

## Mission Statement

Rock Island High School's mission is to challenge all students to reach their fullest potential in a respectful and safe environment, preparing them for success in a rapidly changing global society.

Dear Parents, Guardians, and Students:

Everyone at Rock Island High School is committed to our mission of preparing our students for success in a rapidly changing global society. Students are encouraged to explore career pathways and to take a challenging, rigorous course of study during high school. Each Rock Island High School student develops a four-year educational plan that is updated on an annual basis with his/her counselor. This course catalog outlines the many opportunities available at Rocky. We hope you find the information helpful as you work together in planning your son/daughter's high school experience. Please feel free to visit with a counselor, administrator, or staff member regarding any questions.

In partnership for student success,



Eric D. Moore, Principal  
Rock Island High School

## New in 2017 - 2018

- MATH 078 Pre-Algebra for College
  - This is the first in a series of three courses offered in collaboration with Black Hawk College in preparation for entry level math courses at post-secondary schools
- AVID IV

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## GENERAL INFORMATION

### COURSE REQUIREMENTS FOR GRADUATION

*(Refer to departments throughout the catalog for specific requirements)*

Department	Class of 2018 and Beyond
<b>English</b>	<b>4.0</b>
<b>Math</b>	<b>3.0</b>
<b>Science</b>	<b>2.0</b>
<b>Social Studies</b>	<b>3.0</b>
World Studies	1.0
American History	1.0
Consumer Economics	0.5
Federal Government	0.5
<b>Music, Art, Foreign Language, or Vocational Education</b>	<b>1.0</b>
<b>Physical Education</b>	<b>3.0</b>
<b>Health Education</b>	<b>0.5</b>
<b>Driver Education</b>	<b>0.5</b>
<b>Computer Concepts</b>	<b>0.5</b>
<b>ELECTIVES</b>	<b>6.5</b>
<b>TOTAL REQUIREMENTS</b>	<b>24.0</b>

**ADVANCED PLACEMENT COURSES (AP)**

The Advanced Placement (AP) Program, coordinated through the College Board, provides students the opportunity to earn college credit while in high school. These courses challenge students to higher levels of achievement and further develop skills and study habits that are beneficial in their postsecondary planning. Courses designated as AP are approved by the College Board, including the course syllabi and instructors. In May, students have the opportunity to take a national AP examination. A fee is required for each test taken. Depending on the results and college the student chooses to attend, he/she can earn college credit. Students enrolled in AP classes are encouraged and expected to take the AP exam in May. Students who enroll in AP courses are not allowed to drop the class unless extenuating circumstances prevent successful completion of the course. Principal/designee signature is required on the drop form.

**ATTENDANCE REQUIREMENTS**

Students shall attend school as full-time students for at least three years to be eligible for graduation. A full-time student is defined as one carrying six credits. Students participating in approved vocational-occupational work programs are considered full-time.

Successful academic performance and attendance in school are highly correlated with one another. We encourage parents/guardians to stress attendance to their children so they may receive the most benefit from their courses. If you have any questions about your student's attendance, please contact the attendance office.

**AUDIT**

Students may audit (no grade or credit given) a class with written permission from the Principal/designee. In order to audit a class, there must be space available in the class, the subject has been taken previously, and credit was received.

**CANCELLATION OF COURSE**

Any Advanced Placement Course, elective course, or general course may be cancelled due to lack of enrollment.

**GRADE POINT AVERAGE**

**Grade point average will be calculated on a uniform 4.0 basis.** The maximum possible GPA is 4.0. All courses listed in this catalog are 4.0 courses unless otherwise noted.

	<u>Regular Courses</u>	<u>Weighted Points</u>
A=	4.0	5.0
B=	3.0	4.0
C=	2.0	3.0
D=	1.0	2.0
F=	0.0	0.0

**GRADING SYSTEM**

Students will receive progress reports every 4 ½ weeks. The final report of each semester is a report card identifying credits earned and grades used to determine cumulative GPA. During the first and third quarters, parent/guardians are encouraged to pick up reports at parent/teacher conferences. Reports not picked up at conferences as well as second and fourth quarters reports are sent home via US mail. Parents/guardians who do not see their student’s report should call and check with the student’s counselor. Questions regarding academic performance should be directed to the classroom teacher.

**HONOR ROLL**

Rock Island High School has two honor rolls based on cumulative GPA:

**Crimson 3.00 - 3.49**

**Gold 3.50 - 4.00**

The honor roll will be calculated each semester and published in the local newspapers.

## CLASS RANK for 2018 and 2019 Graduating Classes

Class rank will be determined by cumulative grade point average using a two-tier weighted grade system as defined under **Grade Point Average** on page 4.

The following courses are awarded weighted points (5.0 points)

Math	English	Social Studies	Science	Fine Arts	Foreign Language
Honors Integrated Math III (Honors Pre-Calculus)	AP English Language and Composition	AP US History	Honors Chemistry	AP Studio Art	French IV
AP Calculus	AP English Literature and Composition	AP European History	AP Physics		German IV
AP Statistics		AP US Government	AP Biology		Spanish IV
AP Computer Science		AP Psychology	AP Environmental Science		
			Engineering Design and Development (PLTW)		

Class rank is computed for junior and senior students and is available from the counseling department. **Students may not receive weighted credit for courses taken over the summer or independent study courses.** All other courses are 4.0 courses.

### **Current Method: (Classes of 2018, 2019)**

#### **Class Rank at End of Junior Year**

- Any student who has earned 20 credits (8 semesters of weighted courses) and has all A's will be ranked number one.
- Once the number one(s) is/are determined, all other students will be ranked according to their calculated GPA. All grades earned are used in GPA calculation.

#### **Class Rank at End of First Semester Senior Year**

- Any student who has taken 23 credits (14 semesters of weighted courses) and has all A's will be ranked number one.
- Once the number one(s) is/are determined, all other students will be ranked according to their calculated GPA. All grades earned are used in GPA calculation.

#### **Class Rank at End of Senior Year**

- Any student who has taken at least 20 semester weighted courses and has A's in all of his/her high school course work will be ranked number one.
- Once the number one(s) is/are determined, all other students will be ranked according to their calculated GPA. All grades earned are used in GPA calculation.

In the event there is not a student that has taken 20 semester weighted courses and has A's in all of his/her high school course work, the student with the highest cumulative GPA will be ranked number one.

Only those courses designated as weighted courses at Rock Island High School shall earn weighted credit for students transferring into Rock Island High School.

Students with a 4.0 cumulative grade point average will be recognized at the graduation ceremony.

### **New Method: (Class of 2020 and thereafter)**

- **Class rank based solely on GPA**

## **EARLY GRADUATION**

Students who wish to graduate a semester early must do the following:

- Requests for early graduation shall be initiated **during the second semester of the junior year**. Students must have 20.5 entering their senior year in order to qualify.

- ii. The student shall make his/her written request, which shall include a listing of the reasons for early graduation, to the appropriate counselor.
- iii. The counselor shall review the request, assess the student's credits, and determine whether early graduation is possible. If the student is eligible for further consideration, the request shall be forwarded to the Principal/designee with the counselor's recommendations.
- iv. The Principal/designee shall hold a conference with the student and his/her parent/guardian and then approve or deny the request.
- v. Students who are granted permission for early graduation are eligible to participate in graduation exercises. An early graduation meeting will be held during first semester of senior year to provide early graduates information regarding graduation and other important dates.

## **CAREER CRUISING**

Rock Island High School utilizes the Career Cruising program for online exploration of postsecondary schooling options and careers. Financial aid and scholarship information is also available on this site. Over the course of four years at RIHS, students will create and update four year plans and participate in a variety of Career Cruising activities that will culminate in a portfolio of information that they can access beyond graduation. In addition, students have access to Career Cruising Quad Cities, which allows them to explore careers and company profiles in the local area. Various work-based learning activities are available to students such as company tours, job shadowing and conversing with career coaches.

## **INDEPENDENT STUDY – See Counselor for Guidelines**

- i. Students may apply for permission to take an Independent Study Course based on the following:
  - a. To meet unique educational needs that cannot be met in a regular class offering
  - b. Due to a scheduling conflict which will not allow a student to take a necessary class
- ii. The Principal or designee will determine eligibility based on these guidelines:
  - a. Students must have at least sophomore standing (6.0 credits) to be granted permission to take an independent study course.
  - b. Students cannot complete independent study courses to meet graduation requirements and will be allowed to take only one independent study during their high school career.
  - c. Students must be in good standing at Rock Island High School, and must show good character through honorable dealings with staff, good attendance, lack of tardiness, and absence of disciplinary referrals.
  - d. Students must demonstrate the ability to work independently and must also have demonstrated the initiative and self-discipline that will allow them to be successful with limited assistance from the instructor.
  - e. Students must coordinate with the independent study teacher, a designated meeting time to review course work and to ensure that adequate progress is being made toward course completion.
  - f. Students must keep a log of their time spent working in a course and must have a final signature of approval from the instructor in order to be awarded credit.
  - g. Independent study courses must last the duration of one full semester to be awarded .5 semester credit.
  - h. Independent study courses will not be awarded weighted credit, and they may not meet NCAA Eligibility guidelines.**

## **DISTANCE LEARNING**

- 1. **Correspondence** (Distance Learning Form)
  - a. The course is given by an institution accredited by the North Central Association of Colleges and Secondary Schools.
  - b. The student is a fourth or fifth year senior
  - c. The student assumes responsibility for all fees
  - d. The student makes all preliminary preparations with counselor in advance of taking the course
  - e. The Building Principal or designee approves the course in advance

2. **Virtual** (Distance Learning Form)
  - i. **Illinois Virtual School/Other Equivalent Virtual Programs**
    - a. Student and parent/guardian meet with Principal to obtain permission to register for a course as enrichment, for special circumstances that require an adjusted schedule, or for other circumstances as approved by the Principal/designee.
    - b. Principal approves eligibility based on: student's academic, discipline, and attendance records.
    - c. Upon completion of the course, the grade will be placed on the transcript as a transfer credit.
    - d. The cost of Illinois Virtual School is at the expense of the student/parent/guardian.
  - ii. **PLATO Virtual School**
    - a. Student meets with counselor to register for a course as enrichment, for special circumstances that require an adjusted schedule, or for other circumstances as approved by the Principal or designee.
    - b. Counselor approves eligibility based on: student's academic, discipline, and attendance records.
    - c. Upon completion of the course, the grade will be placed on the transcript as a transfer credit.
    - d. There are no additional costs to the student for PLATO Virtual School.
3. **PLATO Coursework (PLATO Form)**
  - a. PLATO is utilized as a credit recovery program and in some instances to take a course for the first time. PLATO is offered during the school day, after school, during fall/spring intersession, and during summer school.
  - b. Students taking PLATO credit recovery courses must meet with a counselor to determine what course(s) is/are needed to assist in meeting graduation requirements.
  - c. Unless written permission is granted by Principal or designee, students may be assigned no more than two credit recovery courses in a semester or summer school session. **Students may take no more than 4 PLATO courses in a 4 year period unless administrative permission is granted.**
  - d. Student needs to meet with the counselor to complete registration materials.
  - e. Students must be passing all current coursework to be assigned any additional credit recovery courses.
  - f. Students who fail to complete a credit recovery assignment will not be allowed to take another without administrative permission.
  - g. Determination of PLATO Grade by Percentages (unless otherwise specified):
    1. Learning Modules 10%
    2. Mastery Tests 30%
    3. Unit Post Tests 50%
    4. Final Test 10%
  - h. Students are assigned Pass/Fail grades (60% or greater is passing) if they are taking PLATO as credit recovery.
  - i. In the instance that students take a course on PLATO for the first time (not as credit recovery), counselors will indicate pathway on the registration form. Students are granted a letter grade upon completion of the course.
4. **College Courses**
  - a. **Dual Enrollment-** In partnership with Black Hawk College and Western Illinois University, Rock Island High School junior and senior students may take college credit courses on the college campus. Students receive college credit for the class upon successful completion of the class but do not receive credit toward high school graduation. Students will conference with a college representative who will contact the high school counselor and Principal/designee for approval. Registration and tuition fees are the responsibility of the student and his/her family.
  - b. **Dual Credit-** In partnership with Black Hawk College and Western Illinois University QC Campus, Rock Island High School junior and senior students have an opportunity to earn dual credit (high school and college credits). Principal/designee and counselor approval is required prior to enrollment in any dual credit course. These courses are offered to our students at the high school or online. To count for dual credit, the class must be taken during our regularly scheduled school day. A class taken outside of the regularly scheduled school day will count as dual enrollment but not dual credit. A student may enroll in the college level courses only after he/she has completed all the prerequisites and registration requirements needed for each class. Tuition and other fees are the responsibility of the student and his/her family. Students should check with their counselor at the time of registration for the latest information regarding dual credit classes.

## 5. Work-Related Training

### i. Area Career Center (ACC)

- a. The Area Career Center is located at United Township in East Moline, Illinois.
- b. Any junior or senior who attends a participating school (to include Rock Island High School) is eligible to enroll in a full year vocational course offered at the Area Career Center. Rock Island High School students MUST be in good academic standing as a junior (12.0 credits) or senior (18.0 credits) in order to enroll in an ACC course.
- c. Students interested in enrolling in an Area Career Center course must meet with the counselor or the Special Services Coordinator to determine eligibility and to complete the designated ACC application.
- d. Most Rock Island High School students attend the Area Career Center in the afternoon, using 5<sup>th</sup> period as travel time and 6<sup>th</sup> and 7<sup>th</sup> periods as ACC class time. In the event a course is offered in the morning, Rock Island High School students will use 1<sup>st</sup> and 2<sup>nd</sup> periods as ACC class time and 3<sup>rd</sup> period as travel time.
- e. Rock Island High School students earn 1.0 elective credit per semester for any course taken at the Area Career Center if awarded a passing grade. These credits factor into elective credits required for graduation.
- f. Students are expected to follow the Area Career Center yearly calendar. Because not all calendars are the same, there will be days when students are expected to attend the ACC when Rock Island High School is not in session.
- g. Rock Island High School provides bus transportation to the Area Career Center in the afternoons. Students with a valid driver's license have the option of driving to the Area Career Center with parent/guardian permission. All students attending the ACC must complete a form outlining transportation option. This form MUST be signed by a parent/guardian.

### ii. Vocational-Rock Island High School's vocational program consists of technical & career education courses as well as Project Lead the Way courses.

- iii. Students can obtain dual credit for several technical & career courses (see dual credit: 4b).
- iv. Students have the opportunity to apply for elective college credit through universities who accept Project Lead the Way courses based on end of the year PLTW exam scores (university score requirements vary).
- v. Tuition and other fees are the responsibility of the student and his/her family. Students should check with their counselor at the time of registration regarding the latest information.

## AVID PROGRAM

**Advancement via Individual Determination (AVID)** is a year-long academic elective course that prepares students for college readiness. It provides students with a multi-layered support system to enhance academic achievement, motivation and preparation for post-secondary success. Students participate in academic tutorial sessions and learn strategies that enhance study skills and post-secondary preparedness. In addition to the AVID class, students are required to be enrolled concurrently in a college preparatory curriculum. In addition, students will have guest speakers on various careers and participate in college and career field trips.

## STUDENT RESPONSIBILITIES

As an incoming student to Rock Island High School, you have the following responsibilities:

- a. To seriously consider and weigh the merits and requirements of each course which you select and commit yourself to meet all requirements of those courses.
- b. To observe all safety precautions while working in laboratories and shops, i.e., wearing of safety glasses, lab aprons, etc.
- c. To purchase any manual(s) or materials depending upon course requirements (students facing financial obstacles should see administration). It is the responsibility of the student to pay for any damaged equipment, lost books, or excessive use of materials necessary for those courses.

## STUDENT SCHEDULES

Rock Island High School offers a seven period day and students are expected to take courses during all seven periods. Senior students may submit to the principal a written request to take fewer than seven classes. A student's program selection requires the joint approval of parents/guardians and a counselor. All courses are 0.5 of a unit of credit per semester unless the course description states differently. Because of scheduling, lack of enrollment, or teacher availability, a course listed as an elective may not be taught every semester or every year. Once schedules have been established, student requests for changes



will normally not be honored after the first ten days of the semester. **IHSA Eligibility requires that students must be passing five credits at all times. For the benefit of athletes, RIHS requires that all student-athletes must maintain at least six credits at all times during the school year.**

### **STUDENT SCHEDULE CHANGES**

Schedule changes will be made only if an error has been made by school personnel, enrollment numbers are not large enough to offer the course, or it is necessary to allow the student to meet graduation requirements. Changes in a student's schedule may also occur to balance class size.

