



**Fulton High School**

**Course Handbook**

**2019-2020**

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***IT IS OUR GOAL FOR EVERY STUDENT TO GRADUATE  
FROM FULTON HIGH SCHOOL COLLEGE AND CAREER READY.***

# REGISTRATION INFORMATION

## NOTE TO STUDENTS:

This guide has been designed to help you and your parents plan your high school program while attending Fulton High School. It is important that you seek the help of parents, teachers, counselors, and principals in planning an educational program to fit your individual needs. Each student should strive to get the best preparation out of his or her time in high school to be successful in the world of work, technical school, or college.

## DEFINITIONS:

- 1. SCHOOL YEAR:** A school year consists of two semesters, which includes, four quarters.
- 2. UNIT OF CREDIT:** A unit of credit is the measure of school credit. One-half unit of credit may be earned by satisfactorily completing the work in a subject each semester. The credit of each subject is published in the course description section.
- 3. PREREQUISITE:** This refers to the requirements and courses that must be met, and or completed, before taking certain courses.
- 4. REQUIRED SUBJECTS:** Subjects, which must be completed to qualify for a Fulton High School diploma.
- 5. ELECTIVE:** Subjects, which may be chosen by the student.
- 6. CORE:** Subjects, which fulfill in part, a college preparation curriculum.
- 7. GRADE POINT AVERAGE:** GPA is based on semester grades from Grade 9 to the present. Courses are graded on the following scale:

<u>Percentage</u>	<u>Grade</u>	<u>GPA</u>	<u>Percentage</u>	<u>Grade</u>	<u>GPA</u>
96.5 – 100	A+	4.00	76.5 – 79.4	C+	2.25
92.5 – 96.4	A	4.00	72.5 – 76.4	C	2.00
89.5 – 92.4	A-	3.75	69.5 – 72.4	C-	1.75
86.5 – 89.4	B+	3.25	66.5 – 69.4	D+	1.25
82.5 – 86.4	B	3.00	62.5 – 66.5	D	1.00
79.5 – 82.4	B-	2.75	59.5 – 62.4	D-	0.75
			59.4 – 00.0	F	0.00

- 8. CLASS RANK:** A student's rank is based on cumulative GPA's of all students in a class.
- 9. ILLINOIS VIRTUAL HIGH SCHOOL (IVS):** Junior and senior students will have the opportunity to enroll in Illinois Virtual High School. These classes are taken for high school credit only and must be approved by the administration prior to enrollment. Students will be responsible for paying for these classes according to the IVS guidelines. These classes can be taken during the school day or a total of 2 credits can be earned outside of the school day.

# REGISTRATION INFORMATION

## DEFINITIONS (continued):

**10. CREDIT RECOVERY:** In order for a student to recover a credit from a core class previously failed, a student may enroll in an online credit recovery class. Students have the opportunity to enroll in Illinois Virtual High School (IVS) or any other approved correspondence course to complete their credit recovery. The course name and grade will be listed on the final high school transcript; these credits will be applied toward graduation. Families will be responsible for the cost of a credit recovery course. Students are allowed a maximum of 3 credits earned through credit recovery. IVS classes can be taken during the school day or outside of school.

**11. CORRESPONDENCE COURSES:** Students may need or want to take courses outside of the school day or year. A total of 2 credits may be earned by completing courses from an institution approved by the School Administration or Guidance Office. Permission must be granted by the principal before the student begins work on courses. Credit can only apply for making up failed required classes or if a student is short credits to graduate with their class.

## GENERAL INFORMATION:

1. Before enrolling in Fulton School, it is helpful to plan a four-year course of study with your parents, using the course descriptions, graduation requirements, and recommended courses enclosed in this Course Description Handbook.
2. Students attending Fulton High School will receive teacher recommendations for all core Subjects, as well as, some elective courses to help aid them with registration.
3. Complete the registration sheets by requesting eight (8) subjects, plus three (3) alternates, each semester. You will register for both semesters. Make your selections carefully and with your future goals in mind.
4. Select courses for the proper grade level.
5. All required courses not passed must be retaken.
6. Make sure you have met the necessary prerequisites for all of the courses you select.
7. Obtain instructor approval if required.
8. Students are responsible for checking their own credits toward graduation.

# GRADUATION REQUIREMENTS

Twenty-eight (28) credits are required for graduation from Fulton High School. These requirements have some flexibility to help meet the individual needs of students. We encourage all students to develop a plan for their high school education that allows for a wide range of educational experiences, as well as an extension beyond the minimum requirements.

<u>COURSES</u>	<u>Credits/Years</u>
<b>English</b>	4
- Must include English 1, 2 and 3 (or AP Lan.)	
<b>Math</b>	3
<b>Science</b>	3
- One (1) credit each of an Earth, Physical and Living Science	
<b>Social Science</b>	3
- One (1) credit of World History (10 <sup>th</sup> gr.)	
- One and One-Half (1.5) credit U.S. History	
- One-half (0.5) credit Civics	
<b>Introduction to Computers</b>	1
<b>Consumer Education</b>	0.5
<b>Physical Education/Health/Safety</b>	4*
- Must be enrolled every semester *	
- Includes One-half (0.5) credit of Health	
- May include Driver Education (0.25 Class and 0.25 BTW)	
<hr/>	
	Required 18.5
	<u>Elective 9.5</u>
	<u>TOTAL 28</u>

\* Students waiving out of P.E. for band, medical reasons, athletics (3 sport athletes for the entire year), college bound curriculum (11-12), or graduation requirements (11-12) may have less than 4 P.E./Health/Safety credits. The State of Illinois guidelines must be followed if waiving out of P.E. An alternate class MUST replace P.E. Health and Driver Education also count toward Physical Education/Health/Safety.

SWiM (Students With Motivation) is a one-year required course for Freshmen. This class is a major part of phase four of the Freshman Transition Project. The areas that will be covered throughout the year include: transitioning to high school, academic responsibility, social responsibility, emotional development, character development and leadership, health/wellness, service, and career development.

Students who transfer in from a non-eight (8) period schedule school, must pass seven (7) credits per year while at Fulton High School and meet all graduation requirements. Transfer credits will be appraised and final required graduation credits may be adjusted.

The Fulton High School Counselor is here to help you throughout your high school experience. Contact the counseling department with any concerns or questions you may have at 815-589-3511 ext. 230.

# ARE YOU PLANNING ON GOING TO COLLEGE?

If you are planning on going to college, you must plan your high school experience accordingly.

The following is a summary of minimum high school course requirements for admission of freshmen to Illinois public universities as well as basic college preparation curriculum. This curriculum must be completed to be eligible for many of the State Scholarships.

<b>English - 4 years</b>	Four years of composition and grammar to include content in literature and speech.
<b>Mathematics – 3 (4) years</b>	Two years of algebra and one year of geometry, <b><u>A fourth year of higher level mathematics is highly recommended.</u></b>
<b>Social Studies - 3 years</b>	One year of American History, one semester of Government, 3 semesters of Social Studies elective.
<b>Natural Sciences - 3 years</b>	One year each in Biology, Chemistry and Physics.
<b>Electives - 2 years</b>	
<b>Foreign Language or</b>	Two years of one language.
<b>Art, Music, Vocational</b>	Any combination of 2 years.
<b>Flexible Units - 2 years</b>	Two additional years from any of the five categories.

Factors that influence college admission decisions are listed below in order of importance. Source: National Association for College Admission Counseling (NACAC) Admission trends survey 2017. Ranking by percentage of “Considerable Importance,” (Moderate, Limited or No Importance).

1.	Grades in all courses.	81%
2.	Grades in college prep courses (see above).	71%
3.	Admission test scores (SAT or ACT).	52%
4.	Strength of curriculum.	51%
5.	College essay or writing sample.	17%
6.	Student’s demonstrated interest in the college.	16%
7.	Counselor recommendation.	11%
8.	Rank in graduating class (GPA).	9%
9.	Teacher recommendation.	8%
10.	SAT II Scores.	7%
11.	Portfolio.	5%
12.	Subject test scores (AP).	4+%
13.	Extracurricular activities.	4%
14.	Personal interview (required at selected colleges).	3%
15.	Work.	2%
16.	State graduation exam scores.	2+%

# REQUESTS FOR SCHEDULE CHANGE

Care needs to be taken on selecting classes. It is the philosophy of Fulton High School that all classes are for one (1) full school year unless stated otherwise,

There will be a **four (4) day** period allowed at the **beginning** of the *first semester* and **two (2) days** at the **beginning** of the *second semester* for the processing of schedule changes. Only necessary changes will be made for the second semester. After each processing period, students who choose to drop a class will drop that class with a failing grade for the semester, unless there are extenuating circumstances. When appropriate, a conference with the administration, counselor, student, parent, and teacher involved will be held prior to a schedule change.

## PROCEDURES:

1. Discuss your intentions with the teacher of the class or classes you wish to drop.
2. Find a class that will fill that hour.
3. Discuss your intentions with the teacher of the replacement class or classes.
4. For Core or required courses;
  - Pick up "Request To Change Program" form from the counseling office.
  - Get needed signatures from teachers and parents.
  - Return completed forms before or on the *4<sup>th</sup> day of the first semester* or on the *2<sup>nd</sup> day of the second semester*.

Items taken into consideration in processing schedule changes include:

- You cannot move from a small class to a large class.
- The change must be directly related to a career decision.
- When appropriate (Whiteside Area Career Center, Dual Credit Classes, core class, required class, etc.) a note from parents will be required to drop a class.
- Dual Credit College classes will also need approval and confirmation from the college where the credit is being granted/earned.
- Parental requests will be considered after consultation with the student, parent, and teacher.

## ENGLISH

### English 1 - 1041/1042

<b>Credit:</b>	0.5 Per semester	<b>Offered:</b>	Full Year
<b>Prerequisite:</b>	Open		
<b>Selection Criteria:</b>	9	<b>Class designation:</b>	Regular
<b>Status:</b>	Required and Core		

**Course description:** English I is a year-long survey course focusing on a range of reading and writing skills. Students will read a variety of literature, including novels, short stories, essays, poetry, and plays. In addition to reading, students will build writing skills through short and extended pieces. Students will review grammar concepts throughout the year. Students will be assessed through a mixture of classwork, tests, writings, and projects. This course is set up to meet the college and career readiness standards as set forth by the English Common Core Standards. After the completion of the course, students will be ready to move on to English II.

### Honors English 1 – 1038/1039

<b>Credit:</b>	0.5 Per semester	<b>Offered:</b>	Full Year
<b>Prerequisite:</b>	PSAT 8 English scores, 8th grade English Grades, Teacher Recommendation, Parent Recommendation		
<b>Selection Criteria:</b>	9	<b>Class designation:</b>	Honors
<b>Status:</b>	Required and Core		

**Course description:** Honors English 1 is a year-long survey course focusing on evaluation and analysis of reading where students will read from numerous types of literature. These types of literature will include: fiction short stories, numerous types of nonfiction writing (excerpts, letters, essays, journals/diaries, etc.), poetry, plays, and novels. An emphasis will be placed on not just understanding the literature, but making evaluations, judgements, and analysis. This will necessitate an understanding that students will need to complete reading assignments outside of class time. Students will be assessed with tests, projects, and different types of writing with an emphasis on writing. Additionally, students will review grammar concepts. This course is set up to meet the college and career readiness standards as set forth by the English Common Core Standards.

### English 2 - 1132/1133

<b>Credit:</b>	0.5 Per semester	<b>Offered:</b>	Full Year
<b>Prerequisite:</b>	Open		
<b>Selection Criteria:</b>	10	<b>Class designation:</b>	Regular
<b>Status:</b>	Required and Core		

**Course description:** In this writing intensive course, students will read and respond to a variety of texts while building skills introduced in English I. The first semester of the course will focus on close reading skills and various styles of writing, which will culminate in a formal research paper that acts as the first semester final. **The second semester of English II will fulfill the speech requirement necessary for graduation.** This aspect of English II will focus on the speech writing process as well as presentation skills. Students will also explore various types of speeches including impromptu speaking, prose reading, and monologues.

