

**Available to Sophomores, Juniors and Seniors**

**Prerequisite: Art /Studio 1**

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

This course advances the skills learned in Art/Studio 1. Building on the high school proficiency standard of Art/Studio 1 in the visual arts is integral to this course. Students will work toward achieving high school accomplished standards. Continuation of creating, presenting, and analyzing art is addressed, as well as, further experimentation, planning and working with traditional expressive media and computer-based art media. Projects may take longer periods of time for completion and will be more technically challenging. Projects will be more individualized to student interests by way of creative thinking and problem solving. This course is more student-directed than Studio 1. Students must meet the high school Accomplished level of the national standards in visual arts to continue to

## **Advanced Studio**

**2 sem – 1 credit**

**Available to Juniors and Seniors**

**Prerequisite: Studio 1 and Studio 2 and/or Studio 3**

**No materials fees are charged for this course. Students may opt to purchase supplies from the school at a reduced cost, tax free and usually with free shipping from the school. Students interested in Painting may join the Canvas Co-op for \$30.00, which purchases stretcher bars and canvas at a reduced rate.**

This course advances students' skills in their chosen areas of emphasis, and students will be expected to achieve high school Accomplished standards. Projects will take longer periods of time for completion and will be more technically challenging. Projects are individualized to student interests by way of creation, presentation, media, and art historical relevance. Independence in lesson creation and completion are the corner stones of the course. The instructional goals of the Advanced Studio Art program is modeled after the curricular framework of AP Studio and can be described as follows:

- Encourage creative and systematic investigation of formal and conceptual issues.
- Emphasize making art as an ongoing process that involves the student in informed and critical decision making.
- Help students develop technical skills and familiarize them with the functions of the visual elements.
- Encourage students to become independent thinkers who will contribute inventively and critically to their culture through the making of art.

Students are expected to create, present, and promote their own art and maintain individualized progress towards the completion of a portfolio that meets the AP College Board expectations.

## **CONSUMER EDUCATION/COMPUTER PROGRAMMING**

### **Introduction to Computer Programming**

**2 sem – 1 credit**

**Available to: All students (not weighted)**

This class intertwines the ideas of computer science and object-oriented programming within the context of interactive software. This software will be used to fundamental principles and skills using 3D animations in a fun, visually rich environment.

After completing this course students will:

- 1) understand programming concepts such as structure, decision-making, looping, and arrays,
- 2) have developed good programming style and logical thinking, and
- 3) be able to generate three-dimensional animations.

These principles and concepts will be applied to programming in JAVA so that students will be better prepared to other Computer Science classes.

### **Programming in Java**

**2 sem – 1 credit**

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

**Pre-requisite: Introduction to programming**

This course continues to enhance the computer programming skills developed in Intro to Programming using the JAVA programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger.

Upon completing requirements for this course, students will be able to: A. Create a software application using the Java programming language. B. Debug a software application written in the Java programming language. C. Test a software application written in the Java programming language. An introduction to robotics will be included as part of the software application component.

## **Web Design**

**2 sem – 1 credit**

**Pre-requisite – Introduction to Computer Programming**

**Available to: Sophomores, Juniors, Seniors (not weighted)**

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.

## **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      \*Required for Graduation\***

**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**

**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 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, 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 serves to prepare students for English I. Students will continue to strengthen writing and reading comprehension skills, as well as improve note taking, novel analysis and research skills.

**English Foundations III**

**2 sem – 1 credit**

**Prerequisite: Teacher recommendation**

This course is a continuation of Foundations English II. Students will continue to strengthen overall writing, reading comprehension skills, and critical thinking skills. The focus will be to improve formal communication (written and verbal) and reasoning skills via fiction and non-fiction reading samples, discussion, literary analysis, comparison/contrast essays, research papers and small group presentations.

**English I**

**2 sem – 1 credit**

**Available to: Freshmen, Sophomore**

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 and mythology. The class emphasizes writing skills and literary analysis.

**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 literacy 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)****2 sem – 1 credit****Pre-requisite: 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.

