



# **WAUCONDA HIGH SCHOOL**

## **Curriculum Guide**

### **2026 -2027**

*Building Partnerships for Success*



Wauconda Community Unit School District 118  
555 North Main Street, Wauconda, Illinois 60084-1299  
847.526.6611, Fax 847.487.3595, [www.cusd118.lake.k12.il.us](http://www.cusd118.lake.k12.il.us)

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### **Important Phone Numbers at WHS**

<b>District office</b>	<b>Email Address</b>	<b>Phone Ext.</b>
Superintendents- Brian Wegley and Todd Leden	superintendent@d118.org	9000
Asst. Superintendent of Human Resources-Lisa Dewelde	ldewelde@d118.org	9002
Asst. Superintendent of Business- Cameron Willis	cwillis@d118.org	9001
Asst. Superintendent of Curriculum and Instruction- Mrs. Michaline Schmidt	mschmidt@d118.org	9300
Asst. Superintendent of Special Services- Dr. Julia Nadler	jnadler@d118.org	9200
Asst. Superintendent of Technology- Dr. Scott Cittadino	scittadino@d118.org	9400
Director of Bilingual Education- Todd Halstead	thalstead@d118.org	9301
Director of Special Services- Heather Fontenetta	hfontenetta@d118.org	9209
504 Coordinator- Melissa Hanes	mhanes@d118.org	9201
<b>Wauconda High School Building Administration</b>	<b>Email</b>	<b>Ext.</b>
Principal- Dan Nicholas	dnicholas@d118.org	1000
Associate Principal of Curriculum and Instruction- Tiffany Ingram	tingrum@d118.org	1001
Assistant Principal of Operations/Testing- Mike Levassuer	mlevassuer@d118.org	1003
Assistant Principal of Student Services- Jamie Born	jborn@d118.org	1004
Director of Athletics-Andrew Springer	aspringer@d118.org	1002
Director of Activities/Asst. Athletic Director- Sara Flanigan	sflanigan@d118.org	1017
<b>Department Chairs/Leaders</b>	<b>Email</b>	<b>Ext.</b>
English/EL Department Chair- Dr. Stephanie Fike	sfike@d118.org	1118
Mathematics Department Chair- Scott Blecha	sblecha@d118.org	1114b
Social Studies Department Chair- Becky Muff	Rmuff@d118.org	1164
Science Department Chair- Joseph Kim	joseph.kim@d118.org	1131
Special Education Department Chair- Jessica Schuessler	jschuessler@d118.org	1155
CTE Department Leader- Ali Luetschwager	aluetschwager@d118.org	1142
Fine Arts Department Leader- Chris Dorwegt	cdortwegt@d118.org	1213
World Languages Department Leader- Dr. Stephen Mack	smack@d118.org	1177
Wellness Department Leader- Kristie DeBolt	kdebolt@d118.org	1107
Counselor Department Leader- Melissa Hoffmann	mhoffmann@d118.org	1011

<b>Student Services Team (SST)</b>		<b>Email</b>	<b>Ext.</b>
School Counselor- Melissa Hoffmann	A & Academy Program	mhoffmann@d118.org	1011
School Counselor- Louisa Leino	B-GA	lleino@d118.org	1012
School Counselor- Josh Wastyn	GE-L	jwastyn@d118.org	1014
School Counselor- Andrew Albright	M-RI	aalbright@d118.org	1019
School Counselor- Meghan Grana	RO-Z	mgrana@d118.org	1013
School Psychologist- Kaitlin Strollo	A-L	kstrollo@d118.org	1018
School Psychologist- Dr. Tracy Rietz	M-Z	trietz@d118.org	1010
Social Worker- Elaine Armata	A-L	earmata@d118.org	1620
Social Worker- Becky Feryance	M-Z	rferyance@d118.org	1015
Social Worker- Megan Swiderski Coordinator	ILS Program & WSAT	mswiderski@d118.org	1501
Social Worker- Melanie Ibsh	Academy Program	mibsh@d118.org	1026

### **STUDENT SERVICES**

The Student Services Department consists of counselors, psychologists, social workers, speech and language therapists, a school nurse, and special education teachers. Staff members give students individual and group help in adjusting to their lives. Each student is assigned a counselor upon entering high school. The counselor meets with each student at least twice a year, although students may see their counselor more often. Parents may meet with their student's counselor by appointment during school hours.

A comprehensive testing program is in place to assist students in understanding their aptitudes, interests, and special abilities. Major test dates are provided in each school's Calendar/ Handbook. A college and career resource center, which is available to students and parents, provides information on college programs, scholarships, employment opportunities, trade and technical school programs, military services, occupational opportunities, and specialized educational and vocational programs. A computer software system which contains occupational, college, and financial aid information is available to all students. A career counselor coordinates activities to help students develop appropriate career goals. A counselor who has received special training as a college consultant is available to provide families with specific college and financial aid information.

Psychologists and social workers provide services to students and/or their families and serve as liaisons between school and community agencies. In addition, the psychologist conducts individual psychological evaluations and interprets results to students, parents, and school staff. A speech and language therapist and school nurse are available in each school to provide appropriate services to students.

Special education programs, designed to meet all state and federal mandates, are available for students with special needs. Special education teachers are trained to work with physically, mentally, and behaviorally challenged students. These teachers provide supplemental instruction to students in the regular classroom and special instruction to students whose educational needs require a modified program. Teaching assistants work with classroom teachers to extend additional assistance to students.

## **COURSE SELECTION & REGISTRATION**

Beginning in November, counselors and teachers assist students in the selection of course requests for the following year. Parents are encouraged to contact their student's counselor to assist in this process. A list of course requests by the student is made available for review and approval in spring. Changes in courses requested may be made up to the date indicated on this list. Courses will only run if minimum enrollment guidelines are met. Subject Level placement of incoming freshmen is based on the results of placement tests and the recommendations of junior high school teachers. Placement of students already enrolled in high school is based upon previous performance and the recommendations of their teachers. Students must register for the equivalent of four full-credit subjects plus Wellness courses. However, most students register for five full-credit courses plus Wellness courses.

## **ANNUAL NOTICE OF NON-DISCRIMINATION**

It is the policy of Wauconda Community Unit School District 118 not to discriminate on the basis of race, color, national origin, sex, religious beliefs, physical and mental handicap or disability, status as homeless, or actual or potential marital or parental status, including pregnancy, with respect to its educational programs, enrollments, activities or employment policy. This policy of non-discrimination is in compliance with Titles IX and VI and Section 504.

Inquiries concerning compliance may be directed to the Principal, 555 North Main Street, Wauconda, IL 60084, (847) 526-6611, extension 1000 at Wauconda High School, or Mrs. Lisa Dewelde, Nondiscrimination Coordinator, and/or Mr. Cameron Willis, Complaint Manager, 555 North Main Street, Wauconda, IL 60084, (847) 526-7690, or Director of the Office of Civil Rights, Department of Health, Education and Welfare, Washington, D.C.

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## **STATE OF ILLINOIS-BOARD OF HIGHER EDUCATION** **PREPARING FOR COLLEGE**

High school gives you a chance, perhaps for the first time in your life, to choose many of the subjects you study. Which subject should you take?

Answering this important question is hard. But the Illinois Board of Higher Education would like to help you by offering the following advice.

The subjects you take in high school either will increase your chances for education and jobs after high school--or they will reduce those chances. That is why your choices now are very important.

At this time in your life, you can't be sure what your future career will be. The American economy is changing. New kinds of jobs are created every day. Some jobs are disappearing. Some jobs will require more and more education. Almost all jobs will require some post-high school education.

What is the best way to prepare for this changing future? Take subjects that will give you as many future choices as possible. Don't cut yourself short. Take subjects, which will keep increasing your communication and computational skills. Take subjects, which will broaden your technical skills.

Do you think you might like to go to college? Here's more advice--especially if you think you'd like to get a bachelor's degree:

There are over 180 colleges and universities in Illinois alone. Each decides for itself how it will select high school graduates for admission. Admission requirements vary from one college to another. You must contact each one to find out what its specific requirements are. Admission requirements also are changing.

What is the best way to prepare for these different and changing requirements? Again, don't cut yourself short. Take at least two years of a world language and take four years in each of the following subjects:

English -	Emphasize written and oral communications and literature.
Social Studies -	Emphasize history and government/civics
Mathematics -	Include introductory through advanced algebra, geometry, trigonometry and fundamentals of computer programming.
Science -	Include biology, chemistry, and physics.

Finally, ask for help and advice from your teachers, your counselor, your principal, and your parents. These are the people who know the most about you and can help you with individual advice based upon your abilities and interests.

### **STATE OF ILLINOIS- BOARD OF HIGHER EDUCATION** **NEW STATEWIDE ADMISSION REQUIREMENTS**

The Board of Higher Education hereby announces that it has established statewide minimum admission standards for public colleges and universities in Illinois. The following high school subjects will be required of freshmen entering community college transfer programs and public universities in the fall of 2017:

#### **MINIMUM REQUIREMENTS**

<b><u>Units</u></b>	<b><u>Subjects</u></b>
4	English (emphasizing written and oral communications and literature)
3	Social Studies (emphasizing history and government/civics)
3	Mathematics (introductory through advanced algebra, geometry, and trigonometry)
3	Science (laboratory sciences)
2	World language, music, art, or vocational education.

Individual public universities and community colleges may have other subject requirements in effect before fall 2017 as well as other requirements involving test scores and grade point averages. Applicants must contact each college or university individually for details about all of its requirements.

The Board of Higher Education has adopted minimum subject requirements for public colleges and universities in an effort to help high school students improve their academic preparation for baccalaureate degree programs. Students who have not taken the required subjects but wish to enter a baccalaureate degree program after 2017 may be admissible to public colleges and universities on a provisional basis. Each institution will determine policies for provisional admission individually. Such policies will include requirements to make up preparation not completed in high school or provisions for opportunities to demonstrate competency in the required subject areas.

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#### **WHAT COLLEGES LOOK FOR**

Parents and students often ask counselors, "What does it take for me to get into (Fill in the Blank) College?" That is a difficult question to answer, as competition continues to intensify for a spot at certain colleges, and it is hard to ascertain what factors colleges will emphasize in a particular year. We know that colleges, especially those most competitive in admissions, seek students who are academically prepared for the rigors of college-level courses, who can contribute to their campus community, and who have a clear sense of why they are a good fit for that college.

## Top Factors Influencing Admission Decisions

The factors that admission officers use to evaluate applications have remained largely consistent over the past 20 years. Students' academic achievements—which include grades, strength of curriculum, and admission test scores—constitute the most important factors in the admission decision. According to the 2020 State of College Admissions Report published by the National Association for College Admission Counselors, the top ten factors, in order of importance, were:

1. Grades in all courses
2. Grades in college prep courses
3. Strength of curriculum
4. Admission test scores (ACT, SAT)
5. Essay or writing sample
6. Student's demonstrated interest
7. Counselor recommendation
8. Teacher recommendation
9. Class rank
10. Extracurricular activities

## Academic Plans and Recommended High School Programs of Study

To best prepare for the college admission process, we encourage students to pursue the sample academic programs below; however, be aware that completion of a sample program like these, does not guarantee admission especially at highly selective schools.

Wauconda counselors offer the following guidance to help students prepare for the college admission process:

- Enroll in at least four core classes (English, social studies, math, science, world language) in each semester of your high school career.
- Make sure your courses are appropriate and in a logical progression. Meet with your counselor often to ensure you are on the right track.
- Choose rigor in your coursework when and where it fits. You do not need to take every honor or AP course, but challenge yourself in subjects you are especially interested in and/or skilled at.
- Establish good study habits. Grades in the academic core areas (English, math, science, social studies, and world language) are the best predictors of success in college.
- Read! Studies have shown that one of the best preparations for college admission tests (ACT and SAT) is to read as much as possible.
- Keep your best work. Colleges may offer you a chance to submit supplementary material, like a graded essay, that demonstrates your achievements.
- Find activities, both in and out of school, that you enjoy and that provides an outlet for your academic and personal interests.. Part-time work is highly regarded; don't forget to list your work history when listing high school activities!
- Go for quality rather than quantity. Colleges admire students who put significant effort into two or three activities rather than students who put little time into many activities.
- Get to know your counselor and teachers on a more individual basis. These are the people who may be writing your college recommendations.

## Examples of Recommended Minimum Program of Study

Academic Area	Highly Selective Institution	Very Selective Institution	Selective Institution
English	4 years	4 years	4 years
Math	4 years	4 years	3 years
Social Studies	4 years	3-4 years	3 years
Science	4 years	3-4 years	2-3 years

<b>World Language</b>	3-4 years	2 years	1-2 years
<b>Honors &amp; AP Courses</b>	Encouraged where appropriate	Encouraged where appropriate	Encouraged where appropriate
<b>Institution Examples</b>	Northwestern, University of Michigan, Washington University - St Louis	University of Illinois - Urbana-Champaign, Marquette University, University of Wisconsin - Madison	Illinois State University, University of Missouri, Carthage College

\* For the best information on individual college requirements, check the specific college website.

## NCAA Clearinghouse Requirements

Students who wish to participate in collegiate athletics at Division I or II levels must apply for certification with the [National Collegiate Athletic Association \(NCAA\) Eligibility Center](#) during their sophomore year in high school.

Wauconda High School counselors can assist students in completing this process. To be certified by the Eligibility Center, you must:

1. Graduate from high school. You should apply for certification during your sophomore year in high school if you are sure you wish to participate in intercollegiate athletics as a freshman at a Division I or II institution. The Eligibility Center will issue a preliminary certification report after you submit all your materials. After you graduate, if your eligibility status is requested by a member institution, the Eligibility Center will review your final transcript to make a final certification decision according to NCAA standards.
2. Complete the 16 core courses below, including 10 before your seventh semester.
3. Earn a minimum required grade point average in your core courses. Only courses that are on Wauconda High School's [List of NCAA Approved Core Courses](#) can be used to calculate your NCAA GPA. No special values are allowed for "+" or "-" grades. (Enter WHS School Code: 144310)
4. For Division I, calculate a combined SAT or ACT sum score that matches your core-course grade-point average and test score and match it to the chart in the [Guide For the College Bound Athlete](#), which is available for a free download. Division II requires a minimum ACT sum score of 68 or SAT score of 820 and a minimum 2.0 GPA.
5. In Division III, athletes must meet the admissions standards set by the school as opposed to divisional standards as in Divisions I and II.

<b>Core Units Required for NCAA Certification</b>	<b>Division 1</b>	<b>Division 2</b>
English Core	4 years	3 years
Mathematics Core (Algebra I or higher)	3 years	2 years
Science Core (including at least 1 year of lab science)	2 years	2 years
Social Science Core	2 years	2 years
Additional English, math, or science	1 year	3 years
Additional Core (from any area above or foreign language, non-doctrinal religion, philosophy, computer science)	4 years	4 years
<b>Total Core Units Required</b>	<b>16</b>	<b>16</b>



## **GUIDE TO PRE-VOCATION OR GENERAL PROGRAMS**

Students who do not plan to attend college should plan on taking courses that prepare them for introductory level skills to careers of their choice. There are many skills that can be obtained from high school courses that could benefit students in their chosen career. Many classes in the business, family and consumer science, and applied technology departments offer practical, hands-on coursework that provides entry into some office and technical careers. The skills learned in these areas can be strengthened by taking electives in other departments. For students who are uncertain about their career choices, it is advisable to take a variety of courses in order to help determine which areas have greater appeal to them.

Students should seek advice about course content from department coordinators and teachers, as they are a good resource regarding information about their respective areas. The following information was composed by the State of Illinois specifically for eighth grade and high school students who wish to prepare for a baccalaureate degree.

### **COURSE CHANGES**

Course selections for the upcoming school year should be carefully considered. After the student registration period in January/February, teachers will be hired and class loads determined. Few schedule changes will be permitted after this period. If the scheduling process progresses smoothly and successfully, students will receive their schedule requests in late March. Students will have an opportunity to make schedule changes, if approved by the counselor, before the end of school. Students who fail a second semester course may request a schedule change with his/her counselor prior to July 1.

**NO SCHEDULE CHANGES WILL BE MADE AFTER JULY 1 OR WHEN SCHOOL STARTS IN THE FALL UNLESS THE SCHEDULE CHANGES ARE NECESSARY BECAUSE THE STUDENT ATTENDS SUMMER SCHOOL, OR EXPERIENCES AN UNUSUAL CIRCUMSTANCE DURING THE SUMMER MONTHS. ANY CHANGE, HOWEVER, MUST HAVE COUNSELOR APPROVAL.**

## **GRADUATION REQUIREMENTS AND ACADEMIC PROCEDURES**

To graduate a student must:

1. Successfully complete 24 course credits (a credit is equal to one year's work):

English .....	4 credits
Mathematics .....	3 credits
Science .....	2 credits
Social Science .....	2 ½ credits
Consumer Education .....	½ credits
Humanities (chosen from Art, Foreign Language, Music, English, World Literature, and Global Studies) .....	1 credits
Practical Arts (chosen from Business Ed., Family & Consumer Science and Applied Technology) .....	1 credits
* Physical Education .....	3 ½ credits
Health .....	½ credits
* Driver Education (classroom) .....	9 week course
Additional Electives .....	<u>6 credits</u>
	= 24 credits

\* *Not counted towards G.P.A.*

1. Pass a qualifying exam on the IL state constitution and federal constitution: This exam is required by state law and is given in the American Government/Civics course taken during senior year.
2. Students are enrolled in Drivers Education during their sophomore year. Placement is based on birth date. State Law mandates that a student must pass 8 academic courses (4 full credits) within the last two semesters prior to the start of a driver's education course. This law also applies to private drivers education instruction. Students must fulfill 30 hours of mandatory classroom instruction.
3. School date SAT graduation requirement
4. State of Illinois FAFSA graduation requirement

The only reason that a student may repeat a class will be for the failure of that class. Students may not repeat a class that they did not fail. Students wishing to audit a class for personal reasons must receive permission from their school counselor and the teacher whose class they wish to audit.

### **INDEPENDENT STUDY**

Because of the variety of student abilities, several departments afford select students an opportunity to go beyond the limitations of the normal course sequence through the independent study program.

The curriculum for the independent study course follows an acceptable accelerated course outline. A contract is drawn between the student and the teacher relative to the subject. The amount of work expected from the student in an independent study course will go beyond that of an advanced course offering of a department. Students seeking an independent study course in a specific department should contact the department coordinator to see if an independent study course is available. All independent courses are subject to approval by the department, counselor and principal. All student requests must be made during the regular registration period.

### **COLLEGE PREP CLASSES**

Gaining admission to our state colleges and many colleges in surrounding states is getting more difficult. We expect this trend to continue as the competition for college admissions increases. However, it is important for students to be placed on the correct levels in all their academic classes in order for them to learn with a minimum of frustration and discouragement. Please feel free to contact one of the counselors regarding any class level changes necessary for your child or if you have questions about this program.