### Honors English 2 – 1130/1131

<b>Credit:</b>	0.5 Per semester	<b>Offered:</b>	Full Year
<b>Prerequisite:</b>	PSAT 9 English Scores, English 1 or Honors English 1 Grades, Teacher Recommendation, Parent Recommendation		
<b>Selection Criteria:</b>	10	<b>Class designation:</b>	Honors
<b>Status:</b>	Required and Core		

**Course description:** Honors English II is a writing intensive course in which students will analyze and evaluate various types of literature. Students taking Honors English II are expected to be strong readers with a firm grasp of mechanics of the English language, as the course will emphasize analytical readings of complex texts. Honors II students will receive rigorous writing instruction, particularly in the realm of literary analysis. Additionally, Honors II students will come to understand the intricate relationship between literature and the history in which it was written. As with English II, Honors English II students will complete a formal research paper as their first semester final. The second semester of the course will focus on public speaking and presentation, with an added emphasis on rhetorical strategies used in public speaking. **The second semester of Honors English II will fulfill the speech requirement necessary for graduation.** Successful completion of this year-long course will prepare students to take Advanced Placement English courses as juniors and seniors



## ENGLISH

### English 3 - 1211/1212

<b>Credit:</b>	0.5 Per semester	<b>Offered:</b>	Full Year
<b>Prerequisite:</b>	Open		
<b>Selection Criteria:</b>	11	<b>Class designation:</b>	Regular
<b>Status:</b>	Required and Core		

**Course description:** This course will continue to build upon the skills acquired in English 1 and 2 as well as continue your preparation for college and career readiness. English 3 is a year-long course focusing on the study of American literature and American nonfiction. Novels, short stories, U.S. historical documents, essays, and speeches will be read throughout this course. The focus of the writing will be rooted in the analysis of rhetoric. Students will read documents and listen to speeches with the target of discovering the speaker's intended purpose, tone, rhetorical appeals, and rhetorical devices and what combined effect these have on the overall message of the text. Students should be able to answer and discuss the following four target questions for every reading we complete in class: What is being said? To whom is it being said? How is it being said? And Why is it being said? In addition, there will be a heavy emphasis placed on grammar in this course. Preparation for the SAT will occur throughout the year. The textbook used is *My Perspectives – American Literature* published by Pearson.

### AP Language-1430/1431

<b>Credit:</b>	0.5 Per semester	<b>Offered:</b>	Full Year
<b>Prerequisite:</b>	English Department Recommendation.		
<b>Selection Criteria:</b>	11	<b>Class designation:</b>	<b>Honors, College Credit upon successful completion of AP Exam, Weighted grading</b>
<b>Status:</b>	Required, Core		

**Course description:** The purpose of the Advanced Placement Language and Composition course is to enable students to read complex nonfiction texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers; in other words, you will be developing an awareness of language and rhetoric. The AP Lang student is often asked to demonstrate how word choice, arrangement, rhetorical appeals, figures of speech, and sentence structure contribute to the overall effect. The AP Lang student must be prepared for multiple types of writing throughout the school year: analyze passages of nonfiction, synthesize a series of source material, and create a compelling argument. This course will only involve reading works of nonfiction. Much of the work that is completed in this course is geared towards preparation for the exam in May. It is to your benefit to take the exam since it can provide you the opportunity to “advance” your placement in college, skipping a class of what would otherwise be required English, as well as saving yourself some money. Regardless of the outcome of the exam, the skills you will acquire in both reading and writing will be invaluable and serve you well on the SAT, too. If you do not like to write, collaborate, or speak in a group setting, then this might not be the best class for you, as it is heavy in all three areas. The textbook used is *The Language of Composition* published by Bedford/St. Martins. This rigorous course meets the college and career readiness standards set forth by Advanced Placement, and students are **highly encouraged** to take the Advanced Placement Literature & Composition exam in May, **students are expected to pay fee before registering to test.**

### English 4-1442/1443

<b>Credit:</b>	0.5 Per semester	<b>Offered:</b>	Full Year
<b>Prerequisite:</b>	Open		
<b>Selection Criteria:</b>	12	<b>Class designation:</b>	Regular
<b>Status:</b>	Required and Core		

**Course description:** The purpose of this course is to continue to build the foundation for college and career readiness as well as explore the craft of memoir and personal essay writing while focusing on various themes in World Literature. We will focus on the value and goals of memoirs and personal essays and effectively incorporating narrative techniques into your writing. Students should be comfortable with peers reading their work and providing constructive criticism as you will be writing multiple personal memoirs. Writing skills needed for college and/or the workplace will also be addressed. Research-based projects and presentations will also be assigned and MLA citation will be reviewed and practiced. The textbook used is *My Perspectives-World Literature* published by Pearson.

## ENGLISH

### AP Literature-1434/1435

<b>Credit:</b>	0.5 Per semester	<b>Offered:</b>	Full Year
<b>Prerequisite:</b>	English Department Recommendation		
<b>Selection Criteria:</b>	12	<b>Class designation:</b>	<b>Honors, College Credit upon successful completion of AP Exam, Weighted grading</b>

**Status:** Required, Core

**Course description:** “What does it mean to be human? What are universal experiences of humankind, and how are these experiences explored in literature?” Students in AP Literature & Composition will explore these questions in depth in this year-long, novel-driven course designed for the college bound student. Literature in this course covers both American and British texts, and students participate in deep analysis of the literature both in and out of the classroom. Besides reading novels, epic poetry, plays, essays, and short stories, students will focus on the writing skills that are necessary for success in a college English course. These skills include writing on demand and literary analysis. Virtually all reading in the course is completed outside of class, and students are also required to read one additional novel or play per quarter that will be assessed through an in-class writing. This rigorous course meets the college and career readiness standards set forth by Advanced Placement, and students are **highly encouraged** to take the Advanced Placement Literature & Composition exam in May, **students are expected to pay fee before registering to test.**

### Speech-1142

<b>Credit:</b>	0.5	<b>Offered:</b>	One Semester
<b>Prerequisite:</b>	Open		
<b>Selection Criteria:</b>	11 12	<b>Class designation:</b>	Regular
<b>Status:</b>	Required for class of 2020 and 2021		

**Course description:** Speech class is designed to provide the background and skills necessary to speak publicly. Students will learn the basic types of speeches and what skills are needed in order to be a confident, well-versed speaker.

### Media Literacy – 1354

<b>Credit:</b>	0.5	<b>Offered:</b>	One Semester
<b>Prerequisite:</b>	Open		
<b>Selection Criteria:</b>	10 11 12	<b>Class designation:</b>	Regular
<b>Status:</b>	English Elective		

**Course description:** Media Literacy seeks to introduce students to a non-fiction analysis of current media outlets including movies, television, radio, the Internet, and advertising. Students will interpret media messages using both written and oral analyses. Presentations, writing assignments, and class discussions utilizing critical thinking skills are required. Students may need to provide additional outside resources. This course is designed for students interested in analyzing and interpreting media messages. Students that enjoy discussions and debating would be well-suited for this course. This course is set up to meet the college and career readiness standards set forth by the English Common Core Standards.

### Contemporary Literature for Young Adults-1353

<b>Credit:</b>	0.5	<b>Offered:</b>	One Semester
<b>Prerequisite:</b>	Open		
<b>Selection Criteria:</b>	10 11 12	<b>Class designation:</b>	Regular
<b>Status:</b>	English Elective		

**Course description:** Exploration and discussion of young adult problems through the reading, writing, listening, and discussing of novels will be the focus of this course. A variety of hands-on activities will be used to explore the novels. In addition, essays and presentations will be given. Outside reading and writing will be required. Each class will involve a designated time for students to read their selected text and check out materials if needed. A variety of controversial topics will be discussed and addressed throughout the semester as students are exposed to such topics in their reading. The material for this course will be organized by genres. Student interest and the instructor will determine the genres for the novels.

## ENGLISH

### Individualized Composition- 1470

<b>Credit:</b>	0.5	<b>Offered:</b>	One Semester
<b>Prerequisite:</b>	Open		
<b>Selection Criteria:</b>	11 12	<b>Class designation:</b>	Regular
<b>Status:</b>	Elective		

**Course description:** Individualized Composition is a one semester course in which the student will continue to develop and improve the skills of the student writer. Multiple types of writing will be practiced, including but not limited to: expository, process, descriptive, creative, narrative, and persuasive. Various topics of interest (both student-driven and instructor-led) will be explored. Some reading, inside and outside of the classroom, is required. The course is designed for any student looking to continue to improve his/her writing skills and is work force- or college-bound. This course is set up to meet the college and career readiness standards set forth by the English Common Core Standards.

## MATH

### Non-college bound or low ability student

Math I Foundations  
Math II Foundations  
Math III Foundations

### College bound or average ability student

Math I  
Math II  
Math III

(4th year recommended: Stats. /Trig., Pre-Calc, or AP Calc)

### Math I Foundations – 2000/2001

<b>Credit:</b>	0.5 Per semester	<b>Offered:</b>	Full Year
<b>Prerequisite:</b>	Recommendation of 8th grade teacher or a Pre-algebra class.		
<b>Selection Criteria:</b>	9	<b>Class designation:</b>	Regular
<b>Status:</b>	Required		

**Course description:** Math I Foundations is going to encompass the main topics focused on in Math I. This course will solve algebraic equations and inequalities. Other topics include functions, order of operations, graphing, percentage problems, applications, probability, and data analysis.

### Math I – 2002/2003

<b>Credit:</b>	0.5 Per semester	<b>Offered:</b>	Full Year
<b>Prerequisite:</b>	Recommendation of 8th grade teacher or a Pre-algebra class.		
<b>Selection Criteria:</b>	9	<b>Class designation:</b>	Regular
<b>Status:</b>	Required and Core		

**Course description:** The fundamental purpose of Mathematics I is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Mathematics 1 uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

### Math II Foundations – 2004/2005

<b>Credit:</b>	0.5 Per semester	<b>Offered:</b>	Full Year
<b>Prerequisite:</b>	Math I Foundations		
<b>Selection Criteria:</b>	10	<b>Class designation:</b>	Regular
<b>Status:</b>	Required		

**Course description:** Math II Foundations encompasses the main topics focused on in Math II. The focus of Mathematics II is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Mathematics I as organized into 6 critical areas, or units.

## MATH

### Math II – 2006/2007

<b>Credit:</b>	0.5 Per semester	<b>Offered:</b>	Full Year
<b>Prerequisite:</b>	Math I or Math 1 Foundations with recommendation.		
<b>Selection Criteria:</b>	9 10	<b>Class designation:</b>	Regular
<b>Status:</b>	Required and Core		

**Course description:** The focus of Mathematics II is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Mathematics I as organized into 6 critical areas, or units. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles, with their quadratic algebraic representations, will round out the course. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

### Math III Foundations – 2008/2009

<b>Credit:</b>	0.5 Per semester	<b>Offered:</b>	Full Year
<b>Prerequisite:</b>	Math II Foundations		
<b>Selection Criteria:</b>	10 11	<b>Class designation:</b>	Regular
<b>Status:</b>	Required		

**Course description:** Math III Foundations encompasses the main topics focused on in Math III. In this course students pull together and apply the accumulation of learning that they have from their previous courses. The content will be grouped into four critical areas, which include geometric modeling, functions, trigonometry, and data analysis and statistics. Students will also complete SAT prep curriculum throughout the year.

