### Auburn High School

- **Principal:** Jenny Keffer

<table>
<thead>
<tr>
<th>COUNSELING STAFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dan Appino: Grades 10-12, Gifted Academy</td>
</tr>
<tr>
<td>Indira Betts: Grades 9-12, Health Academy</td>
</tr>
<tr>
<td>Paige Campbell: Grades 9-12, Production Academy</td>
</tr>
<tr>
<td>Christa Friend: Grades 9-12, Service Academy</td>
</tr>
<tr>
<td>Sara Haug: Grade 9, Gifted Academy &amp; CAPA Academy</td>
</tr>
<tr>
<td>Jamie Ryan: Grades 9-12, Business Academy</td>
</tr>
<tr>
<td>Tiffani Weatherly: Grades 10-12, CAPA Academy</td>
</tr>
</tbody>
</table>

### East High School

- **Principal:** Jim Parker

<table>
<thead>
<tr>
<th>COUNSELING STAFF (BY STUDENTS LAST NAME)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leshauda Ausler: P-Z, Health Academy &amp; Production Academy</td>
</tr>
<tr>
<td>Tyler Davis: A-R, Service Academy</td>
</tr>
<tr>
<td>Kris Hunt: A-O, Health Academy &amp; Production Academy</td>
</tr>
<tr>
<td>Alonzo Latimore: A-R, Business Academy</td>
</tr>
<tr>
<td>Katherine Plessner: A-O, Freshman Academy</td>
</tr>
<tr>
<td>Annquinetta Robinson: A-R, Service Academy</td>
</tr>
<tr>
<td>Erica Truitt: A-K, Production Academy, and Newcomers</td>
</tr>
<tr>
<td>Anthony Wilson: S-Z, Business Academy, P-Z, Freshman Academy &amp; S-Z, Service Academy</td>
</tr>
</tbody>
</table>

### Guilford High School

- **Principal:** Ronald (Gus) Carter

<table>
<thead>
<tr>
<th>COUNSELING STAFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melissa Dolan: Business Academy &amp; Production Academy</td>
</tr>
<tr>
<td>Jacqueline Grygiel: Service Academy &amp; Health Academy</td>
</tr>
<tr>
<td>Sara Nielsen: Production Academy &amp; Health Academy</td>
</tr>
<tr>
<td>Donna Pauley: Health Academy</td>
</tr>
<tr>
<td>Kristen Roberts: Freshman Academy &amp; Business Academy</td>
</tr>
<tr>
<td>Leslie Vining: Freshman Academy</td>
</tr>
</tbody>
</table>
**JEFFERSON HIGH SCHOOL**  
4145 Samuelson Road, Rockford, IL 61109  |  815-874-9536  |  **Principal:** Don Rundall

<table>
<thead>
<tr>
<th>COUNSELING STAFF</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Megan Chennell:</td>
<td>Grades 10-12,</td>
<td>Taci Juno:</td>
</tr>
<tr>
<td></td>
<td>Health Academy</td>
<td>Freshman Academy</td>
</tr>
<tr>
<td>Kristy Cummerlander:</td>
<td>Grades 10-12, Service Academy</td>
<td>Yenitze Reyes: Grades 10-12, Business Academy</td>
</tr>
<tr>
<td>Amy Cusimano:</td>
<td>Grades 10-12,</td>
<td>Elizabeth Ulrick: Freshman Academy</td>
</tr>
<tr>
<td></td>
<td>Production Academy</td>
<td></td>
</tr>
</tbody>
</table>

**ROOSEVELT COMMUNITY EDUCATION CENTER**  
978 Haskell Avenue, Rockford, IL 61103  |  815-966-3250  |  **Principal:** Morgan Gallagher

<table>
<thead>
<tr>
<th>COUNSELING STAFF</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennifer Carson:</td>
<td>Production Academy &amp; Business Academy</td>
<td></td>
</tr>
<tr>
<td>Scott Sevey:</td>
<td>Service Academy &amp; Health Academy</td>
<td></td>
</tr>
<tr>
<td>Stephine Winter:</td>
<td>Freshman Academy &amp; Sophomore Academy</td>
<td></td>
</tr>
</tbody>
</table>
# Table of Contents

What is a College & Career Academy? ................................................................. 1

Academy Pathways ................................................................................................. 3

**Business Academy (BAMIT)**

- Business & Entrepreneurship Pathway ............................................................... 4
- Graphic Design Pathway .................................................................................... 5
- Information Technology Pathway ........................................................................ 6
- Studio Arts Pathway ........................................................................................ 7

**Production Academy (EMITT)**

- Engineering Pathway .......................................................................................... 8
- Engineering Pathway Senior Semester ............................................................... 9
- Skilled Trades: Construction Pathway ............................................................... 10
- Skilled Trades: Industrial Tech Pathway ............................................................. 11
- Skilled Trades: Manufacturing Pathway .............................................................. 12
- Transportation Tech: Automotive Pathway ....................................................... 13

**Service Academy (HPS)**

- RU Education Pathway ...................................................................................... 14
- Public Safety Pathway ....................................................................................... 15

**Health Academy (HS)**

- Personal/Athletic Training Pathway ................................................................... 16
- Biomedical/Lab Science Pathway ........................................................................ 17
- Nursing/Pre-Med Pathway .................................................................................. 18

Graduation Options ................................................................................................. 19

Graduation Requirements ....................................................................................... 20

SAMPLE: Four Year High School Plan ................................................................. 21

Profile of a Graduate ............................................................................................... 22

Benchmarks ............................................................................................................. 23

Student Fees ............................................................................................................ 25

General Information ................................................................................................. 26

Health Services .......................................................................................................... 30

Co-Curricular Activities .......................................................................................... 33

NCAA Eligibility Overview ..................................................................................... 35

NCAA High School Timeline .................................................................................. 36

NCAA Division I Academic Requirements .......................................................... 37
# Table of Contents

- NCAA Division II Academic Requirements ............................................................... 39
- NCAA Quick Reference Guide .................................................................................. 41
- Bilingual Education Programs ................................................................................... 43
- Transitional Bilingual Education (TBE) Courses ......................................................... 44
- Transitional Program of Instruction (TPI) Courses ..................................................... 45
- English/Language Arts .............................................................................................. 46
- Math - Course Sequences ......................................................................................... 50
- Math Literacy ............................................................................................................. 51
- Math .......................................................................................................................... 52
- Science - Course Sequences ..................................................................................... 54
- Science ...................................................................................................................... 56
- Social Science ............................................................................................................ 59
- World Languages ...................................................................................................... 63
- Driver Education/ROTC ............................................................................................. 66
- PE/Health .................................................................................................................. 67
- Fine Arts - Visual Arts ............................................................................................... 69
- Fine Arts - Music ....................................................................................................... 72
- Fine Arts - Theatre Arts ............................................................................................. 75
- Early College Credit .................................................................................................. 77
- Rock Valley College Dual Credit .............................................................................. 79
- Career & Technical Education .................................................................................. 81
- Special Education ...................................................................................................... 88
- Roosevelt Community Education Center .................................................................. 90
- Creative and Performing Arts (CAPA) ....................................................................... 93
  - CAPA Dance Pathway ............................................................................................. 100
  - CAPA Media Production Pathway ......................................................................... 101
  - CAPA Vocal Music Performance Pathway .............................................................. 102
  - CAPA Instrumental Music Performance Pathway ................................................... 103
  - CAPA Studio Arts Pathway .................................................................................... 104
  - CAPA Technical Theatre Pathway .......................................................................... 105
  - CAPA Theatre Performing Arts Pathway ............................................................... 106
- Gifted Academy ......................................................................................................... 107
What is a College & Career Academy?