### **SUMMER SCHOOL**

Unless written permission is granted by Principal or designee, students may be assigned no more than two credit recovery courses in a summer school session. Since each day of summer school is equivalent to four days during the academic year, regular attendance is mandatory. Summer school credit will be calculated into GPA for courses earning letter grades (not applicable to Pass/Fail).

### **THURGOOD MARSHALL LEARNING CENTER**

The District #41 secondary program is a multi-categorical alternative program located in a separate building. Students in this program are in need of a more highly structured environment that can provide for their educational needs. The program serves junior high and senior high school level students. Placement is made according to District #41's placement procedures and follows documented efforts to serve the student in a less restrictive environment. Each student will have an education plan, which will include a management plan for the individual student. This management plan includes: 1) the recent behavior that caused placement, and 2) behavior goals the student need to achieve to exit the program.

### **WITHDRAWAL FROM A CLASS**

Students may withdraw from an elective class the first ten days it is in session, provided they are able to retain six subjects. **Withdrawal from a class beyond the two-week period results in a failure for the semester and the loss of credit. Students may withdraw, with Principal/designee permission, after the first ten days if doing so to move to another level of the same course. Student's grade at the time of withdrawal will be used to calculate the grade in the class the student moves to.**

### **MEETING THE NEEDS OF GIFTED LEARNERS**

Students identified as gifted have the opportunity to enroll in honor, advanced placement (AP), dual enrollment and dual credit courses at during their four years at RIHS.

## SAMPLE FOUR-YEAR PLANS

Following are some sample four-year plans. Electives should be chosen based upon the student's interests, abilities, and **career plans**. A student may *not* drop full-year courses at the end of the first semester unless he/she is failing the class, or has the teacher's recommendation.

### COLLEGE PREP – HONORS

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

1. Honors English 9
2. Honors Integrated Math II
3. Biology
4. Computer Concepts
5. World Studies
6. Physical Education
7. Elective (Art/Music/PLTW, Foreign Language)

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

1. Honors English 10
2. Honors Integrated Math III
3. Honors Chemistry
4. Foreign Language II
5. AP US History
6. Health/Drivers Education
7. Elective (Art/Music/PLTW/VOC)

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

1. AP English Language and Composition
2. AP Calculus/AP Statistics/AP Comp. Science
3. AP Biology/AP Physics/Anatomy
4. Foreign Language III
5. AP US Govt./Consumer Economics
6. Physical Education
7. Elective

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

1. AP Literature and Composition
2. AP Calculus/AP Statistics/AP Comp. Science
3. AP Biology/AP Physics/Anatomy
4. Foreign Language IV
5. AP European History
6. Physical Education
7. Elective

### COLLEGE PREP

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

1. English 9
2. Integrated Math I
3. Biology
4. Foreign Language I
5. World Studies
6. Physical Education
7. Elective/Computer Concepts/AVID

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

1. English 10
2. Integrated Math II
3. Chemistry/Global Biology
4. Foreign Language II
5. US History
6. Health/Driver Education
7. Elective/AVID

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

1. English 11
2. Integrated Math III/Math 078
3. Physics/Anat. & Phys./AP Environmental
4. Foreign Language III
5. US Government/Consumer Econ.
6. Physical Education
7. Elective (Art/Music/VOC)/AVID

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

1. Contemporary Literature/English 101 & 102
2. Pre-Calculus/Calculus/Math 092 & 094
3. Science Elective (AP Bio./AP Physics/AP Envir.)
4. Foreign Language IV
5. Social Studies Elective
6. Physical Education
7. Elective/AVID

## CAREER EDUCATION

The Pathways program is an educational curriculum for the purpose of providing students with the technical and academic skills necessary for college entrance in technical careers and/or the technical knowledge to succeed in the workplace of the future. The Tech Prep curriculum emphasizes a balance between academics and career pathways.

### CAREER EDUCATION EMPHASIS

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

1. English 9
2. Integrated Math I
3. Biology
4. World Studies
5. Physical Education
6. Elective/Computer Concepts
7. Career Ed. Elective (Tech/Consumer Science)

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

1. English 11
2. Integrated Math III/ Math 078/  
Essentials of Technical Math (Welding)
3. Science Elective
4. US Government/Consumer Econ
5. Physical Education
6. Elective (Career Specific)
7. Elective (Career Specific)

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

1. English 10
2. Integrated Math II
3. Science (Chemistry/Global Biology)
4. US History
5. Health/Driver Education
5. Elective (Art/Music/VOC)
6. Career Ed. Elective

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

1. English 12
2. Math 092 & 094/AP Computer  
Science/AP Stats
3. Physical Education Elective
4. Elective (Career Specific)
5. Elective (Career Specific)
6. Elective (Career Specific)
7. Elective (Career Specific)

## PERSONAL FOUR YEAR WORKSHEET

### Graduation Requirements: 24 Credits to Graduate

**Year-long Classes: 1.0 Credit**

Language Arts – 4 Credits  
 Mathematics – 3 Credits  
 US History – 1 Credit  
 World Studies – 1 Credit  
 Science – 2 Credits  
 Physical Education – 3 Credits  
 Art, Music, Vocational Ed., or Foreign Language – 1 Credit

**Semester Classes: 0.5 Credit**

Health Education - 0.5 Credit  
 Driver Education - 0.5 Credit  
 US Government - 0.5 Credit  
 Consumer Economics - 0.5 Credit  
 Computer Concepts - 0.5 Credit  
 ELECTIVE CREDITS - 6.5 Credits

9 <sup>TH</sup> GRADE COURSES		CREDIT	10 <sup>TH</sup> GRADE COURSES		CREDIT
English 9/Honors English 9	1.0	English 10/Honors English 10	1.0		
Int. Math I/Hon. Int. Math II	1.0	Int. Math II/Hon. Int. Math III	1.0		
Biology	1.0	Chemistry/Hon. Chemistry/Global Biology	1.0		
World Studies	1.0	US History/AP US History	1.0		
Physical Education/Marching Band	1.0	Health/Driver's Education	1.0		
Spanish I/French I/German I or Elective	1.0	SpanishII/FrenchII/German II or Elective:	1.0		
Computer Concepts	0.5	Elective:	1.0		
Elective:	0.5				
TOTAL CREDITS 9 <sup>th</sup> grade	7.0	TOTAL CREDITS 10 <sup>th</sup> grade	7.0		
<i>6.0 credits earned to be a sophomore</i>		<i>12.0 credits earned to be a junior</i>			
11 <sup>TH</sup> GRADE COURSES		CREDIT	12 <sup>TH</sup> GRADE COURSES		CREDIT
English 11 or AP Language and Composition	1.0	Contemporary Literature/AP English Literature and Composition/English 101 & 102	1.0		
Int. Math III/AP Calculus/AP Stats/AP Computer Science	1.0	Math Elective:	1.0		
Science Elective:	1.0	Science Elective	1.0		
Consumer Econ.	.5	Elective	1.0		
US Govt. or AP US Govt.	.5	Elective	1.0		
Spanish III/French III/German III or Elective:	1.0	Spanish IV/French IV/German IV or Elective:	1.0		
Physical Education/Marching Band	1.0	Physical Education/Marching Band	1.0		
Elective	1.0				
TOTAL CREDITS 11 <sup>th</sup> grade	7.0	TOTAL CREDITS 12 <sup>th</sup> grade	7.0		
<i>18.0 credits earned and must have taken the state required assessment for juniors to be promoted senior status</i>		<i>24.0 credits earned to graduate</i>			

<b>AVID CURRICULUM</b> Advancement Via Individual Determination
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Courses	Credit	Year	Prerequisites
AVID I	1.0	9	Application Process
AVID II	1.0	10	AVID I or Application Process
AVID III	1.0	11	AVID II or Application Process
AVID IV	1.0	12	AVID III or Application Process

**Advancement Via Individual Determination (AVID)** is a year-long academic elective course that prepares students for college readiness. It provides students with a multi-layered support system to enhance academic achievement, motivation and preparation for post-secondary success. Students participate in academic tutorial sessions and learn strategies that enhance study skills and post-secondary preparedness. In addition to the AVID class, students are required to be enrolled concurrently in a college preparatory curriculum. In addition, students will have guest speakers on various careers and participate in college and career field trips.

**AVID I** **1.0 Credit** **Grade 9**  
**AVID 1** **Year Course**  
**AVID 2**

This course is an introduction to the basic skills students will be practicing and developing in order to be successful in their classes over the course of the next four years: Writing, Inquiry, Collaboration, Organization and Reading (WICOR). Students are introduced to the various processes and procedures of the AVID class, including collaborative "Tutorials" twice a week, Cornell note-taking and AVID binder checks. Students will also familiarize themselves with the Rock Island High School environment through a variety of activities and engage in various career exploration activities. Students will begin the journey leading ultimately to the college application process during their senior year.

**AVID II** **1.0 Credit** **Grade 10**  
**AVID3** **Year Course**  
**AVID4**

Students will continue to refine and adjust their academic learning plans and goals. As students increase their rigorous course load and school/community involvement, they will refine their time management and study skills accordingly. They will continue to develop WICOR skills. Emphasis in writing will be: analyzing prompts, supporting arguments and claims, character analysis and detailed reflections. Student will also analyze various documents, in order to participate in collaborative discussions and development of leadership skills. Students will expand their vocabulary use and continue to prepare for college entrance exams and preparation. AVID II includes weekly tutorials, career exploration, guest speakers, and field trips.

**AVID III**  
**AVID5**  
**AVID6**

**1.0 Credit**

**Grade 11**  
**Year Course**

Students will continue to refine and adjust their academic learning plans and goals and activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth. Students will develop an increased ability to self-monitor, self-regulate, and manage time. They will continue to develop their writing portfolio in the following areas: analyzing prompts, supporting arguments and claims, character analysis and detailed reflections. Lastly, students will narrow down their college and careers of interest, based on personal interests and goals and continue to prepare for college entrance exams and the application process. AVID III includes weekly tutorials, career exploration, guest speakers and field trips.

**AVID IV**  
**AVID7**  
**AVID8**

**1.0 Credit**

**Grade 12**  
**Year Course**

Students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth. In senior year, students will continue to refine their academic learning plans and goals, create legacy projects including service learning projects/mentoring, as well as develop an increased ability to self-advocate, self-monitor, self-regulate, and manage time. Students will expand their writing portfolio to include: an argumentative research paper on a social issue and detailed reflections. Lastly, students will prepare for college through the use of inquiry based collaborative study groups utilizing higher order thinking and questioning techniques. AVID IV includes weekly study groups, career exploration, guest speakers, and field trips.



<p><b>Computer Concepts II</b>  <b>Students can register for one or both</b>  <b>BUS31 – Semester 1</b>  <b>BUS32 – Semester 2</b></p>	<p><b>0.5 Credit/1.0 Credit</b></p>	<p><b>Grades: 10-12</b>  <b>One or Two Semesters</b></p>
<p><b>Prerequisite: Computer Concept I</b>  Computer Concepts II is a skill-level course that includes advanced skills, concepts and terminology related to information processing. Building on the skills developed in Concepts I, students will learn advanced features of the Microsoft Office Suite, digital photography techniques and photo editing. Students will prepare letters, reports, brochures and forms. Students will create data directories and learn file maintenance techniques. Students will learn to locate and retrieve information from hard copy and electronic sources to prepare a variety of business documents. Students will apply proper grammar, punctuation, spelling and proofreading practices. Accuracy will be emphasized. Workplace skills, as well as communication skills, will be taught and integrated throughout this course.</p>		
<p><b>Accounting I</b>  <b>BUS25 – Semester 1</b>  <b>BUS26 – Semester 2</b></p>	<p><b>1.0 Credit</b></p>	<p><b>Grades: 10-12</b>  <b>Year Course</b></p>
<p><b>Prerequisite: None</b>  Accounting I is a skill level course valuable to all students pursuing a business career. This course includes planned learning experiences that develop initial and basic skills used in systematically computing, classifying, recording, verifying and maintaining numerical data involved in financial and product control records. Basic accounting fundamentals and terminology will be stressed. Instruction provides information on keeping financial records for a proprietorship, a partnership, and a corporation. Students will complete concepts manually using workbook materials. They will also learn to do automated accounting. Practice sets with business papers will be used to emphasize actual business records management.</p>		
<p><b>Accounting II</b>  <b>BUS27 – Semester 1</b>  <b>BUS28 – Semester 2</b></p>	<p><b>1.0 Credit</b></p>	<p><b>Grades: 11-12</b>  <b>Year Course</b></p>
<p><b>Prerequisite: Accounting I</b>  Accounting II builds upon the foundation established in Accounting I using Accounting software. Students will develop a deeper knowledge of the principles of accounting, with more emphasis placed on financial statements and their interpretation. Skills are developed in entry, retrieval, and statistical analysis of business data. Students will become familiar with cost accounting, departmentalized accounting, payroll accounting, and managerial accounting. <b>This course is articulated with Accounting at Black Hawk College.</b></p>		
<p><b>Web Page Design I</b>  <b>BUS85 – Semester 1</b>  <b>BUS86 – Semester 2</b></p>	<p><b>1.0 Credit</b></p>	<p><b>Grades: 10-12</b>  <b>Year Course</b></p>
<p><b>Prerequisite: Computer Concepts I</b>  Web Page Design I is a skill-level course designed to prepare students to plan, design, create and maintain web pages and sites. Students will learn the fundamentals of web page design using HTML, HTML editors (including Dreamweaver), and graphic editors, as well as programming tools such as JavaScript. Students will work in a project-based environment to create working websites. Students will use image editing programs to enhance websites.</p>		
<p><b>INCubatoredu@RIHS</b>  <b>(Entrepreneurship and Enterprise)</b>  <b>BUS89 – Semester 1</b>  <b>BUS90 – Semester 2</b></p>	<p><b>1.0 Credit</b></p>	<p><b>Grades: 11-12</b>  <b>Year Course</b></p>
<p><b>Prerequisite: None</b>  This course is designed to get students excited about becoming true entrepreneurs. Students will have the opportunity to create and fully develop their own product or service. Real-world entrepreneurs and business experts will serve as coaches and mentors guiding student teams through the process of ideation, market research, and business plan development. Over the course of the year, student teams will learn about marketing, accounting, human resources, as well as the legal aspects of running a business to get them geared up for Pitch Week. Pitch Week helps to further fire the entrepreneurial spirit by putting student teams in front of actual investors to pitch their innovative ideas. Students enrolled in this course are expected to compete in all course requirements including pitch contests.</p>		



**Cooperative Work Training (CWT)****Varied Credit****Grades: 11-12****BUS43 – Semester 1****Year Course****BUS44 – Semester 2****Prerequisite: Application through Counselor AND Coordinator AND Employed by 1<sup>st</sup> Day of School**

This course prepares students to enter today's workforce by focusing on practical career planning, employer/employee relations, money management, and computer skills. Students will combine one half-day of on-the-job training in a local business or industry and one half-day of study in school. Cooperative Work Training includes a variety of work training stations and is not limited to one particular field. Transportation to the job site is the responsibility of the student. Participation and support of Co-op activities are expected, including payment of dues and signing an attendance contract.

**On the Job Training (OJT)****Varied Credit****Grades: 11-12****BUS03 (Periods 5-7) Semester 1****Year Course****BUS04 (Periods 5-7) Semester 2****BUS05 (Periods 6-7) Semester 1****BUS06 (Periods 6-7) Semester 2****BUS07 (Period 7) Semester 1****BUS08 (Period 7) Semester 2****Prerequisite: Student must be enrolled in a CWT class**

OJT is the credit earned for working. Students will attend one half-day in school and one-half day of on-the-job training supervised by the teacher-coordinator. Students must work a minimum 15 hours per week at a coordinator approved site. If a student misses more than 9 days of school in a semester, he or she will receive an F for OJT. Exceptions to attendance include: field trips and college visits. If a student loses a job, he or she will have two weeks to find other employment or they will be placed in study hall during scheduled OJT classes and risk failing.