### Math III – 2121/2122

<b>Credit:</b>	0.5 Per semester	<b>Offered:</b>	Full Year
<b>Prerequisite:</b>	Math II or Math II Foundations with recommendation.		
<b>Selection Criteria:</b>	10 11	<b>Class designation:</b>	Regular
<b>Status:</b>	Required and Core		

**Course description:** In Mathematics III students will pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into four critical areas, organized into units. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They expand their study of right triangle trigonometry to include general triangles. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

### Statistics- 2055

<b>Credit:</b>	0.5	<b>Offered:</b>	Semester 1
<b>Prerequisite:</b>	Completion of Math II or Math II Foundations with recommendation.		
<b>Selection Criteria:</b>	11 12	<b>Class designation:</b>	Regular
<b>Status:</b>	Required and Core		

**Course description:** This course will present statistics and probability in a context that relates to a student's personal experiences. Topics include: frequency tables and graphics, probability, measures of center and probability distributions. Graphing calculators will be used as a tool to organize and calculate data.

## MATH

### Trigonometry- 2059

<b>Credit:</b>	0.5	<b>Offered:</b>	Semester 2
<b>Prerequisite:</b>	Completion of Math II or Math II Foundations with recommendation.		
<b>Selection Criteria:</b>	11 12	<b>Class designation:</b>	Regular
<b>Status:</b>	Required and Core		

**Course description:** This course will topics in right triangle and unit circle trigonometry. Topics include: solving triangles using trigonometric functions, Law of Sines, and Law of Cosines; verifying trigonometric identities; solving trigonometric equations; vectors; and identifying trigonometric forms of complex numbers.

### Pre-Calculus- 2141/2142

<b>Credit:</b>	0.5 Per semester	<b>Offered:</b>	Full Year
<b>Prerequisite:</b>	Completion of Math III or Math III Foundations with recommendation.		
<b>Selection Criteria:</b>	11 12	<b>Class designation:</b>	Regular
<b>Status:</b>	Required and Core		

**Course description:** In this course, students prepare for the study of calculus. Topics include function analysis, trigonometry, and discrete algebra. Students will represent models using algebraic, numerical, graphical, and verbal methods. Technology plays an important role in the conceptual development and problem-solving aspects of the course. Completion of this course is required before taking advanced placement calculus.

### AP Calculus AB – 2151/2152

<b>Credit:</b>	0.5 Per semester	<b>Offered:</b>	Full Year
<b>Prerequisite:</b>	B or higher for final grade in Pre-Calculus and signature of the instructor		
<b>Selection Criteria:</b>	12	<b>Class designation:</b>	<b>Honors, College Credit upon successful completion of AP Exam, Weighted grading</b>
<b>Status:</b>	Required, Core, <b>must pay required testing fee.</b>		

**Course description:** (This course is intended for advanced instruction; there is NO guarantee that college course credit will be derived.) This course will follow the nationally-recommended syllabus for Advanced Placement Calculus AB. The students will be taught from a college text and will learn all material covered in college-level Calculus I. Upon successful completion of the advanced placement exam administered through the College Board, students may earn 3–5 credits at the college of their choice, depending on their college’s policy concerning Advanced Placement. The fee for the exam is \$92.00. Students in AP Calculus need a TI83 or TI84 calculator.

### Sports Data Analysis- 2800

<b>Credit:</b>	0.5	<b>Offered:</b>	Semester
<b>Prerequisite:</b>	Open		
<b>Selection Criteria:</b>	10 11 12	<b>Class designation:</b>	Regular
<b>Status:</b>	Elective		

**Course description:** Using statistics from current professional sports, this class will be focused on analyzing data, making predictions, and communicating those predictions to the community through the River Bend website. Students in this class will be responsible for weekly articles that analyze real-time sports data.

### Sauk Dual Credit – Math 240 – Elementary Statistics – SDC1

<b>Credit:</b>	0.5	<b>Offered:</b>	Semester
<b>Prerequisite:</b>	Either High School Math 3 with grades of C or higher or two years of high school algebra with grades of C or higher or MAT 081 Intermediate Algebra (online/traditional delivery) with a grade of C or higher or appropriate placement score on College Board’s Accuplacer or SAT.		
<b>Selection Criteria:</b>	11-12	<b>Class designation:</b>	<b>Honors, College Credit (3)</b>
<b>Status:</b>	Required, Core, <b>must pay required college fee of \$313 (Reduced fee for free/reduced lunch)</b>		

**Course description:** An introduction to basic concepts in statistical methods including measures of central tendency, measures of dispersion, probability, theoretical and empirical distribution, estimation, tests of hypotheses, linear regression and correlation. This course will be offered first semester.

## MATH

### Sauk Dual Credit – Math 121 – College Algebra – SDC2

**Credit:** 0.5 **Offered:** Semester  
**Prerequisite:** Either High School Math 3 with grades of C or higher, or both a geometry prerequisite (either MAT 076 with grade of C or higher or one year of high school geometry with grades of C or higher) and an algebra prerequisite (either MAT 081 with a grade of C or higher or two years of high school algebra with grades of C or higher or appropriate placement score on College Board’s Accuplacer or SAT.  
**Selection Criteria:** 11-12 **Class designation:** Honors, College Credit (4)  
**Status:** Required, Core, **must pay required college fee of \$417 (Reduced fee for free/reduced lunch)**

**Course description:** This course assumes proficiency with material in MAT 080. Topics extended to the college level include: real numbers, exponents and radicals, polynomials and factoring, fractional expressions, equations and inequalities, functions and their graphs, conic sections, and systems of equations and inequalities. New topics include: zeros of polynomial functions, rational functions, exponential and logarithmic functions, matrices, sequences, and the Binomial Theorem. This course requires a graphing calculator. This course will be offered second semester.

**Cost for course:** approximately \$400 (price is based on a sliding scale – see Ms. Acker for more information.)

## SCIENCE

### SCIENCE DEPARTMENT COURSE MAPPING

High School Graduation Minimum	General	College Bound-General	College Bound-Medical	College Bound-Computer/Engineering
Earth Science Physical Science Life Science	Earth Science Physical Science Biology or Environmental	Earth Science Biology Chemistry Physics	Earth Science Chemistry Biology Dual Credit Chemistry Anatomy & Physiology Physics	Earth Science Biology Chemistry Physics Materials Science

**\*\*\*DOUBLING UP ON SCIENCE COURSES IS ENCOURAGED\*\*\***

### Earth Science- 3161/3162

**Credit:** 0.5 Per semester **Offered:** Full Year  
**Prerequisite:** Open  
**Selection Criteria:** 9 **Class designation:** Regular  
**Status:** Required (Earth Science) and Core

**Course description:** In this course, students will utilize scientific practices to discover knowledge and overarching concepts related to Earth and space science. Students will recognize unifying themes that integrate the major topics of Earth and space science including weather, climate, water, ocean circulation and topography, natural resources, and global sustainability, Earth and its place in the universe, the solar system, plate tectonics, and physical geology. The curriculum integrates critical thinking and laboratory skills that stress the development of experimental design, detailed observation, accurate recording, data interpretation, and analysis.

**\*\*REQUIRED OF ALL 9TH GRADERS\*\***

## SCIENCE

### Environmental Science-3083/3084

<b>Credit:</b>	0.5 Per semester	<b>Offered:</b>	Full Year
<b>Prerequisite:</b>	Open		
<b>Selection Criteria:</b>	10    11    12	<b>Class designation:</b>	Regular
<b>Status:</b>	Required (Life Science) and Core		

**Course description:** A course that focuses on the application of biological principles to the study of the physical environment and the solution of environmental problems. Major topics include structures and processes of organisms in an ecosystem, the interactions and cycling of energy within ecosystems, and the interaction between human society and the natural environment. The curriculum integrates critical thinking and laboratory skills that stress the development of experimental design, observation, accurate recording, data interpretation, and analysis.

### Biology- 3145/3146

<b>Credit:</b>	0.5 Per semester	<b>Offered:</b>	Full Year
<b>Prerequisite:</b>	Open		
<b>Selection Criteria:</b>	10    11    12	<b>Class designation:</b>	Regular
<b>Status:</b>	Required (Life Science) and Core		

**Course description:** In this course, students will utilize scientific practices to discover knowledge and concepts related to life science. Students will recognize unifying themes that integrate the major topics of biology and experimental design. Major topics include structures and processes from molecules to organisms, the inheritance and variation of traits, the interactions and cycling of energy within ecosystems, and biological evolution. The curriculum integrates critical thinking and laboratory skills that stress the development of experimental design, observation, accurate recording, data interpretation, and analysis.

### Human Anatomy & Physiology (Biology) – 3167/3168

<b>Credit:</b>	0.5 Per semester	<b>Offered:</b>	Full Year
<b>Prerequisite:</b>	Biology		
<b>Selection Criteria:</b>	11    12	<b>Class designation:</b>	Regular
<b>Status:</b>	Required (Life Science) and Core		

**Course description:** In this course, students will utilize scientific practices to discover knowledge and overarching concepts related to life science. Students will recognize unifying themes that integrate the major topics of anatomy and physiology including anatomical terminology, biochemistry, cells and tissue, and the body systems. Human disease of these systems and the body's effort to maintain homeostasis are regularly addressed. The curriculum integrates the development of clinical skills and dissection technique as well as critical thinking skills that allow for observation and the completion of small group interactive exercises.

### Physical Science-3131/3132

<b>Credit:</b>	0.5 Per semester	<b>Offered:</b>	Full Year
<b>Prerequisite:</b>	Should have had or be enrolled in Math I or Math I Foundations		
<b>Selection Criteria:</b>	10    11    12	<b>Class designation:</b>	Regular
<b>Status:</b>	Required (Physical Science) and Core		

**Course description:** In this course, students will utilize scientific practices to discover knowledge and overarching concepts related to physical science. Students will recognize unifying themes that integrate the major topics of physical science including the physics of energy and motion, chemistry, and waves. The curriculum integrates critical thinking and laboratory skills that stress the development of experimental design, measuring and recording, data analysis and interpretation, and using models.

### Chemistry- 3211/3212

<b>Credit:</b>	0.5 Per semester	<b>Offered:</b>	Full Year
<b>Prerequisite:</b>	Completed Math 1 or Math 1 Foundations		
<b>Selection Criteria:</b>	10    11    12	<b>Class designation:</b>	Regular
<b>Status:</b>	Required (Physical Science) and Core		

**Course description:** In this course, students will utilize scientific practices to discover knowledge and overarching concepts related to physical science. Students will recognize unifying themes that integrate the major topics of chemistry including structure and property of matter, interactions of matter, and chemical reactions. The curriculum integrates critical thinking via modeling, planning and carrying out investigations, and obtaining, evaluating, and communicating information.

## SCIENCE

### Material Science - 3221/3222

<b>Credit:</b>	0.5 Per semester	<b>Offered:</b>	Full Year
<b>Prerequisite:</b>	Should have had or be enrolled in Math I or Math I Foundations		
<b>Selection Criteria:</b>	10    11    12	<b>Class designation:</b>	Regular
<b>Status:</b>	Required (Physical Science) and Core		

**Course description:** In this course, students will utilize scientific practices to discover knowledge and overarching concepts related to physical science. Materials science involves the synthesis of new materials, developing improved processes for making materials and understanding the role of materials in our everyday lives. This lab and writing intensive course will focus on the fundamental relationship between structure, properties, processing and performance of materials. Topics covered in the class include: structure and bonding, crystal structures, ionic compounds, metals, alloys, ceramics, glass, composites and polymers.

### Physics- 3171/3172

<b>Credit:</b>	0.5 Per semester	<b>Offered:</b>	Full Year
<b>Prerequisite:</b>	Should have had or be enrolled in Math 3 or instructor approval		
<b>Selection Criteria:</b>	11    12	<b>Class designation:</b>	Regular
<b>Status:</b>	Required (Physical Science) and Core		

**Course description:** In this course, students will utilize scientific practices to discover knowledge and overarching concepts related to physical science. Students will recognize unifying themes that integrate the major topics of Physics including one-dimensional, two-dimensional motion, and momentum. Students will also explore energy, charging and electrical circuits, and waves. The curriculum integrates critical thinking, experimental design and laboratory skills. These skills will be developed using, mathematical modeling, data interpretation and graphical analysis.