**Advanced Placement English Language and Composition (weighted course)****2 sem – 1 credit****Available to: Seniors**

Students will read a variety of nonfiction texts (such as essays, journalism, political writing, science writing, nature writing, biographies, history, etc.) to analyze the author's use of rhetorical strategies and techniques. This course requires essay writing in various forms such as narrative, expository, analytical, and argumentative research.

**Literature, Philosophy & Film****2 sem – 1 credit****Prerequisite: Junior or Senior standing as well as English I & English II or Honors English I & Honors English II**

Students taking this course will read a wide variety of works representing a number of different perspectives including but not limited to those of Classical Greek, Existentialist, Rationalist, and Postmodernist philosophers and writers. Students will also view a number of culturally and critically significant films and analyze them using various critical approaches-learning how to read movies as texts and as philosophically charged works. Those taking this course should expect to read representative literature from a variety of cultures and analyze that literature from various critical perspectives. Students will be expected to participate in class discussions, write short response papers, and longer essays about the written literature and films explored in the course. A research paper may also be required.

**Novels****2 sem – 1 credit****Prerequisite: Successful completion of English II**

This year-long course will be a study over 19<sup>th</sup> and 20<sup>th</sup> century novels. We will study narrative structures, different styles of writing, characterization, motifs, symbolism, and plot structure, among other things. Furthermore, we will examine the novel's place in history and the author's impact on literature. Expected writing will be mainly essays and shorter responses, but other projects or activities will arise over the year.

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

English IV is a course designed for those seniors who want to develop and practice the reading, writing, and critical thinking skills they will need to function in the work, academic, and civic settings in which they may find themselves after they leave high school. Students will read, analyze, interpret, and evaluate essays, newspaper & magazine articles, short stories, and novels. They will also engage in a critical examination of non-print media. Students will also be required to write business correspondence, summaries, responses, and 2-5 page essays. Writing a properly formatted research paper of 5-8 pages is also a possibility.

**College Prep Speech (SPCH 191)****1 sem – 1 credit****Available to: Juniors, Seniors**

Emphasizes the practical application of oral communication theory to improve oral communication skills. This course is focused on (1) developing awareness of the communication process, (2) understanding and using invention strategies, organizational and expressive strategies, (3) promoting an understanding of a variety of communication concepts and how a communicator should adapt to those situations, and (4) emphasizing critical skills in listening, thinking and speaking. Topics covered include public speaking, listening and group communication.

**Consumer English****2 sem – 1 credit****Pre-requisite: 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.

### **OHS Social Entrepreneurship**

**2 sem - 1 English credit, 1 Consumer Ed credit**

#### **Available to seniors**

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?

### **American Studies**

**2 sem - 1 English credit, 1 social sciences credit**

#### **Available to Junior, Senior**

American Studies looks at the intersection between history and culture – namely literature, art, music, and film. Rather than look at history as a timeline of events, this course takes a different approach. Instead, we will examine broad themes in American culture, such as *individuality*, *"the American Dream,"* *race and gender*, and *national identity*. To do this effectively, we must study the historical context of each theme, but we must also view its literature, art, and film. Students can expect a class focused on discussion and exploration, with skills focusing on critical reading and analytical writing.

## **FOREIGN LANGUAGE**

**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.

### **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.

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

**2 sem – 1 credit**

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

Advanced Placement Spanish Language is intended for students who wish to develop a strong command of the Spanish language. The course will focus on mastery in reading, writing, speaking, and listening, as well as culture. The course will be conducted almost entirely in Spanish and students will be exposed to a variety of authentic materials; written, audio and visual. The course will also include a rigorous review of grammar explored through texts, literature and other authentic realia. By the end of the course, students should be able to express themselves both written and orally in a variety of contexts in the language

## **INDUSTRIAL EDUCATION**

**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.

**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 instructor.**

**Materials fee: \$30**

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

**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 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.

**\*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.

**\*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 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.*

**\*(Dual Credit courses through Highland College offered after completion of course sequence of WELD 130, WELD 135, WELD 232, WELD 233).**

## **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**

**Prerequisite:** Successful completion of Pre-Algebra or Teacher recommendation

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.