Wauconda High School offers vocational education classes. Students may choose to prepare for a particular occupational area by combining class work at the high school with enrollment in a vocational program at the Lake County Technology Campus. Vocational classes offer students an opportunity to learn by doing and they provide supplementary opportunities to strengthen a student's academic programs.

### **MAKE -UP CLASSES**

Students who are deficient in credits may make up failed courses by correspondence, Plato/computer courses or summer school. Only one correspondence credit can be counted toward graduation and can only be done during the senior year, or on a case-by-case basis. The student's counselor must approve all correspondence, computer, and summer school classes.

### **DROPPING OF ELECTIVE CLASSES**

Students with parent and teacher approval may drop elective classes during the first four weeks of the semester without penalty. Elective classes dropped after this time will result in a recorded "F" semester grade. Students will not be allowed to drop required classes without counselor/parent approval.

### **GRADE WEIGHTING POLICY**

Weighted grades reflect the nature and difficulty of the courses in the curriculum. Furthermore, the use of weighted grades encourages students to enroll in classes commensurate with individual student's ability levels. The following point value will be used for weighting grade point value of the advanced and accelerated classes as compared to the general course curriculum.

### **Weighted Grade Chart**

<b>Grade/Mark</b>	<b>Advanced Placement/Honors</b>	<b>College Preparatory</b>
A	5.0	4.0
B	4.0	3.0
C	3.0	2.0
D	1.0	1.0
F	0.0	0.0

All courses except P.E. and Driver Ed will be included in computing class rank. Graduating seniors who have a cumulative grade point average of 4.0 or above after their seventh high school semester will be recognized as Senior Distinguished Honor Students. These senior honor students will be recognized and acknowledged at the annual Honors Night and at graduation.

### **LIST OF WEIGHTED GRADE COURSES**

<b>English/World Languages</b>	<b>Science</b>	<b>Social Studies</b>	<b>Mathematics</b>
Honors English I, II, III Honors World Literature I, II AP English Literature AP Language & Composition Dual Credit Composition Dual Credit Diversity in American Theater Dual Credit Theater Arts <hr/> Honors Spanish III Dual Credit Spanish IV Honors Native Speakers III Honors French III Dual Credit French IV American Sign Language Dual Credit	Honors Chemistry AP Biology AP Chemistry AP Physics I and II Bio 123 Dual Credit	AP U.S. History AP European History AP Psychology AP Government AP Microeconomics AP Macroeconomics	Honors Algebra II Honors Geometry Honors Pre-Calculus Honors Calculus AP Calculus AB AP Calculus BC AP Statistics Calculus Quantitative Literacy Dual Credit

**\*College-Prep** – These are courses that provide instruction to develop skills in reading, reasoning, higher-level thinking, computation, laboratory science, and world language. They ready students for university and college work, as well as other post-secondary options.

**\*Honors** – These are courses that demand high levels of cognitive and problem-solving processes and independent work. A rigorous instructional pace allows for both curricular depth and enrichment. They prepare students for university and college work, as well as future study in Advanced Placement courses.

**\*AP course information** - AP classes are offered based on student course requests. If not enough students sign up during student registration, the course will not run the following year. It is up to students to research the colleges/universities that they are interested in to learn about specific AP course acceptance. Guidance counselors can also assist in getting students information.

**\*Dual Credit Courses-** The students who complete a course designated as “Articulated dual Credit” can earn college credit in addition to the high school credit they receive. The difference is that these students will need to enroll in the partnering institution as a student so that a transcript can be created for college credit.

**All Dual Credit Offerings-----> For more information about these classes please [click here](#)**

Diversity in American Theater Dual Credit  
Theater Arts Dual Credit  
Introduction to Education Dual Credit  
Composition (English) Dual Credit  
Honors French IV Dual Credit  
Honors Spanish IV Dual Credit

Quantitative Literacy Dual Credit  
Biology 123 Dual Credit  
American Sign Language Dual Credit  
Career Readiness Dual Credit  
Dual Credit Digital Media  
Dual Credit Technical Theater

*\*Dual Credit is dependent on teacher certification, therefore, it is potentially subject to change based on unforeseen staffing changes. WHS will actively update the course catalog as soon as information is available.*

## INDIVIDUAL STUDENT PLAN

Students should use this sheet to plan their four-year program at Wauconda High School. Students should choose a College, General or Vocational area and follow the curriculum. The required courses are already listed, and the electives for each grade level are found in the course description book.

### GRADUATION REQUIREMENTS:

4 credits English  
1 credit Global Studies  
1 credit U S History  
3 credits Math  
2 credits Science

1 credit Humanities  
1 credit Practical Arts  
 $\frac{1}{2}$  credit Consumer Education  
 $\frac{1}{2}$  credit American Government  
 $3\frac{1}{2}$  credits Physical Education  
 $\frac{1}{2}$  credit Health

\*18 required credits plus 6 credits for electives - 24 total credits needed.

1 <sup>ST</sup> SEMESTER		9 <sup>th</sup> GRADE	2 <sup>ND</sup> SEMESTER	
Course Title	Credit		Course Title	Credit
English	$\frac{1}{2}$		English	$\frac{1}{2}$
Global St/AP Human Geo	$\frac{1}{2}$		Global St/AP Human Geo	$\frac{1}{2}$
Physics/Hon Physics	$\frac{1}{2}$		Physics/Hon Physics	$\frac{1}{2}$
Math	$\frac{1}{2}$		Math	$\frac{1}{2}$
Freshman P E	$\frac{1}{2}$		Freshman P E	$\frac{1}{2}$
Elective _____	$\frac{1}{2}$		Elective _____	$\frac{1}{2}$
	= 3			= 3
		10 <sup>th</sup> GRADE		
English	$\frac{1}{2}$		English	$\frac{1}{2}$
P E or Health	$\frac{1}{2}$		P E or Health	$\frac{1}{2}$
Math	$\frac{1}{2}$		Math	$\frac{1}{2}$
Chem/Hon Chem	$\frac{1}{2}$		Chem/Hon Chem	$\frac{1}{2}$
Electives _____	$\frac{1}{2}$		Electives _____	$\frac{1}{2}$
_____	$\frac{1}{2}$		_____	$\frac{1}{2}$
	= 3			=3
		11 <sup>th</sup> GRADE		
English	$\frac{1}{2}$		English	$\frac{1}{2}$
U S History	$\frac{1}{2}$		U S History	$\frac{1}{2}$
P E	$\frac{1}{2}$		P E	$\frac{1}{2}$
Math	$\frac{1}{2}$		Math	$\frac{1}{2}$
Electives _____	$\frac{1}{2}$		Electives _____	$\frac{1}{2}$
_____	$\frac{1}{2}$		_____	$\frac{1}{2}$
	= 3			=3
		12 <sup>th</sup> GRADE		
Consumer ED	$\frac{1}{2}$		American Government	$\frac{1}{2}$
P E	$\frac{1}{2}$		P E	$\frac{1}{2}$
English	$\frac{1}{2}$		English	$\frac{1}{2}$
Math (Recommended)			Electives (3 total)	
Electives (3 total)				
	=3			=3
TOTAL _____			TOTAL _____	

4 YEARS CREDIT = 24

### COLLEGE ADMISSIONS REQUIREMENTS

\*4 YEARS ENGLISH

\*3 YEARS SCIENCE

\*3 YEARS MATH

\*2 YEARS WORLD LANGUAGE

\*3 YEARS SOCIAL STUDIES

## Worksheet for High School 4 Year Plan

9th Grade--Subject	Freshman Year (S1)	Freshman Year (S2)	Freshman Year (Summer)
English			
Math			
Science			
Elective			
Elective			
Elective/ SH			
PE/PE			

10th Grade --Subject	Sophomore Year (S1)	Sophomore Year (S2)	Sophomore Year (Summer)
English			
Math			
Science			
Elective			
Elective			
Elective/Driver Ed			
PE/Health			

11th Grade--Subject	Junior Year (S1)	Junior Year (S2)	Junior Year (Summer)
English			
Math			
U.S. History			
Elective			
Elective			
Elective/ SH			
PE/ PE			

10th--Subject	Senior Year (S1)	Senior Year (S2)	Senior Year (Summer)
English			
Government/ Cons Ed			
Elective			
Elective			
Elective			
Elective/ SH			
PE/ PE			

## **CTE DEPARTMENT**

### **APPLIED TECHNOLOGY COURSES:**

#### **Project Lead The Way (PLTW)**

PLTW gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APPB) learning. Used in combination with a teaming approach, APPB-learning challenges students to continually hone their interpersonal skills, creative abilities, and problem solving skills based upon engineering concepts. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education.

Applied Technology Course Offerings		
Course #	Course Title	Grades Offered
652-Semester Course	<a href="#">Introduction to Manufacturing</a>	10, 11, 12
552	<a href="#">Computer Science Essentials</a>	9, 10, 11, 12
653	<a href="#">Introduction to Engineering Design (IED)</a>	9, 10, 11, 12
654	<a href="#">Principles of Engineering (POE)</a>	10, 11, 12
656	<a href="#">Computer Integrated Manufacturing (CIM)</a>	10, 11, 12

#### **65201S-Introduction to Manufacturing**

This introductory course provides students with an understanding of basic machine tool technology with workplace experience related to manufacturing systems. This course introduces students to the basic mechanical and technical skills common to most fields in the fabrication of metal, wood, and plastic in support of other manufacturing activities. Topics include; factory or machine shop safety, hand and power tool use, operation and maintenance of precision metal working equipment, precision measurement, quality control, exploring the manufacturing processes, and instrumentation and blueprint reading. This course gives students the necessary knowledge to pursue a career in a factory/machine shop setting.

*Grade Level: 10, 11, 12*

*Prerequisite: None*

#### **Computer Science Essentials**

This full year course introduces students to coding fundamentals and basic hardware through an approachable, block-based programming language and activity project based process where they will have early success in creating usable apps and creating networks. As students sharpen their computational thinking skills, they will transition to programming environments that reinforce coding fundamentals by displaying block programming and text-based programming side-by-side. The course engages students in computational thinking practices and collaboration strategies, as well as industry-standard tools authentic to how computer science professional's work. Students will learn about professional opportunities in computer science and how computing can be an integral part of all careers today.

*Grade Level: 9, 10, 11, 12*

*Prerequisite: None*

### **65301-Introduction to Engineering Design (IED)**

Introduction to Engineering Design is one of three foundation courses in the Project Lead The Way high school pre-engineering program. Introduction to Engineering Design (IED) is a course that is appropriate for students who are interested in design and engineering. The major focus of the IED course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. In addition, students use the most current issued 3D solid modeling design software to help them design solutions to solve proposed problems. The topics covered in this course are: Design Process, Technical Sketching and Drawing, Measurement and Statistics, Modeling Skills, Geometry of Design, Reverse Engineering, Documentation, Advanced Computer Modeling, and Design Challenges.

*Textbook: Online textbook through PLTW*

*Grade Level: 9, 10, 11, 12*

*Prerequisite: Algebra 1*

### **65401-Principles Of Engineering (POE)**

Principles Of Engineering is the second of three foundation courses in the Project Lead The Way high school engineering program. Principles Of Engineering (POE) is a high school-level survey course of engineering. The course exposes students to some of the major concepts that they will encounter in a post secondary engineering course of study. Students have an opportunity to investigate engineering and high-tech careers. Students will employ engineering and scientific concepts in the solution of engineering design problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students will also learn how to document their work and communicate their solutions to their peers and members of the professional community. The topics covered in this course are: Energy and Power, Mechanisms, Energy Sources, Energy Applications, Materials and Structures, Statics, Material Properties, Material Testing, Control Systems, Machine Control, Fluid Power, Statistics and Kinematics.

*Grade Level: 10, 11, 12*

*Prerequisite: Have passed Introduction to Engineering Design*

### **65601- Computer Integrated Manufacturing (CIM)**

Computer Integrated Manufacturing is appropriate for students interested in manufacturing and automation. Computer Integrated Manufacturing (CIM) is the study of manufacturing planning, integration, and implementation of automation. The course explores manufacturing history, individual processes, systems, and careers. In addition to technical concepts, the course incorporates finance, ethics, and engineering design. This reflects an integrated approach that leading manufacturers have adopted to improve safety, quality, and efficiency. The topics covered in this course are: History of Manufacturing, Control Systems, Cost of Manufacturing, Designing for Manufacturability, How we make things, Product Development, Introduction to Automation, Elements of Power, Robotic Programming and Usage, Integration of Manufacturing Elements, and Manufacturing Application.

*Grade Level: 10, 11, 12*

*Prerequisite: Introduction to Engineering Design (IED), Algebra 1, and Geometry*





## **Wauconda High School**

### *Applied Technology Course Offerings*

#### **9<sup>th</sup> Grade**

Introduction to Engineering Design

#### **10<sup>th</sup> Grade**

Introduction to Engineering Design

Principles of Engineering (POE)

Computer Integrated Manufacturing (CIM)

Manufacturing

#### **11<sup>th</sup> Grade**

Introduction to Engineering Design

Principles of Engineering (POE)

Computer Integrated Manufacturing (CIM)

Manufacturing

#### **12<sup>th</sup> Grade**

Introduction to Engineering Design

Principles of Engineering (POE)

Computer Integrated Manufacturing (CIM)

Manufacturing

## BUSINESS COURSES

Business Course Offerings		
Course #	Course Title	Grades Offered
510 - Semester Course	<a href="#">Introduction to Business</a>	9, 10, 11
532 - Semester Course	<a href="#">Microsoft Certification</a>	9, 10, 11, 12
530 - Semester Course	<a href="#">Marketing</a>	10, 11, 12
523 - Semester Course	<a href="#">Accounting I</a>	10, 11, 12
524 - Semester Course	<a href="#">Accounting II</a>	10, 11, 12
641 - Semester Course	<a href="#">Career Readiness Dual Credit</a>	11, 12
521	<a href="#">Business Incubation</a>	10, 11, 12
	<a href="#">Business Accelerator</a>	11, 12
646 - Semester Course	<a href="#">Internship</a>	12

### **510S - Introduction to Business**

This semester course introduces students to the business world in which they live. The purpose of Business Concepts is to explain the role of business in our economic system. The content is organized by the students' three roles: as workers in business, as consumers in society, and as citizens in the economy. Business career opportunities are explored throughout the year. This course will form a base for advancing in the business education curriculum.

Textbook: [Introduction to Business: The Economy and You](#)

Grade Level: 9, 10, 11

Prerequisite: None

### **523S - Accounting I**

**Note: Students completing both Accounting I and II with a semester grade of "B" or higher may receive credit for Accounting 112 at the College of Lake County.**

This semester course is designed to develop an understanding of the basic accounting principles and procedures. The proprietorship of ownership is studied. The course begins with the records necessary for a service business. It provides vocational preparation that will contribute to success in the initial entry-level job and provides the necessary foundation on which to continue studying business and accounting.

Grade Level: 10, 11, 12

Prerequisite: None

### **524S - Accounting II**

**Note: Students completing both Accounting I and II with a semester grade of "B" or higher may receive credit for Accounting 112 at the College of Lake County.**

This semester course continues the study of accounting principles and procedures. It provides further opportunities in partnership accounting, corporate accounting for merchandising businesses and accounting control systems. This course provides vocational preparation for careers in related business fields for which

mastering of some accounting knowledge applications is also needed. It provides a foundation on which to continue studying business or accounting at the collegiate level.

Grade Level: 10, 11, 12

Prerequisite: Accounting I

### **530S – Marketing**

This introductory elective course for sophomores, juniors and seniors to Marketing exposes students to the world of sports and entertainment. It will help students develop a comprehensive understanding of marketing concepts and theories that apply to sports related events and entertainment. Marketing is a vast and interesting topic for all students as it covers a wide range of career options. The areas this course will cover will be basic marketing and target marketing as well as sponsorship proposals and planning. This course also provides a sense of multiple future career options for the WHS student.

Grade Level: 10, 11, 12

### **532S – Microsoft Certification**

***Note: Students completing this course may receive credit for Computer Keyboarding I at the College of Lake County (AMT 170 Computer Keyboarding 2 credits).***

This is a semester course. This course combines touch-typing and basic word processing. Beginners learn and develop their touch-typing skills while those students with some previous experience increase their skills to a higher level. The student will learn how to create their own letters, memos, tables, correct MLA research formatting, and other documents important for school, career or personal use. College report formatting procedures are also covered. Internet activities are an integral part of the course.

Textbook: Century 21 Computer Applications and Keyboarding

Grade Level: 9, 10, 11, 12

### **641 – Career Readiness Dual Credit\***

This course is designed to help students develop specific job related skills as well as general personal skills. Students' work (job) selection will be based on ability, aptitude and interest. Classroom study will include learning styles, how to find a job, interview techniques, personal inventory, and exploring careers relating to one's interest and ability. In addition, contemporary workplace issues such as employer/employee rights, handling criticism, stress on the job, sexual harassment and other current topics will be covered. Throughout the course there will be emphasis on problem solving, decision making, interpersonal communications and workplace issues that will be a part of each student's work setting.

Grade Level: 11, 12

Requirements:

Students must be 16 years of age; students must provide transportation to and from work, and student's employment must meet the criteria established for the program. Credit: .5 for Internship classroom phase per semester .5 for work experience phase if minimum hours (240 hours per semester) are worked per semester, employed 16 of the 18 weeks per semester, and adhere to the Cooperative Education Student Agreement.

### **521-Business Incubation**

The INCubator program offers students an authentic entrepreneurship experience. In this program, students have the opportunity to create and fully develop a product or service. Real entrepreneurs and business experts serve as volunteer coaches and mentors, guiding student teams through the Lean Startup Processes of developing hypotheses about a business concept, testing those hypotheses, adapting, and further iteration. The program also includes foundational business topics such as marketing and finance. For two semesters, students work in teams and learn by doing. They will develop a business model canvas, gain market input on a minimum viable product, and iterate all elements to improve their business model.

Grade Level: 10, 11, 12

### **-Business Accelerator**

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ACCEleratoredu fosters startup development in customer acquisition, production, and business processes as it suits their business. The experience models a real-life start-up accelerator focused on developing teams through mentorship, education, connections, and accountability to launch a company. Students work through major content areas, including personal and professional time and project management, goal setting, banking and finances, customers and sales, legal and business regulations, marketing, solution development and feature testing, staffing, and technology planning. Students grow a customer pipeline, submit legal documents to become a recognized entity, create contracts or terms and agreements, develop operating systems, and build, test and iterate their products or services. Students leave the course having gained traction in the marketplace to launch their businesses successfully.

Grade Level: 11, 12

Prerequisite: Business Incubation

### **646 - Internship**

This course is designed to help students develop specific job related skills as well as general personal skills. Students' work (job) selection will be based on ability, aptitude and interest. Classroom study will include learning styles, how to find a job, interview techniques, personal inventory, and exploring careers relating to one's interest and ability. In addition, contemporary workplace issues such as employer/employee rights, handling criticism, stress on the job, sexual harassment and other current topics will be covered. Throughout the course there will be emphasis on problem solving, decision making, interpersonal communications and workplace issues that will be a part of each student's work setting.