### Sauk Dual Credit – Chemistry 105 – General Chemistry 1 – SDC4/SDC5

<b>Credit:</b>	0.5 Per semester	<b>Offered:</b>	Full year
<b>Prerequisite:</b>	One year of high school chemistry or CHE 103 or CHE 102		
<b>Selection Criteria:</b>	11    12	<b>Class designation:</b>	<b>Honors, College Credit (5)</b>
<b>Status:</b>	Required, Core, <b>must pay required college fee TBD (Reduced fee for free/reduced lunch)</b>		

### Course description:

This course involves the study of matter, measurements, the periodic table of the elements, atomic structure, basic concepts of quantum theory, bonding, stoichiometry of compounds and reactions, solution chemistry, introduction to acids and bases, thermochemistry, the gaseous state, and basic concepts of the liquid and solid states. This class is for chemistry, engineering, pre-medical and science majors.

### Independent Scientific Research – 3169

<b>Credit:</b>	0.5	<b>Offered:</b>	One semester
<b>Prerequisite:</b>	Student must have completed Earth Science, Biology, and Chemistry and have earned a B-average or higher in all three courses. Before entry into course student must get approval from supervising science teacher.		
<b>Selection Criteria:</b>	11    12	<b>Class designation:</b>	<b>Honors</b>
<b>Status:</b>	Science Elective		

**Course description:** Independent scientific research course is a laboratory science course that enables students to both apply and expand previous science content knowledge toward the endeavor of engaging in open-ended, student-centered investigations that are designed to answer testable questions. Embedded standards for technology and engineering are taught in the context of the content standards that enable students to: practice ethics, think critically, investigate, analyze and evaluate data, and communicate results. The course will require students to, work independently, identify their own topic of research, read relevant and appropriate scientific literature, write scientific reports, and give an oral presentation of completed independent study. The course is designed for highly motivated students who plan on continuing in science after high school.



## SCIENCE

### FTC Robotics (independent study) - 3900/3901

<b>Credit:</b>	1 Per semester	<b>Offered:</b>	Full year
<b>Prerequisite:</b>	Students must have two completed science courses which include: earth, biology, physical science, chemistry or physics and earned C grades or higher in both courses. Before entry into course student must get approval from supervising science teacher.		
<b>Selection Criteria:</b>	11 12	<b>Class designation:</b>	Honors
<b>Status:</b>	Science Elective		

**Course description:** This is a yearlong class that serves as an introduction to the world of robotics. Innovation and Design as well as robotics engineering is a combined competitive extracurricular class. Students will design and build a robot to perform tasks assigned by FIRST Robotics. The class will be supplemented by working close with mentors from industry such as engineers, marketing, business management, website design, etc. This course will consist of independent and hands on learning in main areas of study related to contest robotics including: power tools and safety, mechanical systems, electronics (DC), computer aided design, programming, systems integration and mentoring other students in robotics. Coursework in these areas will be focused on the extracurricular contests FTC (FIRST Tech Challenge). Students will be required to participate fully in all aspects of the competitions as well as be full participants in designated work sessions and team meetings after school and/or weekends during the months of September-March.

**Outside Commitment:** Student participating in this course must compete in the FTC competitions during 1 and 2 semesters. Competitions are usually on Saturday or Sunday.

## SOCIAL SCIENCE

### **THE SOCIAL STUDIES REQUIREMENT MUST INCLUDE THE FOLLOWING:**

- World History - 1 credit
- United States History I & II (regular or Honors) - 1 credit
- United States History III (regular or Honors) - ½ credit
- Civics- ½ credit

### World History- 4422/4426

<b>Credit:</b>	0.5 Per semester	<b>Offered:</b>	Full year
<b>Prerequisite:</b>	Open		
<b>Selection Criteria:</b>	10	<b>Class designation:</b>	Regular
<b>Status:</b>	Required and Core		

**Course description:** World History presents a chronological narrative from the earliest civilizations to the present. Within this framework, we will trace the development of civilizations in different parts of the world, taking a look at different themes such as the growth of science and technology, political and economic development, the influence of geography on cultures, the effect of contact between cultures, and creativity in the arts

### United States History I & II-4132/4133

<b>Credit:</b>	0.5 Per semester	<b>Offered:</b>	Full year
<b>Prerequisite:</b>	Open		
<b>Selection Criteria:</b>	11	<b>Class designation:</b>	Regular
<b>Status:</b>	Required and Core		

**Course description:** The approach to this course is both topical and chronological. Supplemented by audio-visual materials, the textbook is used as the focal point in examining the foundation and development of a new democratic nation and the profound social, economic, and political changes it has witnessed due to its transition from a rural, agricultural country to an urban, industrialized country and its pursuit of isolationism. Knowledge of the American past will enable students to learn the value of historical perspective and to appreciate that the American way of life has its roots far back in history. The students should come to understand that some knowledge of the past is necessary in order to understand, and perhaps solve, some of the problems of today and to achieve further progress.

Semester 1 – U.S. History, 1607 – 1865

Semester 2 – U.S. History, 1865 - 1940

## SOCIAL SCIENCE

### Honors United States History I & II-4173/4174

<b>Credit:</b>	0.5 Per semester	<b>Offered:</b>	Full year
<b>Prerequisite:</b>	Recommendation of instructor		
<b>Selection Criteria:</b>	11	<b>Class designation:</b>	<b>Honors</b>
<b>Status:</b>	Required and Core		

**Course description:** Designed to provide a greater challenge for the above-average student, this course follows the same general patterns and emphases as the regular U.S. History offering. Although the same textbook is utilized, outside readings may be used to augment the material provided by the instructor, the text, and the various audio-visual materials utilized.

Semester 1 – U.S. History, 1607 – 1865

Semester 2 – U.S. History, 1865 – 1940

### United States History III-4400

<b>Credit:</b>	0.5	<b>Offered:</b>	One semester
<b>Prerequisite:</b>	Open		
<b>Selection Criteria:</b>	12	<b>Class designation:</b>	Regular
<b>Status:</b>	Required and Core		

**Course description:** Semester 3 – U.S. History, 1931 to the present. The approach to this course is both topical and chronological. Supplemented by audio-visual materials, the textbook is used as the focal point in examining the rise of the United States to a position of world leadership as traditional isolationism is replaced by internationalism in foreign affairs and the challenges offered by a series of “hot and cold wars,” the struggle for equality and justice in America, the stubbornness of economic problems, and a rapidly changing society. Knowledge of the American past will enable students to learn the value of historical perspective and to appreciate that the American way of life has its roots in the past. The students should come to understand that some knowledge of the past is necessary in order to understand, and perhaps, solve some of the problems of today and to achieve further progress.

### Civics-4092

<b>Credit:</b>	0.5	<b>Offered:</b>	One semester
<b>Prerequisite:</b>	Open		
<b>Selection Criteria:</b>	12	<b>Class designation:</b>	Regular
<b>Status:</b>	Required and Core		

**Course description:** This course serves as an introduction to the American political system and the role played by the common citizen in making the system work. Units that will be covered are on the Legislative, Executive, and Judicial Branches, an introduction to government and The Bill Of Rights. Units on The United States Constitution, Illinois State Constitution, and the United States Flag Code are also taught, as they are **required to receive a high school diploma**.

### Sociology- 4312

<b>Credit:</b>	0.5	<b>Offered:</b>	One semester
<b>Prerequisite:</b>	Open		
<b>Selection Criteria:</b>	11 12	<b>Class designation:</b>	Regular
<b>Status:</b>	Required and Core		

**Course description:** Sociology is defined as the study of the ways man has developed for living in his environment with other men. One of the social sciences, sociology has “devoted itself to man and his activities in the social group. It is concerned with the way the groups shape children to fit group life, with the unique behavior of different groups, and with the problems which arise when people live together in groups.” The textbook, *Sociology and You*, is used as a focal point in the study of society and human relationships. Supplemented by audio-visual materials, this course is designed to help students better understand their present social environment.

## SOCIAL SCIENCE

### Psychology- 4451

<b>Credit:</b>	0.5	<b>Offered:</b>	One semester
<b>Prerequisite:</b>	Open		
<b>Selection Criteria:</b>	11 12	<b>Class designation:</b>	Regular
<b>Status:</b>	Required and Core		

**Course description:** This course introduces students to the study of individual human behavior. Course content typically includes (but is not limited to) an overview of the field of psychology, topics in human growth and development, personality and behavior, and abnormal psychology.

### Psychology II - 4452

<b>Credit:</b>	0.5	<b>Offered:</b>	One semester
<b>Prerequisite:</b>	Pass Psychology with a C or better		
<b>Selection Criteria:</b>	11 12	<b>Class designation:</b>	Regular
<b>Status:</b>	Required and Core		

**Course description:** This course will look at the different chapters that were not covered in Psychology. Topics for Psychology II would be the lifespan (from infancy through death), sensation and perception, motivation and emotion, individual interaction, attitudes and social influence along with other potential topics.

## HEALTH AND PHYSICAL EDUCATION

### Health- 7092

<b>Credit:</b>	0.5	<b>Offered:</b>	One Semester
<b>Prerequisite:</b>	Open		
<b>Selection Criteria:</b>	9 10 11 12	<b>Class designation:</b>	Regular
<b>Status:</b>	Required		

**Course description:** Health Education is a required semester-long course that will include the following topics: decision making/communications skills, stress and stress management, drugs and addictions, growth and development, sex and sexuality, STI's/AIDS, nutrition, obesity, and first aid/CPR. This course involves lecture, note taking, cooperative learning activities, and active learning activities. There will be quizzes given to the students throughout the semester. In addition, the students will be tested following each unit that is covered in class.

### Physical Education-7191/7196

<b>Credit:</b>	0.5 Per semester	<b>Offered:</b>	Full year
<b>Prerequisite:</b>	Open		
<b>Selection Criteria:</b>	9 10 11 12	<b>Class designation:</b>	Regular
<b>Status:</b>	Required (see page 4)		

**Course description:** This course is a survey of the various physical education experiences available at Fulton High School. It will expose the students to numerous fitness-based activities. Students will also actively participate in Fitness Gram to measure their fitness abilities. Students will be expected to have a regulation physical education uniform and a school-issued combination lock for their physical education locker.

### Coaching Philosophy - 4704

<b>Credit:</b>	0.5	<b>Offered:</b>	One Semester
<b>Prerequisite:</b>	Open		
<b>Selection Criteria:</b>	10 11 12	<b>Class designation:</b>	Regular
<b>Status:</b>	Elective		

**Course description:** Course is geared for students interested in sports/athletics looking to further their knowledge in the areas of sports and coaching. The areas we would cover: coaching philosophy in a variety of sports and athletic events, sports administration, building and maintaining an athletic program, injury care & prevention, understanding of rules/officiating, game/practicing planning, scouting, sports history and working with young athletes. Materials: Nothing to be purchased - We would use text and books we already own, videos, internet documents, guest speakers, and school/community resources.