### **Geometry**

**2 sem – 1 credit**

**Prerequisite:** 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 Geometry (weighted course)**

**2 sem – 1 credit**

**Prerequisite:** Honors Algebra I from 8<sup>th</sup> grade

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. Concepts and activities are accelerated at a fast pace to prepare the students for Honors Algebra 2. Students are required to have a TI-83, TI-83 Plus, TI-84, or TI-Nspire graphing calculator.

### **Algebra II**

**2 sem – 1 credit**

**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 Algebra II (weighted course)****2 sem – 1 credit****Prerequisite: Honors Geometry.**

A more in depth, more quickly paced study of polynomials, rational functions, systems of equations, conic sections, exponential and logarithmic functions, triangle trigonometry, matrices, and sequences and series. If time permits, trigonometric graphs and identities. Students are required to have a TI-83, TI-83 Plus, TI-84 Plus or TI-Nspire graphing calculator.

**Pre-Calculus****2 sem – 1 credit****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 Pre-Calculus (weighted course)****2 sem – 1 credit****Prerequisite: Successful completion of Honors 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, at an accelerated pace. 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. 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****Prerequisite: Pre-Calculus or Honors Pre-Calculus**

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****Prerequisite: Algebra 2 or Honors Algebra 2**

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. 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, number families and ratios, as well as geometry and probability. Placement in this course is determined by IEP goals.

**Foundations Math 2****2 sem – 1 credit****Prerequisite: Teacher recommendation**

This course provides instruction on increasingly complex problem solving skills, including using ratios and proportions, tables, graphs and other techniques; fractions, decimals, measurement, basic algebra and geometry and factorization. Placement in this course is determined in conjunction with IEP goals.

**Foundation Math 3****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.

### **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 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.

### **Treble Choir**

**2 sem – 1 credit**

#### **Available to: Freshmen, Sophomore, Junior, Senior Treble Voices (female) \$20 Fee**

Treble choir is open to all female students or students with treble voices. No audition is required. Students will gain an awareness and appreciation of culture and musical genres. Daily rehearsals consist of concert repertoire, tonal skills, and sight-reading. Students enrolled in this course take weekly voice lessons in which music literacy is 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.
- 3) Attend all extra-curricular performances.
- 4) Complete a music theory packet.

### **Concert Choir**

#### **Pre-requisites: Treble Voices (female) must audition in spring of previous year**

**2 sem – 1 credit**

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

Concert Choir is open to all male students; female students must be auditioned in. Students will gain an awareness and appreciation of culture and musical genres. Daily rehearsals consist of concert repertoire, tonal skills, and sight-reading. Students enrolled in this course take weekly voice lessons in which music literacy is 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.
- 3) Attend all extra-curricular performances.
- 4) Complete a music theory packet.

### **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 two 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 IMEA in band, jazz band, or choir.
- 2) Perform in at least one band solo at the IHSA contest.

- 3) Prepare an "extra task" for each playing assessment throughout the year.

### **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 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.

### **Madrigals/Jazz Choir**

**Pre-requisites                      Must be enrolled in Concert Choir**

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

This auditioned vocal ensemble is offered Tuesdays and Thursdays 12:10-12:40 during PowerHour. This course 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. This group also has rehearsals on Tuesday and Thursday nights from 6-7pm in the early fall and then 6-8pm beginning in November.

Auditions for this group take place in late August/early September. Students audition in person before a panel of three judges: the OHS choir director and two outside vocal professionals. The audition is comprised of three parts: prepared selection, sightreading, and "My Country Tis of Thee." The prepared selection is a new piece that every auditioning student must learn independently. Practice recordings for the prepared selection are made available on the OHS Choir website the same time the audition piece is handed out. For any student who cannot attend auditions, he or she may record the audition with OHS choir director's equipment and supervision. Auditioning in-person is strongly encouraged.

### **Jazz Band**

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

The goal of the Honors Jazz Band program is to provide students with the opportunity to learn perform, 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.