Academies are small learning communities that provide real-world experiences with local businesses and professionals, linking schoolwork and the workplace. Regular coursework is presented within the context of the academy’s focus. Academies provide small learning communities within each high school to help ensure that graduating students are better prepared for college and the workforce.

Choosing an Academy & Pathway

INCOMING FRESHMAN: IDENTIFY YOUR INTERESTS

Identifying your personal interests (hobbies and areas of study) will guide you to the best academy for you, making school and your future career motivating and enjoyable!
FRESHMAN: CHOOSE ACADEMY/COLLEGE & CAREER READINESS

All freshman take the College & Career Readiness course to learn more about each academy and solidify their pathway decision.

NOTE: if students wish to change academies, it is recommended this change take place during a student’s sophomore year. Students must speak with their counselor and principal.

SOPHOMORES: CHOOSE ACADEMY PATHWAY

When signing up for their sophomore courses students will pick a pathway.

Business Academy Pathways
- Business & Entrepreneurship
- Graphic Design
- Information Technology
- Studio Art

Production Academy Pathways
- Engineering
- Skilled Trades: Construction
- Skilled Trades: Industrial Technology
- Skilled Trades: Manufacturing
- Transportation Tech: Automotive

Health Academy Pathways
- Biomedical/Lab Sciences
- Nursing/Pre-Med
- Personal/Athletic Training

Service Academy Pathways
- Law & Public Safety
- Rockford University Education
Academy Pathways

All of our high school students benefit from small learning communities called Academies. Within the Academies, students can choose from career pathways that allow them to further explore career areas of interest. Each pathway is a three course sequence beginning in a student’s sophomore year that provides real-world experiences with local businesses and professionals, linking schoolwork and the workplace. Students learn math, science, English, and social science, but apply their academic learning to their chosen career pathway.

Many of our career pathways offer students opportunities like dual credit, articulated credit or industry certifications.

### Business Academy
- Business & Entrepreneurship
- Graphic Design
- Studio Art
- Information Technology

### Production Academy
- Engineering
- Manufacturing
- Skilled Trades
- Transportation Tech

### Service Academy
- Education
- Law & Public Safety

### Health Academy
- BioMedical/Lab Sciences
- Personal/Athletic Training
- Nursing/Pre-Med

**DEFINITION OF TERMS:**

**Articulated credit** allows high school students to receive college credit for technical courses they completed while in high school. The articulation process eliminates the need for duplication of courses at the college level.

**Dual credit** allows high school students to receive both college and high school credit. Dual credit courses can take place either in the high school or on a college campus.

**Industry certification** is earned through secondary and postsecondary career and technical education programs and courses giving students professional credentials to take into the workplace.

**Project Lead the Way (PLTW)** is a non-profit organization that develops STEM classes for middle and high schools. These courses are designed for students in select pathways in the Business, Production and Health Academies.

**Work-based learning experiences** are opportunities provided to students based on their pathway; such as job shadowing, career fairs, business site visits, university visits, etc. See page 24 for a list of work based learning experiences.

Course offerings are based at the discretion of each building based on sufficient student enrollment. For current course offerings, see your Academy counselor.

**CONTENT OF THIS PLANNING GUIDE IS SUBJECT TO CHANGE.**

FOR UPDATED INFORMATION, PLEASE VISIT OUR WEB PAGE AT [RPS205.COM](http://RPS205.COM)
BUSINESS & ENTREPRENEURSHIP PATHWAY

Planning, organizing, creating and directing business operations. Those who work in this field use a broad range of ideas to create business ventures and also use essential business content to take an idea from concept to implementation.

**9TH GRADE**

- College & Career Readiness

**10TH GRADE**

- Intro to Business & Tech Concepts

**11TH GRADE**

- Virtual Enterprise

**12TH GRADE**

- INCubator EDU

**Suggested Advanced Placement:** AP Statistics & AP Micro-economics

**Dual Credit:** TBD

**Industry Certificate:** TBD
Business Academy

GRAPHIC DESIGN PATHWAY

Creating visual concepts to communicate ideas that inspire, inform, or captivate consumers.

9TH GRADE
- College & Career Readiness

10TH GRADE
- Studio Art Foundations

11TH GRADE
- Graphic Design I
- or
- Graphic Design II*

12TH GRADE
- Graphic Design II
- or
- Graphic Design III
- or
- Media Production I
  (Jefferson Only)
- or
- Media Production II

Industry Certificate: Adobe Photoshop, Adobe Illustrator or Adobe Premiere Pro

*Note: Teacher determines if student can move to next level class. Students may choose to take Studio Art Foundations in 9th grade, in addition to College & Career Readiness, allowing them room to fulfill a four course sequence.
INFORMATION TECHNOLOGY PATHWAY

Designing, developing, applying, implementing, supporting or managing computer-based information systems.

9TH GRADE

College & Career Readiness

10TH GRADE

PLTW Computer Science Principles

11TH GRADE

PLTW Computer Science Applications

12TH GRADE

PLTW Cyber Security
or
CIS 102

Suggested Advanced Placement: AP Computer Science
Dual Credit: CIS 102: Intro to Computers and Information Systems
Industry Certificate: CompTIA; IC3; Net+; Security+
## STUDIO ARTS PATHWAY
Creating visual arts, painting, photography, printmaking, sculpture, film/video, and more.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>College &amp; Career Readiness*</td>
</tr>
<tr>
<td>10th</td>
<td>Studio Art Foundations</td>
</tr>
<tr>
<td>11th</td>
<td>2-D Studio Art I</td>
</tr>
<tr>
<td>12th</td>
<td>2-D Studio Art II</td>
</tr>
</tbody>
</table>

**Suggested Advanced Placement:** AP Studio Art: 2-D Design or AP Studio Art: Drawing

**Note:** Students may choose to take Studio Art Foundations in addition to College & Career Readiness in 9th grade. This would allow a student to take 2-D Studio Art I in 10th grade, 2-D Studio Art II in 11th grade and one of the Advanced Placement courses in 12th grade.
ENGINEERING PATHWAY

Designing, building, and maintaining structures, devices, systems, materials, and processes through a combination of scientific, economic, social, and practical knowledge and skills in order to solve problems to improve the world around us.