## DRIVER EDUCATION CURRICULUM

Courses	Credit	Year	Notes/Prerequisites
Driver's Education Behind the Wheel	0.0	10-12	Sophomore in good standing See course description for additional information Does not receive credit Receives a pass/fail grade
Driver's Education Classroom	0.5	10-12	Receives credit and a grade

### DRIVER EDUCATION

**0.5 Credit**

**Grades: 10-12**

**Prerequisite: Students must be a sophomore in good standing (6 credits) AND**

**One Semester**

**DRED1 Sem 1 Must be 16 years of age on or before January 31<sup>st</sup>**

**DRED2 Sem 2 Must be 16 years of age on or before August 31<sup>st</sup>**

**DRED3 Behind the Wheel – Semester 1**

**DRED4 Behind the Wheel – Semester 2**

Driver Education is a one-semester course involving a three-phase program. Students enrolled will be participating in the classroom, on a simulator and street instructional phases at the same time.

The classroom phase is a study of textbook material, state curriculum guides, and other resources pertinent to the safe operation of the automobile. **This phase is required of all students.**

Street instruction consists of at least three hours of behind the wheel in a specially equipped driver education car. (Final requirements of hours based on waiver). Simulation instruction requires 12 hours in a simulator.

Rock Island High School is a participant in the Illinois state-testing program. If a student earns a grade of B or higher in the classroom phase and passes the performance test behind the wheel, the State Examiner's road test will be waived (subject to State Examiner's spot check dates).

Students passing Driver Education will receive .5 credits. Students are required to pay the Illinois license fee (currently \$20.00). A fee will be charged for the Behind the Wheel instruction (currently \$100.00). **Course fees are subject to change, due to State legislation.**

## ENGLISH LANGUAGE LEARNERS CURRICULUM

Courses	Credit	Year	Prerequisites
EL English I	1.0	9-12	WIDA Access, Teacher Placement
EL Study Skills I/II	1.0	9-12	Placement in English I or English II
EL English II	1.0	9-12	English I or Teacher Placement
EL English III	1.0	9-12	English II or Teacher Placement
EL English IV	1.0	9-12	English III or Teacher Placement
EL Study Skills III/IV	1.0	9-12	Placement in English III or IV
EL Math I	1.0	9-12	Teacher Placement
EL Math II	1.0	9-12	Math I or Teacher Placement
EL Math III	1.0	9-12	Math II or Teacher Placement
EL Biology I	1.0	9-12	WIDA ACCESS Score
EL Global Biology	1.0	10-12	WIDA ACCESS Score
EL US History	1.0	9-12	WIDA ACCESS Score
EL World Studies	1.0	9-12	WIDA ACCESS Score
EL US Government	0.5	9-12	WIDA ACCESS Score
EL Consumer Economics	0.5	9-12	WIDA ACCESS Score

**EL English I** **1.0 Credit** **Grades: 9-12**  
**ELL1 – Semester 1** **Year Course**  
**ELL2 – Semester 2**

**Prerequisite: Recommendation of EL teachers and/or WIDA Score**

This class offers intensive English instruction for students with limited English proficiency. This beginning EL course is designed for students who need intensive assistance developing listening, speaking, reading and writing skills. Students receive both English and an elective credit for this course. Students exit from this course based on ACCESS test scores and teacher recommendation. This course is administered in a sheltered-instructional environment. **Students are also required to enroll in Study Skills.**

**EL Study Skills I/II** **1.0 Credit** **Grades: 9-12**  
**ELL1S – Semester 1** **Year Course**  
**ELL2S – Semester 2**

**Prerequisite: Concurrent enrollment in English I or English II is required**

This class is designed for a student with limited English proficiency enrolled in English I or English II to help develop a wide variety of academic study skills. Students are expected to be working on developing their academic content knowledge as well as English language skills throughout the course. A wide variety of methods will be used ranging from direct instruction for effective study habits to assisting students in all academic areas. This course is administered in a sheltered-instructional environment. This is a pass/fail course.

**EL English II** **1.0 Credit** **Grades: 9-12**  
**ELL3 – Semester 1** **Year Course**  
**ELL4 – Semester 2**

**Prerequisite: EL English I or recommendations of EL teachers or WIDA Score**

This course continues to build upon the skills students develop in ELL I. This intermediate course focuses on students who are beginning to expand their English language skills. Students exit from this course based on ACCESS scores and teacher recommendation. This course is administered in a sheltered-instructional environment. **Students are required to enroll in Study Skills.**

**EL English III** **1.0 Credit** **Grades: 9-12**  
**ELL5 – Semester 1** **Year Course**  
**ELL6 – Semester 2**

**Prerequisite: EL English II or recommendations of EL teachers or WIDA Score**

Students may have mastered basic interpersonal communication skills (BICS), but their cognitive academic language proficiency (CALP) continues to place them at a disadvantage in content area classes taught in English. This course emphasizes expanding students English language skills so that they may transition out of EL classes completely. This course is administered in a sheltered-instructional environment. Exit criteria are based on ACCESS test scores and teacher recommendation.

**EL English IV** **1.0 credit** **Grades: 9-12**  
**ELL7 – Semester 1** **Year Course**  
**ELL8 – Semester 2**

**Prerequisite: EL English III or recommendations of EL teachers or WIDA Score**

Students may have mastered basic interpersonal communication skills (BICS), but their cognitive academic language proficiency (CALP) continues to place them at a disadvantage in content area classes taught in English. This course emphasizes expanding students English language skills so that they may transition out of EL classes completely. This course is administered in a sheltered-instructional environment. Exit criteria are based on ACCESS test scores and teacher recommendation.

**EL Study Skills III/IV** **1.0 credit** **Grades: 9-12**  
**ELL3S – Semester 1** **Year Course**  
**ELL4S – Semester 2**

**Prerequisite: Concurrent Enrollment in English III or English IV**

This class is designed to aid students who have limited English ability to assist in developing academic study skills. Students are expected to be working on developing their academic content knowledge as well as English language skills throughout the course. This course is administered in a sheltered-instructional environment. This is a pass/fail course.

**EL US Government (Federal)** **0.5 Credit** **Grades: 9-12**  
**ELL19** **One Semester**

**Prerequisite: Recommendation of EL teachers and/or WIDA Score**

This class allows students with limited English language skills to study the American political system while enhancing English language skills. Areas of study will include the legislative, executive, and judicial branches of government, campaigns and elections, the naturalization test, and the Constitution. A variety of activities are used for instruction. This course is administered in a sheltered-instructional environment.

**EL Consumer Economics** **0.5 Credit** **Grades: 9-12**  
**ELL20 – Semester 1** **One Semester**

**Prerequisite: Recommendation of EL teachers and/or WIDA Score**

This course provides students of limited English proficiency content instruction in consumer economics, as well as additional English support. Students in this course will look at the basic principles of economics and the application to student's daily lives. Students will explore the roles of consumers, business, and government. This class prepares students to make good economic choices in their lives. This course is administered in a sheltered-instructional environment.

**EL World Studies** **1.0 Credit** **Grades: 9-12**  
**ELL23 - Semester 1** **Year Course**  
**ELL24 – Semester 2**

**Prerequisite: Recommendation of EL teachers and/or WIDA Score**

World Studies is a required course that focuses on major events and themes in the world from prehistory to the present with English language support. Students will consider the influence of geographic settings, cultural perspectives, economic systems, and various forms of government on human events from multiple regions and time periods and link that comprehension with the English language. The course especially emphasizes the historical background of major problems in the world today. This course is administered in a sheltered-instructional environment.

**EL US History (American History)**  
**ELL18 – Semester 1**  
**ELL21 – Semester 2**

**1.0 Credit**

**Grades: 9-12**  
**Year Course**

**Prerequisite: Recommendation of EL teachers and/or WIDA Score**

US History focuses on combining the standards and goals of American History with English language support. This course helps students understand major policies and events in U.S. History and link that comprehension with the English language. A wide variety of activities are used to develop these skills. This course is administered in a sheltered-instructional environment.

**EL Biology I**  
**SCIA - Semester 1**  
**SCIB - Semester 2**

**1.0 Credit**

**Grades: 9-12**  
**Year Course**

**Prerequisite: Recommendation of EL teachers and/or WIDA Score**

This introductory course provides instruction in the basic structure and function of living organisms. Students will investigate these concepts through a variety of classroom and laboratory activities. This course develops student's critical thinking skills and supports English language development by providing a link between conversational competency and academic language. This course is administered in a sheltered-instructional environment.

**EL Global Biology**  
**SCIC – Semester 1**  
**SCID – Semester 2**

**1.0 Credit**

**Grades: 10-12**  
**Year Course**

**Prerequisite: Recommendation of EL teachers and/or WIDA Score**

This yearlong course focuses on the relationship between humans and their environment. This class uses a variety of classroom and lab activities for instruction. Students study ecosystems and various environmental issues. Although a different course, this class continues to build upon the student's academic language developed in Biology I. This course is administered in a sheltered-instructional environment.

**EL Math I**  
**ELL9 – Semester 1**  
**ELL10 – Semester 2**

**1.0 Credit**

**Grades: 9-12**  
**Year Course**

**Prerequisite: Recommendation of EL teachers and/or WIDA Score**

This course emphasizes (1) social and academic English proficiency through the instruction of mathematics and (2) the mathematical knowledge and skills necessary for college, career, and civic life. This course is administered in a sheltered-instructional environment. Topics include types of numbers, properties of numbers, mathematical operations, exponents, roots, and order of operations.

**EL Math II**  
**ELL11 – Semester 1**  
**ELL12 – Semester 2**

**1.0 Credit**

**Grades: 9-12**  
**Year Course**

**Prerequisite: EL Math I or recommendations of EL teachers and/or WIDA Score**

This is the second course in the sheltered-instructional environment for EL mathematics. Topics include unit conversions, ordering numbers, number theory, ratios, proportions, percent, basic geometry, and the introduction of algebra.

**EL Math III**  
**ELL15 – Semester 1**  
**ELL16 – Semester 2**

**1.0 Credit**

**Grades: 9-12**  
**Year Course**

**Prerequisite: EL Math II or recommendations of EL teachers and/or WIDA Score**

This is third course in the sheltered-instructional environment for EL mathematics. Topics include combining like terms, the Distributive Property, multi-step equations, multi-step inequalities, solving systems of equations, and the concept of functions.

## ENGLISH LANGUAGE ARTS CURRICULUM

<b>Courses</b>	<b>Credit</b>	<b>Year</b>	<b>Prerequisites</b>	<b>Weighted/Dual</b>
English 9	1.0	9	None	No
Honors English 9	1.0	9	None	No
English 10	1.0	10	None	No
Honors English 10	1.0	10	English 9/Honors English 9	No
English 11	1.0	11	None	No
AP English Language and Composition	1.0	11	English 10/Honors English 10	Weighted
Journalism	1.0	11-12	Elective	No
Black Literature	0.5	11-12	Elective	No
Creative Writing	0.5	11-12	Elective	No
English 12	1.0	12	None	No
AP English Literature and Composition	1.0	12	English 11/AP English Language and Composition	Weighted
English 101 BHC Dual Credit	0.5	12	ACT Reading score of 22 or higher Or Accuplacer Reading score of 90 or higher Or SAT Reading score of 370 or higher	Dual
English 102 BHC Dual Credit	0.5	12	English 101	Dual
Principles of Speech Communication BHC Dual Credit	0.5	12	Enrollment in BHC Dual Credit Program	Dual

**English 9 – English 12:** The RIHS English Curriculum utilizes literature and activities from EngageNY. A brief description of the units and essential tasks for each grade level is provided below. The Honors English 9 and Honors English 10 courses also utilize the same EngageNY literature and activities, but at a level elevated from the regular courses. Close reading and writing for a variety of purposes are embedded in the activities at each grade level.

### Recommended Course Sequences for English Curriculum

<b>NINTH GRADE</b>	<b>TENTH GRADE</b>	<b>ELEVENTH GRADE</b>	<b>TWELFTH GRADE</b>
<b>REQUIRED:</b> English 9 or Honors English 9	<b>REQUIRED:</b> English 10 or Honors English 10	<b>REQUIRED:</b> English 11 or AP English Language and Composition	<b>REQUIRED:</b> English12, A.P. English Literature and Composition or English 101 & 102
		<b>ELECTIVES:</b> Journalism Black Literature Creative Writing	<b>ELECTIVES:</b> Journalism Black Literature Creative Writing

<b>English 9</b> <b>ENGF3 – Semester 1</b> <b>ENGF4 – Semester 2</b> <b>Prerequisite: None</b>	<b>1.0 Credit</b>	<b>Grade: 9</b> <b>Year Course</b>
<p>Students will read closely a variety of diverse literature, including excerpts, short stories, drama, and nonfiction, to enhance critical thinking skills as they write to analyze given texts; use evidence to make claims and determine the purpose behind how authors structure text and develop ideas; develop writing through inquiry in a research project; and develop arguments through text analysis to develop their own arguments in writing.</p>		
<b>Honors English 9</b> <b>ENGF1 – Semester 1</b> <b>ENGF2 – Semester 2</b> <b>Prerequisite: None</b>	<b>1.0 Credit</b>	<b>Grade: 9</b> <b>Year Course</b>
<b>Recommendation: Grade of C- or better in 8<sup>th</sup> grade English/Honors English is highly recommended</b> This class is a year-long course offered to academically accelerated 9 <sup>th</sup> grade students. The course will help students develop more mature communication skills and will acquaint them with the life-enriching benefits of the study of literature. Students will also study grammar, usage, vocabulary and writing. (Also includes the same content as English 9)		
<b>English 10</b> <b>ENG11 – Semester 1</b> <b>ENG12 – Semester 2</b> <b>Prerequisite: None</b>	<b>1.0 Credit</b>	<b>Grade: 10</b> <b>Year Course</b>
<p>Building upon skills learned and reinforced in English 9, students will closely read a variety of diverse literature, including poetry, nonfiction, drama, to analyze these texts and determine how authors develop complex characters and ideas; work more in depth to determine authors' purposes as the analyze authors' use of rhetoric and word choice to develop ideas and claims; research multiple perspectives to develop a position in their writing; and determine how authors use craft and structure to determine characters and ideas.</p>		
<b>Honors English 10</b> <b>ENG15 – Semester 1</b> <b>ENG16 – Semester 2</b> <b>Prerequisite: English 9/Honors English 9</b>	<b>1.0 Credit</b>	<b>Grade: 10</b> <b>Year Course</b>
<b>Recommendation: Grade of C- or higher in Honors English 9 is highly recommended</b> This class is a year-long course offered to academically accelerated 10 <sup>th</sup> grade students. Students will investigate various types of world literature and, through analysis, come to an appreciation of different world philosophies. Students will utilize the writing process to compose essays in a variety of genres, including the research paper. Grammar and usage skills will be incorporated into daily lessons. (Also includes the same content as English 10)		
<b>English 11</b> <b>ENG61 – Semester 1</b> <b>ENG62 – Semester 2</b> <b>Prerequisite: None</b>	<b>1.0 Credit</b>	<b>Grade: 11</b> <b>Year Course</b>
<p>Continuing to reinforce and develop skills learned in English 10, students will closely read a variety of diverse literature, including poetry, excerpts, drama, and nonfiction, to determine how authors develop and relate elements of a given text; determine how authors use figurative language or rhetoric to advance a point of view or purpose; research multiple perspectives to develop a position in a given task; and determine how authors use narrative techniques to craft fiction writing.</p>		
<b>AP English Language and Composition</b> <b>1.0 Credit</b> <b>APENG1 – Semester 1</b> <b>APENG2 – Semester 2</b> <b>Prerequisite: English 10/Honors English 10</b>		<b>Grade: 11</b> <b>Year Course</b> <b>*5.0 Weighted Credit</b>
<b>Recommendation: Grade of C- or higher in Honors English 10 is highly recommended</b> The AP English Language and Composition course is modeled after college freshman rhetoric and composition courses. AP English Language, therefore, emphasizes reading, critical analysis, and literature study and appreciation. Literature (primarily nonfiction) from various eras and genres such as humanities, biography, philosophy, history, and political science will be studied. Students will also study visual rhetoric such as photographs, advertisements, and political cartoons. Focus		

will be on various modes of discourse and will require students to understand audience, purpose, tone, context, and style. Students must come into the class expecting an intensive writing experience.