### **Introduction to Audio/Visual Technology**

**1 Sem – ½ credit**

**Available to: All students (not weighted)**

This class will explore the basics and beyond of audio/visual technology. Ultimately, the hope would be to create a news team to share the goings-on of Oregon High School through a youtube channel.

## **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 Officer's 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**

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, pickle ball, 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.

### **Drivers Education**

**No Credit**

**Available to: All sophomores are eligible for Driver Education provided that the student has passed 8 courses in the previous two semesters.**

The driver education course will be completed both during the summer and school year. Freshmen may be eligible for Driver 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.

### 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.

### AP Chemistry

2 sem – 1 credit

The AP Chemistry course provides students with a college-level foundation to support future advanced course work in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

### Human Anatomy and Physiology (weighted course)

2 sem – 1 credit

**Available to:** Junior, Senior

**Prerequisite:** Biology 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.

### INTEGRATED SCIENCE 1 (emphasis on Chemistry)

2 sem – 1 credit

**Available to:** Freshmen

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. The bundles for Course 1 seek to lay a foundation for understanding the complexities of the biological and physical domains by understanding the principles that allow matter to exist and function as it does in the universe.

\*\*Integrated Science 1 is a laboratory based course with options for Honors credits.

### INTEGRATED SCIENCE 2 (emphasis on Physics)

2 sem – 1 credit

**Available to:** Sophomores

Course 2 begins by expanding upon what was learned in Course 1 about matter and energy by taking a deeper look into matter and energy in the universe, then on Earth, and finally within organisms. The course then focuses on how organisms and their body systems maintain stability, and finally on the structure of DNA and how an organism's genetic traits are determined, as well as the environmental influences on the expression of those traits.

\*\*Integrated Science 2 is a laboratory based course with options for Honors credits.

### INTEGRATED SCIENCE 3 (emphasis on Life Sciences)

2 sem – 1 credit

**Available to:** Juniors

Course 3 begins by expanding upon what was learned in Course 1 about ecosystems and heredity by taking a deeper look into the evolution of Earth Systems and organisms. The course then focuses on how humans influence Earth Systems and vice versa.

\*\*Integrated Science 3 is a laboratory based course with options for Honors credits.

### College Prep Chemistry (CHEM 120)

1 sem – 1 credit

**Available to:** Junior, Senior

**Prerequisite:** C or better in high school Chemistry; passing grade in Algebra I; Math ACT of 23 or meet Math compass test benchmark.

Includes the study of inorganic, organic, and biological chemistry and is designed to provide the fundamental concepts necessary for the understanding of the chemical processes of the human body and related subjects such as nutrition, pharmacology, and microbiology.

**SCIENCE TOPICS-ADVANCED RESEARCH & SEMINAR (ST-ARS)****1 sem – ½ credit****PREREQUISITE: Integrated Science-1,2, 3, and one advanced science elective (completed) + instructor's approval**

Exploratory series that challenges and exposes students to the academic stimulation of college life. Students will deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a semester long investigation to address a research question. Through this inquiry, they further their skills by learning research methodology, employing ethical research practices and accessing, analyzing, and synthesizing information. Includes accurate analyzing and evaluating information, creating and communicating evidence based argument and personal perspectives through their investigative issues. Students will accomplish these goals individually and in groups. This course improves students' ability to critically read and think, abilities in research and synthesis of argumentative writing, and in oral presentations of their findings. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4 000 to 5 000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with oral defense.

**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.

**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.

**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 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****\*Required course starting with the Class of 2020****1 sem – .5 credit**

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.

**Civics Foundations****\*Required course starting with the Class of 2020****1 sem – .5 credit****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.

**American Studies****2 sem - 1 English credit, 1 social sciences credit****Available to Junior, Senior**

American Studies looks at the intersection between history and culture – namely literature, art, music, and film. Rather than look at history as a timeline of events, this course takes a different approach. Instead, we will examine broad themes in American culture, such as individuality, "the American Dream," race and gender, and national identity. To do this effectively, we must study the historical context of each theme, but we must also view its literature, art, and film. Students can expect a class focused on discussion and exploration, with skills focusing on critical reading and analytical writing.

**U.S. History****2 sem – 1 credit****Available to: Junior, Senior****\*Required Course\***

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.