9TH GRADE

College & Career Readiness

10TH GRADE

PLTW Intro to Engineering Design

11TH GRADE

PLTW Principles of Engineering

12TH GRADE

PLTW Civil Engineering and Architecture* and/or MET 100

Suggested Advanced Placement: AP Stats/Physics

Dual Credit: MET 100: Intro to CAD and Print Reading

*Note: Some schools may offer PLTW Environmental Sustainability or PLTW Digital Technology instead of PLTW Civil Engineering and Architecture
## Production Academy

### Engineering Pathway (with RVC Senior Semester)

Students participating in the Engineering Pathway have the opportunity to enroll as a full time student during the second semester of their senior year. Eligible students will attend Rock Valley College tuition free* for the semester and will take the courses outlined below.

These courses reflect the opportunity for District students to explore the engineering (EGR) career pathway through Rock Valley College credit coursework. These courses would be taken in a cohort model in the second semester during a student’s senior year.

<table>
<thead>
<tr>
<th>EGR Cohort Model Coursework:</th>
</tr>
</thead>
<tbody>
<tr>
<td>STU 100</td>
</tr>
<tr>
<td>MTH 120</td>
</tr>
<tr>
<td>Government OR Econ</td>
</tr>
<tr>
<td>CIS 102</td>
</tr>
<tr>
<td>ENG 101</td>
</tr>
<tr>
<td>EGR 101</td>
</tr>
</tbody>
</table>

15 Credits Total

College and Career Readiness ⇒ PLTW Intro to Engineering Design ⇒ PLTW Principles of Engineering ⇒ PLTW Civil Engineering and Architecture / Senior Semester at RVC

20 students will be admitted to the program district wide for the 2020-2021 school year. Students interested in completing this senior semester must have met graduation requirements for math and be on track to graduate. Students must place into college-level reading, English, and mathematics. Placement can be met through appropriate ACT, SAT, or Accuplacer scores. See your counselor for more information.

*Does not include additional fees and textbooks. Does not include transportation to Rock Valley College.
CONSTRUCTION PATHWAY
(EAST & GUILFORD ONLY)
Installing, maintaining, and repairing buildings, equipment, machinery and electronics.

9TH GRADE
College & Career Readiness

10TH GRADE
Introduction to the Production Academy

11TH GRADE
Orientation to Construction

12TH GRADE
Construction I*

Industry Certification: OSHA 10

*Note: Students may choose to take Intro to Production in 9th grade, in addition to College & Career Readiness, allowing them room to fulfill a four course sequence.
Designing, building, and fabricating goods from raw materials through woodworking and metalworking.

**INDUSTRIAL TECH PATHWAY**

9th Grade
- College & Career Readiness

10th Grade
- Introduction to the Production Academy*

11th Grade
- Fabrication I

12th Grade
- Fabrication II

Industry Certification: OSHA 10, Fabricators and Manufacturers Association (FMA)

* Students are required to meet basic safety test prior to advancing to Fabrication I
MANUFACTURING PATHWAY  
(JEFFERSON ONLY)

Producing finished goods from raw materials, components, or parts using machinery and workers in order to meet customer expectations.

9TH GRADE: College & Career Readiness

10TH GRADE: Orientation to Manufacturing

11TH GRADE: Machine Tool Technology I

12TH GRADE: Machine Tool Technology II and/or MET 100

Industry Certification: Autodesk Certified User, National Incident Management Certification (NIMS), Skills USA, Manufacturing Skill Standards Council (MSSC)

Dual Credit: MET 100: Intro to CAD and Print Reading
TRANSPORTATION TECH: AUTOMOTIVE PATHWAY
(AUBURN & JEFFERSON ONLY)

Identifying, interpreting, diagnosing, and repairing of automotive systems.

9TH GRADE
College & Career Readiness

10TH GRADE
Orientation to Transportation

11TH GRADE
Transportation I

12TH GRADE
Transportation II

Industry Certification: Automotive Service Excellence, OSHA 10
Rockford Public Schools has partnered with Rockford University to recruit teachers and build a workforce from its own student body. The Rockford University Education Pathway begins in middle school and continues in high school with an education pathway. Students then enroll in a college degree program through Rockford University. The hope is to continue the program through teacher certification and employment with RPS 205. Then graduates can continue as RPS 205 teachers in a graduate program through Rockford University.

**9th Grade**
- College & Career Readiness

**10th Grade**
- Intro to Child Care Development
- or
- Psychology

**11th Grade**
- Education & Child Care Careers

**12th Grade**
- Intro to Teaching/Ed Psych*

**Industry Certification:** Child Development Associate (Early Childhood), Paraprofessional Cert

**Dual Credit:** Intro to Teaching/Ed Psych

*Note: Only students enrolled as seniors are eligible to receive college credit
PUBLIC SAFETY PATHWAY

Planning, managing and providing legal, public safety, protective services and homeland security, including professional and technical support services.

9TH GRADE
- College & Career Readiness

10TH GRADE
- Sociology

11TH GRADE
- CRM 101: Intro to Criminal Justice

12TH GRADE
- CRM 120: Criminal Investigation

Articulated Credit: CRM 101: Intro to Criminal Justice
Dual Credit: CRM 120: Criminal Investigation
PERSONAL/ATHLETIC TRAINING PATHWAY
Providing support and service to others to promote healthy living and a higher quality of life by providing education and experiences relating to fitness, nutrition, illness prevention, and recovery from injury or illness.

9th Grade
College & Career Readiness

10th Grade
Intro to Health Care Occs

11th Grade
Kinesiology I

12th Grade
Kinesiology II

Industry Certification: Personal Trainer Cert and First Aid
# BIOMEDICAL/LAB SCIENCES PATHWAY

Examine human physiology, human body systems, disease and medical interventions.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Course</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>College &amp; Career Readiness</td>
<td></td>
</tr>
<tr>
<td>10th</td>
<td>PLTW Intro to Biomedical Science</td>
<td></td>
</tr>
<tr>
<td>11th</td>
<td>PLTW Medical Body Systems</td>
<td></td>
</tr>
<tr>
<td>12th</td>
<td>PLTW BioMedical Innovations</td>
<td></td>
</tr>
</tbody>
</table>

**Suggested Advanced Placement:** AP Bio & AP Physics
Health Academy

NURSING/PRE-MED PATHWAY
Providing direct or indirect care for patients through medical treatment and services.

9TH GRADE
- College & Career Readiness

10TH GRADE
- Intro to Health Care Occs

11TH GRADE
- Medical Terminology OR HLT 110

12TH GRADE
- Medical Science OR BIO 103
- Anatomy & Physiology OR BIO 103

Industry Certification: CNA; EMR
Dual Credit: HLT 110: Medical Terminology; BIO 103: Intro to Life Science
Graduation Options

TRADITIONAL DIPLOMA

• To receive a traditional diploma at commencement, a student must meet all requirements at the time of graduation. Students not receiving diplomas are not permitted to participate in the commencement ceremony; exceptions include foreign exchange students and students receiving special education services (those continuing school until the day before the 22nd birthday).

• A Rockford Public Schools student transferring from one RPS high school to another during his or her senior year must complete the entire last semester of his or her senior year in the “new” school to receive a diploma issued from that building.

• Students transferring in to a RPS high school without a transcript from a North Central accredited agency must complete the entire two semesters prior to graduation at a RPS high school to receive a diploma from Rockford Public Schools.