## DRIVER EDUCATION

### Driver Education – Classroom – 7012/7032/7042/7062

<b>Credit:</b>	0.25	<b>Offered:</b>	One Quarter
<b>Prerequisite:</b>	<b>Student must have passed eight one-half credit courses the previous two semesters of school</b>		
<b>Selection Criteria:</b>	9 10	<b>Class designation:</b>	Regular
<b>Status:</b>	Elective		

**Course description:** Driver's Education is an automobile safety course that outlines the Secretary of State's Rules of the Road booklet and the Drive Right textbook. Students will obtain their instructional permit and perform the required behind the wheel assignment with a certified instructor. Class delivery will be lecturing, note taking, and group assignments. **\*\*a \$20.00 check made out to the Secretary of State is required to take the test for an Illinois driver's permit. \*\***

### Driver's Education – Behind the Wheel - BTW001/BTW002/BTW003/BTW004/BTW005/BTW006

<b>Credit:</b>	0.25	<b>Offered:</b>	One Quarter
<b>Prerequisite:</b>	Pass Driver Education Classroom		
<b>Selection Criteria:</b>	9 10	<b>Class designation:</b>	Regular
<b>Status:</b>	Elective		

**Course description:** The laboratory phase of Driver Education places the student behind the wheel of a motor vehicle. Instruction is designed to use the mental skills gained in the classroom. It includes the recognition and use of gauges and devices while performing simple driving tasks. Lessons are designed to take a beginning student driver through simple car maneuvers, basic car control, small city traffic encounters plus special environment experiences. Students are expected to gain these skills and as many more as possible as both drivers and observers. Illinois law currently requires that each student driver spends a minimum of six clock hours behind the wheel. The intent of the total program is to put a qualified, educated driver on the road. **\*\*The cost for behind the wheel sessions is \$150.00.\*\***

## TRANSITION

### SWiM- 4475/4476

<b>Credit:</b>	0.5 Per semester	<b>Offered:</b>	Full year
<b>Prerequisite:</b>	Open		
<b>Selection Criteria:</b>	9	<b>Class designation:</b>	Regular
<b>Status:</b>	Elective		

**Course description:** SWiM (Students With Motivation) is a one-year required course for Freshmen. This class is a major part of phase four of the Freshman Transition Project. The areas that will be covered throughout the year include: transitioning to high school, academic responsibility, social responsibility, emotional development, character development and leadership, health/wellness, service, and career development. **\*\*REQUIRED OF ALL 9TH GRADERS\*\***

### College and Career Readiness – 1480/1481/1482/1483

<b>Credit:</b>	0.25	<b>Offered:</b>	One Quarter
<b>Prerequisite:</b>	Open		
<b>Selection Criteria:</b>	9 10	<b>Class designation:</b>	Regular
<b>Status:</b>	Elective		

**Course description:** This course will focus on the skills necessary for students to be successful in college, the workplace, or their career. Students will explore their individual strengths and complete research projects allowing them to apply their strengths to career fields they may be interested in. These skills will be utilized and reinforced through various types of exercises as well as presentations by local businesses through the Junior Achievement Program. This is a 9 week course that is designed for freshmen and sophomores that will offset Driver's Education.

## **INFORMATION TECHNOLOGY, BUSINESS & CONSUMER EDUCATION**

### **Introduction to Computers – 6491/6492**

<b>Credit:</b>	0.5 Per semester	<b>Offered:</b>	Full year
<b>Prerequisite:</b>	Open		
<b>Selection Criteria:</b>	9      10      11      12	<b>Class designation:</b>	Regular
<b>Status:</b>	Required		

**Course description:** This course includes the introduction of concepts and techniques presented in Microsoft Office. Specifically, students gain the skills necessary to create documents using Word, Excel, PowerPoint, and Access. Students will continue to build upon skills learned during the year which will culminate in a final business simulation project. **\*\*REQUIRED OF ALL 9TH GRADERS\*\***

### **Introduction to Business – 6585/6586**

<b>Credit:</b>	0.5 Per semester	<b>Offered:</b>	Full year
<b>Prerequisite:</b>	Open		
<b>Selection Criteria:</b>	9      10      11	<b>Class designation:</b>	Regular
<b>Status:</b>	Elective		

**Course description:** This course introduces students to the world of business and will help prepare them for the economic roles of worker, consumer, and citizen. This course also serves as a background for almost all other business courses that a student may take in high school and college. Students will gain knowledge of economics, business roles, government, management, interviews, resumes, human resources, advertising, and marketing.

### **Business Law – 6610**

<b>Credit:</b>	0.5	<b>Offered:</b>	One semester
<b>Prerequisite:</b>	Open		
<b>Selection Criteria:</b>	10      11      12	<b>Class designation:</b>	Regular
<b>Status:</b>	Elective		

**Course description:** This course is designed for the student to understand law as it relates to his/her everyday life. This includes buying and selling, making contracts, buying insurance, knowing when an attorney is needed, and numerous topics regarding money. Students also participate in mock trials as both attorneys and jurors.

### **Accounting I – 6591/6592**

<b>Credit:</b>	0.5 Per semester	<b>Offered:</b>	Full year
<b>Prerequisite:</b>	Open		
<b>Selection Criteria:</b>	10      11      12	<b>Class designation:</b>	Regular
<b>Status:</b>	Elective		

**Course description:** This course includes planned learning experiences that develop skills in classifying, recording, verifying, and maintaining data involved in financial records. Students work with journals, ledgers, worksheets, checks, and various other accounting forms. Projects and practice sets are used to emphasize practical knowledge in working with financial records.

### **Accounting II – 6600/6611**

<b>Credit:</b>	0.5 Per semester	<b>Offered:</b>	Full year
<b>Prerequisite:</b>	Accounting I		
<b>Selection Criteria:</b>	11      12	<b>Class designation:</b>	Regular
<b>Status:</b>	Elective		

**Course description:** This course is designed to help students to develop deeper knowledge of the principles of accounting with more emphasis being placed on financial statements and accounting records. It is a study of previously learned principles as they apply to the different types of business organizations. Skills are developed in the entry, retrieval, and statistical analysis of business data using computers for accounting business applications.

## INFORMATION TECHNOLOGY, BUSINESS & CONSUMER EDUCATION

### Media Publications-1313/1314

<b>Credit:</b>	0.5 Per semester	<b>Offered:</b>	Full year
<b>Prerequisite:</b>	Open		
<b>Selection Criteria:</b>	9      10      11      12	<b>Class designation:</b>	Regular
<b>Status:</b>	Elective (Can take this class more than once)		

**Course description:** This year-long course is designed to teach students how to capture and edit video for various events and projects throughout the school year. Students will create weekly highlight videos of major events as well as live stream and broadcast most home events. Students will learn to record crop, edit, and produce a variety of different videos while learning basic and advanced concepts used in videography. In addition, students will be required to put in time outside of class to film events, projects, and solicit video board sponsorships.

### Photojournalism-1348/1350

<b>Credit:</b>	0.5 Per semester	<b>Offered:</b>	Full year
<b>Prerequisite:</b>	Open		
<b>Selection Criteria:</b>	9      10      11      12	<b>Class designation:</b>	Regular
<b>Status:</b>	Elective (Can take this class more than once)		

**Course description:** This year-long course is designed to teach students how to write, design, and lay out the school's yearbook. Students will learn basic and advanced concepts regarding digital photography. Precise writing, grammar, spelling, and vocabulary skills are emphasized in copy, headline, and caption writing. In addition, students will be required attend events to take pictures and solicit advertising sponsorships. As a result, students will be required to put in time out of class. The class is designed for a student that is creative, highly motivated, can work independently, as well as work with others, and can work with a deadline. Due to the nature of this class, students cannot add this class at the semester.

### Consumer Education-6462

<b>Credit:</b>	0.5	<b>Offered:</b>	One Semester
<b>Prerequisite:</b>	Open		
<b>Selection Criteria:</b>	11      12	<b>Class designation:</b>	Regular
<b>Status:</b>	Required for graduation		

**Course description:** Consumer education prepares students for education beyond high school or entering the workforce. Financial literacy and independency are stressed throughout the course. Students will learn how to budget, save, spend wisely, avoid debt, and give. They will develop an education and career plan that will help them obtain and grow their income over time while understanding how to make their money work for them. They will learn to manage financial risk through various types of insurance and begin to make smart financial decisions.

### Exploring Computer Science – 6628/6629

<b>Credit:</b>	0.5 Per semester	<b>Offered:</b>	Full year
<b>Prerequisite:</b>	Open		
<b>Selection Criteria:</b>	9      10      11      12	<b>Class designation:</b>	Regular
<b>Status:</b>	Elective		

**Course description:** This course provides students with an introduction to the field of Computer Science. Students are introduced to the concepts of computing, apply a variety of problem-solving techniques, expand their knowledge and apply web page design concepts, are introduced to the foundations of programming (including animated stories and video games), and apply previously learned concepts to building and programming with robotics. This course is designed to give a broad overview of what the field of Computer Science offers and provides a solid foundation for students who may be interested in a career path within that field.

## INFORMATION TECHNOLOGY, BUSINESS & CONSUMER EDUCATION

### Publishing – 6640/6641

<b>Credit:</b>	0.5 Per semester	<b>Offered:</b>	Full year
<b>Prerequisite:</b>	Open		
<b>Selection Criteria:</b>	9      10      11      12	<b>Class designation:</b>	Regular
<b>Status:</b>	Elective		

**Course description:** This course utilizes Microsoft Publisher. Various publications are created such as: calendars, personal web pages, brochures, greeting cards, business cards, memos, order forms, advertisements. Miscellaneous projects for the school are done throughout the year.

### Graphic Arts – 6645

<b>Credit:</b>	0.5	<b>Offered:</b>	One semester
<b>Prerequisite:</b>	Open		
<b>Selection Criteria:</b>	9      10      11      12	<b>Class designation:</b>	Regular
<b>Status:</b>	Elective		

**Course description:** This course is designed to help students learn the concepts of Adobe Photoshop Elements. Photoshop is a diverse program with many features designed to help the user create visual images or fine-tune photographic work. This class will explore many techniques that one can use in creating digital art. Students will create artistic images, edit/enhance digital images, correct flaws, and creating digital art projects.

## FOREIGN LANGUAGE

### Spanish I-5071/5072

<b>Credit:</b>	0.5 Per semester	<b>Offered:</b>	Full year
<b>Prerequisite:</b>	C or above in the last English course taken		
<b>Selection Criteria:</b>	9      10      11      12	<b>Class designation:</b>	Regular
<b>Status:</b>	College Prep		

**Course description:** Spanish I is the first in a series of four courses for students who wish to use Spanish as a means of communication, both oral and written. In addition to learning to understand and to say in Spanish many of the things students say in everyday English and to read and write elementary Spanish, students will gain information about the culture of the people whose language is being studied. Several small projects will be incorporated throughout the year.

### Spanish II- 5091/5092

<b>Credit:</b>	0.5 Per semester	<b>Offered:</b>	Full year
<b>Prerequisite:</b>	Spanish I with a “C” average and consent of instructor		
<b>Selection Criteria:</b>	10      11      12	<b>Class designation:</b>	Regular
<b>Status:</b>	College Prep		

**Course description:** Spanish II is a continuation of Spanish I. As in Spanish I, the development of the four language skills – listening, reading, writing, and speaking – is emphasized. Reading selections are used to encourage oral conversation, reading comprehension, and enhance writing skills. Art, history, geography, and culture are included. Projects will be used as assessments during the course of the year, as well as traditional testing.

### Spanish III- 5111/5112

<b>Credit:</b>	0.5 Per semester	<b>Offered:</b>	Full year
<b>Prerequisite:</b>	Spanish II with a “B” average and consent of instructor		
<b>Selection Criteria:</b>	11      12	<b>Class designation:</b>	Regular
<b>Status:</b>	Elective		

**Course description:** As an advanced and challenging course, Spanish III continues to elaborate upon previously developed skills. This includes reading selections, writing, speaking, and listening. History, geography, art, and culture play an important role at this level. Projects will be used as assessments along with traditional testing..

## FOREIGN LANGUAGE

### Spanish IV-5121/5122

<b>Credit:</b>	0.5 Per semester	<b>Offered:</b>	Full year
<b>Prerequisite:</b>	Spanish III with a "B" average and consent of instructor		
<b>Selection Criteria:</b>	12	<b>Class designation:</b>	Regular
<b>Status:</b>	Elective		

**Course description:** Spanish IV is an advanced and challenging course. Conversational skills, grammar review, writing, and a study of literature, culture, history, and art are emphasized. Good teamwork skills are a must for this course. Projects will be used as an assessment at this level as well as traditional testing. Each spring, a field trip to Chicago may be taken to the National Museum of Mexican Art and the Art Institute of Chicago. This reinforces the information learned in class about Hispanic art, artists and culture.