<b>World History</b> <b>Available to: Freshmen, Sophomore, Junior, Senior</b> This required course is designed to help students examine and analyze historical events of the 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.	<b>*Required Course*</b>	<b>1 sem – ½ credit</b>
<b>College Prep Psychology (PSY 161) (weighted course)</b> <b>Available to: Seniors – Dual Credit</b> 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.		<b>1 sem – 1 credit</b>
<b>Advanced Placement US Gov't &amp; Politics</b> <b>Available to: Sophomore, Junior, Senior</b> 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 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.		<b>2 sem – 1 credit</b>
<b>Advanced Placement US History (weighted course)</b> <b>Available to: Junior, Senior</b> *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.		<b>2 sem – 1 credit</b>

## OTHER COURSES

<b>Teaching Assistant</b> <b>Available to Juniors and Seniors</b>  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.	<b>1 sem – ½ credit or 2 sem – 1 credit</b>
<b>OHS Open Program</b>	<b>2 sem – 1 credit</b>

Working closely with Open English and Open Math classes, “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.

### **OHS Bridge**

**2 sem – 1 credit**

OHS Bridge course is a yearlong course designed to ease OHS Freshmen into our community by providing skills necessary to be successful in high school and beyond. Students will be explicitly taught study skills, leadership skills and other skills necessary for all students to be successful in high school and beyond.

### **OP Passions**

**1 sem – ½ credit**

Open Program Passions is a student led class that involves students exploring their passions in life, and their future path. First semester involves teacher guided activities which are geared towards students exploring their Passions and path, along with a proposal for what they will be working on for second semester. For second semester, students will be in charge of their daily schedule to complete projects geared toward community service, acquiring a skill, independent book study which focuses on growth, and job related skills. Students who wish to enroll in Passions will need to see Mr. Boyer to fill out an application to get accepted into the class.

### **Study Skills**

**2 sem – 1 credit**

Prerequisite: Teacher recommendation (may be repeated)

This course provides an intervention period for students and is designed to enhance study skills and provide students with an opportunity to make up deficits in core subject areas. Students will bring appropriate materials for study, including assignments and texts. Student will be assessed on independent goals and objectives, attendance, effort, and completion of an assignment notebook.

### **Math Lab**

**2 sem – 1 credit**

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

**Prerequisite: Teacher Recommendation**

Math Lab is a class that provides students with assistance and supplemental learning, in the classroom. This class will assist students with questions or concerns about their math course. The support is designed to offer small group math help, with a mathematics trained support staff member. Mathematics skills and homework completion are the priorities.

### **Boost: Second Chance Program (SWIS)**

School within a School is a program for Oregon High School students to promote successful completion of graduation requirements in an alternative setting. Students are selected for this program through teacher recommendation.

### **SWIS Social Studies**

**2 sem- 1 credit**

**Prerequisite: Teacher recommendation**

This course will focus on getting students prepared for life after high school. Students enrolled in this course will receive a 0.5 credit of Consumer Education and a 0.5 credit elective credit. The topics in this course will focus on the following: self- awareness, time management, career/job planning, finding and using community resources, life management (renting vs. owning, budgeting, credit, etc.), life responsibilities (cooking, laundry, grocery shopping, etc.). This course will involve field trips into local places in our community and other communities to provide students with hands on experience whenever possible. When applicable, there will also be guest speakers invited into the classroom. Students enrolled in this course will also have the opportunity to complete 1 credit of United States History by completion of assignments and projects outside of class.

### **SWIS Study Skills**

**2 sem - 1 credit**

**Prerequisite: Teacher recommendation**

This course provides an intervention period for students to enhance study skills and to recover credits in core subject areas through online coursework and/or completion of supplemental SWIS course assignments. Students will have the opportunity to explore their values, strengths and needs related to school and career. Required materials include assignments, texts, and organizational supplies (folder, notebooks, binder, assignment calendar). Grade will be assessed upon independent goals and objectives, attendance, effort, and completion of an assignment calendar.