• Graduation requirements for students receiving special education services are governed by Board of Education policy 8.13. During the student’s 9th grade annual review, the special education team must determine the student’s projected year of high school graduation and the plan the student will use to graduate: 1) standard district graduation plan; 2) modified district graduation plan or 3) alternative graduation plan as per the individualized educational program.

• Students who complete the graduation requirements during the summer (by August 1) following their graduating class will be issued a diploma dated June of that year. Students who fulfill requirements after the August 1 deadline will be issued a diploma dated June of the following year.

• Seniors are recognized for valedictory and salutatory distinctions as well as cum laude (3.50 – 3.7499), magna cum laude (GPA of 3.75 – 3.999) and summa cum laude (GPA of 4.0 or above) based upon the cumulative grade point average of eight semesters.

• Rockford Public Schools graduation ceremonies are formal ceremonies; students must adhere to dress and behavior codes. All fees must be paid, in full, by the established deadline to participate in the commencement ceremony.

EARLY GRADUATION

• A student planning to complete graduation requirements before eight semesters may apply for early graduation by submitting a written rationale and completing an early graduation plan prior to the requested graduation year. The application must be signed by the student’s parent or guardian, counselor and building principal before submitting to the superintendent for consideration. Eligible students must meet all credit and course requirements applicable to their four-year senior class. Early graduates will not be considered for distinctions of valedictorian, salutatorian, or top twenty-five students of the graduating class. The early graduate’s class rank remains at junior status. All early graduates will be included in senior activities.
# Graduation Requirements

<table>
<thead>
<tr>
<th>Academic Area</th>
<th>District 205 Graduation Requirements 2016-2020</th>
<th>District 205 Graduation Requirements Students beginning with the 2018-2019 year</th>
<th>Illinois State Board of Higher Education Requirements</th>
<th>Highly Selective Colleges and Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 years (8 credits)</td>
<td>4 years (8 credits)</td>
<td>4 years</td>
<td>4 years</td>
</tr>
<tr>
<td>Math</td>
<td>3 years (6 credits)</td>
<td>3 years (6 credits)</td>
<td>3 years Courses that include Algebra &amp; Geometry content</td>
<td>3-4 years</td>
</tr>
<tr>
<td></td>
<td>• Algebra</td>
<td>• Integrated Math 1</td>
<td></td>
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<tr>
<td></td>
<td>• Geometry</td>
<td>• Integrated Math 2</td>
<td></td>
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<td></td>
<td>• 1 year beyond Geometry</td>
<td>• Integrated Math 3</td>
<td></td>
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<td></td>
<td></td>
<td>3 years</td>
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<td></td>
<td></td>
<td>• Courses that include Algebra &amp; Geometry content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>3 years (6 credits)</td>
<td>3 years (6 credits)</td>
<td>2 years</td>
<td>4 years</td>
</tr>
<tr>
<td></td>
<td>• Biology</td>
<td>• Biology</td>
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<td></td>
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<tr>
<td></td>
<td>• A Physical Science</td>
<td>• Integrated Science 1 or Chemistry</td>
<td></td>
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<tr>
<td></td>
<td>• 1 additional year of Science</td>
<td>• Integrated Science 2 or Physics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>3 years (6 credits)</td>
<td>3 years (6 credits)</td>
<td>2 years</td>
<td>4 years</td>
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<tr>
<td></td>
<td>• World Geography or World History</td>
<td>• Global Studies</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• US History</td>
<td>• US History</td>
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<td></td>
<td>• American Government (s)</td>
<td>• American Government (s)</td>
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<td></td>
<td>• Economics (s)</td>
<td>• Economics (s)</td>
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<tr>
<td></td>
<td>• Pass Constitution Test</td>
<td>• Pass the Constitution Test</td>
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<td></td>
</tr>
<tr>
<td>PE/Health</td>
<td>PE - 3.5 years (7 credits)</td>
<td>PE - 3.5 years (7 credits)</td>
<td>1 Semester</td>
<td>Selective colleges and universities use a holistic approach to admissions. There is not a course formula that will ensure admission. Academic and non-academic factors are considered for college admission.</td>
</tr>
<tr>
<td></td>
<td>Health - .5 years (1 credit)</td>
<td>Health - .5 years (1 credit)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fine Arts, Foreign Language, CTE</td>
<td>2 year (4 credits)</td>
<td>2 year (4 credits)</td>
<td>1 Year</td>
<td></td>
</tr>
<tr>
<td>Other Electives</td>
<td>Electives to achieve total credits required by Board Policy</td>
<td>Electives to achieve total credits required by Board Policy</td>
<td>Varies</td>
<td></td>
</tr>
<tr>
<td>AP Course/ Dual Credit</td>
<td>At least one AP or Dual Credit Course in any subject area is strongly encouraged.</td>
<td>At least one AP or Dual Credit Course in any subject area is strongly encouraged</td>
<td>AP or Dual Credit Courses area strongly encouraged.</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48 Credits</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(s) Semester Course

## CLASSIFICATION BY GRADE LEVEL

Calculated at the beginning of each school year.

<table>
<thead>
<tr>
<th>1st year in 9th grade</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013 or later</td>
<td>0-11</td>
<td>12-23</td>
<td>24-35</td>
<td>36+</td>
</tr>
</tbody>
</table>
# SAMPLE: Four Year High School Plan

**ACADEMY CHOICE:** BUSINESS  **CAREER PATHWAY:** BUSINESS & ENTREPRENEURSHIP

<table>
<thead>
<tr>
<th>Grade</th>
<th>English/LA</th>
<th>Math</th>
<th>Science</th>
<th>Social Science</th>
<th>PE/Health</th>
<th>Pathway Electives</th>
<th>General Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4 Years (8 Credits)</td>
<td>3 Years (6 Credits)</td>
<td>3 Years (6 Credits)</td>
<td>3 Years (6 Credits)</td>
<td>4 Years (8 Credits)</td>
<td>3 Years (6 Credits)</td>
<td>2 Years (4 Credits)</td>
</tr>
<tr>
<td>9</td>
<td>English 9</td>
<td>Integrated Math 1</td>
<td>Biology</td>
<td>Global Studies</td>
<td>PE</td>
<td>College &amp; Career Readiness</td>
<td>Spanish 1</td>
</tr>
<tr>
<td>10</td>
<td>Honors English 10</td>
<td>Integrated Math 2</td>
<td>Chemistry</td>
<td>Intro to Acting/Intro to Tech Theatre</td>
<td>PE/Health</td>
<td>Intro to Business &amp; Tech Concepts</td>
<td>Spanish 2</td>
</tr>
<tr>
<td>11</td>
<td>AP English Language &amp; Composition</td>
<td>Integrated Math 3</td>
<td>Physics</td>
<td>AP US History</td>
<td>PE</td>
<td>Virtual Enterprise</td>
<td>Spanish 3</td>
</tr>
<tr>
<td>12</td>
<td>AP English Literature &amp; Composition</td>
<td>(this student has fulfilled the math graduation requirement and now has some flexibility in their schedule to take another math course or any elective)</td>
<td>(this student has fulfilled the science graduation requirement and now has some flexibility in their schedule to take another math course, science course or any elective)</td>
<td>Government/Economics</td>
<td>PE</td>
<td>INCubator EDU</td>
<td>Spanish 4</td>
</tr>
</tbody>
</table>
Rockford Public Schools envisions all students graduate College, Career and Life Ready. A graduate profile is a document that a school or district uses to specify the cognitive, personal and interpersonal competencies that students should have when they graduate. Our graduate profile identifies what we want all students to know and be able to do as a Rockford Public Schools graduate.