Grade Level: 12

Requirements:

Students must be 16 years of age; students must provide transportation to and from work, and student's employment must meet the criteria established for the program. Credit: .5 for Internship classroom phase per semester .5 for work experience phase if minimum hours (240 hours per semester) are worked per semester, employed 16 of the 18 weeks per semester, and adhere to the Cooperative Education Student Agreement.



## **Wauconda High School**

### *Business Education Course Offerings*

#### **9<sup>th</sup> Grade**

Microsoft Certification  
Intro to Business

#### **10<sup>th</sup> Grade**

Microsoft Certification  
Intro to Business  
Marketing  
Business Incubator

#### **11<sup>th</sup> Grade**

Microsoft Certification  
Intro to Business  
Marketing  
Business Incubator  
Business Accelerator  
Accounting I  
Accounting II  
Career Readiness Dual Credit

#### **12<sup>th</sup> Grade**

Microsoft Certification  
Intro to Business  
Marketing  
Business Incubator  
Business Accelerator  
Accounting I  
Accounting II  
Career Readiness Dual Credit  
Internship

## FAMILY & CONSUMER SCIENCE COURSES

Family & Consumer Sciences is the field of study focused on the science and the art of living and working well in our complex world. Through research, experiential education, and technology, we can help students develop the essential knowledge and skills to: Lead better lives, be work and career ready, build strong families, and make meaningful contributions to our communities

Family and Consumer Science Course Offerings		
Course #	Course Title	Grades Offered
753 - Semester Course	<a href="#">Interior Design</a>	10, 11, 12
743 - Semester Course	<a href="#">Child Development</a>	10, 11, 12
711 - Semester Course	<a href="#">Culinary I</a>	10, 11, 12
712 - Semester Course	<a href="#">Culinary II</a>	10, 11, 12
713 - Semester Course	<a href="#">Modern Cuisine</a>	10, 11, 12
710 - Semester Course	<a href="#">Adult Living</a>	11, 12
745 - Semester Course	<a href="#">Introduction to Education (Dual Credit)</a>	11, 12

### **745S - Introduction to Education- Dual Credit**

This course provides the prospective teacher with a historical and philosophical overview of American public education. Other topics included are school organization, ethical and legal issues, the nature of teaching, curriculum, the social context, diversity, professional leadership, and current issues. This course will be a combination of discussion, lecture, projects, and hands-on experiences. The students will experience hands-on learning while working with students in Kindergarten through 7th grade at the local elementary and middle schools. This one-semester course is designed to mimic the College of Lake County's EDU 121 course. A passing grade will result in 3 semester hours of credit approved by CLC, which is then transferable to any public university in Illinois along with many other colleges throughout the country.

Textbooks: [Teachers, Schools, and Society](#), Sadker, Zittleman, Koch, 2022.

Grade Levels: 11, 12

Prerequisites set by CLC: 3.0 GPA AND top third of graduating class or 470 or high on SAT reading

### **710S - Adult Living**

This one semester course helps students understand their development as an individual, family member and as part of society. Students will evaluate the alternatives they face in order to make wise decisions. All aspects of life are explored: personality development, health, communication, relationships with family and friends, mate selection, marriage, parenting, managing family living, handling crises, divorce, aging and death. Practical information is given in order to help students deal with real-life situations. Other topics students will find relevant include identifying values and goals, deciding on career, getting and keeping a job, lifestyle options and consequences, group behaviors involving violence and characteristics of strong families. Balancing family and work will also be explored.

Textbook: [Contemporary Living](#), Ryder/Harter, 2004

Grade Levels: 11, 12

Prerequisite: None

### **711S - Culinary I**

This semester course introduces the student to the fundamental areas of food management, nutrition, consumer skills and food preparation. The basic concepts presented will be on selecting, storing, preparing and serving foods while preserving their nutrients, flavors, textures and colors.

Textbook: Guide to Good Food, Largen/Bence, 2015.

Grade Level: 10, 11, 12

Prerequisite: None

### **712S - Culinary II**

This sequential semester course broadens the students' understanding of the importance food has on their lives. The concepts studied will include food preparation, special diets, cultural heritage as well as career opportunities in food and nutrition.

Textbook: Guide to Good Food, Largen/Bence, 2015.

Grade Level: 10, 11, 12

Prerequisite: "C" or above in 711S - Culinary I, or consent of teacher

### **713S - Modern Cuisine**

Modern Cuisine enables students to realize the components and lifelong benefits of sound nutrition and wellness practices and empowers them to apply these principles in their everyday lives. Students will advance their food preparation techniques and nutritional knowledge through various laboratory experiences, impact of daily nutrition and wellness practices on long-term health, current nutritional issues, preparation of nutritious meals and snacks; physical, social, and psychological aspects of healthy nutrition and wellness choices.

Textbook: Guide to Good Food, Largen/Bence, 2015

Grade Level: 10, 11, 12

Prerequisite: "C" or above in Culinary I, or consent of the teacher.

### **743S - Child Development**

This semester course is designed to examine children's physical, intellectual, social and emotional development. Students will obtain practical information about how to manage the routines of childcare that permit a person to nurture and enjoy children, as well as effectively deal with their needs as an individual. Units covered include children and childhood, skills for effective parenting, responsibilities of parenthood, teenage pregnancy, prenatal development, birth, infancy, the child from one to six years of age, the special needs child, health and safety of children, and careers relating to children.

Textbooks: The Developing Child, Brisbane, 2016.

Grade Levels: 10, 11, 12

Prerequisite: None

### **753S - Interior Design**

This area of study is designed to help students recognize housing choices that will await them after graduation. The students will gain information and understanding that will assist them in arriving at intelligent decisions regarding the selection of a place to live. The area of interior design will provide students an opportunity to develop aesthetic skills through a knowledge and application of the art elements and principles of design. This area also offers the opportunity to understand good design; to encourage creativity; and to make critical judgments regarding the household articles and furnishings. Major class assignments include drawings, floor plans, creating room accessories, exploring new trends in housing, designing rooms, apartments and houses.

Textbooks: Interior Design, Clemons, 2017.

Grade Levels: 10, 11, 12

Prerequisite: None



## **Wauconda High School**

### *Family and Consumer Sciences Course Offerings*

#### **10<sup>th</sup> Grade**

Child Development  
Culinary 1  
Culinary 2  
Modern Cuisine  
Interior Design

#### **11<sup>th</sup> Grade**

Child Development  
Culinary 1  
Culinary 2  
Modern Cuisine  
Interior Design  
Adult Living

#### **12<sup>th</sup> Grade**

Child Development  
Culinary 1  
Culinary 2  
Modern Cuisine  
Interior Design  
Adult Living  
Intro to Education Dual Credit



## **FINE ARTS DEPARTMENT**

### **ART COURSES**

A study of the visual arts is significant in the holistic education and development of the individual. The Art Department believes that students will enrich their environment and enjoyment of life through the language of art and design. Students will connect, create, respond, and present through innovative art and design learning.

All art courses are designed to develop students' critical thinking, aesthetic judgment, and self-expression through creative activities. Collaborative feedback is used to promote growth and refinement in the art and design process. Visual arts learning supports students in recognizing individual differences and developing respect for themselves and others. The visual arts build lifelong learning in 21st-century skills for college and career readiness.

<b>Art Course Offerings</b>		
<b>Course #</b>	<b>Course Title</b>	<b>Grades Offered</b>
971 - Semester Course	<a href="#"><u>Introduction to Art</u></a>	9, 10, 11, 12
973 - Semester Course	<a href="#"><u>Drawing I</u></a>	9, 10, 11, 12
974 - Semester Course	<a href="#"><u>Drawing II</u></a>	10, 11, 12
977 - Semester Course	<a href="#"><u>Painting I</u></a>	9, 10, 11, 12
978 - Semester Course	<a href="#"><u>Painting II</u></a>	10, 11, 12
981 - Semester Course	Ceramics/ Sculpture I ( <a href="#"><u>3-D Media I</u></a> )	9, 10, 11, 12
982 - Semester Course	Ceramics/ Sculpture II ( <a href="#"><u>3-D Media II</u></a> )	10, 11, 12
985 - Semester Course	<a href="#"><u>Digital Art, Photography &amp; Design I</u></a>	9, 10, 11, 12
9851-Semester Course	<a href="#"><u>Digital Art, Photography &amp; Design II</u></a>	10, 11, 12
987	<a href="#"><u>Advanced Placement Studio Art &amp; Design</u></a>	11, 12
9890-Semester Course	<a href="#"><u>Unified Art &amp; Design</u></a>	9, 10, 11, 12
9891-Semester Course	<a href="#"><u>Unified Art &amp; Design Leadership</u></a>	10, 11, 12

#### **971S - Introduction to Art**

This is a semester course in which students will learn and apply the elements and principles of art and design. Students will investigate a variety of 2D (drawing, painting, printmaking) and 3D (clay, sculpture, cardboard) mediums through the art and design process. Students will persist in the reflection and refinement of original works. Students will achieve a foundational understanding of connecting, responding, creating, and presenting in visual art.

Grade Level: 9, 10, 11, 12

Prerequisite: None

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### **973S - Drawing I**

This curriculum includes teaching the elements of art (line, shape, color, texture, space, and form), and the principles of design. Students are exposed to the work of important artists from the past to the present. Students demonstrate mastery of drawing using a variety of art media and techniques, subject matters, and media, including pencil, ink, charcoal, pastels, markers, crayons, and mixed media. This course is designed for those students who want to improve their basic drawing skills and learn new ones, as well as improve their ability to think creatively.

Grade Level: 9, 10, 11, 12

Prerequisite: Have passed Introduction to Art

### **983S - Drawing II**

This curriculum expands upon students' existing knowledge of drawing media to develop artistic voice, creative investigation, and refinement of technical skills. Students are exposed to the work of important artists from the past to the present. Students demonstrate mastery in design thinking and artistic habits of mind to develop a portfolio of works suitable for college and career. (Course can run concurrently with Drawing 1 if numbers are not high enough to run a separate section. Students still need to meet prerequisites)

Grade Level: 10, 11, 12

Prerequisite: Have passed Drawing I

### **974S - Painting I**

In this course, students will explore and experience a variety of painting techniques, media, and historical approaches to art. Painting is a problem-solving course that provides a foundation in visual art concepts with an emphasis on the elements of art and the principles of design, the cultivation of creativity and the art-making process, and self-discovery: developing the student's individual and unique artistic voice through a variety of painting methods, techniques, and exploration activities.

Grade Level: 9, 10, 11, 12

Prerequisite: Have passed Introduction to Art

### **984S - Painting II**

This course provides art students with an opportunity to explore advanced painting techniques. The curriculum encourages the development of students' personal styles and the continued development of their portfolios. Students are encouraged to work in their own area of interest, develop thematic artwork, and pursue an in-depth exploration of a variety of painting media. (Course can run concurrently with Painting 1 if numbers are not high enough to run a separate section. Students still need to meet prerequisites)

Grade Level: 10, 11, 12

Prerequisite: Have passed Painting I

### **975S - 3-D Media I (Ceramics/Sculpture I)**

This is a semester-long course designed as an introduction to ceramics and sculpture, this semester-long course may deal with techniques used to work in clay, paper, wire, wood, foam, and plaster. The pottery wheel will be introduced in this course. Sculpture topics such as functional art and abstraction will be covered. Demonstration of techniques, investigation, idea generation, and guided individual practice will be emphasized.

Grade Level: 9, 10, 11, 12

Prerequisite: Have passed Introduction to Art

### **985S - 3-D Media II (Ceramics/Sculpture II)**

This semester-long course is designed to further students' three-dimensional art skills. The students will build upon prior knowledge of 3-D projects, concentrating on form, texture, and finish. Students will continue to create functional and decorative forms with clay, cardboard, paper, metal, wire, wood, foam, or plaster. The mastery of innovative ideas and 3D techniques will be emphasized in developing professional portfolios. (Course can run concurrently with 3D Media 1 if numbers are not high enough to run a separate section. Students still need to meet prerequisites)

*Grade Level:* 10, 11, 12

*Prerequisite:* Have passed 3-D Media I

### **976S - Digital Art, Photography & Design I**

The focus of this semester-long course will be on creating within design principles using a cell phone camera, iPads, digital SLR cameras or chromebooks to document and generate images. Projects will be assigned both on and off technology. Students will investigate innovative thinking strategies in digital platforms for creative expression. Professional-grade software will be taught and used to generate original digital artwork. Students will be required to keep a sketchbook and a portfolio of digital or printed work. Students will not be required to purchase a high-end digital camera for this class.

*Grade Level:* 9, 10, 11, 12

*Prerequisite:* Have passed Introduction to Art

### **9871S-Digital Art, Photography & Design II**

The focus of this semester-long course will focus on furthering student skills in digital media application to create art while exploring more advanced techniques in photography, graphic design, and other forms of digital art through a variety of technology. Adobe photoshop and Illustrator will be the primary software used. This course will focus on the following learning outcomes: (1) Explore and utilize advanced techniques within the field of digital art; (2) create a portfolio of projects that can be used as an entrance to AP and college level art courses; (3) articulate, in writing, information about one's work. Students will not be required to buy their own digital camera. (Course can run concurrently with Digital, Photo, & Design 1 if numbers are not high enough to run a separate section. Students still need to meet prerequisites)

*Grade Level:* 10, 11, 12

*Prerequisite:* Have passed Digital Art, Photography & Design I.

### **98701-Advanced Placement Studio Art & Design (Grade is weighted)**

This year-long course is for highly motivated visual art students working at or near the freshman college level. Students will create a portfolio of work that is submitted and assessed as their AP score. The course consists of three separate focuses and AP Portfolio Exams--2-D, 3-D Art or Drawing--corresponding to college and university foundation courses. Students are expected to conduct an in-depth, sustained investigation of materials, processes, and ideas, applying skills of practice, experimentation, revision, communication, and reflection.

*Grade Level:* 11, 12

*Prerequisite:* Have passed Introduction to Art and passed course sequence of either Drawing, Painting, 3D Media, or Digital Art/Photography/Design (with a B or higher in visual art courses) and/or art instructor approval.

### **9890S- Unified Art & Design**

This beginning-level art class allows a unique opportunity for students to experience a variety of media including drawing, painting, clay, sculpture, printmaking, and collage. This course is targeted for students in the ILS program. Unified art can be taken in one or both semesters as projects are not repeated

throughout the school year. The special ed and visual arts departments will work together to determine if this course is the best fit for students. This course runs concurrently with Unified Art & Design Leadership.

Grade Level: 9, 10, 11, 12

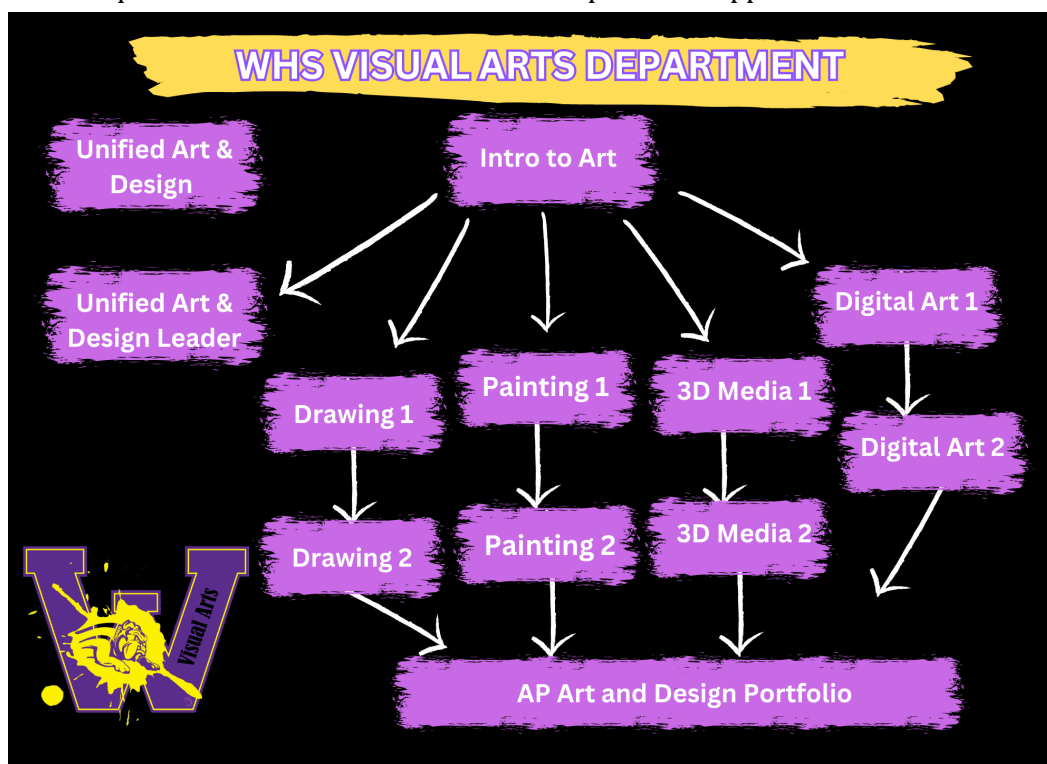
Prerequisite: Special Ed and Visual Arts Department Approval

### **9891S- Unified Art & Design Leadership**

This course is designed for students who are interested in working with the special needs community (ILS students). Students will be paired to form a learning team that will work together to explore the elements and principles of art and design through a variety of artistic media. Projects and lessons will cover sensory and social, as well as art topics. Student leaders will be responsible for a final project at the end of the semester. This course is most suitable for students planning to pursue careers in the field of education or healthcare. Students who wish to be leaders will be required to complete an application. Students can repeat up to 2 semesters of student leadership. This course runs concurrently with Unified Art & Design.

Grade Level: 10, 11, 12

Prerequisite: Must have passed Intro to Art and Visual Arts Department Approval



## MUSIC COURSES

Music course offerings promote individual aesthetic awareness and enable each learner to develop their creative identity through musical experiences. In addition to perpetuating a culture of creativity and innovation, music course offerings provide a unique opportunity to develop essential skills such as problem solving, critical thinking, collaboration, and communication. The music program strives to provide a caring and collaborative environment in which students learn to perform, analyze, and reflect in ways that lead to increased musicianship and emotional awareness.

Music Course Offerings		
Course #	Course Title	Grades Offered
960	<a href="#">Concert Band</a>	9
962	<a href="#">Concert Percussion Ensemble</a>	9, 10, 11, 12
900	<a href="#">Concert Choir</a>	9, 10, 11, 12
910	<a href="#">Varsity Choir</a>	10, 11, 12
930 - Semester Course	<a href="#">Music Theory</a>	9, 10, 11, 12
931	<a href="#">AP Music Theory</a>	10, 11, 12
964	<a href="#">Symphonic Band</a>	10, 11, 12
967	<a href="#">Advanced Percussion Ensemble</a>	10, 11, 12
970	<a href="#">Wind Ensemble</a>	9, 10, 11, 12
969	<a href="#">Wind Ensemble Honors</a>	9, 10, 11, 12
970	<a href="#">Wind Symphony</a>	9, 10, 11, 12
921-Semester Course	<a href="#">Introduction to Guitar</a>	9, 10, 11, 12

### **900 - Concert Choir**

This full-year course will include the study of vocal production, ear training, general music theory, music history, and singing of various musical styles. Students will be assessed on required concert performances, including those outside of the school day, as well as singing and written examinations. Private lessons are encouraged.