## CONSTRUCTION TRADES

### Intro to Construction Trades – 6113/6114

<b>Credit:</b>	0.5 Per semester	<b>Offered:</b>	Full year
<b>Prerequisite:</b>	Open		
<b>Selection Criteria:</b>	9 10	<b>Class designation:</b>	Regular
<b>Status:</b>	Elective		

**Course description:** This course explores the various trades within construction field. The students will be exposed to trades math, planning and designing projects, general shop safety, and the safe use of the tools and equipment. An emphasis will be placed on the carpentry, electrical, and welding trades to serve as a precursor to the upper level courses offered.

### Carpentry – 6214/6215

<b>Credit:</b>	0.5 Per semester	<b>Offered:</b>	Full year
<b>Prerequisite:</b>	Intro to Construction Trades		
<b>Selection Criteria:</b>	10 11 12	<b>Class designation:</b>	Regular
<b>Status:</b>	Elective		

**Course description:** This is a project based course that exposes the students to the various aspects of the carpentry field from planning to finishing, with the majority of the instruction being hands-on and in the field. The students will explore working on teams and supervising a team to accomplish a goal.

### Welding I – 6315

<b>Credit:</b>	0.5	<b>Offered:</b>	One semester
<b>Prerequisite:</b>	Intro to Construction Trades		
<b>Selection Criteria:</b>	10 11 12	<b>Class designation:</b>	Regular
<b>Status:</b>	Elective		

**Course description:** The students will be introduced to and experience hands-on training with print reading, welding joints, positions, and symbols, oxy fuel and plasma cutting, and SMAW, GMAW, and GTAW..

### Welding II – 6316

<b>Credit:</b>	0.5	<b>Offered:</b>	One semester
<b>Prerequisite:</b>	Welding I and approval of instructor		
<b>Selection Criteria:</b>	10 11 12	<b>Class designation:</b>	Regular
<b>Status:</b>	Elective		

**Course description:** The students will be introduced to and experience hands-on training with print reading, welding joints, positions, and symbols, oxy fuel and plasma cutting, and SMAW, GMAW, and GTAW.



## CONSTRUCTION TRADES

### Residential Electricity – 6416

<b>Credit:</b>	0.5	<b>Offered:</b>	One semester
<b>Prerequisite:</b>	Intro to Construction Trades		
<b>Selection Criteria:</b>	10    11    12	<b>Class designation:</b>	Regular
<b>Status:</b>	Elective		

**Course description:** This course introduces the students to residential wiring. The students will be exposed to NEC requirements, Ohm's Law, service entrance, circuits, and print reading. The students will create circuits in the electrical lab that will include the service entrance, sub-panels, switches, and receptacles.

### Sauk Dual Credit – Electricity 101 – Electrical Wiring – SDC3

<b>Credit:</b>	0.5	<b>Offered:</b>	One semester
<b>Prerequisite:</b>	Intro to Industrial Technology		
<b>Selection Criteria:</b>	11    12	<b>Class designation:</b>	<b>Honors, College Credit (3)</b>
<b>Status:</b>	Elective <b>must pay required college fee of \$313 (Reduced fee for free/reduced lunch)</b>		

**Course description:** Students will be introduced to basic electrical wiring as it applies to residential occupancies, placing special emphasis on National Electric Code requirements. Students will develop an understanding of Ohm = s Law and be taught to wire series and parallel circuits; install single-pole, three-way and four-way switches, duplex receptacles and service panels; and troubleshoot circuits.

## FAMILY & CONSUMER SCIENCE

### Beginning Foods – 6252/6282

<b>Credit:</b>	0.5 Per semester	<b>Offered:</b>	Full year
<b>Prerequisite:</b>	Must Pass semester 1 to continue with semester 2		
<b>Selection Criteria:</b>	9    10    11    12	<b>Class designation:</b>	Regular
<b>Status:</b>	Elective		

**Course description:** This course will include textbook, notebook and lab experience. Foods I will study nutritional concepts and food preparation principles. Students will be introduced to kitchen equipment, safety, sanitation, measuring ingredients, recipe skills, and cooking methods. Foods II will focus on further development of cooking skills. Areas of study include the Food Guide Pyramid, grains, fruits, vegetables, dairy and meat. This class is for students interested in food processing and the food services industry: Supermarket sales, food scientists, food preparation, food safety, personal chef and hospitality.

### Advanced Foods – 6290

<b>Credit:</b>	0.5	<b>Offered:</b>	One Semester
<b>Prerequisite:</b>	Must Pass the full year of Beginning Foods		
<b>Selection Criteria:</b>	10    11    12	<b>Class designation:</b>	Regular
<b>Status:</b>	Elective		

**Course description:** Advanced foods is designed to increase the knowledge of students from the beginning foods level. In this class, students will increase their knowledge in food preparation, food combinations, baking, and careers related to the culinary arts field.

### Nutrition – 6410

<b>Credit:</b>	0.5	<b>Offered:</b>	One semester
<b>Prerequisite:</b>	Teacher approval		
<b>Selection Criteria:</b>	10    11    12	<b>Class designation:</b>	Regular
<b>Status:</b>	Elective		

**Course description:** This class will study the importance of the healthful eating and regular physical activity as permanent lifestyle habits. Students will study food habits, lifestyle choices, nutrients (carbohydrates, fats, proteins, vitamins, minerals, water and phytochemicals), management for life-long activities, and making informed choices through decisions they make. They will also study the significance of caring for their mental and social health as part of the whole wellness picture, which includes staying physically active, as a way of life. Also covered will be dietary guidelines, weight management, eating disorders, and physical fitness and food choices. Nutrition is for students interested in the dietary guidelines; Dietitians and nutritionists, athletic trainers, physical therapists, health educators in schools, hospitals and public health agencies.

## FAMILY & CONSUMER SCIENCE

### Beginning Clothing – 6322/6325

<b>Credit:</b>	0.5 Per semester	<b>Offered:</b>	Full year
<b>Prerequisite:</b>	Must Pass semester 1 to continue with semester 2		
<b>Selection Criteria:</b>	9      10      11      12	<b>Class designation:</b>	Regular
<b>Status:</b>	Elective		

**Course description:** This course will include textbook, notebook, skill sheets, and hands on experience working with the sewing machine, serger and embroidery machines to learn various sewing skills. Students will study clothing, color, design, fabric and care. Students will need to bring in their own sewing tools (scissors, seam ripper, seam gauge, pins, and small storage box) from home or purchase (approximate cost \$10.00 - \$15.00). Students will also need to purchase fabric and supplies for projects. Clothing is for students interested in the clothing and textile industry: Fashion coordinator, retail sales, textile art, fashion advertising and merchandising.

### Parenting – 6406

<b>Credit:</b>	0.5	<b>Offered:</b>	1st semester
<b>Prerequisite:</b>	Open		
<b>Selection Criteria:</b>	9      10      11      12	<b>Class designation:</b>	Regular
<b>Status:</b>	Elective		

**Course description:** This course helps students understand the responsibilities, satisfactions, and stresses of parenthood. Many types of parenting situations are examined. Stress prevention and management are emphasized. Community agencies that help parents deal with various types of parenting situations are identified. Course content includes the following duty areas: managing and organizing parenting by applying decision-making and goal setting skills; applying the basic principles of the parenting process; practicing health and safety standards as related to parenting; providing experiences which encourage parents and children to maximize resources; encouraging human relations skills in children/adolescents; and evaluating Impact on parenting of family and career changes. Special attention is given to the needs of teenage parents and to the importance of readiness for parenthood. Parenting is for students who will someday be a parent and enjoy working with children: Child care workers, nannies, family counseling, social workers, coaches, children's book authors, and education.

### Child Growth and Development – 6407

<b>Credit:</b>	0.5	<b>Offered:</b>	2nd semester
<b>Prerequisite:</b>	Must have passed Parenting		
<b>Selection Criteria:</b>	9      10      11      12	<b>Class designation:</b>	Regular
<b>Status:</b>	Elective		

**Course description:** This course emphasizes knowledge and understanding of the intellectual, physical, social, and emotional development of children from birth to preschool. The content centers around the following duty areas: managing and organizing child development by applying decision-making and goal-setting skills; promoting child development by applying physical, social, intellectual, and emotional principles; practicing health and safety standards for children; providing experiences encouraging children to maximize resources; encouraging human relations skills in children; and evaluating family and career changes in relation to impact on children. Information related to careers in child, day care, and education services is incorporated throughout the course. Child development is for students who are interested in working with human services and the community: preschool centers, teacher aide, camp counselors, child education, pediatric nurses and pediatricians.

## MUSIC & DRAMA

### Robed Choir – 8031/8032

<b>Credit:</b>	0.5 Per semester	<b>Offered:</b>	Full year
<b>Prerequisite:</b>	Voice Placement		
<b>Selection Criteria:</b>	9      10      11      12	<b>Class designation:</b>	Regular
<b>Status:</b>	Elective (this class can be taken more than once)		

**Course description:** This is a year-long course that explores choral music from a wide variety of cultures and time periods through study and performance. The core curriculum emphasizes the basics of vocal technique, sight-reading, music theory, and music history. Students in choir are expected to participate in performances throughout the school year as part of their grade. Opportunities to participate in extracurricular vocal music groups and events will also be available. An audition is not required, but voice placement will determine placement in the appropriate vocal section. The choir will take a trip every four years.

## MUSIC & DRAMA

### Band – 8011/8012

<b>Credit:</b>	0.5 Per semester	<b>Offered:</b>	Full year
<b>Prerequisite:</b>	Instrument Placement		
<b>Selection Criteria:</b>	9      10      11      12	<b>Class designation:</b>	Regular
<b>Status:</b>	Elective (this class can be taken more than once)		

**Course description:** This a year-long course that explores instrumental music from a wide variety of cultures and time periods through study and performance. The core curriculum emphasizes the basics of instrumental technique, sight-reading, music theory, and music history. Students in band are expected to participate in performances throughout the school year as part of their grade. Opportunities to participate in extracurricular instrumental music groups and events will also be available. Prior experience playing and instrument is strongly encouraged but not required. An audition is not required, but instrument placement will determine placement on the appropriate instrument. The band will take a trip every four years.

### Drama-1352

<b>Credit:</b>	0.5	<b>Offered:</b>	One Semester
<b>Prerequisite:</b>	Open		
<b>Selection Criteria:</b>	10      11      12	<b>Class designation:</b>	Regular
<b>Status:</b>	Elective		

**Course description:** The course is an introductory overview of the field of drama emphasizing its general areas and creating an appreciation and understanding of drama. The course covers assignments that deal with acting, makeup, costumes, stage movement, and directing. If time permits, other units might cover lighting, sets and production. Drama involves a lot of class participation; most assignments will be done with other students. The class will be given the opportunity to present a skit for the homecoming pep assembly. At the end of one semester of drama, students will be confident when getting in front of an audience.

## ART

### Beginning Art – 9010/9020

<b>Credit:</b>	0.5 Per semester	<b>Offered:</b>	Full year
<b>Prerequisite:</b>	Open		
<b>Selection Criteria:</b>	9      10      11      12	<b>Class designation:</b>	Regular
<b>Status:</b>	Elective		

**Course description:** Beginning Art is designed to allow any artistic ability level learn basic skills, techniques, and materials. Basic skills and techniques in drawing and painting are introduced in the first quarter with projects including still lifes, contour line, self- portraits, perspective drawing, watercolor landscapes, and acrylic posters. Second semester will focus on the basic techniques and materials of three dimensional art. Projects for this quarter will include clay pots, plaster people, batik, unique clothing art, and instillation. Students will be required to bring with them a 9 x 12 sketchbook.