### College

- All students demonstrate growth and mastery

1. GPA of 2.8 and a postsecondary plan
2. One of the following academic indicators:
   - Dual credit
   - AP 3 or higher
   - Dev Ed math/reading completion
   - C or higher in Algebra 2/Integrated Math 3
   - OR
   - SAT Score 1080
   - ACT Score 22

### Career

- All students demonstrate successful transitions from Pre-K - postsecondary

1. 95% attendance
2. 95% of students will complete a three course sequence in their pathway
3. 95% of students will have four key career development experiences
4. 100% of students will have a co-curricular experience or work
5. 100% of students will have a capstone experience

### Life

- All students demonstrate self-efficacy, advocacy, responsibility and citizenship

1. Digital student profile
2. 100% of students will create a ten-year plan
3. 100% of students will have a community service experience
4. 100% of students will identify a trusted adult in their life
Maximizing the opportunity for each student to reach his or her potential is one of our organizational goals. Four key areas are nationally and statistically proven indicators of student achievement and success beyond high school: Literacy, Numeracy, College and Career Readiness, and Attainment.

We will measure these benchmarks annually, adjust curriculum and instruction as needed, and keep climbing toward student success for all.

**LITERACY**

The ability to read proficiently by the end of third grade is a critical benchmark that sets a child up for success in school and life.

**NUMERACY**

The ability to develop logical thinking and reasoning strategies in our daily lives is directly connected to our ability to confidently and effectively use mathematics.

**COLLEGE AND CAREER READINESS**

Academies help prepare our students for life after high school by using small learning communities, college and career prep curriculum, and partnerships with local businesses and organizations. All students in K-12 will develop a college and career readiness portfolio.

**ATTAINMENT**

Our vision is helping all of our students reach their academic and personal goals. Tracking key indicators from Pre-K-12th grade will help us keep our students on track for graduation.

100% of students graduate from high school

Grades 9-12: Students earn at least 12 credits per year and graduate in 4 years.

**KINDERGARTEN – GRADE 5**

- Can I demonstrate self-management skills to achieve school and life success?
- Can I demonstrate skills and ways to maintain positive relationships?
- Can I demonstrate decision-making skills and responsible behaviors in school and the community?

**GRADE 6 – WHERE DO I FIT IN?**

- Complete a middle school transition assessment
- Conduct a personal learning style/personality inventory

**GRADE 7 – WHAT ARE MY KEY RESPONSIBILITIES AS A MIDDLE AND HIGH SCHOOL STUDENT?**

- Identify appropriate school/workplace behaviors
- Explore Internet safety and responsibility

**GRADE 8 – HOW DO I PREPARE FOR HIGH SCHOOL?**

- Complete a personal interest/career cluster survey
- Complete framework for a ten year plan
- Attend and engage in a high school visit

**GRADE 9 – WHAT IS MY RPS ACADEMY AND PATHWAY?**

- Select an academy and pathway
- Attend and engage in the Academy Expo
- Attend a community college visit
GRADE 10 – WHAT IS MY PLAN FOR AFTER HIGH SCHOOL?
• Attend and engage in a business site visit
• Attend and engage in a university visit
• Revisit ten year plan

GRADE 11 – HOW DO I MARKET MYSELF?
• Engage in college admission standardized test preparation
• Compose a college essay/personal statement

GRADE 11 (CONTINUED)
• Attend and engage in a college fair
• Complete a job application
• Participate in a mock interview

GRADE 12 – WHAT IS MY NEXT STEP AFTER GRADUATION?
• Complete a college/post-secondary application
• Apply for financial aid/scholarships
• Complete a capstone course or Capstone experience
## Student Fees

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Fee</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Consumable Lab Fee                                                     $100.00</td>
<td>Includes all instructional supplies, materials, and workbooks for core courses (English, Science, Social Studies, Math &amp; P.E.), and lock fees.</td>
<td></td>
</tr>
<tr>
<td>*Textbook Deposit (refundable)                                          $25.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>**Athletic Admission Fee                                                $20.00</td>
<td>Allows attendance to District regular season athletic events.</td>
<td></td>
</tr>
<tr>
<td>**Parking Fee                                                           $60.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Athletic/Activity Participation Fee (per activity)                      $100.00</td>
<td>Required for all students participating in clubs with IHSA sanctioned events, pom and spirit squads.</td>
<td></td>
</tr>
<tr>
<td>Band/Orchestra/Chorus/Choir                                             $25.00</td>
<td>Includes instructional supplies, materials, and workbooks</td>
<td></td>
</tr>
<tr>
<td>Art/ CAPA Art                                                           $25.00</td>
<td>Includes instructional supplies, materials, and workbooks</td>
<td></td>
</tr>
<tr>
<td>Choral/Drama/CAPA Drama                                                 $25.00</td>
<td>Includes instructional supplies, materials, and workbooks</td>
<td></td>
</tr>
<tr>
<td>CAPA Graphic Design                                                     $25.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign Language                                                        $12.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career &amp; Technical Education                                            $5.00 - $45.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Driver Education (Behind the wheel)                                     $250.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Musical Instrument Rental                                               $60.00</td>
<td>Only required for students renting an instrument from the District</td>
<td></td>
</tr>
<tr>
<td>**Summer School Tuition                                                 $170.00</td>
<td>Out of district - $300.00</td>
<td></td>
</tr>
</tbody>
</table>
| **Night School Classes                                                  $170.00 | In District – $320 for 2 classes  
Out of District – $250 for 1 class/$425 for 2 classes |
| P.E.                                                                    | Varies per course |
| Lifeguard/water safety                                                  $35.00 |
| AP Exam                                                                 $94.00 | Fees may be reduced for students receiving free/reduced lunch assistance |
| Virtual Learning Courses                                                | Varies by course |
| ***Dual Enrollment Courses                                              | Varies by course | Students are responsible for all registration and student fees. Depending on the program, students may also be responsible for tuition and textbooks. |

The following fee schedule, as passed by the RPS 205 Board of Education, is subject to change

* Required Fees  
** Fees cannot be waived  
*** Dual Enrollment includes but is not limited to RVC Dual Credit, CEANCI: Advance Now and Regional programs.  
Tuition and fees for Dual Credit courses included in a three course pathway sequence is covered by RPS 205.
ADD-DROP POLICY

Each building’s master schedule and every student schedule is created based upon students’ course selections. Each student’s course selection impacts the master schedule for the next school year. Teacher allocations and the number of course sections offered are determined by student course selections. Therefore, when students make their course selections, it is understood that their schedules will reflect their selections and will not be changed.