Grade Level: 9, 10, 11, 12

### **910 - Varsity Choir**

This full-year course is an advanced study of the objectives stated in music 900. This ensemble will perform regularly at required concerts, as well as various festivals, contests, etc., throughout the year. This class is open to all students who have successfully passed an audition with the instructor and who have been given permission by the instructor to enter the class. Students will be assessed on required performances, including those outside of the school day, as well as singing and written examinations. Private lessons are encouraged.

Grade Level: 10, 11, 12

Prerequisite: Entrance by audition only.

### **930S - Music Theory**

This semester course serves as an introduction to music theory and develops the student's ability to recognize, understand, and describe the basic elements and processes of music that are heard and presented in a musical score. This is done through listening exercises, sight-singing exercises, written work, compositions, and music analysis. The course will build off of established musical skills and will require students to read, notate, write, sing, and listen to music.

Grade Level: 9,10,11,12

### **931 - AP Music Theory (Grade is weighted)**

The AP Music Theory course corresponds to one or two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills, including dictation and other listening skills, sight singing, and harmony, are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the curriculum through the practice of sight singing. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are also emphasized.

Grade Level: 10,11,12

Prerequisite: At least 1 year of prior musical experience is required.

### **921S - Introduction to Guitar 1**

This course introduces students to the theory and mechanics of instrumental music. This course allows beginning music students the opportunity to learn the basics of playing and performing music on the acoustic guitar. In doing so, students gain an understanding of the basic fundamentals of music. Students learn how to read music, tablature, rhythms, chord symbols, as well as how to play melodies on their own and with one another. No prior experience is needed.

Grade Level: 9,10,11,12

### **960 - Concert Band**

This full-year course for wind players is a study of instrumental and musical techniques through a Marching Band setting for approximately the first 9 weeks and a Concert Band setting the remainder of the school year. Goals include developing individual and group performance proficiency, overall musicianship, and creative thinking. The requirements include performances at all home football games, local parades, school concerts, area festivals, and other functions that are decided upon by the school and director. Students will be assessed on required concert performances, extra required rehearsals, written examinations, and playing examinations. Private lessons are encouraged. Students will also have the opportunity to participate in our extra-curricular groups including Solo and Ensemble, pep band, jazz band, and in the musical pit.

Grade Level: 9

Prerequisite: Students enrolled in Concert Band need to have successfully completed the middle school band curriculum and/or have consent from the high school band directors.

### **962 - Concert Percussion Ensemble**

This full-year course for percussion players is a study of instrumental and musical techniques through a Marching Band setting for approximately the first 9 weeks and a Concert Band setting the remainder of the school year. Goals include developing individual and group performance proficiency, overall musicianship, and creative thinking. The requirements include performances at all home football games, local parades, school concerts, area festivals, and other functions that are decided upon by the school and director. Students will be assessed on required concert performances, extra required rehearsals, written examinations, and playing examinations. Private lessons are

encouraged. Students will also have the opportunity to participate in our extra-curricular groups including Solo and Ensemble, pep band, jazz band, and in the musical pit.

**Grade Level:** 9

**Prerequisite:** Students enrolled in Concert Percussion Ensemble need to have successfully completed the middle school band curriculum and/or have consent from the high school band directors.

### **964 - Symphonic Band**

This full-year course for wind players is a study of instrumental and musical techniques through a Marching Band setting for approximately the first 9 weeks and a Concert Band setting the remainder of the school year. Goals include developing individual and group performance proficiency, overall musicianship, and creative thinking. The requirements include performances at all home football games, local parades, school concerts, area festivals, and other functions that are decided upon by the school and director. Students will be assessed on required concert performances, extra required rehearsals, written examinations, and playing examinations. Private lessons are encouraged. Students will also have the opportunity to participate in our extra-curricular groups including Solo and Ensemble, pep band, jazz band, and in the musical pit.

**Grade Level:** 10, 11, 12

**Prerequisite:** Students enrolled in Symphonic Band need to have successfully completed a year in Concert Band and/or have consent from the high school band directors.

### **967 - Advanced Percussion Ensemble**

This full-year course for percussion players is a study of instrumental and musical techniques through a Marching Band setting for approximately the first 9 weeks and a Concert Band setting the remainder of the school year. Goals include developing individual and group performance proficiency, overall musicianship, and creative thinking. The requirements include performances at all home football games, local parades, school concerts, area festivals, and other functions that are decided upon by the school and director. Students will be assessed on required concert performances, extra required rehearsals, written examinations, and playing examinations. Private lessons are encouraged. Students will also have the opportunity to participate in our extra-curricular groups including Solo and Ensemble, pep band, jazz band, and in the musical pit.

**Grade Level:** 10, 11, 12

**Prerequisite:** Students enrolled in Advanced Percussion Ensemble need to have successfully completed a year in Concert Percussion Ensemble and/or have consent from the high school band directors.

### **969 - Wind Ensemble Honors**

This full-year course for wind players is an advanced study of instrumental and musical techniques through a Marching Band setting for approximately the first 9 weeks and a Concert Band setting the remainder of the school year. Goals include developing individual and group performance proficiency, overall musicianship, and creative thinking. The requirements include performances at all home football games, local parades, school concerts, area festivals, and other functions that are decided upon by the school and director. Students will be assessed on required concert performances, extra required rehearsals, written examinations, and playing examinations. Private lessons are encouraged. Students will also have the opportunity to participate in our extra-curricular groups including Solo and Ensemble, pep band, jazz band, and in the musical pit. Honors students will follow the Wind Ensemble (course 970) curriculum each semester and complete three additional assignments that assess playing ability, listening analysis, and an independent project.

**Grade Level:** 10, 11, 12

**Prerequisite:** Students enrolled in Wind Ensemble Honors need to complete a successful audition with the high school band directors and be in their second year of Wind Ensemble or a Senior in their fourth year in the program.



### **970 - Wind Ensemble**

This full-year course for wind players is an advanced study of instrumental and musical techniques through a Marching Band setting for approximately the first 9 weeks and a Concert Band setting the remainder of the school year. Goals include developing individual and group performance proficiency, overall musicianship, and creative thinking. The requirements include performances at all home football games, local parades, school concerts, area festivals, and other functions that are decided upon by the school and director. Students will be assessed on required concert performances, extra required rehearsals, written examinations, and playing examinations. Private lessons are encouraged. Students will also have the opportunity to participate in our extra-curricular groups including Solo and Ensemble, pep band, jazz band, and in the musical pit.

Grade Level: 9, 10, 11, 12

Prerequisite: Students enrolled in Wind Ensemble need to complete a successful audition with the high school band directors.

### **970 - Wind Symphony**

This full-year course for wind players is an accelerated study of instrumental and musical techniques through a Marching Band setting for approximately the first 9 weeks and a Concert Band setting the remainder of the school year. Goals include developing individual and group performance proficiency, overall musicianship, and creative thinking. The requirements include performances at all home football games, local parades, school concerts, area festivals, and other functions that are decided upon by the school and director. Students will be assessed on required concert performances, extra required rehearsals, written examinations, and playing examinations. Private lessons are encouraged. Students will also have the opportunity to participate in our extra-curricular groups including Solo and Ensemble, pep band, jazz band, and in the musical pit.

Grade Level: 9, 10, 11, 12

Prerequisite: Students enrolled in Wind Symphony need to complete a successful audition with the high school band directors.

## **LANGUAGES DEPARTMENT**

### **ENGLISH**

The English program is designed to improve the student's awareness of the important role that the English language and its literature play in one's life. Throughout the entire program of studies, emphasis is placed on the need for the student to think critically and the need for the student to be able to express his ideas clearly in both oral and written communication.

The major goals of the English Department are to increase the student's proficiency in the basic skills areas of vocabulary, thinking, listening, speaking, reading and writing, and to increase the student's appreciation of literature.

To achieve these goals students must successfully complete four required years of English. Some English courses are available on an elective basis and may be used to fulfill the humanities requirements. Courses available for the humanities requirement are indicated by an \*.

General College Prep. English courses are for students who are reading at approximate grade level.

Placement for Honors is made according to English GPA, test scores (honors student must read at least two levels above grade), and teacher recommendation. **Freshmen and sophomores may enroll in only one English course per semester.** Any exception to this policy must be documented in writing with approval of department coordinator and one other English teacher



English Course Offerings		
Course #	Course Title	Grades Offered
131	<a href="#">English I (Writing Intensive Course)</a>	9
151	<a href="#">English I Honors</a>	9
132	<a href="#">English II (Writing Intensive Course)</a>	10
152	<a href="#">English II Honors</a>	10
133	<a href="#">English III</a>	11
153	<a href="#">English III Honors</a>	11
156	<a href="#">AP Language and Composition</a>	11, 12
141- Semester Course	<a href="#">Creative Writing</a>	11, 12
165 - Semester Course	<a href="#">Speech</a>	11, 12
158- Semester Course	<a href="#">Dual Credit Composition</a>	12
134	<a href="#">Senior Language Composition</a>	12
139 - Semester Course	<a href="#">Sports Literature</a>	12
145- Semester Course	<a href="#">Film and Literature</a>	12
142	<a href="#">AP/Dual Credit Literature</a>	12
154- Semester Course	<a href="#">Honors World Literature I</a>	12
155- Semester Course	<a href="#">Honors World Literature II</a>	12
136- Semester Course	<a href="#">Dual Credit Diversity in American Theater</a>	12
Humanities or Practical Arts Credits within English Department		
136 - Semester Course	<a href="#">Dual Credit Intro to Theatre Arts Honors</a> (HUM)	9, 10, 11, 12
148 - Semester Course	<a href="#">Technical Theatre Design and Construction</a> (PRA)	9, 10, 11, 12
137 - Semester Course	<a href="#">Journalism</a> (PRA)	9, 10, 11, 12
163 - Semester Course	<a href="#">Dual Credit</a> Intro to Video Production (PRA)	9, 10, 11, 12



## Wauconda High School

### English Department Course Offerings

#### 9<sup>th</sup> Grade

Academic Reading  
English I  
Honors English I  
*\*Dual Credit Theatre Arts (CLC)*

*\*Technical Theatre Arts*  
*\*Journalism*  
*\*Dual Credit Intro to  
Video Production (CLC)*

#### 10<sup>th</sup> Grade

English II  
Honors English II  
*\*Dual Credit Theatre Arts (CLC)*

*\*Technical Theatre Arts*  
*\*Journalism*  
*\*Dual Credit Intro to  
Video Production (CLC)*

#### 11<sup>th</sup> Grade

English III  
Honors English III  
Creative Writing  
AP Language & Composition  
Speech

*\*Dual Credit Theatre Arts (CLC)*  
*\*Technical Theatre Arts*  
*\*Journalism*  
*\*Dual Credit Intro to Video Production (CLC)*

#### 12<sup>th</sup> Grade

*Students may choose a combination of elective courses  
below to satisfy a fourth year of English credit.*

AP Literature & Composition  
Honors World Literature I  
Honors World Literature II  
Speech  
Dual Credit Composition (CLC)  
Dual Credit American Sign Language (CLC)  
Film & Literature

Dual Credit Diversity in American Theatre (CLC)  
Senior Lang & Comp (CLC Transition Credit)  
Creative Writing  
Sports in Literature  
*\*Dual Credit Theatre Arts (CLC)*  
*\*Dual Credit Intro to Video Production (CLC)*  
*\*Journalism*

#### English Learners (EL)

English I  
English II  
English III  
English IV  
Grammar Practice  
ELL Resource

*Grades 9, 10, 11 & 12*  
*Grades 9, 10, 11 & 12*  
*Grades 9, 10, 11 & 12*  
*Grades 9, 10, 11 & 12*  
*Grades 9, 10, 11 & 12*  
*Grades 9, 10, 11 & 12*

*\*Courses in italics qualify as humanities credit*

### **131 - English I** (Writing Intensive Course)

English I is designed for all first year high school students. Reading skills are reviewed and reinforced. Vocabulary growth and critical thinking skills are developed. Literary concepts and literature are taught for general knowledge and appreciation

### **151 - Honors English I** (Grades are weighted and writing intensive course)

#### Criteria:

- 3.5 combined GPA in Reading and Language Arts during the first semester of 8th grade.
- Teacher Recommendation
- \*A reading level of at least one grade level above the student's current grade level, determined by a standardized reading test. The test is to be administered by the district during the early part of January of Grade 8. Private school students will be tested for the Honors Program if transferring to District 118 at a date to be determined by the district.

Grade Level: 9

Prerequisite: Teacher Recommendation

### **132 - English II** (writing intensive course)

English II balances the input skills of reading and listening with the output skills of writing and speaking. Composition progresses from the writing of paragraphs to essay writing with a focus on PSAT preparation. A formal research paper is required during the year. The literature covered includes classical selections as well as modern.

### **152 - Honors English II** (Grades are weighted and writing intensive)

Honors English II is a continuation of Honors English I. There is more emphasis on critical reading and writing, and the pace is more rapid. A literary analysis essay is required during the year, as well as collaborative projects and presentations. Students should expect to read up to five books/novels throughout the course of the year. Therefore, Honors English II is recommended for those with a serious interest in English.

Grade Level: 10

Prerequisite: Teacher Recommendation

### **133 - English III**

English III is the study of American literature. Prior to English III students have been exposed to a wide range of literature, and the approach has been either thematic or by genre (type). English III deals only with American literature, and the approach is chronological. The literary history of the United States is covered from Puritan writing to contemporary literature. Continuing development of skills in all phases of communication occurs through the vehicle of American literature.

Grade Level: 11

Prerequisite: English 132 (or 152 and teacher recommendation)

### **153 - Honors English III** (Grades are weighted)

Honors English III is a version of 133 with a heavier emphasis placed on critical reading, analysis, and writing skills. More material is covered, and the pace of the class is more rapid. Some of the literature covered is from the AP reading list.

Grade Level: 11

Prerequisite: Teacher Recommendation

### **156- Advanced Placement Language and Composition** (Grades are weighted)

AP Language and Composition is a college-level writing class that requires students to develop multiple, high-level reading and writing strategies that focus primarily on these five skills: students will be able to identify and explain an author's use of rhetorical strategies and techniques; students will apply effective rhetorical techniques in their own writing; students will create and sustain arguments based on readings, visual texts, research, and personal experience; students will demonstrate mastery of standard written English as well as stylistic maturity in their own writing; students will present and receive pertinent information on current issues to strengthen their argumentative techniques; and finally, students will participate fully in all phases of the writing process. In addition, students will also learn a variety of test-taking skills and techniques that will enable them to satisfactorily complete both the multiple choice and essay portions of the Advanced Placement English Language and Composition Exam.

Grade Level: 11, 12

Prerequisite: At least one year of honors English; teacher recommendation

### **158S- Dual Credit Composition** (Grades are weighted)

This course is designed to help students develop their competence in college-level writing and in the analysis of texts so they can enter the dialogue of the academic community. Students must have a GPA of 3.0 or higher, be in the top third of their class or earn a 470 or higher on the Reading section of the SAT in order to be eligible to take this class. This course includes the analysis and practice of argument and the use of critical thinking to read, analyze, and produce college-level texts. This one-semester course is designed to mimic the College of Lake County's English 121 writing course. A passing grade and successful portfolio will result in 3 semester hours of credit approved by CLC, which is then transferable to any public university in Illinois along with many other colleges throughout the country. This writing-intensive course is not literature based.

Prerequisites set by CLC: 3.0 GPA AND top third of graduating class or 470 or high on SAT reading

### **141S - Creative Writing** (Writing Intensive Course)

This one semester course elective is open to juniors and seniors who have passed both English I and English II. It provides students with the opportunity to participate in this writing exploration workshop. It will allow students to explore new and challenging assignments focused on improving writing, editing and thinking skills. In addition, this course will expose students to numerous genres of literature, which will be examined and considered as models for expanding creative writing abilities. In one eighteen week semester, students will produce pieces of short fiction, creative nonfiction, poetry, and other smaller pieces of creative written expression. Students will produce a portfolio of their writing and revision of their work. They will also be informed about local writing contests and encouraged to submit pieces for possible publication.

Grade Level: 11, 12

Prerequisite: English I and II

### **145S - Film & Literature**

In previous courses, many students have read through a novel, short story, or play and eventually watched a film. Often, little time is spent delving into the decisions that involve adapting a narrative from page to screen. In this course, students will be reading a text, annotating for film techniques, and analyzing a director's execution of these techniques in a correlating film adaptation. Culminating in students creating their own film masterpiece.

Grade Level: 12

### **\*142 - Advanced Placement/Dual Credit English Literature** (Grades are weighted)

Advanced Placement English Literature prepares students for the Advanced Placement English Exam and other college level courses. Students are engaged in the careful reading of literary works. Through such study, they sharpen their awareness of language and their understanding of the writer's craft. They develop critical standards for the independent appreciation of any literary work, and they increase their sensitivity to literature as a shared experience. To achieve these goals, students study the individual work, its language, characters, action, setting, and

themes. They consider its structure, meaning, and value, and its relationship to the historical context and contemporary experience.

Grade Level: 11, 12

Prerequisite: Teacher recommendation

### **136S - Dual Credit Diversity in American Theatre (THE 123-CLC)** (Grades are weighted)

Diversity In American Theatre is a one semester course that is also offered as Dual Credit from the College of Lake County. Eligible Students can earn 3 Credit hours in Humanities at CLC. This course will examine various dramatic expressions that reflect the experience and construction of racial and cultural identity in the United States. It will explore issues of diversity in contemporary U.S. society and introduce a sampling of dramatic literature which reflects this diversity. Specific focus will be given to Black Theatre, Latinx/ Hispanic Theatre, Asian American Theatre, Native American Theatre, Feminist Theatre, and LGBTQ Theatre. *Upon successful completion of this course, students should be able to* 1) identify and analyze the historical, social, and cultural contexts for specific dramatic works and demonstrate an understanding of how these works address issues such as race, ethnicity, class, gender, and sexual orientation and identity; 2) describe the significant conditions and contributions of traditionally minoritized and underrepresented groups in the U.S from both a historical and present day perspective; 3) develop an informed perspective on traditionally minoritized and underrepresented groups in the U.S.; and 4) explore and utilize the information and ideas generated in class to compare and contrast their own background, beliefs, and values with that of others.