**AP English is a year-long course. Students enrolled in these classes are expected to take the AP exams in May and are expected to remain in the course for the entire year. Teacher, parent, and administrative approval are required to drop this course.**

**English 12** **1.0 Credit** **Grade: 12**  
**ENG45 – Semester 1** **Year Course**  
**ENG46 – Semester 2**

**Prerequisite: None**

Reinforcing and enhancing skills learned in English 11, students will closely read a variety of diverse texts, including nonfiction excerpts, and drama, to develop personal narratives (e.g. college application essay); research multiple perspectives to develop a position for a given research task and presentation project; analyze the interaction of central ideas and character development; and explore complex ideas through craft structure of given texts.

**AP English Literature and Composition** **1.0 Credit** **Grade: 12**  
**APENG3 – Semester 1** **Year Course**  
**APENG4 – Semester 2** **\*5.0 Weighted Credit**

**Prerequisite: English 11/AP Language and Composition**

**Recommendation: Grade of C- or higher in AP Language and Composition is highly recommended**

In A.P. Literature and Composition, students must read, write, and speak at advanced levels. British poetry and prose, studied chronologically and analyzed critically, enable students to understand the development of modern English literature and language. Writing focuses mainly on exposition, with emphasis on process, content, clarity, and form. Students will do extensive outside reading and present oral reports each quarter. Additionally, students use research skills and the MLA format for written and oral projects. The literature and writing content of this year-long course helps prepare students for the A.P. Literature and Composition exam in May.

**Students enrolled in these classes are expected to take the AP exams in May and are expected to remain in the course for the entire year unless they earn a semester grade of C- or lower at the semester. Teacher, parent, and administrative approval are required to drop this course.**

**English 101** **0.5 Credit** **Grade: 12**  
**BHC Dual Credit** **One Semester**  
**BHC5-Semester 1** **3 BHC Credits**

**Prerequisite: *Per Black Hawk College* - ACT Reading score of 22 or higher or  
Accuplacer Reading score of 90 or higher or  
SAT Reading score of 370 or higher**

The first of two courses in the one-year composition sequence, English 101 introduces students to college-level writing as a process of developing and supporting a thesis in an organized essay. English 101 requires students to read and think critically, and it emphasizes using appropriate style and voice as well as the conventions of Standard English and citation. Tuition and fees are the responsibility of the student and his/her family.

**English 102** **0.5 Credit** **Grade: 12**  
**BHC Dual Credit** **One Semester**  
**BHC6- Semester 2** **3 BHC Credits**

**Prerequisite: *Per Black Hawk College*: C or better in English 101**

English 102 is the second of two courses in the one-year composition sequence. English 102 continues exposing students to college-level writing by developing and supporting a thesis in persuasive papers. English 102 requires students to read and think critically and to apply documentation and research skills to a multi-sourced academic research writing assignment. Tuition and fees are the responsibility of the student and his/her family.



### Grade 11 and 12 Electives

In addition to required English classes, juniors and seniors have an opportunity to select from a series of English classes that best take into consideration their interests, abilities and future plans.

**Journalism**  
**ENG81**  
**ENG82**

**1.0 Credit**

**Grades: 11-12**  
**Year Course**

Students will study the methods, ethics, and fundamentals of journalistic writing. They will write and edit news, features, and sport stories, along with editorials and writing for the yearbook. Students will be introduced to and utilize desktop publishing for production. Students will do all of the writing, photography, designs, and layouts for the two publications, the school newspaper, *The Crimson Crier*, and the school yearbook, *The Watchtower*.

**Black Literature**  
**ENG59**

**0.5 Credit**

**Grades: 11-12**  
**One Semester**

This course, which aims to broaden students' knowledge and appreciation of Black/African literature, surveys the history and literature of African-American people from their African background to the present. The course concentrates on the literature, but includes the music and the art that contributed to each period of African-American cultural history. Students will be writing essays in response to readings.

**Creative Writing**  
**ENG90**

**0.5 Credit**

**Grades: 11-12**  
**One Semester**

This course offers writing experience with the short story, poetry, play, informal essay, drama, and autobiography. It will help students develop creative thinking. Class time will be used in writing, revising, reading students' work, and conferring with the teacher, as well as reading and analyzing examples of various literary genres.

**Principles of Speech Communication**  
**BHC Dual Credit**  
**BHC17**

**0.5 Credit**  
**Elective Credit**

**Grade: 12**  
**One Semester**  
**3 BHC Credits**

**Prerequisite: Enrollment in BHC Dual Credit Program**

The oral communication course combines communication theory with the practice of oral communication skills. This oral communication course: (1) develops awareness of the communication process; (2) provides inventional, organizational, and expressive strategies; (3) promotes understanding of and adaptation to a variety of communication contexts; and (4) emphasizes critical skills in listening, reading, thinking and speaking. Tuition and fees are the responsibility of the student and his/her family.

## FAMILY & CONSUMER SCIENCE CURRICULUM

Courses	Credit	Year	Notes/Prerequisites
Child Growth and Development	0.5	9-12	None
Child Care I	0.5	9-12	Child Growth and Development
Child Care II	0.5	10-12	Child Care I
Foods & Nutrition I	0.5	9-12	None
Foods & Nutrition II	0.5	10-12	Foods & Nutrition I
Culinary Arts	0.5	11-12	Foods & Nutrition I and II
Clothing & Textiles I	0.5	10-12	None
Clothing & Textiles II	0.5	10-12	Clothing and Textiles I
Clothing & Textiles III	0.5	11-12	Clothing and Textiles II

**Child Growth and Development  
HOM17**

**0.5 Credit**

**Grades: 9-12  
One Semester**

**Prerequisite: None**

This introductory course emphasizes learning experience that help students gain knowledge and understanding of the physical, social, emotional, and intellectual development of children from before conception, and will include pregnancy, labor and delivery, and through the first year of life. This course content includes learning how to meet children's needs as it applies to health and safety, parenting, food and nutrition, human relations, and the family and career changes as the needs of the family changes. The Reality Works Real Care computerized babies and the Baby Think It Over program will be utilized in this class.

**Child Care I  
HOM05**

**0.5 Credit**

**Grades: 9-12  
One Semester**

**Prerequisite: Child Growth and Development**

This course is a continuation of the Child Growth and Development course in that it provides students with an understanding of the aspects of human growth and development as it applies to the physical, social, emotional, and intellectual development of the child from ages one through five. Parenting skills are developed as positive guidance techniques and child-related issues are studied. Course content includes learning activities and observation techniques. Students will be exposed to careers in the Child Care field.

**Child Care II  
HOM07**

**0.5 Credit**

**Grades: 10-12  
One Semester**

**Prerequisite: Child Growth and Development and Child Care I**

Child Care II is a course that deals with the care and understanding of children. Students will study Child Care careers. They will gain lifelong skills related to effective parenting and professional employment in a variety of Child Care programs. Students will have opportunities to work with children, either within the school or through a lab experience outside the school.

**Foods and Nutrition I  
HOM01**

**0.5 Credit**

**Grades: 9-12  
One Semester**

**Prerequisite: None**

This introductory course is designed to develop an understanding of nutrition and wellness. The focus of this course is to assist students in making healthy food choices based on dietary guidelines. An understanding of these elements enables students to select, plan and prepare nutritious foods with an emphasis on sanitation and safety. This course is a prerequisite for Foods & Nutrition II.

<b>Foods and Nutrition II</b> <b>HOM03</b> <b>Prerequisite: Foods and Nutrition I</b>	<b>0.5 Credit</b>	<b>Grades; 10-12</b>  <b>One Semester</b>
<b>Recommendation: Grade of C- or better in Foods I is highly recommended</b> This course is the second level of study in Foods & Nutrition. Safety and sanitation practices will be encouraged throughout the semester with a focus on time management and food preparation skills. Students will develop skills in using equipment to produce nutritious and attractive meals. Course content includes foodservice careers, international foods, kitchen design and the preparation of yeast breads, pies, cakes, casseroles and meats. This class is a prerequisite for Culinary Arts.		
<b>Culinary Arts</b> <b>HOM31</b> <b>Prerequisite: Foods and Nutrition I and II classes</b>	<b>0.5 Credit</b>	<b>Grades: 11-12</b> <b>One Semester</b>
<b>Recommendation: Grade of C- or better in Foods I and II is highly recommended</b> This course is designed to help students become aware of career proficiencies required in food preparation occupations. Emphasis is given to the development of competencies related to employability. Course content includes a review of sanitation and safety, menu planning and food production. Upon completion of this course students should have entry-level skills needed for employment in institutional or commercial establishments.		
<b>Clothing and Textiles I</b> <b>HOM09</b> <b>Prerequisite: None</b>	<b>0.5 Credit</b>	<b>Grades: 10-12</b> <b>One Semester</b>
This introductory course is designed to provide students with the fundamentals of fashion concepts and construction. Areas of emphasis include the use and care of sewing equipment, construction techniques, fabric and pattern selection, alterations and clothing maintenance. Fabric, patterns and other required materials are to be supplied by the student. Sewing kits that include shears, tape measure, straight pins and pin cushions may be purchased from school or any local fabric store. This course is a prerequisite for Clothing and Textiles II.		
<b>Clothing and Textiles II</b> <b>HOM10</b> <b>Prerequisite: Clothing and Textiles I</b>	<b>0.5 Credit</b>	<b>Grades: 10-12</b> <b>One Semester</b>
This project-based course focuses on the advanced study of fashion, fabrics and construction. It is designed for students who have basic skills in operating the sewing machine and other small equipment for clothing production and maintenance. Project management skills will be emphasized, including efficient use of time, materials, tools and techniques. Topics include fibers and fabrics, color theory and fashion history. Career opportunities related to fashion, apparel and textiles will also be explored. Fabric, patterns and other required materials are to be supplied by the student. Sewing kits that include shears, tape measure, straight pins, seam ripper and pin cushion may be purchased from school or any local fabric store. This course is a prerequisite for Clothing and Textiles III.		
<b>Clothing and Textiles III</b> <b>HOM16</b> <b>Prerequisite: Clothing and Textiles II</b>	<b>0.5 Credit</b>	<b>Grades: 11-12</b> <b>One Semester</b>
This course prepares students for employment and higher education programs of study related to fashion careers in design, production and merchandising. Students will present their own "Project Runway" with garments designed and created in class. Sewing supplies are the students' responsibility. Sewing kits containing shears, tape measure, straight pins, seam ripper and pincushion can be purchased from a local fabric store or brought from home.		

## FINE ARTS CURRICULUM

<b>Courses</b>	<b>Credit</b>	<b>Year</b>	<b>Notes/Prerequisites</b>	<b>Weighted/Dual</b>
Theatre Arts I	0.5	9-12	None	No
Theatre Arts II	0.5	9-12	Theatre Arts I	No
Theatre Arts III	0.5	10-12	Theatre Arts II	No
Music Theory	0.5	11-12	Must be involved in Music Program	No
Music Appreciation-BHC Dual Credit	0.5	11-12	Enrollment in BHC Dual Credit Program	Dual
Marching Band I	0.5	9-12	Enrollment in band both semesters of previous year or private lessons previous year	No
Concert Band (Fall)	0.5	9-12	Enrollment in band both semesters of previous year or private lessons for the previous year	No
Concert Band (Spring)	0.5	9-12	Enrollment by audition or approval of instructor	No
Symphonic Band	0.5	10-12	Enrollment by audition only	No
Jazz Band	0.5	9-12	Concurrent enrollment in band, orchestra, or choir for 1 year.	No
Percussion	0.5	9-12	Enrolled in Band	No
Orchestra	1.0	9-12	Previous experience in playing a stringed instrument or approval by instructor.	No
Concert Choir	1.0	9-12	None	No
Symphonic Choir	1.0	9-12	Audition	No
Chamber Choir	1.0	9-12	Audition	No
Art Forms	0.5	9-12	None	No
Art Studio I	0.5	9-12	Art Forms	No
Art Studio II	0.5	10-12	Art Studio I	No
AP Studio Art	1.0	11-12	Art Studio II	Weighted
Ceramics I	0.5	10-12	None	No
Ceramics II	0.5	10-12	Ceramics I	No

## DRAMATIC ARTS PROGRAM

### Theatre Arts I

**0.5 Credit**

**Grades: 9-12**

#### ART21

**One Semester**

**Prerequisite: None**

Theater Arts I provides opportunities for students to explore theatre skills and techniques. Students will learn the fundamentals of theatre through various texts, daily activities, and projects, including the creation and performance of short scenes and ensemble acting.

### Theatre Arts II

**0.5 Credit**

**Grades: 9-12**

#### ART23

**One Semester**

**Prerequisite: Theatre Arts I**

Theatre Arts II provides opportunities for students to acquire new skills and understandings such as writing, producing, and directing plays, while enhancing and developing previously acquired experience in Theater Arts I. Topics also include the role and development of theatre in society. The course uses a variety of texts, daily activities, projects, tests, and performances.

**Theatre Arts III  
ART25**

**0.5 Credit**

**Grades: 10-12  
One Semester**

**Prerequisite: Theatre Arts I & II**

Theater Arts III provides opportunities for students to advance themselves in the following areas: improving established techniques, expanding students' exposure to different types of theatrical techniques and traditions, and increasing their chances of participating in public productions. This course may also provide a discussion of career opportunities in the theater.

## **MUSIC PROGRAM**

The music program includes instruction in non-performance and performance classes. The non-performance classes are Music Theory and Music Appreciation / History. Performance classes are Instrumental Music (Marching Band, Concert Band, Jazz Band and Orchestra) and Vocal Music (several choirs from which to choose). The performance classes also include study of theory and appreciation / history.

### **Non-Performance Classes**

**Music Theory  
ART39**

**0.5 Credit**

**Grades: 11-12  
One Semester**

**Prerequisite: Must be involved in the music program**

Music Theory requires that a student have an understanding of basic music. They must already be capable of reading music. This class is for students who maybe considering majoring in music in college or furthering their musical knowledge beyond the basics.

**Music Appreciation  
BHC Dual Credit  
BHC3**

**0.5 Credit**

**Grades: 11-12  
One Semester  
3 BHC Credits**

**Prerequisite: Enrollment in BHC Dual Credit Program**

This course is designed to acquaint students with the various periods of musical composition and performance. No previous musical training is required. It would be beneficial to all students, especially those involved in other music classes, those planning music as a career, and those attending a college / university in liberal arts. Tuition and fees are the responsibility of the student and his/her family.

### **Performance Classes**

## **INSTRUMENTAL MUSIC PROGRAM**

The Instrumental Music Program includes instruction in small and large group performance and solo and ensemble in the areas of winds, strings, and percussion. Large group performance includes the orchestra and bands (concert, marching, pep and jazz). Individual and /or small group performance includes experience in solo preparation, duets, trios, and experience in Instrumental Music.

**Marching Band I  
ART31**

**0.5 Credit**

**Grades: 9-12  
One Semester (Fall)**

**Prerequisite: Enrollment in band both semesters of previous year or Private lessons the previous year**

**Placement of students in the marching band is based on audition, enrollment, and/or performance.**

Marching Band (Marching, Concert band) is available to 9-12 grade students who have previous experience playing an instrument, or are members of the color guard. The program includes the exploration, preparation, and performance of music written for bands and wind ensembles. All students will participate in a Marching Band camp held at the high school in July and Fall Break; as well as all Marching Band related activities, which take place during first semester. The band will rehearse concert band material throughout the semester. Course requirements include performance in all concerts and special events. All students enrolled in band will participate in pep band performances for basketball games. Students have the option to audition for the IMEA All-District band.

**Concert Band (Fall)**  
**ART29**

**0.5 Credit**

**Grades: 9-12**  
**One Semester**

**Prerequisite: Enrollment in band both semesters of the previous year or private lessons for a year. Private lesson students must audition for the director by the end of February.**

Concert Band is available to students who have previous experience playing a wind or percussion instrument and prefers not to perform in marching band. The program includes the exploration, preparation, and performance of music written for bands. Course requirements include performance in all concerts and special events, sectionals, and rehearsals, and other appearances of the band. All students enrolled in band will participate in pep band performances and basketball games. Students enrolled in band are also eligible to enroll in the jazz band class. Band students have the option to audition for the IMEA All-District Band.