COURSE CHANGES WILL ONLY BE CONSIDERED BASED ON THE FOLLOWING:

• Seat availability
  – Caps on class sizes exist per the REA collective bargaining agreement and OSHA regulations

• Lack of prerequisites
  – Student needs to earn credit in a lower level course

• Course credit earned
  – Student has earned credit after making course selection

• Data entry error
  – Student was assigned to an incorrect course

• Graduation requirements
  – See page 20

• College entrance requirements
  – Student must provide documentation from the college

• Inappropriate academic placement
  – In order to drop to a lower level, a student must provide evidence that an effort has been made to succeed in a particular class.
  – In order to move to a higher level, an agreement between the student and teacher must be reached.
  – Students are responsible for obtaining signatures and the proper routing of Academic Placement Change Form.

• Documented medical condition approved by Health Services Supervisor

• Administrative corrective strategy
  – The discipline code specifies that a code violation can result in a schedule change intervention.

IMPACT ON GRADES:

• The student’s current grade transfers to the new course.

• Changes made within the first 10 days of a semester can be made with no penalty.

• Changes requested after 10 days and before 25 days will result in a W (withdrawal) recorded on the transcript for the dropped course. This will not have a negative impact on the GPA and no credit will be awarded.

• Changes requested after 25 days will result in a WF (withdrawal-fail) recorded on the transcript for the dropped course. This will translate as an “F” in the calculation of the GPA and no credit will be awarded.

• Changes requested due to a documented medical condition, approved by the Health Services Supervisor, will result in a WM (withdrawal-medical) for the dropped course. This will not have a negative impact on the GPA and no credit will be awarded.

The master schedule is developed by the selections students make. Once the master schedule is finalized for a school, it will not be possible to make any adjustments to student course requests.

• Once the master schedule has been established, first semester AND second semester there will be no schedule changes.

• Every student is required to attend school per School Board policy.

• Students enrolled in a specialty program (Sign Language, JROTC, Gifted, CAPA courses) are required to adhere to the specific program requirements and the courses of study. Failure to meet the program requirements will result in an immediate transfer to the high school located in the student’s residential zone.
General Information

RETAIKING A FAILED CORE COURSE

Students shall be given one additional opportunity to retake failed core courses that are required for graduation. Students may retake failed core courses as current allocations allow at the student’s serving school. Seniors will be given first priority. Students who fail required courses shall receive counseling to explore all appropriate options to recover failed credits. All subsequent attempts to receive credit for the course will be at the student’s expense through night school, summer school, or virtual learning courses.

NIGHT SCHOOL HIGH

Rockford Public Schools offers an evening high school program at Roosevelt Community Education Center where students may retake failed courses required for graduation. Students may enroll in one or two courses each semester. School principal approval is required for registration. Night school is a tuition-based program. Course availability is subject to enrollment.

SUMMER SCHOOL

Summer School is a tuition-based program that offers students the opportunity to complete new or recovery courses. Course offerings are limited to those required for graduation. Students may enroll in one or two courses each summer. A list of course offerings will be available in the spring.

CORRESPONDENCE AND VIRTUAL LEARNING COURSES

Correspondence and Virtual Learning Courses may be taken for credit recovery, core course overflow or elective courses. Students may be allowed to take virtual classes from an accredited institution with the approval of the student’s counselor and principal prior to enrollment in the course. The student’s counselor and principal must approve courses prior to enrollment. Students are responsible for all charges including fees and proctoring costs.

FINAL EXAMINATIONS

Final examinations are given in all subject areas. Dates and times are announced several weeks prior to the end of each semester. The final examination may count up to 20% of the semester grade.

TESTING AND ASSESSMENT SCHEDULE

As part of the Rockford School District’s overall assessment program, all students participate in the SAT Suite at grades 9, 10, and 11. The SAT Suite provides consistent feedback across assessments to help students stay on course and supports teachers as they adjust their instruction for students who are either ahead or behind. In 10th grade, the NMSQT may qualify students as National Merit Scholars. TBE and TPI students may also participate in the ACCESS assessment.

For more information on the SAT Suite, please visit: collegereadiness.collegeboard.org/about

HONOR ROLL

To qualify for Honor Roll, students must have a GPA of 3.0 for at least five classes and have no failing grades.

NATIONAL HONOR SOCIETY

The purpose of the National Honor Society is to recognize and reward enthusiasm for scholarship, development of character, promotion of leadership, and rendering of service for students of secondary schools. Membership is a prestigious honor bestowed upon a student. Candidates will be invited to apply if they meet the criteria of the organization including having a cumulative grade point average of 3.250 and exhibiting outstanding character, leadership, and service as well as scholarship. Candidates complete a student activity information form. Any faculty member may offer input. Candidates receiving a majority vote of the faculty and/or appointed faculty representative committee are inducted into the N.H.S.
ACADEMIC COURSES/ HONORS COURSES

Academic Courses: Academic courses (English, Math, Science, Social Sciences) are designed to prepare students for success in college and career opportunities after high school. Students in these courses receive curriculum aligned to Illinois State Standards. Students who show high levels of success may be able to move to an Honors/Advanced course level in the future.

Honors/Advanced: Honors/Advanced courses are designed to allow students to participate in college-level experiences during high school. Students in Honors/Advanced courses receive the core curriculum with additional rigor and extra opportunities for enrichment. Course rigor is ensured by applying an Honors rubric or College Board guidelines to course curricula. Honors courses traditionally lead into an Advanced Placement course.

WORK PERMITS

Work permit forms are available in the Counseling Office or Main Office. Students under 16 must have a 2.0 grade point average to apply.

POST-SECONDARY PLANNING

Requirements for college admissions vary from school to school. In addition to specific course requirements, colleges consider high school grades and college admission test scores (American College Test or Scholastic Aptitude Test). Many colleges are especially concerned about the student’s senior year. Therefore, seniors should be sure to plan a challenging program for their final year in high school. To learn the admission requirements of a particular school, students should work with their school counselor or check the current college website for accurate information about courses, grades, rank, and recommendation requirements. The personal recommendation required by some colleges includes input from school personnel on such characteristics as ability, motivation, and responsibility. It also may include a statement about participation and leadership in extracurricular activities. One of the most heavily weighed areas of consideration in the college admission process is the rigor of the student’s high school academic record. Close scrutiny is given in assessing if the student took the most challenging courses possible. Colleges place emphasis on the high school grades which a student has earned because these grades are the best predictors of success in college.

FINANCIAL AID AND SCHOLARSHIPS

We encourage families to work with our staff to thoroughly explore all financial aid and scholarship opportunities available. Financial Aid Information Sessions are planned throughout the school year. Families are strongly encouraged to attend.

POST-SECONDARY REPRESENTATIVES

Each year admissions representatives from colleges, universities, trade schools, business schools, the military, and various community organizations visit School Counseling Offices to meet with students and present opportunities that are available to students after high school. A calendar of all such visits is posted in or near each School Counseling Office. Students are encouraged to make appointments with representatives to explore post high school options. Please note: teacher permission is required in order to attend appointments during class time.
COUNSELING SERVICES

The Rockford School District’s Counseling Program supports teaching and learning by assuring that all students achieve academic success and develop life skills through the acquisition of academic, career, and personal/social competencies, which will prepare them to be contributing members of a diverse and ever-changing society. The Rockford High School Counseling Program is based on the National Standards for School Counseling Programs and the American School Counselor Association (ASCA) National Model.