Grade Level: 12

Prerequisites set by CLC: 3.0 GPA AND top third of graduating class or 470 or high on SAT reading

### **134-Senior Language and Composition**

Senior Language and Composition is a college preparatory courses that develops student skills in reading, critical thinking and analysis, and writing to support student success across majors and career pathways while aligning with the Illinois Learning Standards. Upon completion of this course students should be able to: adapt their approaches and strategies as they engage in reading and writing tasks; analyze, evaluate, and synthesize while reading and writing; and demonstrate information literacy skills as an engaged reader and as a contributing writer. The course is delivered through an approach that integrates instruction across the competency domains and organizes the selected texts around themes, critical issues, or concepts that foster critical thinking, reading and writing skills.

Grade Level: 12

### **139S-Sports Literature and Writing**

Sports Literature and Writing is a course that identifies the relationship between sports and culture by examining contemporary topics in sports. Students will create meaningful connections between academic and personal interests; investigate human nature and analyze aspects of sports literature and media regarding competition, spectacle, personal struggle, exaggerated personalities, and characteristics of those in sports. Students will study the following topics: "Defining Culture Through Sports," "Themes Across Sports Literature," "Sports Ethics," and "Social Implications of Sports."

Grade Level: 12

### **154S - Honors World Literature I** (Grades are weighted)

Honors World Literature I is a semester course designed to study different cultures and the literature produced by those cultures. This course covers material from the years 1500 B.C. through present times and focuses on the historical events and people who shaped the literature during these time periods. World Literature I examines Africa, looking at both ancient and modern African events, world events and African literature; Ancient Greece and Rome; and Southwest and South Central Asia. Writing requirements include frequent formal essays and a variety of other informal writings. Independent readings are regularly assigned.

*Grade Level:* 12

**155S - Honors World Literature II** (Grades are weighted)

Honors World Literature II is a semester course that studies different cultures and the literature produced by those cultures. The course covers material from the years 1500 B.C. through present times and focuses on the historical events and people who shaped the literature during these time periods. World Literature II examines East Asia and the Pacific, looking at both ancient and modern Asian events, world events and Asian philosophy and literature; Europe; and the Americas. Writing requirements include frequent formal essays and a variety of other informal writings. Independent readings are regularly assigned. World Literature I is **not** a prerequisite for enrolling in World Literature II.

*Grade Level:* 12

**\*165S - Speech I**

Students will design and deliver speeches and presentations for a variety of purposes: to inform, to persuade, and to commemorate. Beyond the delivery of speeches, students will learn to establish credibility, assess the credibility of others, and evaluate the credibility of sources. Methods of persuasion are also discussed and evaluated as students attempt to reach a specific audience and ethically present their viewpoints/findings.

*Grade Level:* 11, 12

*Prerequisite:* Completion or in the process of completing English I and II

**137S - Journalism**

This class introduces the fundamental elements of print and online journalism as they examine the role of media in our society. Students will learn the concepts of journalism, including the history of the field, page design, and the ethics of journalism. They will learn investigative skills, business skills, responsible reporting, and journalistic writing techniques as they read, respond to, and write their own news and feature articles. Classes will include discussions, workshops, group and individual meetings, writing, revising, and publishing. Students will read and discuss recently published articles that have appeared in print or online, and will also read and evaluate some examples of creative journalism. Students will learn the publication process and meet publication deadlines. Student articles will be featured in the school newspaper, *The Purple Press*.

*Grade Level:* 10, 11, 12

*Prerequisite:*

**136S - Dual Credit Introduction to Theatre Arts Honors (THE 121-CLC)** (Grades are weighted)

Theatre Arts is a one semester course that is also offered as Dual Credit from the College of Lake County. Eligible Students grades 10-12 can earn 3 credit hours in Humanities at CLC. The course is designed to educate the student in the world of theater. This course focuses on the acting side of theater. HOWEVER, this class is not JUST for performers. Students who are looking to improve public speaking or enjoy collaborating with peers will benefit from the skills taught in this class. It also looks at technical theater in the areas of costuming, makeup, scenery and props, lighting and sound, and directing. Students will learn theater history, puppetry, mime, direction, unarmed stage combat, and character breakdown while reading modern and classical scenes, full length plays, and one acts. Basics of set and makeup design are explored. Students will design and teach a round of improvisation and Theatre games during "Improv Fridays". Students will learn role development and characterization techniques through a series of carefully prepared memorized scenes. Students will also be required to read and analyze short plays and perform one of their own.

*Literature Covered:* *Trifles, Almost Maine, Fences*

*Grade Level:* 9, 10, 11, 12

*Prerequisites set by CLC:* 3.0 GPA AND top third of graduating class or 470 or high on SAT reading

**163S - Dual Credit Intro to Video Production :**

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This is an introductory course in digital video filmmaking and production. Students will be introduced to video filmmaking and production principles, terminology, theory, industry-relevant software and hardware. Students will gain hands-on experience working with video cameras, lenses, audio recording and lighting equipment. All phases of planning and producing digital video filmmaking will be emphasized involving directing visual storytelling and narrative communication. This course lays the foundation for more advanced digital video production and editing courses.

Grade Level: 9-12.

Prerequisite: None

### **148S - Technical Theatre Design and StageCraft- Practical Arts Credit**

Theatre Design and Technology is hands-on class for students interested in behind-the-scenes design and build aspects of Theatre Arts or students who love working with their hands to build and create. In this class, students will explore Special Effects Makeup, Lighting, Prop design and build, Paint Techniques, Set construction and design, Tool Safety, and Light and sound design.

Grades: 9-12

Prerequisites set by CLC: 3.0 GPA AND top third of graduating class or 470 or high on SAT reading

## **English Language Learners Courses**

English Language Learners (ELL) Course Offerings		
Course #	Course Title	Grades Offered
182	<a href="#">English I</a>	9, 10, 11, 12
183	<a href="#">English II</a>	9, 10, 11, 12
184	<a href="#">English III</a>	9, 10, 11, 12
187	<a href="#">English IV</a>	9, 10, 11, 12
185	<a href="#">Grammar Practice</a>	9, 10, 11, 12
	<a href="#">EL Resource</a>	9, 10, 11, 12

### **182 – English I (EL)**

This course is designed for beginning EL students. It aims at developing academic reading skills, grammar, and vocabulary for students just beginning to learn the English language. In addition, the class also provides a wide variety of tasks that integrate listening, speaking, reading, and writing skills for the beginning English speaker.

Textbooks: [Edge Fundamentals](#), Hampton Brown (National Geographic); [Inside the USA](#), Hampton Brown (National Geographic)

Grade Level: 9, 10, 11, 12

Prerequisites: Counselor and Department Approval

### **183 – English 2 (EL)**

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This course is designed for intermediate EL students. It aims at helping students develop a variety of comprehension skills, such as understanding vocabulary in context, text interpretation, and analysis of reading selections. Students will continue to develop Listening, Speaking, Reading, and Writing skills as they continue to build their linguistic proficiency.

Textbooks: Edge Level A, Hampton Brown (National Geographic)

Grade Level: 9, 10, 11, 12

Prerequisite: Counselor and Department Approval

### **184 - English 3 (EL)**

This course is designed for advancing EL students. Throughout this course, EL students will read and respond to pieces of literature, continue to develop brainstorming skills, and perfect their own writing skills. Their writing, communication, and analysis skills will continue to grow in sophistication. Additionally, they will analyze an author's perspective and learn to confidently express their own thoughts regarding a variety of reading selections with increasing conviction and confidence.

Textbooks: Edge Level B, Hampton Brown (National Geographic)

Grade Level: 9, 10, 11, 12

Prerequisite: Counselor and Department Approval

### **187 - English 4 (EL)**

This course is designed for advancing EL students. Throughout this course, EL students will read and respond to pieces of literature, continue to develop brainstorming skills, and perfect their own writing skills. Their writing, communication, and analysis skills will continue to grow in sophistication. Additionally, they will analyze an author's perspective and learn to confidently express their own thoughts regarding a variety of reading selections with increasing conviction and confidence.

Grade Level: 9, 10, 11, 12

Prerequisite: Counselor and Department Approval

### **185 - Grammar Practice (EL)**

This course is designed for EL students. It is a dynamic approach to language learning that presents English language in a variety of contexts. Students will gain more confidence in speaking, writing, reading, and thinking in the target language, while contrasting structures and forms of the language.

Textbooks: Edge Level C, Hampton Brown (National Geographic)

Grade Level: 9, 10, 11, 12

Prerequisite: Counselor and Department Approval

### **ELL - EL Resource (EL)**

This course is designed for students to have extra study time and support. Emphasis will be placed on make-up testing, reading practice, writing development, and extra help from teachers and paraprofessionals.

Textbooks: None

Website: None

Grade Level: 9, 10, 11, 12

Prerequisite: Counselor and Department Approval



## WORLD LANGUAGES

These two world languages are designed to meet the needs of students pursuing either the college preparatory or the pre-vocational curriculum. The world language experience of Wauconda High School provides an opportunity for the students to acquire an additional medium of communication and to develop an appreciation and an awareness of many of the facets of other cultures. The goals of speaking, writing, and reading the target language as well as understanding the spoken language are taught in such a way that self-discipline and self-expression are developed in the student.

World Language Course Offerings		
Course #	Course Title	Grades Offered
891	<a href="#">Spanish I</a>	9, 10, 11, 12
892	<a href="#">Spanish II</a>	10, 11, 12
893	<a href="#">Spanish III Honors</a>	11, 12
894	<a href="#">Spanish IV Dual Credit (Honors)</a>	12
896	<a href="#">Spanish for Native Speakers I</a>	9, 10
898	<a href="#">Spanish for Native Speakers II</a>	10, 11
897	<a href="#">Spanish for Native Speakers III (Honors)</a>	10, 11, 12
861	<a href="#">French I</a>	9, 10, 11, 12
862	<a href="#">French II</a>	10, 11, 12
890	<a href="#">Honors French III</a>	11, 12
860	<a href="#">French IV Dual Credit (Honors)</a>	12
89911	<a href="#">American Sign Language Dual Credit (Honors)</a>	12

Spanish	French
Spanish I Native Speakers I ⇅	French I ⇅
Spanish II Native Speakers II ⇅	French II ⇅
Honors Spanish III Honors Native Speakers III ⇅	Honors French III ⇅
Dual Credit Honors Spanish IV	Dual Credit Honors French IV
Dual Credit American Sign Language	

### **891 - Spanish I**

This beginning Spanish course is taught for those students who wish to fulfill a foreign language requirement for college entrance and/or for students who wish to begin to develop an ability to communicate in Spanish. Students will begin to learn this new language through the study of vocabulary, grammar, culture, literature, and art. Students will start the journey learning to communicate in Spanish at the Novice Low proficiency level and progress to the Novice Mid proficiency level by the end of Spanish I. Reading, writing, listening and speaking activities will be conducted in the target language daily. Online resources are used as well as the textbook.

Grade Level: 9, 10, 11, 12

Prerequisite: "C" average or above in English courses

### **892 - Spanish II**

This course is designed for those students who have successfully completed the beginning Spanish course. It is a continuation of the first course with emphasis on increasing the spoken and written vocabulary. The course continues to introduce students to the Spanish language and culture through units focusing on the interpretive, interpersonal, and presentational modes of communication. These modes include the skills of reading, writing, listening, and speaking. During the course, students will advance their journey from the Novice Mid proficiency level to the Novice High proficiency level. All will be encouraged to speak effectively and comfortably in the target language as well as to appreciate the cultures. Participation in all areas is expected in order to enhance all of our experiences.

Grade Level: 10, 11, 12

Prerequisite: "C" or above in Spanish I is required

### **893 - Honors Spanish III (Grades are weighted)**

This course will concentrate on improving the students' fluency in all four of the areas of language learning – listening, speaking, reading, and writing. A review of the verbs and grammatical concepts learned in the first two years of study will include more specific applications of these ideas. We will expand on students' knowledge of vocabulary, grammatical concepts and idiomatic expressions through exposure to authentic Spanish materials. Cultural lessons regarding the geography, history and social customs of the Spanish-speaking people of the world will continue. The goal is to progress to the Intermediate Mid proficiency level by the end of Spanish III Honors. Since the goal is to move forward in proficiency, the course will be conducted primarily in the target language, allowing students the opportunity for more freedom of expression and originality of thought in Spanish. The honors level course will include additional lessons, assignments and assessments in addition to the regular Spanish III Curriculum.

Grade Level: 11, 12

Prerequisite: Teacher recommendation (Typically an A or high B in Spanish II is required for recommendation by teacher)

### **894 - Dual Credit Honors Spanish IV (Grades are weighted)**

This course continues to expand the knowledge of Spanish grammar, with emphasis in verbal and written communication. Films, short videos, readings and materials from newspapers, magazines, and media are utilized for students to explore the Spanish-speaking world and cultures based on authentic materials.

Grade Level: 11, 12

Prerequisite: Completion of Honors Spanish III and teacher recommendation

**\*\*This course is taught primarily in Spanish.**

### **898 – Spanish for Native Speakers I**

Español para Hispanohablantes I is designed for heritage learners of the Spanish language who are proficient in their speaking and auditory skills. For native speakers to correctly utilize their language through written expression and reading comprehension, a formal study of Spanish needs to occur that incorporates the grammatical foundations of a language. This course will introduce, reinforce and expand the concepts and fundamentals that are taught in Spanish I and Spanish 2 in order to strengthen the native speaker's ability to properly form the Spanish language. Students will be exposed to a variety of cultural topics and its communities in order to develop basic skills in analyzing different types of texts through literature selections and independent reading activities.

Grade Level: 9 or 10

Prerequisite: None

### **899 - Spanish for Native Speakers II**

Español para Hispanohablantes 2 is designed as a continuation of Level 1. Students will expand their development to expressive and receptive language abilities through advanced grammar topics that are taught and reinforced in Spanish 2 and Spanish 3. Students will develop strategic vocabulary for reading, analyzing and writing various texts in Spanish while continuing to develop the correct use of grammar, spelling and punctuation.

Grade Level: 10 or 11

Prerequisite: None

### **898 - Honors Spanish for Native Speakers III** (grades are weighted)

This course will give Spanish-speaking students a fresh approach to an advanced Spanish language course. It will offer an integration of literature, culture, and film while also focusing students on critical thinking, interpretation, speaking and writing skills. Each theme-based lesson features a full-length film or an episode from a feature film and three to four reading passages-all chosen for their notable importance in the field and relevance to the chapter theme. Each chapter will explore the film's historical or cultural context, revealing the world in which the film's characters live or the circumstances that influenced the director's perspective.

Grade Level: 10, 11, 12

Prerequisite: C or higher in Spanish Speakers 2.

### **861 - French I**

French I is a beginning, partially immersive course designed for students interested in exploring the French-speaking world. Students engage in authentic spoken French language, with a heavy emphasis on using the language in the classroom, constructing meaning, and connecting with the French and Francophone cultures around the world. Learners embark on a journey of authentic and communicative language learning with foundational activities of meaningful vocabulary and grammar, expressive dialogue, reading, thoughtful writing, and hands-on, student-centered opportunities. Student work is evaluated according to ACTFL Proficiency Guidelines. This course also fulfills world language requirements for college entrance and/or for students who wish to learn to communicate in this language at a survival level of proficiency. *French Language Target Proficiency Level*

([www.actfl.org](http://www.actfl.org)): Novice-High

Grade Level: 9, 10, 11, 12

Prerequisite: None

### **862 - French II**

French II is a linguistically logical progression from French I, and students continue to build their confidence, proficiency, and skill in authentic and communicative French language learning. With an eye towards continued mastery of the French language, students engage in authentic spoken French language, with a heavy emphasis on using the language in the classroom, constructing meaning, and connecting with the French and Francophone cultures around the world. Learners embark on a journey of authentic and communicative language learning with

foundational activities of meaningful vocabulary and grammar, expressive dialogue, thoughtful writing, and hands-on, student-centered opportunities. Heavy emphasis is placed on using French in the classroom for extended periods of time. *French Language Target Proficiency Level (www.actfl.org): Novice-High*  
*Grade Level:* 10, 11, 12                      *Prerequisite:* "C" or above in French I is required.

### **865 - Honors French III (grades are weighted)**

French III is the first honors-level course in French, and is typically for students who have successfully completed French I and French II. With an eye towards continued mastery of the French language, students engage in authentic spoken French language, with a heavy emphasis on using the language in the classroom, constructing meaning, and connecting with the French and Francophone cultures around the world. Learners embark on a journey of authentic and communicative language learning with more advanced activities of meaningful vocabulary and grammar, expressive dialogue, thoughtful writing, and hands-on, student-centered opportunities. Additionally, students will explore more complex literature, reading both *Le Petit Prince* and *Les Trois Mousquetaires*, in addition to other short stories and novels. *French Language Target Proficiency Level (www.actfl.org): Intermediate-Mid*  
*Grade Level:* 11, 12                      *Prerequisite:* "C" or above in French II is required.

### **860 - Dual Credit French IV (grades are weighted)**

French IV is the capstone course for French language at WHS, and is simultaneously an honors course and Dual Credit for the College of Lake County (CLC). After successful completion with a "C" or higher, students earn 4-college credits at CLC that are transferable to most universities or colleges. With an eye towards advanced mastery of the French language, students engage in authentic spoken French language, with a heavy emphasis on using the language in the classroom, constructing meaning, and connecting with the French and Francophone cultures around the world. Learners embark on a journey of authentic and communicative language learning with more advanced activities of meaningful vocabulary and grammar, expressive dialogue, thoughtful writing, and hands-on, student-centered opportunities. Additionally, learners continue to explore the richness of French literature, and engage in a full-length French novel reading embedded in the second semester. *French Language Target Proficiency Level (www.actfl.org): Intermediate-Mid to Intermediate-High*  
*Grade Level:* 11, 12                      *Prerequisite:* "C" or above in French II or French III and teacher recommendation is required.

### **89911- Dual Credit American Sign Language I & II (grades are weighted)**

This course is an introduction to American Sign Language, commonly known as, ASL. ASL is a visual and gestural language used by Deaf and Hard of Hearing people in the United States and Canada. During this course, students will be introduced to concepts that include: sign production, vocabulary, grammar, fingerspelling, expressive and receptive skills, classifiers and non-manual markers. This course also provides you with an overview of Deaf history and Deaf culture.

*Required Text: Signing Naturally Level 1: Student Workbook and DVD by Cheri Smith, Ella Mae Lentz, and Ken Mikos.*  
*Grade Level:* 12

*Prerequisites for ASL I:* College Reading and Readiness (CRWR). This benchmark can be met by having a 3.0 unweighted GPA after College Reading and Writing Readiness. 3 semesters, SAT writing score of 470 or ACT English/Reading of 17, top 1/3 class rank, or by taking the writing self placement test (DSP).

*Prerequisites for ASL II:* Completion of SGN 121 (American Sign Language I) with a C or better.

## MATHEMATICS DEPARTMENT

NOTE: Students are required to provide their own scientific calculator in math classes. Students in Algebra II, Pre-Calculus, Calculus, and Statistics classes are required to have their own graphing calculator.