### Advanced Art – 9030/9035

<b>Credit:</b>	0.5 Per semester	<b>Offered:</b>	Full year
<b>Prerequisite:</b>	Pass Beginning Art with a C or better		
<b>Selection Criteria:</b>	10      11      12	<b>Class designation:</b>	Regular
<b>Status:</b>	Elective		

**Course description:** Students will advance their artistic “style” by using more advanced artistic methods and materials. Students are given more freedom with their subject choices based on the method taught. Projects will include an artist representation of famous works of art, a book, performance art, and recycled art. Students are required to bring a sketchbook, a folder, and their own set of sketch pencils.

## ART

### Independent Art- 9041/9042

<b>Credit:</b>	0.5 Per semester	<b>Offered:</b>	Full year
<b>Prerequisite:</b>	Pass a full year of Advanced Art with a B or better and instructor's permission		
<b>Selection Criteria:</b>	11      12	<b>Class designation:</b>	Regular
<b>Status:</b>	Elective (Can take this class more than once)		

**Course description:** This is the highest level of art that can be taken. Students will independently work on artwork in a media and style or styles that they choose. Students will be required to create four works of art per quarter, one of which will be chosen by the teacher. Students will participate in a portfolio review at the end of each quarter. Students will also get to experience art careers by going into the community to visit and participate in the local art that is available. Students will end their year by creating a portfolio they can use for college entrance.

## COMMUNITY INVOLVEMENT & CAREER EDUCATION

### Community Involvement /Career Exploration-9600/9601

<b>Credit:</b>	0.5 Per semester	<b>Offered:</b>	Full year
<b>Prerequisite:</b>	Instructor approval and service site consent.		
<b>Selection Criteria:</b>	12	<b>Class designation:</b>	Regular
<b>Status:</b>	Elective		

**Course description:** This class provides students with the opportunity to explore areas of interest while providing them the opportunity to offer service to the community. Students may use this opportunity to work with local businesses such as a mechanic, plumber, retail store owner, or a professional such as a dentist, chiropractor or nurse. Some may volunteer to tutor or assist at the elementary, middle, or high school. Students may assist almost anyone in the community as long as it is of a service nature and allows them the opportunity to learn about a possible job. Because this is a service to the community and a grade will be earned, **no money may be received for the services.**

Community service will be performed during one regularly scheduled period of the day; the service will be provided during the time that the student would normally be in the classroom. Students must provide their own transportation.

Weekly journals listing the duties performed, what has been learned or relearned, and commenting on the reactions and feelings of the week are required and are a part of the grade. Evaluations by site supervisors are done and count as part of the grade also.

### Whiteside Area Career Center

Any student wishing to enroll at WACC must be registered at one of the nineteen member high schools and must be 16 years of age.

**Prerequisites:** The following are a general list for attendance at WACC.

1. 1.75 (C-) cumulative grade point average GPA.
2. All credit up-to-date by the end of the current year (on track to graduate with their class).
3. No more than 10 day absence in any given year (major illness excluded).
4. A disciplinary record showing no excessive detentions or suspensions from school.
5. Only juniors and seniors are allowed to attend Whiteside Area Career Center.
6. All students must turn in an application if they wish to attend WACC even if they are currently attending WACC. All applications should be returned to the guidance office.

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

## **Whiteside Area Career Center**

### **Allied Health - 6701L/6702L**

One-year program offered to junior and senior students that are interested in pursuing a career in various medical fields. Students are in the classroom three days per week and at clinical sites two days per week. Students participate in one to four clinical sites throughout the school year. Clinical sites include, but are not limited to, hospitals, clinics, long-term care facilities, chiropractors, veterinary clinics, physical therapists, etc. Students can practice in different areas of the medical field, such as Maternal-Child Nursing, Geriatrics, Emergency Nursing, Radiology, Dental Medicine, Veterinary Science, and more.

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

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

### **Auto Service - 6701A/6702A and 6701H/6702H**

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

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

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

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

### **Building & Construction Trades - 6701K/6702K and 6701R/6702R**

One- or two-year program offered to junior and senior students. This course provides experiences related to the construction and maintenance of residential buildings and related fixtures. During the year, students will spend 85% of their time at a job site constructing or remodeling a residential house. The other 15% of the time students will be in the classroom. Instruction will include safety principles, framing, plumbing, wiring, roofing, installing insulation, dry wall, painting, pouring concrete, landscaping, estimating materials, blueprint reading, hanging cabinets, siding, hanging doors, heating and air conditioning, masonry, and finish work. Second year students are provided the opportunity to advance their skills in the construction trades.

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

*Recommended Student Criteria:* Students enrolled in Building Trades will be involved in constructing or remodeling a house, and will perform work at the job site approximately 85% of the time while at WACC. Students should be able to climb an eight foot step ladder, stand for an hour and thirty minutes, and have the strength and mobility to operate various power tools, such as nail guns, power saws, power drills, etc.

## **Whiteside Area Career Center**

### **CEO (Creating Entrepreneurial Opportunities) - 6701W/6702W**

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

**No dual credit available.**

*Prerequisites:* All students interested in enrolling in the WACC CEO class must complete an application available through his/her school counselor. Students will be selected by the CEO Advisory Board. Students who are selected to enroll in the CEO class must provide his or her own transportation to and from the various class meeting sites.

The CEO Class at WACC has their own website. Visit it at <https://www.wacc-ceo.com/>

### **Computer Technology (Networking and Programming)**

If you enjoy computers and want to know how computers and computer networks work, the computer technology field might be the place to be. If this is true, then WACC's Computer Technology program is just the program to kick-off your technology related education and career. Starting out in the Computer Technology program can get you started toward many specialties. Some of the potential careers include positions such as an Information Technology Specialist, Computer Support Specialist, Computer Technician, Help Desk Analyst, Technical Support Specialist, Network Support Specialist, Network Technician, Computer Specialist, Systems Administrator, Network Administrator, Webmaster, Web Designer, Web Developer, App Developer, Computer Programmer, or many other related positions.

### **Computer Technology - 6701C-6702C and 6701N/6702N**

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

**12 Dual Credits with SVCC: 3 credits each for CIS 123 (JavaScript), CIS 151 (Networking), CIS 167 (A+ Certification), CIS 197 Security +, and CIS 250 (Beginning Linux).**

*Recommended Student Criteria:* Students enrolled in Computer Technology will be required to sit at a desk for an hour and forty-five minutes, walk, stand, stoop, kneel, crouch and reach while performing typical computer repair work; use hands to finger, have hand-eye coordination; handle or feel objects, tools or controls; lift and/or move objects and materials of up to 50 pounds in weight.

### **Cosmetology - 6701P/6702P**

This program is open to seniors and is housed at the Educators of Beauty site in downtown Sterling. Students will explore several aspects of cosmetology. The curriculum includes but is not limited to: theory and practice hours in hair, nails, skin, business basics and effective communication. This course takes place at Educators of Beauty. After completing this part time program, students will earn up to 350 of the 1500 hours necessary to complete the program. Financial incentives are available for students who chose to return to Educators of Beauty upon graduation.

Educators of Beauty Website - <https://educatorsofbeauty.com/>

## **Whiteside Area Career Center**

### **Criminal Justice - 6701E-6702E**

One-year program designed to train students in various aspects of law enforcement, criminal justice, and the legal system. Students will receive instruction in skills needed for careers in associated fields; e.g. police officers, prosecuting and defense attorneys, probation and parole officers, crime scene investigators, correctional officers, etc. Major objectives of the program include: history of law enforcement, constitutional law, Illinois law, courts and the legal system, communication and dispatch operations, report writing and records, criminal investigations, search and seizure, community relations, patrol functions, traffic investigations, corrections, private security operations, criminology, and other related areas. Role play scenarios are used to enhance the student's learning experiences and provide an introduction to practical experiences which might be expected in the field.

### **6 Articulated Credits with SVCC: 3 credits for CJS 101 and 3 credits for CJS 232.**

*Recommended Student Criteria:* Students enrolled in the Criminal Justice program will participate in active, police scenarios. These scenarios include, but are not limited to the following physical activity; dragging a 150-pound person 10 feet, firing air guns, combat drills, and restraining potential suspects. Students should be able to pick up and carry objects weighing 25 pounds.

### **Culinary Arts - 6701B/6702B and 6701V/6702V**

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

### **No dual credit available.**

*Recommended Student Criteria:* Students enrolled in **Commercial Food Service - 6701V/6702V** will be required to work in a commercial kitchen approximately 70% of the time while at WACC. Students should be able to stand for an hour and forty-five minutes, lift 20 pounds, and have the ability to safely work around hot items, such as stoves, ovens and deep-fryers.

### **Digital Media Arts - 6701G/6702G and 6701U/6702U**

One- or two-year program offered to juniors and seniors. The classes are for visual and creative thinkers as well as computer geeks interested in cutting edge digital and media arts. The program offers the latest trends, techniques and technologies in the ever-evolving multimedia field. The wide variety of the curriculum provides opportunities to build skills for future success in careers as an illustrator, desktop publisher, photographer, graphic artist, digital video editor, studio staging director, film maker, computer animator, sound engineer, camera operator, web designer or other positions in the exciting and growing recording, entertainment and digital media arts and communications field. Students work at their own pace and get "hands-on" experience using state-of-the-art software, cameras, lighting, special effects, sound and broadcasting equipment. All classes begin each fall and spring semester and students take two classes per semester. Students completing a selection of eight classes (the equivalent of two years at WACC), will receive a Certificate in Graphic Design from Sauk Valley Community College. Students not able to complete the certificate requirements while attending WACC are invited to enroll at Sauk Valley Community College after high school to finish the certificate requirements if they so choose. Qualifying WACC students may earn up to 24 college credits taking the Digital Media Arts class.

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

## **Whiteside Area Career Center**

### **Early Childhood Education - 6701M/6702M and 6701S/6702S**

One- or two-year program offered to junior and senior students. The courses include a study of growth and development; early childhood learning theories; types of early childhood programs; teaching methods and procedures; the role of the child care professional; and working with young children with special needs. This program provides preparation and a practicum for students interested in a variety of educational fields, such as; preschool teachers, teacher's aides, elementary teachers, speech/pathology teachers, and social workers. First year students will work on a weekly basis with children at our on-site laboratory called "Kiddie Kampus Preschool". Second year students will work with a cooperating teacher at a work-based learning site for three days a week during both semesters of the school year. This work-based learning site could be a daycare center, preschool program, elementary school, or a location specific to a students' career interest. (i.e.: special education, speech teacher, social worker)

**Gateways to Opportunity Level 1 Credential for first year students; 3 Articulated Credits with SVCC: ECE 114 or ECE 115 offered alternatively over two years.**

*Recommended Student Criteria:* Students enrolled in Early Childhood Education will be required to work in the WACC preschool with young children ages three to five years old. Students should be able to sit on the floor with the preschool children, have the dexterity to perform crafts with the children, and have the strength to restrain a child if needed for the child's safety. (For example, prevent a child from running out the door.) Students should not have a history of violent behavior. Students should have the maturity and aptitude to work with young children. For example, a student who could not be recommended for a babysitting job should not be recommended for Early Childhood Education.

### **Health Occupations CNA - 67010D/6702D**

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

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

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



## **Whiteside Area Career Center**

### **Welding and Manufacturing Technology - 6701J/6702J and 6701Q/6702Q**

After completing the Welding and Manufacturing Technology program at WACC, students will have a seamless transition into the Multicraft Technology program at SVCC. WACC and SVCC continue to partner with each other to increase the dual credit opportunities in the Multicraft Technology program.