Credentialed school counselors provide comprehensive school counseling programs that incorporate prevention and intervention activities through school-wide assemblies and activities, classroom lessons, individual counseling, and collaboration with outside community resources. Counselors also assist students in ensuring they meet high school graduation requirements. School counseling programs are comprised of three domains:

Academic Development:
- Acquiring the attitudes, knowledge, and skills that contribute to effective learning in school and in life;
- Completing school with the academic preparation essential to choose from a range of post-secondary options;
- Understanding the relationship between academic success and future educational options

Career Development:
- Acquiring the skills to investigate career choices in relation to self-knowledge and current job trends;
- Understanding relationships between personal qualities, educational and training opportunities and careers;
- Learning decision making strategies for future career choices.

PERSONAL/SOCIAL DEVELOPMENT
- Acquiring attitudes, knowledge and interpersonal skills to help students understand & respect self and others;
- Making decisions, setting goals and taking necessary action to achieve goals;
- Applying effective problem-solving and conflict resolution skills to make safe and healthy choices.

A student’s right to privacy and confidentiality is the basis for an effective counseling relationship. Confidentiality ensures that school counselors will not share the student’s disclosures with others except when the student authorizes it or when there is a clear and present danger to the student and/or to other persons.

Parents and students are encouraged to make use of each school’s counseling services. Students should see counselors after obtaining a pass from their teacher. Parents should call in advance to make an appointment.

LIBRARY SERVICES

The library is an extension of the classroom. To become effective users of information, students will have many opportunities to locate, interpret, analyze, evaluate and communicate information. The classroom teacher and library media specialist work closely together to identify learning needs of students and support those needs. The following services are available in the library:

- Access to Print Resources: the high school library has books, newspapers and magazines available to students. Students may access the Destiny Online Library catalog from school or home to locate these print resources for curricular needs or reading enjoyment and may check them out as needed.
- Electronic Databases: each library has access to online databases through the district web site. These databases are accessible to students from school or home and the librarian will help students learn how to use these effectively. They provide scholarly, reliable resources for students to use for research.
- Instructional Support: Librarians provide materials and resource lists to students and teachers to support curricular needs of the classroom including books placed on reserve, access to textbooks, and supplemental readings.
- Access to Technology: Libraries have computers available for student use during class time and study hall/lunch periods.
HEALTH AND DENTAL EXAMINATIONS AND IMMUNIZATIONS

Rockford Public Schools require that all children show proof of having had a health examination and required immunizations PRIOR to the first day of school. (Board Policy 7.100 and 105 ILCS 5/27-8.1).

HEALTH EXAMINATIONS

A student must have a physical examination within one year prior to entering:
- Ninth Grade
- Any student new to the school district must meet requirement within 30 days of enrollment

VISION EXAMINATIONS

Public Act 95-0671 requires eye exams within one year prior to Kindergarten entry, and for all students who enter a public, private, or parochial school in Illinois for the first time. The exam must be conducted by a qualified optometrist or ophthalmologist. Proof of the required eye exam must be submitted by the first day of school.

IMMUNIZATIONS

Students must show proof of basic immunization and required boosters for Diphtheria, Tetanus, Pertussis, Polio, Red Measles, Mumps, Rubella, **Haemophilus Influenza Type B (pre-school), **Hepatitis B (pre-school, 5-12th grades), Varicella and Meningitis.

HEALHT AND DENTAL EXAMINATIONS

Children whose parents or legal guardians object to health and vision exams or to the required immunizations may submit a letter explaining their religious beliefs and request an exemption to the law.

NEW STUDENTS

If a student enters the district from out of state, parents or legal guardians have 30 days to comply with the above requirements, regardless of age.

The required health examinations and immunizations may be obtained at the local health department, clinic, or doctor’s office of choice.

HEARING AND VISION SCREENING

Hearing screening services shall be provided annually for all students in any special education class; have been referred by a teacher or parent; or are transfer students. In lieu of the screening services required, a completed and signed report form, indicating that the child has had an ear examination by a physician and an audiological evaluation completed by an audiologist within the previous 12 months, is acceptable. If a hearing examination report or audiological evaluation is not on file at the school, your child, in the mandated age, grade, or group will be screened. “The parent or legal guardian of a student may object to hearing screening tests for their children on religious grounds.” (23 Ill.Admin.Code 675.110)

Vision screening services shall be provided annually during the school year, as mandated for the following children; all special education classes; those students referred by teachers; and transfer students. If a vision examination report is not on file at the school, your child, in the mandated age, grade, or group will be screened. “Vision screening is not a substitute for a complete eye and vision evaluation by an eye doctor. Your child is not required to undergo this vision screening if an optometrist or ophthalmologist has completed and signed a report form indicating that an examination has been administered within the previous 12 months.” (105 ILCS 27-8.1, Section 685.110) The parent or legal guardian of a student may object to vision screening tests for their child on religious grounds.
HEALTHY STUDENTS ARE BETTER LEARNERS

Health Services staff encourages the following good hygiene practices to allow for optimum learning opportunities:

- Thorough & frequent hand washing
- Eating a nutritious breakfast
- Sleeping 8-10 hours each night
- Exercising for 30 minutes, 3x/week

If, however, your child is ill, they should not be sent to school. Your child should remain at home for at least 24 hours after their symptoms have resolved. Please consider contacting your doctor for advice if your child exhibits any of the following conditions:

- Severe pain that limits activity
- Temperature over 100.4 degrees
- Contagious illness or condition
- Vomiting or diarrhea
- Constant cough
- Skin rash

Head Lice: Head lice are tiny insects that gather mostly behind the ears, back of the neck and only live on the human head. The presence of lice can occur in all levels of income, age, sex, or race. Lice cannot fly or jump, they are passed along following prolonged, direct head-to-head contact. Head lice do not cause illness nor do they transmit communicable disease.

Researchers advise treating only the person affected with live lice, using a medicated shampoo, closely following the package directions. Children under the age of 2 or pregnant women should consult with their doctor’s for treatment recommendations. Treatment is followed by thorough combing of the affected person’s hair daily for 7-10 days.

Children with live lice will be excluded from school. Mass screenings and notifications have been proven to be ineffective in controlling this nuisance and in avoiding reinfestation. The health services staff will focus on parent and staff education, as is recommended by current research.

MEDICATION AT SCHOOL

PRESCRIPTION MEDICATION: Medications shall be administered to students by the school nurse or voluntary school personnel only when absolutely necessary for the critical health and well-being of the student. Medication prescribed daily, twice, or three times per day should be administered by the parent around school hours. If it is determined that the student shall receive medication at school, the procedures set forth below shall be followed:

- The student’s physician shall provide written orders detailing the name of the student, the type of disease or illness involved, the name of the drug, dosage, time interval in which the medication is to be taken, the desired benefits of the medication, the side effects, and an emergency number where the physician can be reached.