Upon completion of appropriate mathematics course work students should have the mathematical skills necessary for success after graduation, have problem solving skills and the understanding of the application of those skills, recognize the nature and types of reasoning and their values and limitations, and appreciate the structural beauty of mathematics.

**Requirements for Graduation - 3 credits in math**

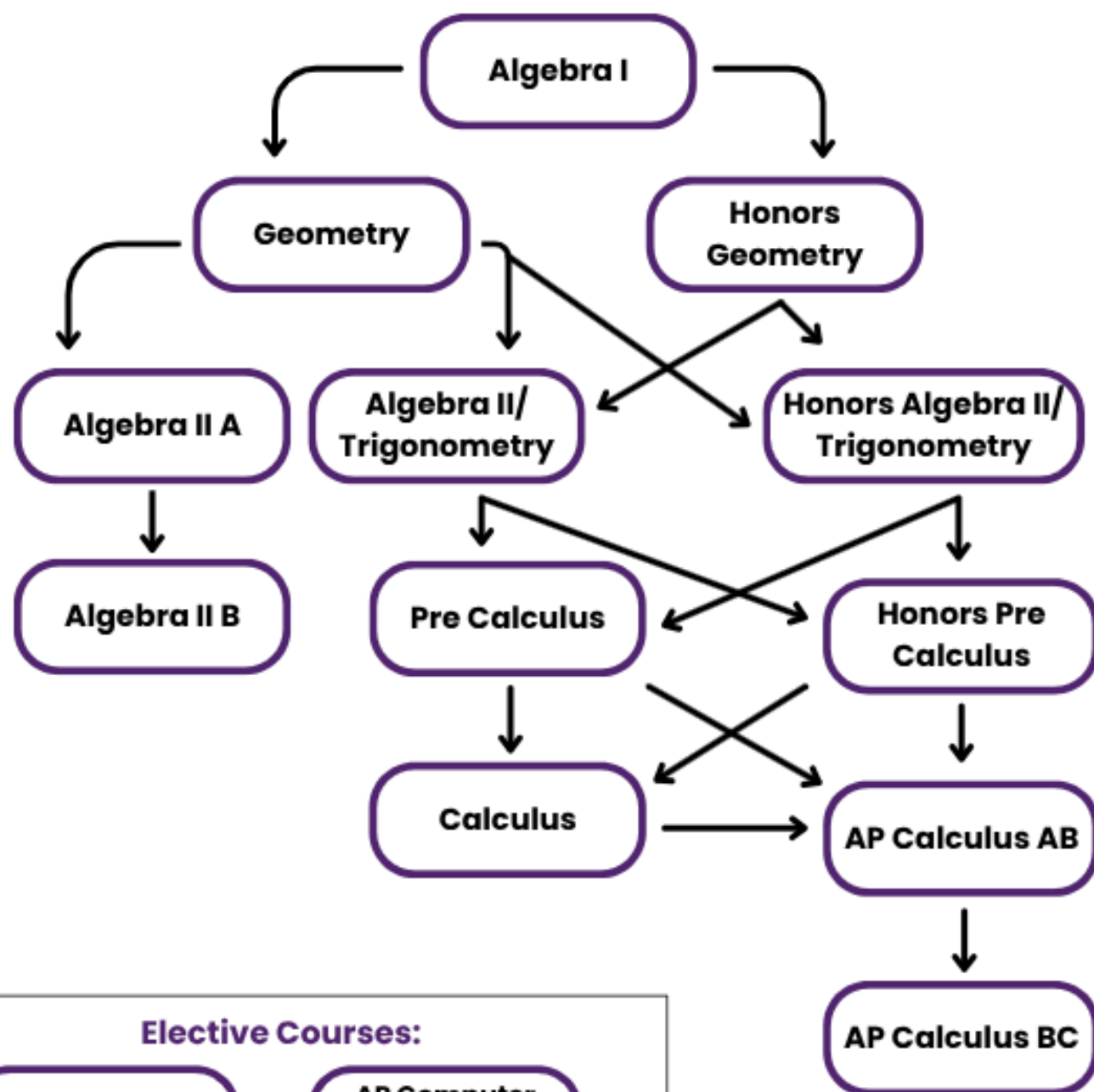
**Suggested for College - 4 credits in math**

Mathematics Course Offerings		
Course #	Course Title	Grades Offered
331	<a href="#">Algebra I</a>	9
332	<a href="#">Geometry</a>	9, 10
352	<a href="#">Geometry Honors</a>	9
337	<a href="#">Algebra IIA</a>	11
338	<a href="#">Algebra IIB</a>	12
329	<a href="#">Algebra II with Trigonometry</a>	10, 11, 12
351	<a href="#">Algebra II with Trigonometry Honors</a>	10, 11, 12
335	<a href="#">Math 105</a>	12
335- Semester Course	<a href="#">Finite Math</a>	11, 12
334	<a href="#">Precalculus with Trigonometry</a>	10, 11, 12
353	<a href="#">Precalculus with Trigonometry Honors</a>	12
354	<a href="#">Calculus</a>	11, 12
355	<a href="#">AP Calculus AB</a>	11, 12
356	<a href="#">AP Calculus BC</a>	12
357	<a href="#">AP Statistics</a>	10, 11, 12
358	<a href="#">AP Computer Science Principles</a>	9, 10, 11, 12
35901	<a href="#">AP Computer Science A</a>	10, 11, 12
36101	<a href="#">Quantitative Literacy Dual Credit</a>	11, 12



# Wauconda High School

## Math Department Flow Chart



### Elective Courses:

#### Finite Math

\*Semester Course

#### AP Computer Science Principles

\*Algebra I prerequisite

#### Math 105

\*Prerequisite met with graduation requirements

#### Dual Credit

#### Quantitative Literacy

\*prerequisite of C or better in Algebra I & Algebra II, plus additional prerequisites set by CLC

#### AP Statistics

\*Algebra II prerequisite

### **331 - Algebra I**

This course covers the algebra concepts necessary to meet state and college requirements for 1<sup>st</sup> year Algebra. Topics include solving linear, quadratic, and systems of equations, problem solving and data analysis, graphing, and working with polynomials, radical, and exponential expressions.

Grade Level: 9

Prerequisite: Department and Counselor approval.

Required Supplies: Scientific Calculator; Graphing Calculator (Ti-84 Plus CE strongly recommended)

### **332 - Geometry**

This course meets all college and state requirements for geometry. This course seeks to develop the powers of logic and reasoning through systematic investigation, including proof, coordinate geometry and construction with a compass and ruler. Topics covered include ratio, proportion, similarity, congruence, transformations, circles, angles, polygons, areas, volume and right triangles.

Grade Level: 9, 10

Prerequisite: Completion of Middle School Algebra I (at least 80% each quarter and on exams) and score of 18 or higher on the math portion of the 8<sup>th</sup> grade EXPLORE test, or a grade of at least "C" in Math 320 or 331, or Department and Counselor approval.

Required Supplies: Scientific Calculator; Graphing Calculator (Ti-84 Plus CE strongly recommended)

### **352 - Honors Geometry** (Grades are weighted)

This course develops ideas similar to those in Geometry 332, but in a more advanced and precise manner. The intent is to develop the ability to think inductively in order to make inferences, and deductively in order to test validity.

Grade Level: 9

Prerequisite: Completion of Middle School Algebra I (at least 90% each quarter and on exams) and score of 19 or higher on the math portion of the 8<sup>th</sup> grade EXPLORE with recommendation of 8<sup>th</sup> grade teacher, or Department and Counselor approval.

Required Supplies: Graphing Calculator (Ti-84 Plus CE)

### **337 - Algebra IIA**

The first part in a multi-part sequence of Algebra II. This course generally covers the same topics as the first semester of Math 329, including the study of field properties and theorems; operations with rational and irrational expressions; factoring of rational expressions; in-depth study of linear equations and inequalities; quadratic equations; graphing of constant, linear, and quadratic equations; properties of higher degree equations; probability and statistics and operations with rational exponents.

Grade Level: 11

Prerequisite: Passing grades for both semesters of Math 331 and 332 or Department approval.

Required Supplies: Graphing Calculator (Ti-84 Plus CE)



### **338 - Algebra IIB**

The second part in a multi-part sequence of Algebra II. This course generally covers the same topics as the second semester of Algebra II, including the study of field properties and theorems; graphing trig functions and using trig identities; operations with rational and irrational expressions; factoring of rational expressions; in-depth study of linear equations and inequalities; quadratic equations; solving systems of linear and quadratic equations; graphing of constant, linear, and quadratic equations; properties of higher degree equations; operations with rational and irrational exponents; probability and statistics; arithmetic and geometric sequence and series . This course reviews and extends mathematical concepts for students who have already completed Algebra IIA. This course is designed to help students develop the mathematical and academic skills required to transition to college-level courses in mathematics.

Grade Level: 12

Prerequisite: Grade of at least "C" in Math 337 and teacher recommendation.

Required Supplies: Graphing Calculator

### **329 - Algebra II with Trigonometry**

This course fulfills the requirements of a third-year math course under the Common Core Standards for Mathematics. Algebra II with Trigonometry builds upon and extends the topics learned in Algebra I and Geometry. Topics of study include polynomial, rational, radical, exponential, and logarithmic functions, statistics and probability, solving two and three variable systems and trigonometry.

Grade Level: 10, 11, 12

Prerequisite: Grade "C" or above in Math 331 and 332 or Department approval.

Required Supplies: Graphing Calculator (Ti-84 Plus CE)

### **351 - Honors Algebra II with Trigonometry** (Grades are weighted)

This course is a complete Algebra II with Trigonometry course for students with excellent math skills. This course fulfills the requirements of a third-year math course under the Common Core Standards for Mathematics. Algebra II with Trigonometry builds upon and extends the topics learned in Algebra I and Geometry. Topics of study include arithmetic and geometric sequences, polynomial, rational, radical, exponential, and logarithmic functions, statistics and probability, and trigonometry at a greater level of depth and rigor than a standard second year Algebra course. Extensive instruction and application of scientific and graphing calculators is included.

Grade Level: 9

Prerequisite: Completion of Middle School Honors Geometry (at least 75% each quarter and on exams), and a score of 19, or higher on the math portion of the 8<sup>th</sup> grade EXPLORE test with recommendation of 8<sup>th</sup> grade teacher, or a grade of at least 75% in Math 352, plus teacher recommendation, or Department and Counselor approval.

Required Supplies: Graphing Calculator (Ti-84 Plus CE)

### **335S- Finite Math (Spring semester)**

This course explores a variety of topics in finite mathematics. Topics covered include logic, sets, probability, and other selected topics.

Textbook: Finite Mathematics an Applied Approach, Sullivan/Mizrahi

Grade Level: 11, 12

Required Supplies: Graphing Calculator (Ti-84 Plus CE)

Prerequisite: Passing grades for both semesters of Math 329 or 337 and 338 or Department approval.



### **335 -MATH 105** (CLC Preparatory Mathematics for General Education)

This course focuses on developing mathematical maturity through problem solving, critical thinking, data analysis, and writing and communication of mathematics. Students will develop conceptual and procedural tools that support the use of key mathematical concepts in a variety of contexts. Instruction will emphasize the connections between verbal, numerical, symbolic and graphical representation of the concepts being taught. Emphasis will be placed on modeling and problem solving, with techniques and manipulations covered in context. The three strands of the course are Algebra, functions, and modeling as they apply to linear, polynomial, rational, and exponential expressions, equations, and functions.

Textbook: Math Lit, Pearson (ISBN 10:0-13-443311-4 and ISBN 13: 978-0-13-443311-0)

Grade Level: 12

Prerequisite: Passing grades for both semesters of 329, 331 and 332 or Department approval. Must have a 490 or above on SAT.

Required Supplies: Graphing Calculator (Ti-84 Plus CE)

### **334 - Precalculus with Trigonometry**

This course explores functions, complex numbers, and conic sections. Types of functions covered include linear, quadratic, polynomial, rational, exponential, logarithmic and trigonometric. Trigonometric functions will be explored additionally through identities, triangles, and other applications.

Grade Level: 10, 11, 12

Prerequisite: Grade of at least "C" in Math 329 or Department approval.

Required Supplies: Graphing Calculator (Ti-84 Plus CE)

### **353 - Honors Precalculus with Trigonometry** (Grades are weighted)

This course explores functions, complex numbers, and conic sections, along with selected other advanced topics. Types of functions covered include linear, quadratic, polynomial, rational, exponential, logarithmic and trigonometric. Trigonometric functions will be explored additionally through identities, triangles, and other applications.

Grade Level: 10, 11, 12

Prerequisite: Grade of at least 75% in Math 351 or Department approval.

Required Supplies: Graphing Calculator (Ti-84 Plus CE)

### **354 - Calculus** (Grades are weighted)

This class will feature a less formal examination of topics in calculus and is not suitable for students planning to take the advanced placement test. It will include extensive use of graphing calculators. Studies will include limits, differentiation, integration and applications.

Grade Level: 11, 12

Prerequisite: At least a "C" in Math 353, a "B" in Math 334 or Department and Counselor approval.

Required Supplies: Graphing Calculator (Ti-84 Plus CE)

**Mathematics Advanced Placement Courses: No exceptions to placement criteria may be made for enrollment in advanced placement courses without consultation with and approval of the Assistant Superintendent of Curriculum. This review process may take several weeks and will involve a review of student records and interviews.**

### **355 - AP Calculus AB** (Grades are weighted)

This class will include topics appropriate for preparation for the Advanced Placement Calculus AB test. Although students will not be required to take the advanced placement calculus test it will be strongly advised. Studies will include limits, differentiation, integration and applications including a rigorous look at topics. The course contents will follow the College Board's AP Calculus AB advanced placement guidelines. Special emphasis will be placed on use of graphing calculators and student responses modeled after the "open-ended" design of the advanced placement test.

Grade Level: 11, 12

Prerequisite: Grade of at least "B" in Math 353 and Department approval

Required Supplies: Graphing Calculator (Ti-84 Plus CE)

### **356 - AP Calculus BC** (Grades are weighted)

This class will include topics appropriate for preparation for the Advanced Placement Calculus BC test. Although students will not be required to take the advanced placement calculus test, it will be strongly advised. Studies will include series, sequences, and parametric equations as well as a review of AB topics. The course contents will follow the College Board's AP Calculus BC advanced placement guidelines. Special emphasis will be placed on use of graphing calculators and student responses modeled after the "open-ended" design of the advanced placement test.

Grade Level: 12

Prerequisite: Grade of at least "B" in Math 355 or Math 354 and teacher approval.

Required Supplies: Graphing Calculator (Ti-84 Plus CE)

### **357 - AP Statistics** (Grades are weighted)

Following the College Board's suggested curriculum designed to parallel college-level statistics courses, AP Statistics courses introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Although students will not be required to take the advanced placement calculus test, it will be strongly advised.

Grade Level: 10, 11, 12

Prerequisite: At least a "C" in Math 329 or Math 351 or Department approval.

Required Supplies: Graphing Calculator (Ti-84 Plus CE)

### **358 - AP Computer Science Principles** (Grades are weighted)

The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society, and the world.

Grade Level: 9, 10, 11, 12

Prerequisite: At least a "C" in Algebra I or Department approval.

Required Supplies: Graphing Calculator (Ti-84 Plus CE)

### **35901- AP Computer Science A (Grades are weighted)**

This course introduces students to computer science with fundamental topics that include problem-solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), and analysis of potential solutions. It is meant to be the equivalent of a first semester college course in computer science with the focus being on the programming language Java. This course will prepare students for the AP Computer Science A exam and is part of the computer science pathway.

Grade Level: 10, 11, 12

Prerequisite: At least a “C” in AP Computer Science Principles.

Required Supplies: Graphing Calculator (Ti-84 Plus CE)

### **36101- Quantitative Literacy Dual Credit**(Grades are weighted)

This course develops conceptual understanding in several areas, including: representing and analyzing data through such statistical measures as central tendency, dispersion, normal distribution, and correlation and regression; using logical statements and arguments in a real-world context; estimating, approximating and judging the reasonableness of answers; graphing and using polynomial functions and systems of equations in the interpretation and solution of problems; and selecting and using appropriate approaches and tools in formulating and solving real-world problems.

Grade Level: 11, 12

Prerequisite: Two years (4 semesters) of approved high school algebra (C or better) **PLUS** Basic Algebra Readiness (BAR can be met with a Math SAT490 **-or-** 3.0 unweighted GPA or top 1/3 of the class)**-or-** ALEKS Math Placement Test 35 or higher**-or-** Math ACT 22 or higher**-or-** Math SAT 530 or higher.