**Concert Band (Spring)**  
**ART30**

**0.5 Credit**

**Grades: 9-12**  
**One Semester**

**Prerequisite: Enrollment by audition**

Concert band is the mid-level band at the high school. In order to be in this band, a student must audition in the spring and be selected. The band performs two times in the spring semester. Those students who may never been in band before may be accepted in this band with instructor's approval.

**Jazz Band**  
**ART27 – Semester 1**  
**ART28 – Semester 2**

**0.5 to 1.0 Credit**

**Grades 9-12**  
**May enroll for one year**

**Prerequisite: Concurrent registration in Band, Orchestra, or Choir** (guitar, electric bass, and piano require Director's approval) **Enrollment in band the previous year or Private lessons for the previous year**

Jazz band, as a class and performing group, includes the exploration, preparation, and performance of the various styles of the musical art known as jazz. Course requirements include performances at concerts, festivals, and other special events. Students will explore transposition, notation, improvisation, and composition of jazz music. Students must be enrolled in a performing arts class in order to participate.

**Symphonic Band**  
**ART32**

**0.5 Credit**

**Grades: 10-12**  
**One Semester**

**Prerequisite: Enrollment by audition**

**Students not previously enrolled in a band class must have private lessons to be eligible for approval.**

Symphonic band is the top-level band at the high school. In order to be in this band, a student must audition in the spring and be selected for this band. The band performs three times in the spring semester. Participation in concert festival is required.

**Marching Band Percussion**  
**ART47**

**0.5 Credit**

**Grades: 9-12**  
**One Semester (Fall)**

**Prerequisite: Enrollment in band both semesters of previous year or Private lessons the previous year**

**Placement of students in the marching band percussion is based on audition, enrollment, and/or performance.**

Marching Band Percussion (Marching, Concert band) is available to 9-12 grade students who have previous experience playing percussion or will be moved to marching band percussion (oboes, bassoons, etc.). The program includes the exploration, preparation, and performance of music written for competitive marching band and percussion ensembles. All students will participate in a Marching Band camp held at the high school in July and Fall Break; as well as all Marching Band related activities, which take place during first semester. The band will rehearse band material and percussion ensembles throughout the semester. Course requirements include performance in all concerts and special events. All students enrolled in band will participate in pep band performances for basketball games. Students have the option to audition for the ILMEA All-District band.

**Percussion Ensemble**  
**ART48**

**0.5 Credit**

**Grades: 9-12**  
**One Semester (Spring)**

**Prerequisite: Enrollment in band both semesters of the previous year or private lessons for a year. Private lesson students must audition for the director by the end of May of the previous year.**

Percussion is available to students who have previous experience playing a percussion instrument. The program includes the exploration, preparation, and performance of music written for percussion. Course requirements include performance in all concerts and special events, sectionals, and rehearsals, and other appearances of the band. All students enrolled in Percussion

will participate in pep band performances at basketball games. Students enrolled in Percussion are also eligible to enroll in the jazz band class. Percussion students have the option to participate in Solo/Ensemble contest.

**Orchestra** **1.0 Credit** **Grades: 9-12**  
**ART41 – Semester 1** **Year Course**  
**ART42 – Semester 2**

**Prerequisite: Previous experience in playing a stringed instrument. Wind and percussion players for full orchestra are selected from Band.**

Orchestra, as a class and performing group, is designed to increase playing abilities and knowledge of string and orchestra literature as well as basic musical knowledge. It will include outside of class performances and opportunities for small group ensembles. Students will explore string technique, composers, and other orchestra works.

## VOCAL MUSIC PROGRAM

The vocal music program provides students the opportunity for performance in a choir, as well as instruction in sight-reading and theory. The beginning singer or non-singer is taught technique and beginning theory in Concert Choir. Midway through the year, all students are tested on their skills and those who have achieved success may advance throughout the year in all choirs for optional solo/ensemble work, as well as festivals and competition.

**Concert Choir** **1.0 Credit** **Grades: 9-12**  
**ART35 – Semester 1** **Year Course**  
**ART36 – Semester 2**

**Prerequisite: None**

Open to all students 9-12 who are interested in learning how to sing in a choir. Intended for beginning music students since much time is spent on choral techniques and fundamentals of reading music. Students in the class should possess a teachable attitude and be able to practice self-discipline. There will be an average of one required concert performance each quarter.

**Symphonic Choir** **1.0 Credit** **Grades: 9-12**  
**ART37 – Semester 1** **Year Course**  
**ART38 – Semester 2**

**Prerequisite: Audition**

Students who have experience in Band, Choir, or Orchestra are strong candidates.

This is an auditioned choir of male and female singers who perform a variety of choral music. Time is spent to continue development of choral techniques and music reading skills. Two more concerts per semester plus opportunities to participate in state contests and festivals. Symphonic Choir periodically combines with Chamber Choir to form a larger group for performances. This course requires some rehearsals and performances beyond the school day, including sectional rehearsals at 7 AM in August/September and February/March to prepare for state-level festivals and contests.

**Chamber Choir** **1.0 Credit** **Grades: 9-12**  
**ART45 – Semester 1** **Year Course**  
**ART46 – Semester 2**

**Prerequisite: Audition**

This course enables students to develop performance techniques and proficiency in group and solo situations and to develop creativity through the study of appropriate and varied choral literature. Music reading ability is very important, as students must be able to learn a large amount of music in a short amount of time. Chamber Choir is a highly regarded performing group, not only in our district but also throughout the Quad Cities region. As such, this course will require many extra rehearsals at 7 AM in August/September and February/March to prepare for state-level festivals and contests. Private lessons are highly encouraged but not required. Auditions are conducted in the spring for the following school year. Class size is limited to 16-24 members. Students in Chamber Singers should plan to audition for IMEA District Festival in the fall and will prepare a solo and/or ensemble for the Solo & Ensemble Contest in the spring.

## VISUAL ARTS PROGRAM

Six courses in art are offered over an eight-semester period in a sequential order. All courses are one semester in length.

**Art Forms** **0.5 Credit** **Grades: 9-12**  
**ARTS1** **One Semester**

**Prerequisite: None**

Art Forms is a semester art course that is a prerequisite for all other courses in the high school. Students will learn and apply the elements and principles of art and design to each project. Units covered will include drawing and painting with line, value, shape, form, texture, color, and space. Writing as art critique will also be introduced.

**Art Studio I** **0.5 Credit** **Grades: 9-12**  
**ARTS5** **One Semester**

**Prerequisite: Art Forms**

This class includes skill practice in two-dimensional art, with each skill involved along with the appropriate terminology. Students incorporate the skills and terms used in their practice to create a finished product

**Art Studio II** **0.5 Credit** **Grades: 10-12**  
**ARTS7** **One Semester**

**Prerequisite: Art Studio I**

Art Studio II is a course, which allows students to pursue their talents by the use of both contracted and directed art projects. With a teacher's recommendation, the serious art student may be allowed to register for more than one Art Studio II class per semester, if his/her schedule permits.

**AP Art Studio** **1.0 credit** **Grades: 11-12**  
**APART09 – Semester 1** **Year Course**  
**APART10 – Semester 2** **\*5.0 Weighted Credit**

**Prerequisite: Art Studio II**

**Recommendation: C- or better in Art Studio II is highly recommended**

AP Studio Art is a course to provide insight and preparation for professional art school or college. Students will be exposed to various media, materials, and applications to create a 29 piece portfolio for college or professional art.

The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written exam. Students are required to submit a portfolio for evaluation at the end of the school year. This portfolio is intended to address two-dimensional (2-D) design issues. Design involves purposeful decision making about how to use the elements and principles of art in an integrative way.

**Ceramics I** **0.5 Credit** **Grades: 10-12**  
**ART13** **One Semester**

**Prerequisite: Art Forms**

This course is designed for the student that enjoys working with clay. Students will be introduced to several hand-building methods of clay construction, such as pinch, coil, and slab. A variety of decoration methods on the clay will be demonstrated as well as glazing techniques. The potter's wheel will also be demonstrated by the teacher. Students will be required to sketch their designs and complete reachings based on clay methods and history of ceramics.

**Ceramics II** **0.5 Credit** **Grades: 10-12**  
**ART15** **One Semester**

**Prerequisite: Ceramics I**

**Recommendation: Grade of C- or better in Ceramics I is highly recommended**

This course is designed for the student that enjoys working with clay. Discussions and demonstrations will be given prior to all projects. Students will expand on their hand-building, wheel-throwing, and glazing experiences. Students will be allowed ample time to research new ideas, critique the art of accomplished artists, and develop their own aesthetic.



## MATHEMATICS CURRICULUM

Courses	Credit	Year	Prerequisites	Weighted
Integrated Math I	1.0	9-10	None	No
Integrated Math II	1.0	10-12	None	No
Honors Integrated Math II	1.0	9	Integrated Math I	No
Integrated Math III	1.0	10-12	Integrated Math II	No
Honors Integrated Math III	1.0	10-12	Integrated Math II/Honors Integrated Math II	Yes
AP Statistics	1.0	11-12	Integrated Math II	Yes
AP Computer Science A	1.0	11-12	Integrated Math III/Pre- Calculus	Yes
Pre-Calculus	1.0	11-12	Integrated Math III	No
AP Calculus	1.0	12	Honors Integrated III	Yes
Math Pre-Algebra for College Math 078	0.5	11-12	216 or higher on the Math portion of the MAP test	No
Math Literacy for College 1 Math 092	0.5	11-12	18 - 20 ACT Or 430-459 on the SAT Math Or 33 - 34 on the Accuplacer test Or Grade of C or better in Math 078	No
Math Literacy for College 2 Math 094	0.5	11-12	21-22 ACT Or 61 - 80 on the Accuplacer test Or Grade of C or better in Math 092	No

### Recommended Course Sequences for Math Curriculum

General and/or Career Ed	College-Bound Students and Career Ed	Honors Math Program
Integrated Math I Integrated Math II Integrated Math III/Math 078/092/094	Integrated Math I Integrated Math II Integrated Math III Pre-Calculus; AP Stats AP Computer Science, Math 092/094	Honors Integrated Math II Honors Integrated Math III AP Calculus AP Stats AP Computer Science

\* Math classes earning weighted credit are Honors Integrated Math III, AP Statistics, AP Computer Science and AP Calculus.

Rock Island High School students will be required to successfully complete a math course prior to moving to the next level of math.

**Integrated Math I**  
**MATF3 - Semester 1**  
**MATF4 - Semester 2**

**1.0 Credit**

**Grade: 9**  
**Year Course**

The fundamental purpose of Integrated Math I is to formalize and extend the mathematics that students learned in junior high. 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. Integrated Math I 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 Mathematic Practice

Standards apply throughout each course and, together with 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.

**Integrated Math II** **1.0 Credit** **Grades: 10-12**  
**MATH5 - Semester 1** **Year Course**  
**MATH6 - Semester 2**

**Prerequisite: Integrated Math I**

The focus of Integrated Math II is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Integrated Math 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. The study of circles, with their quadratic algebraic representations, round out the course. The Mathematic 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.

**Honors Integrated Math II (9-12 Graders)** **1.0 Credit** **Grades: 9-12**  
**MATH7 - Semester 1** **Year Course**  
**MATH8 - Semester 2**

**Prerequisite: Integrated Math I/Honors Integrated Math I**

The focus of Honors Integrated Math II is similar to Math II but contains appended curriculum content from the Integrated Math III curriculum. Content that was covered in Honors Math I curriculum is not repeated and extension content is included. Extension topics include: use complex numbers in polynomial identities and equations, interpret structure-write equivalent equations for quadratic and exponential equations and expressions, solve systems of equations that include quadratics, analyze functions using different representations, build functions that model relationships and new functions from existing functions (include all types of functions studied), extend the domain of trigonometric functions using the unit circle, prove geometric theorems algebraically, use apply equations for conic sections, understand independence and conditional probability and use to interpret data, use probability to evaluate outcomes of decisions.

**Integrated Math III** **1.0 Credit** **Grades 11-12**  
**MATH9 - Semester 1** **Year Course**  
**MATH10 - Semester 2**

**Prerequisite: Integrated Math II**

The focus of Integrated Math III is on the use of data. Students will then study the concept of functions. They will cover the different types of functions: linear, quadratic, polynomial, rational, radical, exponential, and logarithmic. Students will finish up by studying sequences and series. The Mathematic 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.

**Honors Integrated Math III** **1.0 Credit** **Grades 10-12**  
**MATH11 - Semester 1** **Year Course**  
**MATH12 - Semester 2** **\*5.0 Weighted Credit**

**Prerequisite: Integrated Math II/Honors Integrated Math II**

The focus of Honors Integrated Math III is similar to Integrated Math III but contains appended curriculum content. Content that was covered in Honors Integrated Math II curriculum is not repeated and extension content is included. Students will focus on the concept of functions. They will cover the following types of functions: linear, quadratic, polynomial, rational, radical, exponential, logarithmic, and trigonometric. Students will finish up by studying sequences and series. The Mathematic 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.

**Pre-Calculus** **1.0 Credit** **Grades: 11-12**  
**MAT63 – Semester 1** **Year Course**  
**MAT64 – Semester 2**  
**Prerequisite: Integrated Math III**  
**Recommendation: Grade of C- or better in Integrated Math III is highly recommended**  
 Pre-Calculus is a course for juniors and seniors with a desire and ability to further their math education to either take Calculus as seniors or prepare for freshman college math. The emphasis in the course is working with functions and their applications. In addition to studying exponential, logarithmic, circular, and trigonometric functions, the student is introduced to mathematical induction, limits, vectors, and Analytical Geometry. The graphing calculator is used as an aid to help the student visualize practical functions. (TI 84 Plus calculators are recommended for this class – a classroom set will be provided for use during class).

**AP Statistics** **1.0 Credit** **Grades: 10-12**  
**APMAT1 – Semester 1** **Year Course**  
**APMAT2– Semester 2** **\*5.0 Weighted Credit**  
**Prerequisite: Integrated Math II**  
**Recommendation: Grade of C- or higher in Honors Integrated Math II is highly recommended**  
 This course represents a college-level mathematics course for which students are expected to take the AP exam in May. Depending on the results of the AP exam and college the student chooses to attend, he/she may earn college credit. The purpose of this course is to introduce the students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data, Planning a Study, Anticipating Patterns, and Statistical Inference.

**AP Computer Science A** **1.0 Credit** **Grades: 11-12**  
**APMAT3 – Semester 1** **Year Course**  
**APMAT4 – Semester 2** **\*5.0 Weighted Credit**  
**Prerequisite: Integrated Math III**  
**Recommendation: Grade of C- or higher in Honors Integrated Math III highly recommended**  
 AP Computer Science is equivalent to a first semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using JAVA language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science course curriculum is compatible with many CS1 courses in colleges and universities. Students are capable of earning three college credits by successfully passing the AP Computer Science A exam.

**AP Calculus** **1.0 Credit** **Grade: 12**  
**APMAT5 – Semester 1** **Year Course**  
**APMAT6 – Semester 2** **\*5.0 Weighted Credit**  
**Prerequisite: Integrated Math III**  
**Recommendation: Grade of C- or higher in Honors Integrated Math III highly recommended**  
 This course represents a college-level mathematics course. Everyone who signs up for this course will be expected to take the AP exam in May. Students should have demonstrated mastery through Honors Integrated Math III before attempting this course. Course content includes the study of: functions, graphs, limits, derivatives and second derivatives in Cartesian and polar coordinates, application of derivatives, computation of derivatives, integrals, application of integrals, computation of integrals, the Fundamental Theorem of Calculus, numerical approximations, polynomial approximations and series, series of constants, and Maclaurin and Taylor series. (TI 84 Plus calculators are recommended for this class – a classroom set will be provided for use during class).

**Pre-Algebra for College** **0.5 Credit** **Grades: 11-12**  
**MATH 078** **One Semester**  
**Prerequisite: Score of 216 on MAP score**  
 This course is designed as a review of the basic operations of arithmetic and an introduction to algebra. It provides students with needed techniques and also enables students to reason and make the connections that involved in the learning of mathematics. It will emphasize the connections between verbal, numerical, symbolic, and graphical representations.