One- or two-year program offered to junior and senior students. Welding, machining, and CAD principles will be taught through hands-on experiences. Topics include:

- Welding processes – (Stick, Oxyacetylene, Mig, Tig, Plasma cutting, and OAW cutting),
- Machine operations – (Lathes, Mills, Grinders, Shear, Pipe cutters, etc.)
- AutoCAD – Computer aided drafting program
- Blueprint reading

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

- Welding processes – (Structural welds, Pipe welds, Flux cored welding)
- Machine operations – (CNC and manual Machining)
- Inventor – Computer aided drafting program
- Product design and development
- Internship

### **6 Dual Credits with SVCC: 3 credits for Welding Fundamentals (WELD 106) and 3 credits for – Intro to CAD (IND 108)**

*Recommended Student Criteria:* Students enrolled in Welding and Manufacturing Technology will be required to work in a machine/welding shop approximately 75% of the time while at WACC. Students must be able to work in the confines of a welding booth (3' x 4'), have the ability to lift 40 pounds, must be able to stand for an hour and forty-five minutes, and must have the strength and mobility to operate machines such as lathes, grinders, and welding torches.

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

## **DUAL CREDIT/DUAL ENROLLMENT**

### **Sauk Valley Community College – Face-to-Face Dual Credit Block hosted by Morrison HS**

#### **Semester 1**

#### **ENG 101 - Composition I**

A basic course in essay writing with emphasis on exposition, ENG 101 stresses knowledge and application of the rhetorical modes. ENG 101 presupposes competence in grammar, usage, and mechanics. *Prerequisite:* ACT standard score in English of 22 or above; suitable scores on the current English placement test, or grade of C or higher in ENG 099. 3 Semester hour(s).

#### **PSY 103 - Introduction to Psychology**

This course is designed to introduce the student to major concepts, theories, principles, and research in the field of psychology. This course will survey the scientific study of human and animal characteristics and behavior. Major topics from biological, behavioral, cognitive, personality, developmental, abnormal, and social psychology theory and research will be emphasized. Universal characteristics and individual differences will be explored. 3 Semester hour(s).

#### **Semester 2**

#### **ENG 103 - Composition II**

An advanced course in essay writing with emphasis on formal research, ENG 103 serves to develop a proficiency in the collection and selection of data as applied to the completion of a formal research paper. In addition, students receive instruction in logic and reasoning, including the fundamentals of argumentative and persuasive writing. *Prerequisite:* A grade of C or higher in ENG 101 or its equivalent. 3 Semester hour(s).

#### **MAT 240 - Elementary Statistics**

An introduction to basic concepts in statistical methods including measures of central tendency, measures of dispersion, probability, theoretical and empirical distribution, estimation, tests of hypotheses, linear regression and correlation. *Prerequisite:* MAT 081 with a grade of “C” or higher or two years of high school algebra with grades of C or higher, Math 3 with a C or higher, or appropriate placement scores. 3 Semester hour(s).

## **DUAL CREDIT/DUAL ENROLLMENT**

### **Morrison Institute of Technology**

Fulton High School offers to juniors and seniors the opportunity to take two dual enrollment courses each year through Morrison Institute of Technology (MIT) in Morrison, Illinois. Students taking these courses will earn FHS credit, as well as credit from MIT. Students are transported each day first block to MIT where they can complete the following classes:

#### **DT108 - Principles of Engineering: Projects and Concepts – First Semester**

This project driven course will introduce students to aspects of the different engineering technology fields, including mechanical, construction and civil engineering. Students will work in individual and group settings to complete a variety of projects including hands on activities that reinforce topics they are studying. Skills that will be used include: problem solving, 3D printing, robotics, teamwork, construction and design.

#### **DT114 – AutoCAD 1 – Second Semester**

This course is an introduction to the use of AutoDesk's AutoCAD software package. It will present all basic 2D and 3D commands used for drawing, editing, display controls, layering, dimensioning, and plotting. It will also provide coverage of entity properties and handling and utilities.

#### **DT222 – 3D Modeling – Third Semester**

This course covers 3D elements of the Autodesk software including the use of parametric solid modeling and surfacing, assembly modeling, creating 3D digital prototypes, and 2D orthographic development from 3D drawings.

#### **DT112 – Mechanical Drafting & Design I – Fourth Semester**

This course will provide an in-depth study of precision dimensioning techniques, unilateral tolerance, bilateral tolerance, limits, fits and allowances using ANSII 14.5 M-1994 standard. It also includes detailed study of standard fasteners, springs, keys, keyways and pins. It will also cover a study of advanced sectional views, assembly drawings and detail drawings.

**Cost per MIT course is between \$100-\$300, plus the cost of a textbook and any other course materials that are required.**

### **Sauk Valley Community College**

#### **Clinton Community College**

Fulton High School offers to juniors and seniors the opportunity to take dual enrollment courses through Sauk Valley Community College and Clinton Community College. These are offered online and students are given a block within their schedule to work on assignments for dual enrollment courses.

Visit [www.svcc.edu](http://www.svcc.edu) or [www.eicc.edu](http://www.eicc.edu) for course offerings and information. If a student is interested in taking a dual enrollment course through Sauk or Clinton they need to stop in and see the high school guidance counselor in order to find out how to register.

**Cost per credit hour of a SVCC dual credit course is \$104.25 (\$312.75 for a 3 credit class) plus cost of a textbook and any other course materials that are required. The cost for a CCC 3 credit class is \$331.20 plus cost of a textbook and any other course materials that are required. The tuition price for SVCC is on a sliding scale for free and reduced lunch students. CCC does not have sliding scale tuition.**

### **Western Illinois University**

Fulton High School offers to juniors and seniors who are interested in attending Western Illinois University (WIU), after graduation, the opportunity to take dual enrollment courses through WIU. These are offered online and students are given a block within their schedule to work on assignments for dual enrollment courses. The following courses will be offered to Fulton High School students through WIU's dual enrollment program:

**English Comp I, English Comp II, Public Speech, Intro to Psychology, Intro to Sociology, World History I, World History II, Intro to Political Science, American Government & Political Science, Macroeconomics, Microeconomics, and Intro to Business.**

**WIU courses are approximately \$285 each, plus the cost of a textbook and any other course materials that are required.**

# PRE-REGISTRATION 2019-2020

NAME \_\_\_\_\_

GRADE \_\_\_\_\_

List the eleven (11) classes you wish to enroll in. Eight (8) requests and three (3) alternate classes.

**Register your classes in the following order:**

- A. List all required courses that have been **failed**.
- B. List required courses.
- C. List electives in order of **PRIORITY**.
- D. List 3 alternate choices in order of **PRIORITY**.

Include course numbers for all eleven (11) classes. List semester classes separately by semesters.

<b><u>SEMESTER 1</u></b>		<b><u>SEMESTER 2</u></b>	
<b>Course #</b>	<b>Course Title</b>	<b>Course #</b>	<b>Course Title</b>
1 _____	_____	1 _____	_____
2 _____	_____	2 _____	_____
3 _____	_____	3 _____	_____
4 _____	_____	4 _____	_____
5 _____	_____	5 _____	_____
6 _____	_____	6 _____	_____
7 _____	_____	7 _____	_____
8 _____	_____	8 _____	_____
1A _____	_____	1A _____	_____
2A _____	_____	2A _____	_____
3A _____	_____	3A _____	_____

\_\_\_\_\_  
**Student signature**

\_\_\_\_\_  
**Parent signature**

\_\_\_\_\_  
**Date**

## Course Listing 2019-2020

<u>S1 - S2</u>	<u>ENGLISH</u>	<u>Term</u>	<u>S1 - S2</u>	<u>TRANSITION</u>	<u>Term</u>
1041-1042	English 1	YR	4475-4476	S.W.i.M	YR
1038-1039	Hon. English 1	YR	1480	College & Career	Qtr
1132-1133	English 2	YR			
1130-1131	Hon. English 2	YR	<u>S1 - S2</u>	<u>IT/BUS./CONS.ED.</u>	<u>Term</u>
1211-1212	English 3	YR	6491-6492	Intro. to Computers	YR
1430-1431	AP Language	YR	6585-6586	Intro. to Business.	YR
1442-1443	English 4	YR	6610	Business Law	Sem
1434-1435	AP Literature	YR	6591-6592	Accounting I	YR
1142	Speech	Sem	6600/6611	Accounting II	YR
1345	Media Literacy	S1	1313-1314	Media Publications	YR
1354	Contemp. Lit Young Ad.	S2	1348-1350	Photojournalism	YR
SDC12	SVCC Eng Comp I	S1	6462	Consumer Education	Sem
SDC9	SVCC Eng Comp II	S2	6628-6629	Computer Science	YR
			6640/6641	Publishing	YR
			6645	Graphic Arts	Sem
<u>S1 - S2</u>	<u>MATHEMATICS</u>	<u>Term</u>	<u>S1 - S2</u>	<u>FOREIGN LANGUAGE</u>	<u>Term</u>
2000-2001	Math 1 Foundations	YR	5071-5072	Spanish I	YR
2002-2003	Math 1	YR	5091-5092	Spanish II	YR
2004-2005	Math 2 Foundations	YR	5111-5112	Spanish III	YR
2006-2007	Math 2	YR	5121-5122	Spanish IV	YR
2008-2009	Math 3 Foundations	YR			
2121-2122	Math 3	YR	<u>S1 - S2</u>	<u>CONSTRUCTION TR.</u>	<u>Term</u>
2055	Statistics	S1	6113-6114	Intro to Const. Trades	YR
2059	Trigonometry	S2	6214-6215	Carpentry	YR
2141-2142	Pre-Calculus	YR	6315	Metals/Welding I	Sem
2151-2152	AP Calculus AB	YR	6316	Metals/Welding II	Sem
2800	Sports Data Analysis	Sem			
SDC1	SVCC Elementary Stats	S1	<u>S1 - S2</u>	<u>FAMILY &amp; CON. SCI.</u>	<u>Term</u>
SDC2	SVCC College Algebra	S2	6252-6282	Beginning Foods	YR
<u>S1 - S2</u>	<u>SCIENCE</u>	<u>Term</u>	6290-6410	Adv. Foods / Nutrition	Sem each
3161-3162	Earth Science	YR	6322-6325	Beginning Clothing	YR
3083-3084	Environmental Science	YR	6406	Parenting	S1
3145-3146	Biology	YR	6407	Child Growth & Dev.	S2
3167-3168	Anatomy & Physiology	YR			
3131-3132	Physical Science	YR	<u>S1 - S2</u>	<u>MUSIC &amp; DRAMA</u>	<u>Term</u>
3211-3212	Chemistry	YR	8031-803	Robed Choir	YR
3221-3222	Material Science	YR	8011-8012	Band	YR
3171-3172	Physics	YR	1352	Drama	S1
SDC4-SDC5	SVCC Chemistry 105	YR			
<u>S1 - S2</u>	<u>SOCIAL SCIENCE</u>	<u>Term</u>	<u>S1 - S2</u>	<u>ART</u>	<u>Term</u>
4422-4426	World History	YR	9010-9020	Beginning Art	YR
4132-4133	US History 1 & 2	YR	9030-9035	Advanced Art	YR
4173-4174	Honors US History 1 & 2	YR	9041-9042	Independent Art	YR
4092	Civics	S1			
4400	US History 3	S2	<u>S1 - S2</u>	<u>COMMUNITY INVOL.</u>	<u>Term</u>
4312	Sociology	S1	9600-9601	Community Involvement	YR
4451	Psychology	S2			
4452	Psychology II	Sem			
<u>S1 - S2</u>	<u>HEALTH/PE/DR. ED.</u>	<u>Term</u>	<b><u>See the School Counselor for the following options</u></b>		
7092	Health	Sem	Whiteside Area Career Center Courses - Dual Credit		
7191-7196	Physical Education	YR	<b><u>Dual Credit Courses</u></b>		
7012	Driver Education	QTR	Sauk Valley CC Block Courses @ Morrison HS		
7404	Coaching Philosophy	Sem	Morrison Institute of Technology - Engineering Courses		
			Sauk Valley CC and Clinton CC - College Courses		
			Western Illinois University - College Courses		
			<b><u>Credit Recovery Courses</u></b>		
			Illinois Virtual High School - IVS		



***IT IS OUR GOAL FOR EVERY STUDENT TO GRADUATE  
FROM FULTON HIGH SCHOOL COLLEGE AND CAREER READY.***