## SCIENCE DEPARTMENT

The science courses at Wauconda High School are designed to better prepare students to live and work in an ever-increasing technological society. The weighted courses are designed to help prepare students whose career decisions might include the sciences

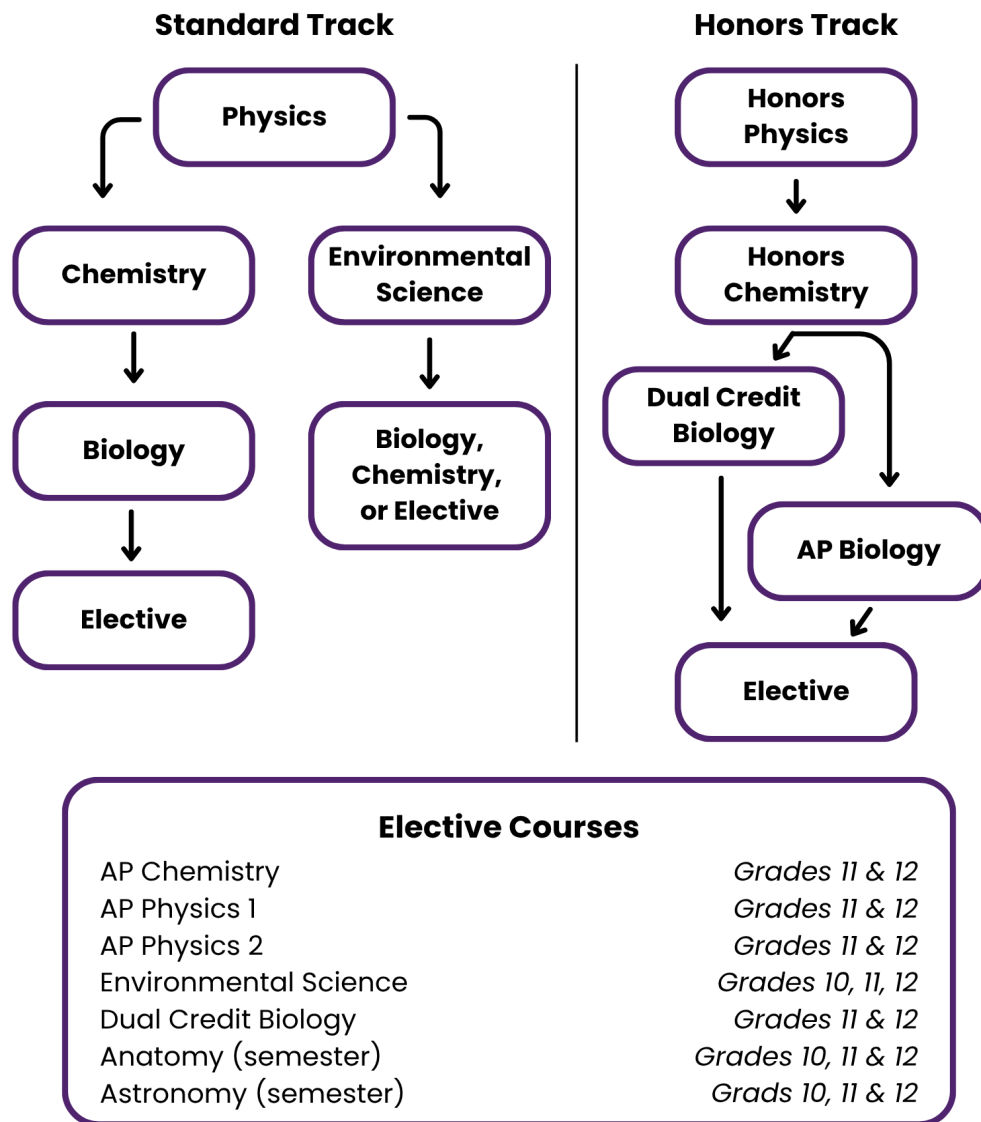
Requirements for Graduation - 2 credits of Lab Science -

Science Course Offerings		
Course #	Course Title	Grades Offered
443	<a href="#">Physics</a>	9
444	<a href="#">Honors Physics</a>	9
445/446	<a href="#">AP Physics I/II</a>	11, 12
432	<a href="#">Biology</a>	11, 12
43211	<a href="#">Bio 123 Dual Credit</a>	11, 12
455	<a href="#">AP Biology</a>	11, 12
433	<a href="#">Chemistry</a>	10, 11, 12
434	<a href="#">Honors Chemistry</a>	10, 11, 12
462	<a href="#">AP Chemistry</a>	11, 12
436 - Semester Course	<a href="#">Anatomy and Physiology</a>	10, 11, 12
437 - Semester Course	<a href="#">Astronomy</a>	10, 11, 12
425	<a href="#">Environmental Science</a>	10, 11, 12



## Wauconda High School

Science Department Course Offerings



### **425S – Environmental Science**

This full year course helps increase students' awareness of the interactions between living organisms and the environment. Major topics include natural resources, water, air, climate, ecology, and land resources. Laboratory activities include observing living organisms, developing ecological experiments, and reporting research results.

Textbook: Environmental Science by Houghton, Mifflin and Harcourt

Grade Level: 10, 11, 12

### **432 - Biology**

The goal of this class is for students to understand and interact with the natural world around them as well as the complexities of life. When we understand the world and ourselves, we can better connect with them and take care of them. All biology classes are being taught through phenomena-based storylines. Throughout the year, students

will have to complete labs and activities that center on a specific observation or question using NGSS science skills and practices. These labs and activities will be completed within small collaborative groups where students will have to communicate and problem solve. These phenomenon-driven units involve students in making sense of the natural world through the use of authentic data while integrating different areas of science together when they are necessary to solve a problem. This allows for much deeper and longer lasting learning because everything is taught in context.

Textbook:        None

Grade Level: 11, 12

### **433 - Chemistry**

The Chemistry program is designed for personalized learning that provides tools to support different learning styles. The course uses connections to the real world and technology to make the content relevant to the student and our global society through centering the course around Big Ideas. Much of this course relies of the student using the online resources as classwork preparation. The course is laboratory based integrating traditional hands-on activities as well as online technology enhanced lab experiences. The course meets the Next Generation Science Standards as accepted by the State of Illinois and is based on eight Big Ideas.

Textbook:        None

Grade Level: 10,11, 12

Prerequisite:    Passed Honors Physics or Physics

### **434 - Honors Chemistry** (Grades are weighted)

Honors Chemistry is a full-year course designed to introduce basic concepts in chemistry with a variety of hands-on laboratory experiences. Algebra skills are emphasized. An emphasis is placed on self-directed learning. Topics include: matter, the structure of atoms, the formation and naming of compounds, molecular shape and polarity, the periodic table, the kinetic theory of matter, gas laws, moles, stoichiometry, redox reactions, acids, bases and PH.

Textbook:        None

Grade Level: 10, 11, 12

Prerequisite:    Minimum "B+" in Honors Physics or "A" in Physics, current math class with a B or better & Teacher Recommendation

### **436S - Anatomy and Physiology**

This semester course will investigate the structure and function of the human body; from cells through tissues, organs, and the various organ systems. Numerous videos, the Internet, dissection, anatomical models, microscopy, and demonstrations will be used to illustrate basic concepts of anatomy and physiology.

Textbook:        Essentials of Anatomy and Physiology by McGraw-Hill

Grade Level: 11, 12

### **437S - Astronomy**

This is a one-semester course that will help expand the student's knowledge of Astronomy and the Space Sciences. The course will include the following units: planets, solar systems, stars, galaxies, and the universe. A recurring theme in the course will be modern research methods brought on by the development of new technologies. Laboratory and computer based activities will actively involve the students in learning the major concepts of astronomy and space science. Projects in Astronomy will also help broaden the knowledge of students with Internet research, project construction, and presentation skills.

Textbook:        Foundations of Astronomy, By Brooks/Cole

Grade Level: 11, 12

### **443 - Physics**

Physics is a full year course that investigates key concepts in physics, chemistry and math that will help students understand your world and provide a solid foundation for subsequent science courses. Students will work together

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in groups with frequent experiments and activities. The experiments will provide opportunities for students to develop models to help them make sense of observations. The course could be called “Describing and Understanding Change” because it addresses change in the position, speed, structure and temperature of matter, and the role energy plays in this change.

Textbook: Physics a First Course, by CPO Physics

Grade Level: 9

Prerequisite: N/A

#### **444 - Honors Physics**

Physics is a full year course that investigates key concepts in physics, chemistry and math that will help students understand your world and provide a solid foundation for subsequent science courses. Students will work together in groups with frequent experiments and activities. The experiments will provide opportunities for students to develop models to help them make sense of observations. The course could be called “Describing and Understanding Change” because it addresses change in the position, speed, structure and temperature of matter, and the role energy plays in this change. This course utilizes more math than regular physics, but has more concept foundations than AP Physics. This course will also differ from standard physics in the length, depth, and/or complexity per topic.

Textbook: Physics a First Course, by CPO Physics

Grade Level: 9

Prerequisite: Middle School Teacher Endorsement

Recommended: TI-30X IIS Calculator (or any newer model)

#### **445 - Advanced Placement Physics I** (Grades are weighted)

AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.

Grade Level: 11,12

Prerequisites: Successful completion of Chemistry, H. Chemistry, or teacher recommendation; should have completed geometry and be concurrently taking Algebra II

#### **446 - Advanced Placement Physics II** (Grades are weighted)

This class is designed to encourage the understanding of science as a process, develop personal experiences in scientific inquiry, apply physical knowledge, and critical thinking to one’s personal environmental and social concerns, and prepare students for more advanced levels of science. Also, this class will teach different life skills such as; proper note taking methods, successful participation in groups, and organizational techniques. Specifically, AP Physics 2 is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.

Grade Level: 11, 12

Prerequisites: AP Physics 1 or a comparable introductory course, Pre-Calculus or equivalent course

#### **455 - AP Biology** (Grades are weighted)

AP Biology is an advanced biology course designed to provide the same experiences as an introductory college biology course. Topics include: Biochemistry, Cells & Membranes, Bioenergetics (Cellular Respiration & Photosynthesis), Reproduction of Cells, Molecular Genetics, Heredity, Evolution, Plants, Animals, and Ecology. Labs complement the curriculum including twelve required labs for the AP Biology examination that may be taken at the end of the year to obtain college credit. This course requires a double period.

Textbook: Biology in Focus, by Campbell



Grade Level: 11,12

Prerequisite: Successful completion of Chemistry, H. Chemistry, or teacher recommendation

No exceptions to placement criteria may be made for enrollment in advanced placement courses without consultation with and approval of the Director of Curriculum. This review process may take several weeks and will involve a review of student records and interviews.

#### **43211- Bio 123 Dual Credit** (Grades are weighted)

This course introduces basic biological principles of life processes held in common by all organisms. Topics covered include the chemical and physical basis of life, cell structure and function, concepts of heredity, population genetics, and evolution. Though this course will provide a general understanding of the basics of cellular biology (qualifying it as a general education course), it will also provide a foundation for those students potentially entering an allied health program.

Required Textbooks and Materials:

- *An Introduction to Biological Concepts* by O'Grady, E. Cashmore, J. Hay, M., and Wismey, C. This is a free digital textbook.
- *Principles of Biology Laboratory Manual. Edition 5:* O'Grady, E., Cashmore, J. Hay, M. Available through CLC bookstore.

Grade Level: 11, 12

CLC Prerequisites: A score of 30 on the ALEKS Math Placement Test or Math ACT of 20 or higher (or SAT of 510 or higher) - **AND** - College Reading and Writing Readiness (which can be met by being in the top 1/3 of the your class, a 3.0 unweighted GPA, or English ACT 17 (SAT EBRW 470))

#### **466 - AP Chemistry** (Grades are weighted)

AP Chemistry is a full-year course designed as an in-depth study of chemical concepts with considerable emphasis on laboratory experiences. While many activities will be conducted in groups the goal of the course is a comprehensive independent understanding of chemistry by each student. Topics include advanced studies in: the atomic theory, reaction kinetics and thermodynamics, kinetic molecular theory, reaction enthalpy and entropy, nuclear chemistry and electrochemistry.

Textbook: Chemistry: The Central Science, by Prentice Hall

Grade Level: 11, 12

Prerequisite: Successful completion of Chemistry, H. Chemistry, or teacher recommendation

## **SOCIAL STUDIES DEPARTMENT**

Social Studies is the study of the human race's social, intellectual, artistic, political and economic awareness to both his or her past and present. It draws its substance from the following disciplines: anthropology, economics, geography, government, history, sociology, and social psychology. Man's physical environment and his psychological and biological makeup are also studied to help explain these social relationships.

The primary objective of the social studies program is to: 1) teach young people to think critically; 2) to express themselves logically; 3) to provide them with the concepts and modes of inquiry of the social sciences and history; 4) to promote a rational adherence to a set of values based upon the worth and dignity of each human being. One of the goals of the social studies program is to teach these abstract concepts in a progressive manner, with degrees of difficulty considered and presented as the student advances through the program. This includes the fusion of concepts across specific course boundaries for understanding differing points of view. It also displays the



knowledge and understanding of these values and concepts through voting and other rights given to all Americans by right of citizenship.

Social Studies Course Offerings		
Course #	Course Title	Grades Offered
240	<a href="#">Global Studies</a>	9
244	<a href="#">AP Human Geography</a>	9, 10, 11, 12
245	<a href="#">AP European History</a>	10, 11, 12
222 - Semester Course	<a href="#">Current Issues</a>	10, 11, 12
252 - Semester Course	<a href="#">Introduction to Psychology</a>	10, 11, 12
256 - Semester Course	<a href="#">Sociology</a>	10, 11, 12
257 - Semester Course	<a href="#">20th Century World History</a>	10, 11, 12
251	<a href="#">AP Psychology</a>	10, 11, 12
233	<a href="#">United States History</a>	11
254	<a href="#">AP United States History</a>	11
212 - Semester Course	<a href="#">Civics &amp; American Government</a>	12
214 - Semester Course	<a href="#">AP Civics &amp; American Government</a>	11, 12
506 - Semester Course	<a href="#">AP Microeconomics</a>	10, 11, 12
262- Semester Course	<a href="#">AP Macroeconomics</a>	10, 11, 12
504- Semester Course	<a href="#">Economics</a>	12

Requirements for Graduation - 2 1/2 credits → *Economics fulfills the .5 Consumer Education Requirement, not the social studies requirement.*

Wauconda High School  
Social Studies Class Offerings



### **212S - Civics & American Government**

This is a semester course in the government of the United States. The course deals with government at the state and local levels, and evaluates the laws and lawmaking process. Not only is the structure of the American Government explained, but also an effort is made to measure the effectiveness of our system in relation to its stated goals and ideals.

The text occasionally used in this course will be Magruder's American Government along with various pamphlets and state/national publications. As part of this class a constitution test will be given along with a unit presented for understanding of both federal and state constitutional governments. This will not only satisfy the state requirement for graduation, but also prepare civics students to meet the challenge of navigating the political divisions in the US today and to encourage positive civic involvement and to begin a habit of voting beginning at age 18.

Grade Level: 12

### **214S - Advanced Placements Civics & U.S. Government**

This course provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. This course presents multiple perspectives on government policy and constitutional theory and asks the student to draw their own conclusions on the purpose and role of government.

Students successfully completing this course will:

1. Know important facts, concepts, and theories pertaining to U.S. government and politics.
2. Understand typical patterns of political processes and behavior and their consequences (including the components of political behavior, the principles used to explain or justify various government structures and procedures, and the political effects of these structures and procedures).
3. Be able to analyze and interpret basic data relevant to U.S. government and politics

Grade Level: 12

Prerequisite: Teacher Recommendation

### **222S - Current Issues**

This is a semester course designed to help students better understand current events and appreciate the need for well-informed citizens in a democratic society. Students will read about and discuss current issues as they develop daily. Basic social studies concepts will be taught which are necessary to the understanding of the identified issues. Resource materials for the class include: the daily newspaper, Internet research, and various taped TV news programs. Students will be required to write daily in a journal (spiral notebook) to accumulate a background of knowledge necessary to draw conclusions and make predictions on selected current topics unfolding during the semester. Students will also be asked to debate the pros and cons of selected issues in a competitive setting.

Grade Level: 10, 11, 12

Prerequisite: None

### **233 - United States History**

American History is presented from colonization to modern America. This course deals, in a full year, with the more specific dates, places, events, and people of history.

The course will include a survey of the many eras of the progress of America through the two hundred plus years of our nation's existence, such as: the revolutionary period, the constitutional period, Jeffersonian Democracy, Jacksonian Democracy, Manifest Destiny, Sectionalism, Civil War, Reconstruction, World War I, Depression, World War II, and the aftermath leading to contemporary modern American history. These stages of history will be related to modern current issues with emphasis on political and economic conflicts leading to the many current trends and social adjustments of contemporary times.

Many methods and projects will be used to broaden the student's academic experience. Objectives include: learning to think critically, learning to express oneself in a written and spoken manner, learning to comprehend the values of citizenship and patriotism, and learning to understand the American political and economic systems. A major emphasis is also placed on vocabulary words of historical significance (imperialism, nationalism, self-determination, etc.).

Grade Level: 11

Prerequisite: None

### **240 - Global Studies**

Global Studies is a two-semester course studying the political, economic and environmental issues of today's world. It will include references to the past that directly influenced the current situations of today's world. Much attention will be paid, also, to the physical and cultural geography of the world's regions. A multi-media approach including cooperative learning activities, data research, and comparative analysis projects will be used. This course is required for graduation.

Grade Level: 9

### **AP European History**

Advanced Placement European History will focus on major European events from 1450 to the present. Students will develop a sense of history through the units, which will be covered chronologically in a thematic format. Students will be expected to read primary documents and write with clarity about people, events, and ideas. The class will also utilize discussion, role playing, and simulations to help make the past more prevalent to the present.

Grade Level: 10,11,12

Prerequisite: 9th Grade Teacher Recommendation

### **252S - Introduction to Psychology**

This semester course is designed for the beginning student in psychology. The discussion-oriented course concentrates on the study of various aspects of behavior including learning, psychological testing, and mental illness. Other areas of discussion are psychological theories, personality development and social psychology with the emphasis placed on why people behave as they do. Opportunities are provided for students to perform

demonstrations in and outside of class. Emphasis throughout the course of study is to teach critical thinking, research, organization and note taking skills.

Grade Level: 10, 11, 12

Prerequisite: None

### **254 - Advanced Placement Psychology**

This two semester course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of humans and other animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. Topics addressed in the course include: history and approaches, research methods, biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders, and social psychology. This course will be similar to an introductory college-level psychology course. The course is recommended for highly motivated students who enjoy critical thinking and discussion. Students taking this course should also enjoy reading and possess strong reading skills.

We will meet the course objectives through a variety of methods. Extensive text readings, lectures, discussions, audio visual materials, experiments, demonstrations, Internet activities, cooperative learning activities, essays, projects and research-based assignments will all be integral components of the class that will help us meet the course objectives. Tests will frequently be given and will be formatted to correspond with the AP exam in May. Free-response questions will be an important component as well. You will be taught how to answer free-response questions and will receive considerable practice at this skill throughout the year.

Grade Level: 11,12

Prerequisite: Teacher Recommendation

### **254 - Advanced Placement U.S. History** (Grades are weighted)

AP U.S. History is a challenging course that is meant to be the equivalent of a freshman college course and can earn students college credit. It is a two-semester survey of American history from the age of exploration and discovery to the present. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of original documents and historiography. The course is designed to prepare students for the AP exam at the end of the school year.

Grade Level: 11

### **256S - Sociology**

Sociology is a semester course that deals with the study of complex relationships among individuals in today's society. The course approaches sociology as a newly developing social science. Social research is examined and some attempt is made to do actual research through application of the scientific method. Major topics covered in the course are socialization, social institutions and social order. The units of study are based on the inquiry approach and some independent study is permitted.

Grade Level: 10, 11, 12

Prerequisites: None

### **257S - 20<sup>th</sup> Century World History**

This is a semester course that will provide a high interest, intensive study of world events that have shaped the state of current world affairs. Students will be challenged to investigate cause and effect relationships, analyze primary source interpretations, and justify explanations for the current global conflicts that affect civilization today.

Grade Level: 10, 11, 12

Prerequisite: None

### **506S Advanced Placements Micro Economics**

AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

Grade Level: 10, 11,12

Prerequisite: Teacher Recommendation

### **262S AP Macroeconomics**

AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. This course fulfills a practical arts credit with a weighted grade.

Grade Level: 10, 11, 12

Prerequisite: Teacher Recommendation

### **244 AP Human Geography**

In this course students will systematically study the patterns and processes that have shaped our understanding, use, and alteration of Earth's surface. Students will employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences, and will learn about the methods and tools geographers use in their science and practice. Students will prepare to take the College Board Advanced Placement Human Geography Exam and possibly receive college course credit. This course is rigorous, fast paced, and requires extensive reading and writing.

Grade Level: 9, 10, 11, 12

Prerequisite: None

### **504- Economics**

In this semester-long course, students will explore fundamental principles of economics, gaining an understanding of both personal finance and broader economic systems. This course fulfills both the Consumer Education and Financial Literacy requirements for the state of Illinois by equipping students with essential skills for managing personal finances, including budgeting, saving, investing, credit management, and understanding taxes.