**Math Literacy for College 1  
MATH092**

**0.5 Credit**

**Grade: 11-12  
One Semester**

**Prerequisite: 18 - 20 ACT or 430-459 on the SAT Math or 33 - 34 on the Accuplacer test or a grade of C or better in Math 078**

This course is a review of algebraic concepts and problem solving including a study of functions, expressions, equations, and linear graphing. Completion (Grade C or better) of the 092/094 sequence will allow enrollment in (credit bearing) Math 110 (General Education Math) or Math 108 (General Education Statistics) at Black Hawk College or Illinois 4 year colleges.

**Math Literacy for College 2  
MATH094**

**0.5 Credit**

**Grade: 12  
One Semester**

**Prerequisite: 21-22 ACT or 61 - 80 on the Accuplacer test-539 on the SAT or 50 or a grade of C or better in Math 092.**

This course is a continuation of Math Literacy for College 1 and will cover cycles 3 and 4 of the curriculum content. Completion (Grade C or better) of the 092/094 sequence will allow enrollment in (credit bearing) Math 110 (General Education Math) or Math 108 (General Education Statistics) at Black Hawk College or Illinois 4 year colleges.

**For those students interested in STEM (Science, Technology, Engineering, and Math) careers, you may want to check out PLTW (Project Lead the Way) offerings on page 38.**

## PHYSICAL EDUCATION & HEALTH CURRICULUM

Courses	Credit	Year	Prerequisites
Health Education	0.5	10	
Physical Education	1.0	9, 11, 12	
Adv. Physical Education	1.0	9-12	

**New State Requirements for PE:** As of the 2017 school year, all students are required to be tested in areas such as: aerobic capacity, flexibility, and muscular endurance. These tests are very similar to the Presidential Physical Fitness tests.

**Health Education  
PE01**

**0.5 Credit**

**Grade: 10  
One Semester**

This is a course that includes activities, which increase the abilities of students to make decisions affecting their personal, family, and community well being. The emphasis will be on the following topics: mental and emotional health, nutrition, exercise, substance abuse, diseases, environmental health and community health.

**Physical Education 9  
PE25 – Semester 1  
PE26 – Semester 2**

**1.0 Credit**

**Grade: 9  
Year Course**

This is an introductory physical education class at Rock Island High School for ninth grade students. Physical Education courses at Rock Island High School are designed to provide students the fundamentals of a variety of activities in order to help support the importance of physical fitness. Physical Education promotes students' physical, mental, and social wellness and emphasizes the importance of continued physical activity after high school.

**Physical Education  
PE27 – Semester 1  
PE28 – Semester 2**

**1.0 Credit**

**Grades: 10-11  
Year Course**

Students will be provided an opportunity to enhance the fundamentals and knowledge of a variety of sports and activities learned during their freshman year, with an emphasis on developing lifetime skills. In addition, curriculum will cover such areas as cardiovascular fitness, exercising safely, weight control and other areas of wellness. Each of these activities will extend over four nine-week periods and many will be on a coed basis. They will include individual and team sports, wellness and recreational activities.

Activities offered include but not limited to: Soccer, Speedball, Flag Football, Tennis, Golf, Softball, Aquatics, Ultimate Frisbee, Jogging, Basketball, Weight Training, Table Tennis, Volleyball, Badminton, Pickle ball, Dance / Rhythms, Floor Hockey, Volley-tennis, Pillo Polo, and Aerobic Exercise.

**Physical Education 12  
PE33 – Semester 1  
PE34 – Semester 2**

**1.0 Credit**

**Grades: 12  
Year Course**

Students will be provided an opportunity to continue the importance of the knowledge and fundamentals of a variety of sports and activities learned during their sophomore/junior year, with an emphasis on developing lifetime skills. In addition, curriculum will cover such areas as cardiovascular fitness, exercising safely, weight control and other areas of wellness. Each of these activities will extend over four nine-week periods and many will be on a coed basis. They will include individual and team sports, aquatics, wellness and recreational activities.

Activities offered include but not limited to: Soccer, Speedball, Flag Football, Tennis, Golf, Softball, Aquatics, Ultimate Frisbee, Jogging, Basketball, Weight Training, Table Tennis, Volleyball, Badminton, Pickle ball, Dance / Rhythms, Floor Hockey, Volley-tennis, Pillo Polo, and Aerobic Exercise.

**Advanced Physical Education**

**1.0 Credit**

**Grades: 9-12**

**PE30 – Semester 1**

**Year Course**

**PE31 – Semester 2**

**Advanced Physical Education Girls Basketball (PE11 & PE12)**

**Advanced Physical Education Football (PE13 & PE14)**

**Advanced Physical Education Track/Wrestling (PE15 & PE16)**

**Advanced Physical Education Swimming (PE17 & PE18)**

**Advanced Physical Education Boys Basketball (PE23 & PE24)**

**Advanced Physical Education (PE25 & PE26)**

Student-athletes and fitness minded students have the option of taking an Advanced Physical Education/Fitness class rather than the traditional class. This class is based on a variety of aerobic and anaerobic activities. The students in this class will concentrate on proper weight lifting techniques and improving their cardiovascular fitness levels.



**Engineering Design and Development (EDD)      1.0 Credit**

**VOC69 – Semester 1**

**VOC70 – Semester 2**

**Grade: 12**

**Year Course**

**\*5.0 weighted credit**

**Prerequisite: Must have successfully completed two of the three other PLTW courses**

Engineering Design and Development (EDD) is a high school level course that is appropriate for 12th grade students. The prerequisite: Introduction to Engineering Design, Principles of Engineering and Civil Engineering and Architecture. Since the projects on which students' work can vary with student interest and the curriculum focuses on problem solving, EDD is appropriate for students who are interested in any technical career path. EDD should be taken as the final capstone Project Lead the Way (PLTW) course since it requires application of the knowledge and skills introduced during the PLTW foundation courses.



## SCIENCE CURRICULUM

<b>Courses</b>	<b>Credit</b>	<b>Year</b>	<b>Prerequisites</b>	<b>Weighted</b>
Biology	1.0	9-10		No
Global Biology	1.0	10-12	Biology I	No
Chemistry	1.0	10-12	Biology I	No
Honors Chemistry	1.0	10-12	Biology I	Yes
Anatomy and Physiology (A & P)	1.0	11-12	Biology I	No
AP Biology	1.0	11-12	See Course Description	Yes
Physics	1.0	10-12	Biology I	No
AP Physics	1.0	11-12	See Course Description	Yes
AP Environmental Science	1.0	11-12	See Course Description	Yes

The Science courses offered at Rock Island High School are an essential part of the general education of all students. They also provide unique experiences dealing with the technology and understanding necessary for success in our changing society. Student responsibilities in science courses include:

1. Students are expected to participate fully in all aspects of laboratory work
2. Students enrolled in any science course are required to pay for any breakage or loss of equipment incurred as well as for any excessive or unauthorized usage of chemicals or other materials/supplies.
3. Students enrolled in any science course are required to observe all safety precautions while working in a laboratory; i.e., when dealing with chemicals, the wearing of goggles.

### Recommended Course Sequences for Science Curriculum

<b>General Education/Career Ed</b>	<b>College Bound/Honors Science Program</b>
Biology I Chemistry or Global Biology Physics or Anatomy and Physiology AP Environmental Science	Biology I Chemistry or Honors Chemistry or Global Biology Anatomy and Physiology or Physics AP Biology or AP Physics or AP Environmental Science

### Biological Science Program

**Biology I** **1.0 Credit** **Grades: 9-10**  
**SCIF1 – Semester 1** **Year Course**  
**SCIF2 – Semester 2**  
**Prerequisite: None**

A study is made of the basic structure and function of living organisms. Laboratory investigations and other activities will lead to an understanding of biological principles and the interaction between an organism and its environment, including Earth systems. The course encourages the development of critical thinking skills needed by the student who enrolls in any subsequent science course.

**Global Biology** **1.0 Credit** **Grades: 10-12**  
**SCI09 – Semester 1** **Year Course**  
**SCI10 – Semester 2**  
**Prerequisite: Biology I**

Focus is placed on the interrelationship between humans, their environment and the earth. In addition to ecosystems, students will study environmental and other earth science issues. Aimed at both, college and non-college bound students; this class is a laboratory based class. Special activities include guest speakers, oil hungry bacteria, environmental testing, and owl pellet dissection.

**Anatomy and Physiology** **1.0 Credit** **Grades: 11-12**  
**SCI37 – Semester 1** **Year Course**  
**SCI38 – Semester 2**

**Prerequisite: Biology I**

Anatomy and Physiology will provide students with a study of the structure and function of the human body. The course takes the student through the various organ systems that make up the human body. The course has a laboratory experience where students will be expected to dissect. This course is designed primarily for students who have an interest in medical, health, or sports-related fields. This course is a prerequisite or may be taken concurrently with Occupational Health. This course may also be taken concurrently with AP Physics, AP Biology, or AP Environmental Science.

**AP Biology** **1.0 Credit** **Grades: 11-12**  
**APSCI1 – Semester 1** **Year Course**  
**APSCI2 – Semester 2** **\* 5.0 Weighted Credit**

**Prerequisite: Biology I**

**Recommendations: Successful completion of Chemistry is highly recommended. A “C” average in science, English, and math is also recommended**

AP Biology prepares students for college and challenges them to investigate biological concepts at advanced levels. Lectures, in-depth lab investigations, and other activities provide a study of evolution, biochemistry, genes and expression, biotechnology, and ecology. A field trip will focus on ecology, which will include the short grass and tall grass prairie reserves near Albany and Fulton, Illinois.

**Students enrolled in this class are expected to take the AP exam in May and are expected to remain in the course for the entire year.**

**AP Environmental Science** **1.0 Credit** **Grades: 11-12**  
**APSCI3 – Semester 1** **Year Course**  
**APSCI4 – Semester 2** **\*5.0 Weighted Credit**

**Prerequisite: Biology I**

**Recommendations: Successful completion of Chemistry is highly recommended. A “C” average in science, English, and math is also recommended**

AP Environmental Science is the equivalent to a first-semester college course in environmental science. AP Environmental Science provides students with the scientific background needed to understand how the Earth works and how we, as human beings, fit into that process. At the end of the course, it is expected that students will be able to identify and analyze environmental problems as well as the risks associated with these problems and understand what it is to be a steward in the environment, studying how to live their lives in a more sustainable manner. Students may be concurrently enrolled in other junior/senior science courses.

**AP Environmental Science is a year-long course. Students enrolled in this class are expected to take the AP exam in May and are expected to remain in the course for the entire year.**

### Physical Science Program

**Chemistry** **1.0 Credit** **Grades: 10**  
**SCI21 – Semester 1** **Year Course**  
**SCI22 – Semester 2**

**Prerequisite: Biology I**

Students will consider the properties and chemical nature of matter and the earth. Topics include measurement; nature of matter; atomic structure and molecules; molecular bonding; nature of reactions; conditions affecting reactions; solutions; acids, bases, and salts; oxidation-reduction; and nuclear chemistry. Students need a basic calculator.

**Honors Chemistry** **1.0 Credit** **Grades: 10-12**  
**SCI01 – Semester 1** **Year Course**  
**SCI02 – Semester 2** **\*5.0 Weighted Credit**

**Prerequisite: Biology I**

Students consider chemical properties and structure of atoms and molecules. In addition to general chemistry, topics include Kinetic Theory; solutions; reaction rates, equilibrium; electro-chemistry, nuclear chemistry, and organic chemistry. The course is recommended for students pursuing engineering, chemistry, physics, electronics, or other high-technology science related field.

**Physics****1.0 Credit****Grades: 10-12****SCI17 – Semester 1****Year Course****SCI18 – Semester 2****Prerequisite: Biology I**

This is a general introduction to physics for students actively interested in how the world operates. Whenever possible, graphic methods are substituted for mathematical analysis to learn about basic ideas of physics. Topics include principles of measurement; force and motion, work, energy, and the conservation laws; states of matter; heat, waves, sound, and light; electricity and magnetism; and nuclear energy. The course may be taken concurrently with Chemistry, Biology II, Global Biology and Anatomy and Physiology. Calculators with trig functions are recommended.

**AP Physics****1.0 Credit****Grades: 11-12****SCI31 – Semester 1****Year Course****SCI32 – Semester 2****\*5.0 Weighted Credit****Prerequisite: Biology I**

**Recommendations: Successful completion of Chemistry is highly recommended. A “C” average in science, English, and math is also recommended**

AP Physics 1: Algebra-Based is the equivalent to a first-semester college course in Algebra based Physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work energy, and power; mechanical waves and sound. It will also introduce electrical circuits. Calculators with trig functions are recommended.

**AP Physics is a year-long course. Students enrolled in this class are expected to take the AP exam in May and are expected to remain in the course for the entire year**

**For those students interested in STEM (Science, Technology, Engineering, and Math) careers, you may want to check out PLTW (Project Lead the Way) offerings on page 38.**

<b>Courses</b>	<b>Credit</b>	<b>Year</b>	<b>Prerequisites</b>	<b>Weighted</b>
Introduction to Engineering Design	1.0	9-12	Must be enrolled in Integrated Math I or higher	No
Principles of Engineering	1.0	10-12	Must be enrolled in Integrated Math II or higher level math class	No
Civil Engineering and Architecture	1.0	11-12	Must be enrolled in Integrated Math II, or higher level math class	No
Engineering Design and Development	1.0	12	Two of the above listed courses	Yes

## SOCIAL STUDIES CURRICULUM

<b>Courses</b>	<b>Credit</b>	<b>Year</b>	<b>Prerequisites</b>	<b>Weighted</b>
World Studies	1.0	9		No
US History (American History)	1.0	10		No
AP US History (AP American History)	1.0	10		Yes
Current Events	0.5	10-12		No
Psychology I	0.5	10-12		No
Sociology	0.5	10-12		No
Consumer Economics	0.5	11		No
US Government & Politics (Federal Government)	0.5	11		No
AP US Government & Politics (AP Federal Government)	0.5	11		Yes
AP European History	1.0	12		Yes
AP Psychology	1.0	11-12		Yes

The social studies program is designed to provide an understanding of people through an examination of relationships among diverse peoples and cultures and by studying their institutions (governmental, economic, and social). Each class will focus on college and career readiness by using Common Core State Standards in a curriculum that teaches students to gather, comprehend, evaluate, synthesize, and report on information and ideas. Each of the social science disciplines is studied in a historical context. Important goals include teaching the rights and responsibilities of citizenship, fostering an understanding of, and an appreciation for, our rich cultural heritage, developing a respect for other humans, cultures, our environment, and preparing the student to participate intelligently, responsibly, and successfully in society.

### GRADUATION REQUIREMENTS

World Studies	1.0 credit
US History or AP US History	1.0 credit
Consumer Economics	0.5 credit
US Government or AP US Government	0.5 credit
<b>Total Social Studies Requirements</b>	<b>3.0 credits</b>

**World Studies** **1.0 Credit** **Grade: 9**  
**SOCF1 – Semester 1** **Year Course**  
**SOCF2 – Semester 2**

World Studies is a required course that focuses on major events and themes in the world from prehistory to the present. Students will consider the influence of geographic settings, cultural perspectives, economic systems, and various forms of government on human events from multiple regions and time periods. The course especially emphasizes the historical background of major problems in the world today.

**US History (American History)** **1.0 Credit** **Grade: 10**  
**SOC09 – Semester 1** **Year Course**  
**SOC10 – Semester 2**

This required course will provide an overview of the events, people, values, innovations, etc., which shaped our nation's history. The time period up to the Civil War will be the subject of a short review; while the remainder of the year will focus on the Reconstruction era onward. Key historical concepts like cause and effect, chronological order, primary document use/interpretation, and standard inquiry (who, what, where, when, and why) will be put to use. Students will learn how present institutions, conditions, etc., relate to the past.