### **SWIS Health and Physical Education**

**2 sem – 1 credit**

**Prerequisite: Teacher recommendation**

This course is a combination of class work and physical activity participation. Students will acquire the knowledge and skills needed to take responsibility for their health and well-being. Students will learn and apply health skills, such as accessing accurate health information, analyzing influences, decision-making, goal setting, communication skills and self management. Health-related fitness components will include cardiovascular fitness, muscular strength, muscular endurance and flexibility, but will ultimately allow students to

discover their passion in movement and activity in the health and wellness field. Units covered include adventure education, team building, lifetime activities, first aid/CPR, teen issues, nutrition and fitness.

### **SWIS English**

**2 sem – 1 credit**

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

This course teaches students the art and value of language as it helps students navigate self-reflection, communication in a team-building atmosphere, gathering information, general analysis, and real-world scenarios. The class is based in an experiential-learning environment. The units involve using language to express emotions and shape self-awareness, analyzing storytelling techniques, studying technical reading and writing, planning a long field trip, presenting a persuasive argument, exploring language of a specific professional field, preparing for a profession after high school and transitioning from this class into a traditional classroom. There will be an opportunity for an extra 0.5 English credit for doing a series of side-projects for homework.

### **SWIS Career and Technical Education Studies**

**2 sem – 1 credit**

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

This course will introduce 6 different units based on the high demand careers in the CTE career pathways. The sections will be: 3-D Design and Printing, Welding and Machining, Food Science and Technology, Electrical, Plumbing and Masonry Systems, Small Engine Design, finished with a self-derived unit as the capstone to end the course. Students enrolled in this class will receive 1 elective credit, and will be involved with field trips throughout the community to visit businesses and project sites. Woven throughout the course are activities to develop and improve employability skills of students through practical applications. They will explore career opportunities in each area of the units. Students participating in the course will experience hands-on activities, projects, and problems.

### **SWIS Math Applications**

**2 sem – 1 credit**

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

This course provides a hands-on approach to mathematics that is directly applicable to everyday life. With a focus on number sense and problem-solving, this course integrates topics from algebra, geometry, and statistics that will prepare students for post-secondary life. Students will participate in an adult-living simulation which includes budgeting, financing, paying taxes, and other life unpredictability based on a chosen career. This course provides cross-curricular mathematical support necessary for the associated SWIS courses. Students will also have the opportunity to each an extra 0.5 math credit for projects and work outside of class.

### **SWIS Applied Modern Science**

**2 sem – 1 credit**

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

This course is designed to prepare students for the modern world post-high school. The course is designed to practice skills that are applicable across academic content areas such as finding information, following technical instructions, reading data tables and graphs, solving problems, defending an argument, and experimentation. Students will also practice career-oriented skills like preparing food, caring for animals/plants, reading a map, building and using tools, understanding nutrition labels. Additional topics covered will be psychology and environmental science. The course involves several field trips to local sites in an attempt to learn more about the community and how scientific ideas are omnipresent in today's world. By the end of this course, students will know how to use scientific ideas and apply them to the real-life situations. Students will also have an opportunity to earn an extra 0.5 science credits for projects and work outside of class.

## **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**

**For Regional (WACC) programs - The cost for these courses is paid for by the school. However, if a student drops a course, he or she will be responsible for reimbursing the school.**

Any student wishing to enroll at Whiteside Area Career Center in Sterling, must be registered at one of the fifteen member high schools,

must be 16 years of age, and must have junior or senior status as his or her high school.

**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.

#### **Cosmetology**

This program is open 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 350 of the 1500 hours necessary to complete the program. Financial incentives are available for students who chose to return to Educators of Beauty upon graduation.

#### **Allied Health**

One-year program offered to junior and senior students that are interested in pursuing a career in various medical fields. 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.

***5 Dual Credits with SVCC: 3 credits for Medical Terminology (NRS116), 2 credits for Pharmacology for Non-Licensed Personnel (VOC176)***

**Prerequisites:** A student must complete the application paperwork. Students will be required to participate in an internship two days per week throughout the school year. Therefore, a student who enrolls in Allied Health must be able to transport him or herself to various internship sites.