Students will examine supply and demand, market structures, and the roles of government and financial institutions in the economy. By analyzing current economic events, engaging in simulations, and discussing real-world applications, students will develop critical thinking skills and a practical understanding of economics that will empower them to make informed financial and economic decisions in their lives.

Grade Level: 12

Prerequisite: None

## WELLNESS COURSES

The physical education program develops the physical fitness of the individual, offers experience in team sports, and offers individual activities with carry-over value into later life. Opportunities are given to develop strong, agile bodies with good health for daily living and resources for use in leisure time. Team activities are offered to help develop cooperation, responsibility, and leadership. Students are required by state mandate to have daily physical education with few exceptions that are stated in this mandate.

Wellness Course Offerings		
Course #	Course Title	Grades Offered
800/850	<a href="#">Total Body Conditioning</a>	9, 10, 11, 12
803/804	<a href="#">Physical Education</a> (Team Sports)	9, 10, 11, 12
813/814	<a href="#">Physical Education</a> (Rec Sports)	9, 10, 11, 12
805/815	<a href="#">Athletic PE- "The Grind"</a>	9, 10, 11, 12
806/816	<a href="#">Athletic PE- "The Grind"</a> - Zero Hour	9, 10, 11, 12
781- Semester Course	<a href="#">Health Education</a>	10
788- Semester Course	<a href="#">Sports Medicine I</a> (PRA)	10, 11, 12
809	<a href="#">Drivers Education Classroom Instruction</a>	10, 11, 12
810	<a href="#">Drivers Education Behind the Wheel</a>	10, 11, 12

### **800 Total Body Conditioning**

This class is designed for the highly motivated student who would like to improve their overall fitness levels. This class will provide various styles of exercise to improve students' cardiovascular health, muscular strength, muscular endurance, and flexibility. Total body conditioning is designed to allow students to participate in a program of activities which promote the development of health-related components of fitness. Workouts may include, but are not limited to: strength training (weight lifting), resistance training (dumbbells, resistance loops), high intensity interval and circuit training, running activities, and active recovery (foam rolling and yoga.).

Grade Level: 9, 10, 11, 12

Prerequisite: None

### **828/829 Physical Education (Team Sport)**

This course is an introduction to a wide variety of lifelong activities. The focus of this class is physical literacy. Students should feel confident and competent moving their bodies in a variety of different exercises as well as gain an understanding of and improve the student's overall health-related fitness level. This course is designed for students who choose to participate in a variety of fitness activities, fitnessgram fitness testing, and sport curriculum that will revolve around team sports, invasion, striking, and fielding games.

Grade Level: 9, 10, 11, 12

Prerequisite: None

### **Physical Education (Rec Sport)**

This course is an introduction to a wide variety of lifelong activities. The focus of this class is physical literacy. Students should feel confident and competent moving their bodies in a variety of different exercises as well as gain an understanding of and improve the student's overall health-related fitness level. Students will participate in a variety of fitness activities, fitnessgram fitness testing, and sport curriculum that will revolve around recreational net/wall games and striking games. Potential activities include: tennis, badminton, pickleball, volleyball, & eclipse ball.

Grade Level: 9, 10, 11, 12

Prerequisite: None

### **805/815 ATHLETIC PE**

This class is designed for the highly motivated student who would like to improve their overall strength and conditioning levels. This class will offer a challenging strength program, along with a flex-ability, and conditioning program to complement the functional strength training for an in-season athlete.

Strength Training is designed to allow students to participate in a program of activities which promote the development of health-related fitness. This course will provide balanced instruction throughout the semester to improve cardiovascular endurance, muscular strength, muscular endurance, flexibility and body composition. A variety of activities/workouts will be included. Activities/workouts may include but are not limited to: weight training, run/walk activities, flexibility exercises, plyometrics, speed training and relaxation techniques.

Grade Level: 9, 10, 11, 12

Prerequisite: None

## **HEALTH EDUCATION COURSES**

Health Education is centered on the individual's relationship to his/her environment, family and society. It is focused on those behaviors required to achieve a level of wellbeing that is necessary for optimum physical and emotional functioning. The main objective of the Health Education course is to help the students understand the close relationship between everyday living habits and their effect on a person's physical and emotional well-being. Health Education is a required semester course for graduation and is scheduled in place of Physical Education (sophomore year). If a student fails health education, the student will have to repeat the course but will NOT be scheduled out of physical education.

### **781S - Health Education**

The tenth grade Health Education class is a one-semester course in which students develop health skills to make informed healthy choices for living a wellness-oriented lifestyle. The curriculum sets forth and stresses the development, interrelation and balance of the five dimensions of health (physical, mental, emotional, social and spiritual). Health is a required course, and students of all abilities are required to participate. The class covers content areas in: Introduction to Health, Mental Health, Drug Education, First Aid/CPR, Human Growth and Development, Disease Education, and Nutrition/Fitness.

Grade Level: 10

### **788S - Sports Medicine**

Sports Medicine I is a one-semester course designed for students with a strong interest in any medical field. In addition to anatomy, students will learn the origins of athletic training, the components of a "sports medicine" team as well as prevention, identification, treatment and rehabilitation of athletic injuries. A required clinical experience will allow students the opportunity to apply their knowledge to a sports medicine setting. Primary resources and guest speakers will enhance the curriculum design. Students will participate in out visits that could include, but not limited to, physical therapy centers, a practice facilities for Chicago sports teams. This elective will be calculated toward a student's GPA. The course is not a replacement for Health Education.

Grade Level: 10, 11, 12

*Prerequisite: Starting in 2027-2028, students must have taken and passed anatomy and physiology.*

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## DRIVER EDUCATION COURSES

The goal of Driver Education is the development of traffic citizens who will be competent and responsible users of the highway transportation system. The “Graduate to Safety” law effective January 1, 1998, is to help you, the parent, become involved in preparing your teen to be a more responsible driver. Teens who are licensed on January 1, 2008, or after, are required to hold their instruction permit for a minimum of three months. This law requires the parent to certify that the teen has completed at least 50 hours of supervised behind-the-wheel training outside of a driver education class. SB172 tightens the learner’s permit and GDL requirements through the following:

- Extends the learner’s permit period from three to nine months.
- Extends night time curfews to drivers up to 17 years old (currently 16).
- Moves the weekday curfew to 10:00 p.m. from 11:00 p.m. from midnight on weekends. Exceptions are made if driving with an adult, to and from work or school, and emergencies.
- Doubles from six to 12 months the time during which a GDL driver, under the age of 18, may carry only one unrelated passenger under the age of 20, excluding siblings.
- Allows ticketing for all passengers aged 15 to 20 for riding in the car driven by the new driver. (Currently only the driver is ticketed.)
- Requires student drivers to complete a full 6 hours of actual, on-the-street driving with a certified instructor. Currently up to 5 or 6 hours may be substituted for other educational methods such as computer simulation.
- Requires the new drivers to have 6 months violation free driving with a GDL before the age of 18 before becoming eligible for an unrestricted GDL license. With the 9 permit months that means 15 months violation free driving is required before becoming eligible for a full license.
- Established tough new sanctions for street racing and strengthens sanctions for repeat violations for any drivers under the age of 21.

### **809 - Classroom Instruction**

The goal of Driver Education in high school is the development of traffic citizens who will be competent and responsible users of the highway transportation system.

Driver Education is a two-phase program: classroom (which is required for graduation) and behind the wheel. The behind the wheel phase is not required, but is offered to any student who desires to take this phase of the program. The classroom work stresses safety and attitudes for safe driving. A student must have a minimum of 30 clock hours to receive credit.

#### **Text & Material Used:**

Drive Right; Halsey, Crabb, Thiel, Mottola, Weaver; Pearson  
Rules of the Road; Illinois Secretary of State; State of Illinois

#### **Required Grade Level:** 10

<b><u>Assisting Agencies:</u></b>	Wauconda Police Department	National Transportation Ass'n.
	Island Lake Police Department	Illinois Secretary of State Police
	Lake County Safety	Commission Sharp Auto
	Illinois Driver Education Ass'n.	State Farm Insurance
	National Safety Council	

Prerequisite: 15 years of age; pass 8 classes in the previous two semesters

### **810 - Behind the Wheel Instruction**

The behind the wheel phase teaches safety and competent driving practices in actual on the street situations. A student must have 6 clock hours in order to receive credit.

Prerequisite: 15 years of age; pass 8 classes in the previous two semesters



## SPECIAL EDUCATION DEPARTMENT

Special Education Course Offerings		
Course #	Course Title	Grades Offered
16001	<a href="#">English I</a>	9
17001	<a href="#">English II</a>	10
17301	<a href="#">English III</a>	11
17401	<a href="#">English IV</a>	12
37201	<a href="#">Algebra I</a>	9
37401	<a href="#">Geometry</a>	10
37501	<a href="#">Algebra II A</a>	11, 12

Independent Life Skills Course Offerings		
Course #	Course Title	Grades Offered
19301	<a href="#">English</a>	9, 10, 11, 12
27301	<a href="#">American Government</a>	9, 10, 11, 12
28201	<a href="#">Global Studies</a>	9, 10, 11, 12
38301	<a href="#">Math Skills</a>	9, 10, 11, 12
48301	<a href="#">Science</a>	9, 10, 11, 12
48302	<a href="#">Science</a>	9, 10, 11, 12
59101	<a href="#">Vocational Job</a>	9, 10, 11, 12
593	<a href="#">Applied Economics</a>	9, 10, 11, 12
783	<a href="#">Health</a>	9, 10, 11, 12
58801	<a href="#">Community Living</a>	9, 10, 11, 12
223	<a href="#">Current Issues</a>	

**Regular Education Initiative (REI) Courses:** Courses designated REI to incorporate both curricular specialists and learning behavior specialists working in unison to provide the best education possible for all students, by adapting the regular education environment to better accommodate the student's needs.

**Itinerant (Supported Study Hall):** A period of time set aside during the school day for students to work independently or receive academic, executive function, or emotional support from a learning behavior specialist(s).

## ENGLISH (SPED)

### **16001 English I**

English I is designed for students to learn grammar and reading skills as well as studies with immersive novels. The curriculum is created to meet the individual needs of students.

Grade Level: 9

Prerequisite: Educational Team Approval

### **17001 English II**

English II is designed for students to learn and strengthen grammar and reading skills as well as studies with immersive novels. The curriculum is created to meet the individual needs of students.

Grade Level: 10

Prerequisite: Educational Team Approval

### **17301 English III**

English III is designed for students to learn and strengthen grammar and reading skills as well as studies with immersive novels. The curriculum is created to meet the individual needs of students.

Grade Level: 11

Prerequisite: Educational Team Approval

### **17401 English IV**

English IV is designed for students to learn and strengthen grammar and reading skills as well as studies with immersive novels. The curriculum is created to meet the individual needs of students.

Grade Level: 12

Prerequisite: Educational Team Approval

## MATHEMATICS (SPED)

### **37201 - Algebra I**

This course covers basic algebra skills needed to meet state graduation requirements. Subject matter covers include but is not limited to: solving linear equations, basic problem solving and data analysis, graphing, working with polynomials, radical and exponential expressions. This course uses hands-on activities, technology, multi-level instructions, diverse teaching materials, and extensive time for remediation and review.

Textbook: Envision Algebra 1; Pearson Education, Inc.

Supplement: IXL.com; online mathematics enhancement and remediation program.

Grade: 9

Prerequisite: Educational Team Approval

### **37401 - Geometry**

This course consists of the study of geometry and its application with an emphasis on reasoning and vocabulary. You will use these skills to develop new vocabulary in order to explain and apply geometry in the world around you. Through measuring, reasoning, and applying geometric ideas, by the end of the course, the students will have studied topics including: *geometry basics, perpendicular and parallel lines, congruent triangles, properties of triangles, quadrilaterals, transformations, similarity, right triangles and trigonometry, circles, areas of polygons and circles, and surface area and volume.*

Textbook: Envision Geometry

Grade: 10

Prerequisite: Educational Team Approval

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### **37501 - Algebra IIA**

The first part of a multi-part sequence of Algebra II. This course generally covers the study of field properties and theorems; operations with rational and irrational expressions; factoring of rational expressions; in-depth study of linear equations and inequalities; quadratic equations; graphing of constant, linear, and quadratic equations; properties of higher degree equations; probability and statistics and operations with rational exponents.

Textbook: enVision Algebra II, Pearson

Grade Level: 11

Prerequisite: Educational Team Approval

## **INDEPENDENT LIFE SKILLS (SPED)**

### **19301 - English**

This is a significantly modified curriculum that utilizes alternative materials such as the *PCI Reading Program*: a scientifically research-based curriculum created specifically to teach students with developmental disabilities, autism, and significant learning disabilities to read. All work is appropriate for individual student needs. Classes have a low student to teacher ratio to meet student needs.

Grade Level: 9-12

Prerequisite: Educational Team Approval

### **38301 - Math Skills**

This is a significantly modified curriculum that utilizes alternative materials such as the *PCI Mathematics Program*: a scientifically research-based curriculum created specifically to teach students with developmental disabilities, autism, and significant learning disabilities to read. This class focuses on practical/functional mathematics. All work is appropriate for individual student needs. Classes have a low student to teacher ratio to meet student needs.

Grade Level: 9-12

Prerequisite: Educational Team Approval

### **28201 - Global Studies**

This is a significantly modified curriculum that utilizes alternative materials created specifically to teach students with developmental disabilities, autism, and significant learning disabilities. This class is offered on a rotating schedule. It is a semester-long class. Classes have a low student to teacher ratio to meet student needs. Materials include the Unique Learning Systems leveled learning system as well as project-based learning materials.

Grade Level: 9-12

Prerequisite: Educational Team Approval

### **27301 - American Government**

This is a significantly modified curriculum that utilizes alternative materials created specifically to teach students with developmental disabilities, autism, and significant learning disabilities fundamentals of American Government. All work is appropriate for individual student needs. Classes have a low student to teacher ratio to meet student needs. Materials include the Unique Learning Systems leveled learning system as well as project-based learning materials.

Grade Level: 9-12

Prerequisite: Educational Team Approval

### **593 - Applied Economics**

This is a significantly modified curriculum that utilizes alternative materials created specifically to teach students with developmental disabilities, autism, and significant learning disabilities fundamentals of Applied Economics. All work is appropriate for individual student needs. Classes have a low student to teacher ratio to meet student needs. Materials include the Unique Learning Systems leveled learning system as well as project-based learning materials.

Grade Level: 9-12

Prerequisite: Educational Team Approval

### **783 - Health**

This is a significantly modified curriculum that utilizes alternative materials created specifically to teach students with developmental disabilities, autism, and significant learning disabilities fundamentals of personal health. All work is appropriate for individual student needs. Classes have a low student to teacher ratio to meet student needs. Materials include the Unique Learning Systems leveled learning system as well as project-based learning materials.

Grade Level: 9-12

Prerequisite: Educational Team Approval

### **48301 - Science**

This is a significantly modified curriculum that utilizes alternative materials and focuses on the physical sciences. The materials support the essential elements of the state standards. This course is specifically designed to teach students challenged with developmental disabilities, autism, and significant learning disabilities using hands-on activities. All work is appropriate for individual student needs. Classes have a low student to teacher ratio to meet student needs. Materials include the Unique Learning Systems leveled learning system as well as project-based learning materials and the Full Option Science System (FOSS).

Grade Level: 9-12

Prerequisite: Educational Team Approval

### **48302 - Science**

This is a significantly modified curriculum that utilizes alternative materials and focuses on topics related to Earth science and life science. The materials support the essential elements of the state standards. This course is specifically designed to teach students challenged with developmental disabilities, autism, and significant learning disabilities using hands-on activities. All work is appropriate for individual student needs. Classes have a low student to teacher ratio to meet student needs. Materials include the Unique Learning Systems leveled learning system as well as project-based learning materials and the Full Option Science System (FOSS).

Units of study

- Weather and Water
- Earth History
- Planetary Science
- Diversity of Life
- Heredity and Adaptation
- Human Systems Interactions

Grade Level: 9-12

Prerequisite: Educational Team Approval

### **58701 Social Development Instruction**

Students will work on developing skills related to transition goals and planning. Students will participate in games, craft activities, cooking activities, conversation circles, and other developmentally appropriate activities to provide students guided practice using social skills.

Grade level: 9-10

Prerequisite: Educational Team Approval

### **58801 Community Living**

Students will practice skills used to navigate the adult world. The group may take short trips into the local community to practice skills related to personal finance and access to services to aid in the attainment of transition goals.

Grade level: 9-10

Prerequisite: Educational Team Approval

### **59101 - Vocational Job**

Students work with a vocational team to develop and practice job-related skills in real-world settings. Students are placed in programs appropriate to their academic and developmental functioning skills. This program takes the place of three academic periods of the school day. Transportation to and from the job sites will be provided by the school district. This class requires three academic periods per day and replaces other electives. Placements are made in conjunction with the Special Education District of Lake County.

Grade level: 11-12

Prerequisite: Educational Team Approval

### **223 - Current Issues**

This is a semester course designed to help students who require a modified curriculum to better understand current events and appreciate the need for well-informed citizens in a democratic society. Students will read about and discuss current issues as they develop daily. Basic social studies concepts will be taught which are necessary to the understanding of identified issues. Resource materials for the class include the daily newspaper, Internet research, and various taped TV programs.

Grade Level: 9-12

Prerequisite: Educational Team Approval

### **Safety and Rules of the Road**

This semester course provides exposure to the safety and rules of the road. This course is not intended for students who plan to take the driver's training in order to obtain a driver's license. Highly modified materials will be used to instruct students within a low student to teacher setting. Materials include the Pro-Ed *In the Driver's Seat* curriculum.

Grade Level: 9-12

Prerequisite: Educational Team Approval



**Please visit [www.techcampus.org](http://www.techcampus.org) for information regarding courses offered at Tech Campus**

The Lake County Technology Campus is designed to provide juniors and seniors of its participating school districts an opportunity to receive training in one of a wide range of career areas. Students who wish to enroll in any of these courses will be required to complete a separate application for admission that must be signed by the student's parent or guardian, and must also submit a reference attesting to the student's suitability for the program.

All programs are two-year programs, however students may take only the first year of the sequence if they desire. There are no tuition costs to the student for technology programs, however, most programs have fees or require the purchase of tools.

The Technology Campus is located next to the College of Lake County in Grayslake. The campus offers excellent educational opportunities to students who wish to obtain specialized vocational-technical skills. Students taking courses at the Technology Campus will divide their school day between the home school and the Technology Campus. Transportation to and from the campus is provided by the high school. Students will not be permitted to drive their own car. Credits earned at the Technology Campus apply to graduation credits. Interested students or parents who have questions can get additional information from their school counselor and/or the Technology Campus at 847-543-6006. Brochures describing each program are available in the Guidance Office.

Technology programs are offered in three 2-hour daily sessions, except for Cosmetology that offers two 3 1/2 hour daily sessions.