<b>AP US History (AP American History)</b> <b>APSOC1 – Semester 1</b> <b>APSOC2 – Semester 2</b>	<b>1.0 Credit</b>	<b>Grade: 10</b> <b>Year Course</b> <b>*5.0 Weighted Credit</b>
<p>Following the College Board’s approved curriculum designed to parallel college-level U.S. History courses, AP U.S. History provides students with the analytical skills and factual knowledge necessary to address critical problems and materials in U.S. history. Students must possess strong reading and writing skill, have the ability to do independent study, and have good attendance. The course provides coverage of major historical topics with emphasis on political history, foreign affairs and economic/social development. Attention is also given to literature and culture in American History. Students will use a <b>college level textbook. Students enrolled in this class are expected to take the AP exam in May and are expected to remain in the course for the entire year.</b> Success on the AP exam may result in the student earning college credit.</p>		
<b>Consumer Economics</b> <b>SOC15</b>	<b>0.5 Credit</b>	<b>Grade: 11</b> <b>One Semester</b>
<p>This course is required for graduation. Consumer Economics includes units on an analysis of the American economy, distribution of the national income, prices, supply and demand, American business organization, production, marketing, labor-management relations, advertising, and consumer protection. Also included are units on financial planning, money and banking, investing, the use of credit, insurance, real estate, and public welfare.</p>		
<b>US Government (Federal Government)</b> <b>SOC13</b>	<b>0.5 Credit</b>	<b>Grade: 11</b> <b>One Semester</b>
<p>This course is required for graduation and provides a basic study of the Presidency, Congress, the judicial process, the criminal justice system, the United States Constitution, citizenship rights and responsibilities, federal national politics, and the Bill of Rights.</p>		
<b>AP US Government (AP Federal Government)</b> <b>APSOC3</b>	<b>0.5 Credit</b>	<b>Grade: 11</b> <b>One Semester</b> <b>*5.0 Weighted Credit</b>
<p>Following the College Board’s approved curriculum designed to parallel college-level U.S. Government and Politics courses, this course provides students with an analytical perspective on government and politics in the United States, involving both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. The goal of the course is to increase understanding of the American government and political system, its processes, framework, traditions, and values. Students will use a <b>college level textbook. Students enrolled in this class are expected to take the AP exam in May and are expected to remain in the course for the entire year.</b> Success on the AP exam may result in the student earning college credit.</p>		
<b>Psychology I</b> <b>SOC07</b>	<b>0.5 Credit</b>	<b>Grades: 10-12</b> <b>One Semester</b>
<p>This elective course will provide students a general understanding of the basic tenets of psychology. It will emphasize the relationship of psychological theories and techniques on the lives of the students and their relationships with others. It will cover some of the most basic components of psychology including general history, research methods, well known individuals and perspectives, and various styles of learning. It is a subject for students with an interest in the why and how behavior affects them and others around them.</p>		
<b>AP Psychology</b> <b>APSOC5 – Semester 1</b> <b>APSOC6 – Semester 2</b>	<b>1.0 Credit</b>	<b>Grades: 10-12</b> <b>Year Course</b> <b>*5.0 Weighted Credit</b>
<p>This elective course is designed to give students a thorough scientific study of the behavior and mental processes of human beings. Topics include the biological basis of behavior, sensation and perception, states of consciousness, motivation and emotion, learning and cognition, developmental psychology, personality, and abnormal psychology. This course will help students prepare for college level course work. <b>Students enrolled in this class are expected to take the AP exam in May and are expected to remain in the course for the entire year.</b> Success on the AP exam may result in the student earning college credit.</p>		

**Sociology  
SOC20**

**0.5 Credit**

**Grades: 10-12  
One Semester**

Sociology is an elective course, which studies how people behave and relate in group settings. It involves the use of the scientific method in dealing with human interaction. In addition to vocabulary development, it uses a multicultural approach to analyze sociological concepts found in case studies. Students will encounter information and knowledge, which can be applied to future life situations.

**AP European History  
APSOC17 – Semester 1  
APSOC18 – Semester 2**

**1.0 Credit**

**Grade: 12  
Year Course  
\*5.0 Weighted Credit**

This is an elective Advanced Placement course that covers a study of modern European history from 1400 to the present. Emphasis is on: Renaissance, Reformation, Louis XIV, Age of Absolutism, English Civil Wars, French Revolution, the Century of "Isms", the Balance of Power, World War I, Russian Revolution, Rise and Fall of Nazism, and the Post-War World. The course could provide the college bound student with a head start. **Students enrolled in this class are expected to take the AP exam in May and are expected to remain in the course for the entire year.** Success on the AP exam may result in the student earning college credit.

**Current Events  
SOC33**

**0.5 Credit**

**Grade: 9-12  
One Semester**

Students will be challenged to examine the events, issues and personalities that are part of the national and international news. These events and associated issues will be studied from a historic, political, economic, cultural, legal, and geographic perspective. Class assignments will center on weekly newspaper and periodical articles. Documentaries, news reports, investigative photojournalism, and occasional pertinent television series episodes will supplement the curriculum. Class discussion, written assignments, daily reading, map work, and visual projects make the course unique in approach, but very demanding.

## SPECIAL SERVICES CURRICULUM

Courses	Credit	Year	Prerequisites
Adaptive P.E.	1.0	9-12	
Personal Living Skills	1.0	9-12	
SC English	1.0	9-12	
Reading Mastery	1.0	9-12	
English I	1.0	9	
English II	1.0	10	
English III	1.0	11	
English IV	1.0	12	
World Studies	1.0	9-12	
American History	1.0	10	
Federal Government	0.5	11	
Consumer Economics	0.5	11	
Health Education	0.5	10	
Life Science / Biology	1.0	9-10	
SC Math	1.0	9-12	
Math I	1.0	9-12	
Math II	1.0	9-12	
Math III	1.0	9-12	
Math IV	1.0	9-12	
Vocational Readiness I	0.5/1.0	9-12	
Vocational Readiness II	0.5/1.0	9-12	
Secondary Transition Experience Program (S.T.E.P.) (OJT)	0.5/1.0	11-12	
Job Skills I/II	1.0	9-12	
Social Skills	0.5/1.0	9-12	
Functional Math	1.0	9-12	
Functional PE	1.0	9-12	
Functional Reading	1.0	9-12	
Functional Health	1.0	9-12	
Resource	0.5/1.0	9-12	

### Multi-Categorical Program

The Special Services Department at Rock Island High School provides an educational program for students who are classified for the following program areas: Autism, Deaf-Blindness, Deafness, Emotional Disturbance, Hearing Impairment, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Speech/Language Impairment, Traumatic Brain Injury, and Visual Impairment. These students have one or a combination of emotional, social, intellectual, perceptual, or physical difficulties, which make it difficult for them to succeed in the mainstream high school program. Student placement into the program follows a logical and consistent format prescribed by federal, state, and district policies and procedures.

Students are referred to the program by parents, outside agencies, counselors, teachers, administrators, and other interested persons. All referrals are channeled through the Building Intervention Team and the Special Education Department Case Manager. A multi-disciplinary team determines eligibility for special education programming and/or related services, and if eligible, an Individual Education Plan (IEP) is written before a student is placed into the program. Annual meetings are held to determine the next year's placement and program services for each student. Multi-categorical special education classes and regular education classes are chosen based on each student's individual needs.





<b>English III</b> <b>SE105 – Semester 1</b> <b>SE106 – Semester 2</b>	<b>1.0 Credit</b>	<b>Grade: 11</b> <b>Year Course</b>
The purpose of this course is to provide a curriculum adjusted to the individual needs of the students reading below grade level. The course is designed so as to improve and maintain the reading, listening, spelling, writing, and vocabulary skills of special education students in the eleventh grade.		
<b>English IV</b> <b>SE109 – Semester 1</b> <b>SE110 – Semester 2</b>	<b>1.0 Credit</b>	<b>Grade: 12</b> <b>Year Course</b>
The purpose of this course is to provide a curriculum adjusted to the individual needs of the students reading below grade level. The course is designed so as to improve and maintain the reading, listening, and spelling, writing, and vocabulary skills of special education students in the twelfth grade.		
<b>World Studies</b> <b>SE23 – Semester 1</b> <b>SE24 – Semester 2</b>	<b>1.0 Credit</b>	<b>Grades: 9-12</b> <b>Year Course</b>
World Studies is a required course that focuses on major events and themes in the world from prehistory to the present. Students will consider the influence of geographic settings, cultural perspectives, economic systems, and various forms of government on human events from multiple regions and time periods. The course especially emphasizes the historical background of major problems in the world today.		
<b>US History (American History)</b> <b>SE119 – Semester 1</b> <b>SE120 – Semester 2</b>	<b>1.0 Credit</b>	<b>Grade: 11</b> <b>Year Course</b>
The American History course provides a brief investigation of world geography, world history, and its impact throughout the historical development of the United States from colonial days to present days America. Emphasis on the human side of history is presented through text notes, which explain the roles Americans have played and are playing in the building of our country. Units are developed so that the student is actively involved in the learning process with workbooks, homework, outside projects, reading participation, and classroom discussions.		
<b>US Government (Federal Government)</b> <b>SE 123</b>	<b>0.5 Credit</b>	<b>Grade: 11</b> <b>One Semester</b>
This course is designed to provide students with the principles and practices of our democratic system of government and to develop student interest in reading, thinking, and making informed decisions about our system of government. Emphasis is on having the student become a responsible citizen.		
<b>Consumer Economics</b> <b>SE121</b>	<b>0.5 Credit</b>	<b>Grade: 11</b> <b>One Semester</b>
This course is designed to enable students to understand economic concepts in a practical and meaningful way. Emphasis is on consumer problems and their solutions, wise consumer choices, and positive consumer planning in the area of budgeting, savings, insurance, and establishing good credit.		
<b>Health Education I</b> <b>SE127</b>	<b>0.5 Credit</b>	<b>Grade: 10</b> <b>One Semester</b>
Health is designed to provide the basics of wellness education to assist students in making informed living choices.		
<b>Life Science / Biology</b> <b>SE125 – Semester 1</b> <b>SE126 – Semester 2</b>	<b>1.0 Credit</b>	<b>Grades: 9-10</b> <b>Year Course</b>
This course is designed to give the special needs student an understanding of both general and specific biology concepts relevant to their lives. The students are presented the basic science concepts through classroom presentations, lecture and discussion, cooperative learning, laboratory activities, and video.		

**SC Math** **1.0 Credit** **Grades: 9-12**  
**SC3 – Semester 1** **Year Course**  
**SC4 – Semester 2**

Emphasis in this course is on the mastery of basic mathematical concepts including: basic addition, subtraction, multiplication facts, time and money, graphing, and basic measurement.

**Math I** **1.0 Credit** **Grade: 9-12**  
**SE107 – Semester 1** **Year Course**  
**SE108 – Semester 2**

Emphasis in this course is on the mastery of basic mathematical concepts including fractions, decimals, and percentages. Competency of basic skills is emphasized to attain a higher level of performance.

**Math II** **1.0 Credit** **Grade: 9-12**  
**SE111 – Semester 1** **Year Course**  
**SE112 – Semester 2**

The ultimate objective of this course is for the special needs student to use individual math reasoning in solving career and/or consumer problems. Lessons are introduced at the basic level of understanding with enrichment lessons at the average and comprehensive levels of understanding.

**Math III** **1.0 Credit** **Grades: 9 -12**  
**SE113 – Semester 1** **Year Course**  
**SE114 – Semester 2**

This course will provide students instruction in the foundational skills needed to understand concepts taught in first semester Integrated Math I in the general education setting. Skills will include Algebra, Geometry, Probability and Statistics as well as some Algebra II skills.

**Math IV** **1.0 Credit** **Grades: 9-12**  
**SE115 – Semester 1** **Year Course**  
**SE116 – Semester 2**

This course will provide students instruction in the foundational skills needed to understand concepts taught in second semester Integrated Math I in the general education setting. Skills will include Algebra, Geometry, Probability and Statistics as well as some Algebra II skills.

**Vocational Readiness** **0 .5 or 1.0 Credit** **Grade: 9**  
**SE141 – Semester 1** **Year Course**  
**SE142 – Semester 2**

This class is project based with functional work skills emphasized in every unit. The work class emphasizes following directions, time on task, project development, work skills development and community involvement. Functional reading, English and math skills are incorporated into every lesson. Students are encouraged to explore different types of employment to assist in career choice. Each project is designed to teach a specific skill such as measurement, use of small tools, painting, cleaning etc.

**Secondary Transition Experience Program (S.T.E.P.)**      **1.0 Credit**      **Grades: 10-11**  
**SE151 - STEP Semester 1**      **Year Course**  
**SE152 - STEP Semester 2**

**On The Job Training (OJT)**      **Varied Credit**      **Grades: 11-12**  
**SE153 - OJT5 Semester 1**      **SE162 - OJT6 Semester 2**  
**SE154 - OJT5 Semester 2**      **SE163 - OJT7 Semester 1**  
**SE155 - OJT5-6 Semester 1**      **SE164 - OJT7 Semester 2**  
**SE156 - OJT5-6 Semester 2**      **SE165 - OJT3 Semester 1**  
**SE157 - OJT5-7 Semester 1**      **SE166 - OJT3 Semester 2**  
**SE158 - OJT5-7 Semester 2**      **SE167 - OJT4 Semester 1**  
**SE159 - OJT6-7 Semester 1**      **SE168 - OJT4 Semester 2**  
**SE160 - OJT6-7 Semester 2**      **SE169 - OJT 4-6 Semester 1**  
**SE161 - OJT6 Semester 1**  
**SE170 - OJT 4-6 Semester 2**

This program prepares the special student to take his/her place in the working community. It assists the students in bridging the gap between the school, the community, and the world of work through related classroom instruction, in-school experience, and community work experience. Placements are geared to meet the needs and abilities of the individual student.

**JOB SKILLS I/II**      **1.0 Credit**      **Grade: 9-12**  
**CD021/022 - Semester 1**      **Year Course**  
**CD023/024 - Semester 2**

This class is project based with functional work skills emphasized in every unit. The Job Skills class emphasizes following directions, time on task, project development, work skills development and community involvement. Functional reading, English and math skills are incorporated into every lesson. Students are encouraged to explore different types of employment to assist in career choice. Each project is designed to teach a specific skill such as measurement, use of small tools, painting, cleaning etc. The class participates in community based training 2-3 times per month using public transportation. The Job Skills class and the Social Skills class are responsible for preparing food and serving teachers breakfast at the Rock Star Café every Friday. Students are registered for Job Skills I & II at the same time.

**Social Skills**      **0.5 or 1.0 Credit**      **Grades: 9-12**  
**CD033 – Semester 1**  
**CD034 – Semester 2**

Students develop communication skills that will help them be successful in the work place and in adult social relationships. Students are encouraged to develop appropriate conversational skills while working in a small group setting. Students learn to follow written and verbal directions as they apply to specific projects. Many times the Job Skills class and Social Skills class are taken back to back to allow for community training.

**Functional Math**      **1.0 Credit**      **Grades 9-12**  
**CD011 – Semester 1**      **Year Course**  
**CD012 – Semester 2**

All skills are taught in relationship to what students will need to know in the real world. Skills are concentrated in the areas of money skills, time and measurement. Skills are taught in real life activities and in the community.

**Functional Reading**      **1.0 Credit**      **Grades: 9-12**  
**CD001 – Semester 1**      **Year Course**  
**CD002 – Semester 2**

This is a life skills class designed to help students learn the necessary skills to be successful in today's world. This class will teach students how to read a menu, safety signs, and the importance of being able to complete forms.

**Functional Health**  
**CD041 – Semester 1**  
**CD042 – Semester 2**

**1.0 Credit**

**Grades: 9-12**  
**Year Course**

This is a life skills class designed to help students learn skills to be successful in today's world and will show them how to use these skills in their daily life. The skills include learning how to balance a menu, personal hygiene skills, and the benefits of exercise.

**Resource**  
**AE399 – Semester 1**  
**AE400 – Semester 2**

**0.5/1.0 Credit**

**Grades: 9-12**  
**Semester Course**

The resource class is designed for development of essential skills necessary for academic success and to provide academic support for classes the student is taking. Assistance includes, but is not limited to, instructional support to complete grade-level assignments, test taking strategies, test taking assistance, organizational skills, development and writing of research papers, and reading and math strategies. The resource teacher will collaborate with the student's teachers regarding possible accommodations and/or modifications that may be necessary or are required for student success. This is a pass/fail course.