#### **Auto Service**

One- or two-year program offered to junior and senior students. First year students will be building basic repair skills such as lubrication, brakes, engine tune up, suspension, fuel injection, computer controls, electrical systems, exhaust systems, transmissions and clutches, cooling systems, and heating and air conditioning. Second year students will learn differential operation, engine diagnostics, and qualifying students can participate in work-based learning at various job sites in order to gain real world work experiences while going to school.

***2 Dual Credits with Highland Community College in AUTM 138***

**Prerequisites:** Students who enroll in Auto Service II will either participate in an internship two to three days per week, or will perform an internship at WACC in the WACC Automotive shop that will require working on customers' vehicles. Any student enrolled in Auto Service II must have a valid Illinois Driver's license.

**Recommended Student Criteria:** Students enrolled in Auto Services will be required to work 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 buildings and related fixtures. During the year, students will spend 85% of their time at a job site constructing or remodeling a residential house. 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, painting, 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.

***6 Dual Credits with Highland Community College: 3 credits for MTEC 240 and 3 credits for MTEC 245.***

**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.

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

One year course offered to a junior or senior student that acquaints students with the knowledge and skills necessary to own and operate their own businesses. Concepts such as supply and demand, cost/benefit analysis, competitive advantages, and opportunity recognition are covered. Coursework includes innovative thinking strategies, product development, business structure, marketing, financial strategies, record keeping, and preparing an income statement, balance sheet, income and cash flow statements. Entrepreneurial thinking (out-of-the box problem solving) is utilized throughout the course. This course will take place in area businesses, and will include tours of local industry and guest speaker from all areas of business.

***No dual credit available.***

**Prerequisites:** All students interested in enrolling in the WACC CEO class must complete an application available through 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**

Computer Technology is a one- or two-year program open to juniors and seniors who want to work with repair, networking, programming, web and application development of computers and portable devices. The latest methods of networking, configuring operating systems, programming, and web and application development will be covered in the class. Qualified students will acquire the skills to potentially pass the Testout PC Pro, Network Pro, ComTIA A+ and Network certifications. In addition, the course introduces students to the formal concepts of object-oriented computer programming, including program design, control structures, data structures and algorithms using the Java and other programming languages. Second year students will continue with advanced topics and could involve possible internship opportunities to qualified students.

**5 Dual Credits with SVCC: 3 credits for CIS 167 and 2 credits for CIS 151.**

*Recommended Student Criteria:* Students enrolled in Computer Technology will be required to sit at a desk for an hour and forty-five minutes, walk, stand, stoop, kneel, crouch and reach while performing typical computer repair work; use hands to finger, 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.

**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.

**6 Articulated Credits with SVCC after "Credit by Evaluation" form submitted: 3 credits for CJS 101 and 3 credits for CJS 232.**

*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 offered.

***No dual credit available.***

*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 a 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 24 college credits taking the Digital Media Arts class.

**27 Dual Credits with SVCC: ART 100-Media Arts, ART 103-Digital Photography, ART 105-Motion Graphics, ART 107-Digital Drawing, ART 230-Graphic Design I, ART 231 – Graphic Design II, ART 236-Film and Video, ART 237-Image and Sound Recording, ART 238-Interactive Media Design, ART 299-Topics and Issues (3 credits per course = 27 total credits offered)**

**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 changes that take place in a mother's body, 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". 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)

Students may earn a Level 1 Gateways Certificate upon successful completion of the course.

**3 Credits available with SVCC after “Credit by Evaluation” form submitted: ECE 114 or ECE 115 alternating years 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. Students will spend 40 hours at clinical sites while at WACC.

**8 Dual Credits with SVCC: 4 credits for NRS101, 4 credits for NRS103.**

**Prerequisites:** The Health Occupations program prepares students to become a Certified Nurse's Assistant. This is a state regulated program that requires students to spend 80 hours of theory and 40 hours clinical time working with patients. Students must have updated immunizations, TB test, and possibly flu shots if required by the clinical site. Student must be able to lift 25 pounds as it is a state mandated CNA skill to perform a two person lift on residents who are 119 pounds or less.