## TECHNICAL & CAREER EDUCATION CURRICULUM

Courses	Credit	Year	Prerequisites	Weighted/Dual
iJAG I	1.0	9	Recommendation of counselor and interview with instructor	No
iJAG II	1.0	10	Successful completion of Intro to iJAG	No
iJAG III	1.0	11	Interview	No
iJAG IV	1.0	12	Interview	No
Shielded Metal Arc Welding	1.0	11-12		Dual
Occupational Welding	2.0	11-12	Shielded Metal Arc Welding	Dual
Basic Precision Measurement-BHC Dual Credit	0.5	11-12	Enrollment in Welding Program	Dual
Essentials Of Technical Math-BHC Dual Credit	1.0	12	Enrollment in Welding Program	Dual
Computer Aided Design I	1.0	10-12	None	
Computer Aided Design II	1.0	11-12	Computer Aided Design I	
Graphic Design I	1.0	10-12	Art Forms	
Graphic Design II	1.0	11-12	Graphic Design I	
Occupational Health	2.0	11-12	Biology I and Anatomy & Physiology	Dual
Medical Terminology	0.5	11-12	90 or higher on Accuplacer Reading Test	Dual

### **iJAG I**

**1.0 Credit**

**Grades: 9**

**VOC9A - Semester 1**

**Year Course**

**VOC9B - Semester 2**

**Prerequisite: Recommendation of counselor and interview with instructor**

This career exploration and preparation program provides an educational hands-on approach in exploring personal strengths and weaknesses. Students will work to build strengths in academic areas, time management, learn about personality and temperament, understand communication models for personal and career use; identify values and understand the relationship between personal actions and consequences that follow. Students will make connections to their career interests, abilities and aptitudes by determining their education and career goals. Students will be able to demonstrate core competency attainment. All students are expected to participate in the student led Career Association. The program format involves individual assignments, team building activities/projects, academic remediation, service learning and guest speakers. Field trips may be included. An interview with the instructor will be held prior to admittance to the course.

### **iJAG II**

**1.0 Credit**

**Grades: 10**

**VOC1A - Semester 1**

**Year Course**

**VOC1B - Semester 2**

**Prerequisite: Recommendation of counselor and interview with instructor**

This career exploration and preparation program is a continuation of iJAG I. Students will continue to build upon foundations established, continue to expand and explore personal career interests and determine goals for future career plans. An interview with the instructor will be held prior to admittance to the course.

**iJAG III** **1.0 Credit** **Grades: 11-12**  
**VOC83 - Semester 1** **Year Course**  
**VOC84 - Semester 2**

**Prerequisite: Recommendation of counselor and interview with instructor**

This career exploration and preparation program provides an educational hands-on approach in exploring personal strengths and weaknesses. Students will work to build strengths in academic areas, time management, learn about personality and temperament, understand communication models for personal and career use, and identify values and understand the relationship between personal actions and consequences that follow. Students will make connections to their career interests, abilities and aptitudes by determining their education and career goals. Students will be able to demonstrate core competency attainment. All students are expected to participate in the student led Career Association. The program format involves individual assignments, team building activities/projects, academic remediation, service learning and guest speakers. Fieldtrips may be included. An interview with the instructor will be held prior to admittance to the course.

**iJAG IV** **1.0 Credit** **Grade: 12**  
**VOC87- Semester 1** **Year Course**  
**VOC88 - Semester 2**

**Prerequisite: Recommendation of counselor and interview with instructor**

iJAG IV offers an advanced career preparation program that provides an educational, hands-on approach in employability/job attainment skills (resumes, cover letters, job applications, interviewing, etc.) and work place survival skills. Students will continue their own self-study on career options, with emphasis on planning of life after high school graduation. This format involves individual assignments, team activities/projects, academic remediation, service learning and guest speakers. Field trips may be included. All students will be expected to complete a job shadow and participate in the student led Career Association.

**Graphic Design I** **1.0 Credit** **Grades: 10-12**  
**VOC19 - Semester 1** **Year Course**  
**VOC20 - Semester 2**

**Prerequisite: Art Forms**

This course is the first year of a two-year program which teaches the principles of layout and graphic design. Students will expand their design skills by developing their artwork, photographs, and graphics by using computer programs in the Adobe CS3 suite. The first semester will focus on learning and applying Adobe Photoshop, Adobe Illustrator, and Adobe Indesign. Basics of digital photography will be applied to their final designs. Second semester will concentrate on package designing in Photoshop and introduction of Adobe Flash Animator.

**Graphic Design II** **1.0 Credit** **Grades: 11-12**  
**VOC21 - Semester 1** **Year Course**  
**VOC22 - Semester 2**

**Prerequisite: Graphic Design I**

This course expands the student's ability learned in the first year of Graphic Design I. Students will apply advanced techniques in Adobe CS3 suite. First semester will focus on print publications, applying their graphic design skills in Adobe Photoshop, Adobe Illustrator, and Adobe Indesign. Second semester will incorporate video production and basic animation using Adobe Premier Pro and Adobe Flash CS3 Professional. Digital video photography will be applied to final design as a final portfolio will be required.

**Computer Aided Design I** **1.0 Credit** **Grades: 10-12**  
**VOC13 - Semester 1** **Year Course**  
**VOC14 - Semester 2**

This course will introduce students to the basics of Computer Aided Design using 3-dimensional modeling software that is used in today's manufacturing industry. In the first semester, students will learn the functions of the program, including the sketch entities and features. In second semester, students will learn how to assemble parts and display them in a drawing.

**Shielded Metal Arc Welding**  
**BHC Dual Credit**  
**BHC1 – Semester 1**  
**BHC2 – Semester 2**

**1.0 Credit**

**Grades: 11-12**  
**Year Course**  
**6 BHC Credits**

Students will learn basic Shielded Metal Arc welding skills and safety around a welding shop. There will be a concentration on flat, horizontal, and vertical positions and butt, lap and corner joints. This is a dual credit class with Black Hawk College. Students will be required to provide their own welding gloves, safety glasses and pay a registration fee to Black Hawk College. Tuition and fees are the responsibility of the student and his/her family.

**Occupational Welding**  
**BHC Dual Credit**  
**BHC13 – Semester 1**  
**BHC14 – Semester 2**

**2.0 Credits**

**Grades: 11-12**  
**Year Course (2 Periods)**  
**8 BHC Credits**

**Prerequisite: Shielded Metal Arc Welding**

In this course, students will continue working with Shielded Metal Arc welding and learn the basics of MIG welding, TIG welding, and Oxy-Acetylene cutting. Metal working procedures such as cutting, bending, drilling, forming and identifying various types of metal will also be included and safety will be emphasized. A project will be required. This is a dual credit class with Black Hawk College. Students will be required to provide their own welding gloves, safety glasses and pay a registration fee to Black Hawk College. Tuition and fees are the responsibility of the student and his/her family.

**Basic Precision Measurement**  
**BHC Dual Credit**  
**BHC7**

**0.5 Credit**

**Grades: 11-12**  
**One Semester**  
**2 BHC Credits**

**Prerequisite: Enrolled in the Welding Program**

Measuring techniques required for machine operations in industry.

**Course Objectives:**

Upon completing this course, students should be able to:

- Measure parts using vernier calipers
- Measure parts using micrometers
- Measure and layout parts using scales
- Measure and layout parts using a combination square
- Evaluate part dimension according to blueprint dimensions and tolerances

This course, taken along with Essentials of Technical Math, will allow welding students to receive certification in welding. This course is intended for students enrolled in the welding program and students must be either junior or senior status. Tuition and fees are the responsibility of the student and his/her family.

**Essentials of Technical Math**  
**BHC Dual Credit**  
**BHC9 – Semester 1**  
**BHC10 – Semester 2**

**1.0 Credit**

**Grade: 12**  
**Year Course**  
**5 BHC Credits**

**Prerequisite: Enrolled in the Welding Program**

This course includes a thorough review of arithmetic, an in-depth study of plane geometry concepts, an introduction to the metric system, and an introduction to trigonometry.

**Course Objectives:**

Upon completing this course, students should be able to:

- Perform arithmetic operations with real numbers including scientific notation.
- Perform arithmetic operations to evaluate algebraic expressions and formulas.
- Convert between metric and English units of measurement.
- Solve problems in technology using elementary geometric terms, concepts, and formulas.
- Solve problems in technology using right angle and oblique trigonometry

All problem solving will be done with and without the use of a graphing calculator. This course is intended for students enrolled in the welding program and students must be either junior or senior status. Tuition and fees are the responsibility of the student and his/her family.

**Occupational Health**  
**BHC Dual Credit**  
**BHC15 – Semester 1**  
**BHC16 – Semester 2**

**2.0 Credits**

**Grades 11-12**  
**Year Course (2 Periods)**  
**8 BHC Credits**

**Prerequisites: Biology I and Anatomy & Physiology (can be taken concurrently), 2.5 GPA and application signed by counselor**

This is a yearlong course designed to prepare the student to become a Nursing Assistant. Students will attain the knowledge and understanding of the skills to function as a responsible member of the health team. This course includes theory, laboratory practice, and clinical experience. The focus of the 40 hour clinical rotation will be caring for patients in a long term care facility. With successful completion the student will be able to take a state exam to become a Certified Nursing Assistant. It is a dual credit course with Black Hawk College. (\$15 per credit hour) If at the semester the student does not have a C- or higher, he/she will not be able to continue enrollment in the class. Students must obtain a "C" both semesters and complete 40 clinical hours to earn college credit. Clinical days will vary. Students must have good attendance. Additional costs may be associated with this course of study. Information regarding fees and course requirements are available through the instructor. Tuition and fees are the responsibility of the student and his/her family.

**Medical Terminology**  
**BHC Dual Credit**  
**BHC11 – Semester 1**  
**BHC12 – Semester 2**

**0.5 Credit**

**Grades: 11-12**  
**One Semester**  
**3 BHC Credits**

**Prerequisites: 90 or higher on Accuplacer Reading Test**

This course presents the principles of medical word construction through identification of root words, prefixes, suffixes, combining forms, and methods of building medical terms. Emphasis is placed on correct medical word spelling, pronunciation and definition, while introducing terminology specific to various body systems. The course is intended to prepare students to classify medical information for use in a variety of health care professions. This is a Dual Credit class with Black Hawk College earning 3 cr. hrs. It is a Semester class at Rock Island High School earning .5 cr. hrs. Tuition and fees are the responsibility of the student and his/her family.





**French III - German III - Spanish III**  
F/L17            F/L27            F/L05  
F/L18            F/L28            F/L06

**1.0 Credit**

**Grades: 11-12**  
**Year Courses**

**Prerequisite: French II/German II/Spanish II**

**Recommendations: Grade of C- or higher in second year French, German, or Spanish is highly recommended**

Emphasis is placed on reading comprehension with continued attention to conversational written skills. The course provides a thorough review of grammar. It offers more insights into the culture of the people and their history, literature, art and music.

**French IV - German IV - Spanish IV**  
F/L19            F/L29            F/L07  
F/L20            F/L30            F/L08

**1.0 Credit**

**Grade: 12**  
**Year Courses**  
**5.0 Weighted Credit**

**Prerequisite: French III/German III/Spanish III**

**Recommendations: Grade of C- or higher in third year French, German, or Spanish is highly recommended**

Emphasis is placed on oral communication skills, composition, reading short novels in the target language, and the projects using the target language. Grammar and structure are reviewed, and the study of culture and civilization continues.

## ACC CAREER CENTER CURRICULUM

### AVAILABLE TO JUNIORS AND SENIORS

<b>Auto Body I</b> Prerequisite: None	<b>2.0 Credits</b>	<b>Grades: 11 – 12</b> <b>Year Course (3 Periods)</b>
<b>Auto Body II</b> Prerequisite: Auto Body I	<b>2.0 Credits</b>	<b>Grades: 12</b> <b>Year Course (3 Periods)</b>
<b>Auto Mechanics I</b> Prerequisite: None	<b>2.0 Credits</b>	<b>Grades: 11 – 12</b> <b>Year Course (3 Periods)</b>
<b>Auto Mechanics II</b> Prerequisite: Auto Mechanics I	<b>2.0 Credits</b>	<b>Grade: 12</b> <b>Year Course (3 Periods)</b>
<b>Barbering and Hairstyling</b> Prerequisite: None	<b>2.0 Credits</b>	<b>Grades: 11 – 12</b> <b>Year Course (3 Periods)</b>
<b>Building Trades I</b> Prerequisite: None	<b>2.0 Credits</b>	<b>Grades: 11 – 12</b> <b>Year Course (3 Periods)</b>
<b>Building Trades II</b> Prerequisite: Building Trades I	<b>2.0 Credits</b>	<b>Grade: 12</b> <b>Year Course (3 Periods)</b>
<b>Cosmetology</b> Prerequisite: Provide Transportation	<b>2.0 Credits</b>	<b>Grades: 11 – 12</b> <b>Year Course (3 Periods)</b>
<b>Fire Science and Firefighting I</b> Prerequisite: None	<b>2.0 Credits</b>	<b>Grades: 11 – 12</b> <b>Year Course (3 Periods)</b>
<b>Fire Science and Firefighting II</b> Prerequisite: Fire Science and Firefighting I	<b>2.0 Credits</b>	<b>Grade: 12</b> <b>Year Course (3 Periods)</b>
<b>Law Enforcement and Public Safety I</b> Prerequisite: None	<b>2.0 Credits</b>	<b>Grades: 11 – 12</b> <b>Year Course (3 Periods)</b>
<b>Law Enforcement and Public Safety II</b> Prerequisite: Law Enforcement and Public Safety I	<b>2.0 Credits</b>	<b>Grade: 12</b> <b>Year Course (3 Periods)</b>
<b>Manufacturing Technology I</b> Prerequisite: Screening Committee	<b>2.0 Credits</b>	<b>Grades: 11 – 12</b> <b>Year Course (3 Periods)</b>
<b>Manufacturing Technology II</b> Prerequisite: Manufacturing Technology I	<b>2.0 Credits</b>	<b>Grade: 12</b> <b>Year Course (3 Periods)</b>
<b>Woodworking Trades I</b> Prerequisite: None	<b>2.0 Credits</b>	<b>Grades: 11 – 12</b> <b>Year Course (3 Periods)</b>
<b>Woodworking Trades II</b> Prerequisite: Woodworking Trades I	<b>2.0 Credits</b>	<b>Grade: 12</b> <b>Year Course (3 Periods)</b>

# Division I Initial-Eligibility Requirements

[www.eligibilitycenter.org](http://www.eligibilitycenter.org)

## What is the NCAA Eligibility Center?

The NCAA Eligibility Center certifies the academic and amateur credentials of all college-bound student athletes who wish to compete in NCAA Division I or II athletics.

Initial-eligibility standards for NCAA Division I college-bound student-athletes are changing.

**College-bound student-athletes first enrolling at an NCAA Division I school on or after August 1, 2016, will need to meet the following academic rules to practice, compete and receive athletics scholarships during their first year.**

### Full Qualifier Academic Redshirt

- Complete 16 core courses:
- Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school
- Seven of the 10 core courses must be in English, math, or science
- Complete 16 core courses
- Earn a core-course GPA of at least 2.300 · Earn a core-course GPA of at least 2.000
- Earn the ACT/SAT score matching your core course GPA on the Division I sliding scale
- Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale
- Graduate high school

**Full Qualifier:** College-bound student-athletes may practice, compete and receive athletics scholarship during their first year of enrollment at an NCAA Division I school.

**Academic Redshirt:** College-bound student-athletes may receive athletics scholarships during their first year of enrollment and may practice during their first regular academic term but may NOT compete during their first year of enrollment.

**Nonqualifier:** College-bound student-athletes cannot practice, receive athletics scholarships or compete during their first year of enrollment at an NCAA Division I school.

1. A college-bound student-athlete completes nine core courses prior to the seventh semester of high school. However, he/she is an **academic redshirt** because only nine of the 10 required courses were completed before the seventh semester. He/she would be permitted to practice and receive scholarships, provided he/she presents 16 core courses and meets the minimum core-course GPA and test-score requirement at the time of graduation.

2. A college-bound student-athlete completes 16 core courses in the required coursework with a 2.300 core course GPA and a 79 sum ACT. The college-bound student-athlete is **full qualifier** under the new sliding scale because the minimum GPA requirement is 2.300 with an ACT sum score of at least 75.

3. A college-bound student-athlete completes 15 core courses with a 2.500 core-course GPA and an 820 SAT score (critical reading and math). The college-bound student-athlete is a **nonqualifier** because only 15 core courses were completed, not the required 16 core courses.

**For more information on registering with the Eligibility Center, contact your counselor or the Athletic Director.**