- The student’s parent or legal guardian shall provide to the school nurse a written request authorizing the administration of the prescribed medication at school including a parent emergency phone number.

- Medication shall be brought to the school, by the parent or legal guardian, in the original container appropriately labeled by the pharmacy or physician. Prescription drugs shall display all of the following information: Student name, prescription number, medication name/dosage, administration route and/or directions, date and refill, licensed prescriber’s name, pharmacy name, address, and phone number, name or initials of pharmacist. Non-prescription drugs shall be brought to school and stored with the manufacturer’s original label indicating the ingredients and the student’s name affixed to the container.
ADMINISTRATION OF APPROVED DISCRETIONARY MEDICATION

The School Health Council of the Winnebago County Medical Association has approved the intermittent administration of certain non-prescription medications, which may be made available at the school, following appropriate physical assessment, by the registered school nurse: Tylenol or Advil (generic substitutes allowed). This service is offered to alleviate the child's minor discomforts and to avoid early dismissals from school. It is our hope that providing this service improves attendance and enhances academic performance.

Parent or legal guardian written consent must be obtained before any medication is given to the child. Only the School Nurse/Registered Nurse may administer these medications in accordance with established protocols. The approved consent form requires the parent/guardian to select which medication may be made available for their child. The consent is effective for the current school year. Approved discretionary medications are intended for occasional use only. If the child requires any prescription medication or non-prescription medication on a regular basis, or is beyond the weight-based dosage range, the parent or legal guardian must obtain and complete an “Authorization for Medication” form, a written order from the child's doctor, and provide a supply of the medication in the original container.

If a student experiences an extreme allergic reaction during school hours, the school nurse or trained school staff may administer epinephrine (Epi-pen) in accordance with district protocols. If this occurs, Emergency Medical Services (EMS) will be called and parent or designated emergency contact will be notified.
Co-Curricular Activities

A well-rounded high school education is more than just classroom work. Colleges and employers value students who have a wide range of school experiences. Rockford High Schools offer a wide range of co-curricular activities: a list is available at your school. Other groups can be formed with sufficient student interest. All student groups must have a faculty advisor and the approval of the principal.

**SPORTS**

<table>
<thead>
<tr>
<th>Fall Sports</th>
<th>Winter Sports</th>
<th>Spring Sports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys Cross Country</td>
<td>Boys Bowling</td>
<td>Boys Track &amp; Field</td>
</tr>
<tr>
<td>Girls Cross Country</td>
<td>Girls Bowling</td>
<td>Girls Track &amp; Field</td>
</tr>
<tr>
<td>Football</td>
<td>Boys Basketball</td>
<td>Girls Soccer</td>
</tr>
<tr>
<td>Girls Swimming/Diving</td>
<td>Girls Basketball</td>
<td>Bass Fishing</td>
</tr>
<tr>
<td>Girls Golf</td>
<td>Sideline Cheer</td>
<td>Boys Volleyball</td>
</tr>
<tr>
<td>Boys Golf</td>
<td>Competitive Cheer</td>
<td>Boys Tennis</td>
</tr>
<tr>
<td>Boys Soccer</td>
<td>Boys Swimming/Diving</td>
<td></td>
</tr>
<tr>
<td>Girls Tennis</td>
<td>Wrestling</td>
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<tr>
<td>Girls Volleyball</td>
<td>Competitive Dance</td>
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</tr>
<tr>
<td>Sideline Cheer</td>
<td>Boys Indoor Track &amp; Field</td>
<td></td>
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<tr>
<td>eSports</td>
<td>Girls Indoor Track &amp; Field</td>
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<tr>
<td>Robotics</td>
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<tr>
<td>Scholastic Bowl</td>
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</tr>
<tr>
<td>Chess</td>
<td>Scholastic Bowl</td>
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<tr>
<td></td>
<td>Chess</td>
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</tr>
</tbody>
</table>

**ROCKFORD PUBLIC SCHOOLS — CO-CURRICULAR ELIGIBILITY**

Co-curricular activities include all athletic and non-athletic activities sponsored by the Board of Education in the middle schools and high schools. Student participation in these activities is encouraged as provided students first meet certain academic requirements.

**ELIGIBILITY**

In order to participate in co-curricular activities, students must meet the following requirements:

1. All students in grades seven (7) through twelve (12) participating in co-curricular activities must have received a passing grade in a minimum of five (5) full credit courses the previous semester. This does include summer school, night school, vocational classes, Rock Valley classes, and other accredited courses if available. Meaning these additional courses may be used to meet the eligibility requirements. Continued participation will require a student to be passing (5) full credit courses on a weekly basis, with no unexcused classroom absences. Continued participation will require a student carrying one (1) failing grade to attend mandatory tutoring on a weekly basis.
Co-Curricular Activities

2. All students in grade six (6) must be passing five (5) full credit courses, with no unexcused absences on a weekly basis, in order to maintain eligibility. Continued participation will require a student carrying one (1) failing grade to attend mandatory tutoring on a weekly basis.

3. All students in grade nine (9) are automatically deemed eligible to participate in co-curricular activities the first semester of their 9th grade year. However, once the weekly eligibility program begins, the 9th grade student must pass a minimum of five (5) full credit courses on a weekly basis, with no unexcused classroom absences. Continued participation will require a student carrying one (1) failing grade to attend mandatory tutoring on a weekly basis.

4. For students receiving services under the IDEA or Section 504 of the Rehabilitation Act of 1973, their IEP or 504 plans will be reviewed for proper implementation prior to determining ineligibility.

*A full credit course is defined as a course for which a student receives 1.0 credit.*

INELIGIBILITY PERIOD

In accordance with I.H.S.A. policy, the ineligibility period for failing to pass five (5) weekly classes will begin the following calendar week, Sunday – Saturday. For example, the grade report shows a student is not passing five (5) courses on Thursday, this student is ineligible to compete the following Sunday-Saturday. The student may continue to compete for the remainder of the week they become ineligible. While ineligible, student may continue to practice with their team but may not dress for any co-curricular activity, scrimmage, exhibition match, etc.

MANDATORY LUNCH TUTORIAL FOR INELIGIBLE STUDENTS

Ineligible students in grades nine (9) through twelve (12) must attend four (4) tutoring sessions during the week of ineligibility. If a student fails to attend four (4) tutoring sessions during the week of ineligibility, that student remains ineligible the following week even if the student may be passing five (5) classes.

Ineligible students in grades six (6) through eight (8) must attend three (3) tutoring sessions during the week of ineligibility. If a student fails to attend three (3) tutoring sessions during the week of ineligibility, that student remains ineligible the following week even if the student may be passing five (5) classes.

MANDATORY LUNCH TUTORIAL FOR ELIGIBLE STUDENTS WITH ONE (1) F

Students in grades nine (9) through twelve (12) who are passing five (5) classes and carrying a failing grade in a sixth (6th) class must attend four (4) tutoring sessions during the following week. If a student carrying one (1) F fails to attend four (4) tutoring sessions during the required week of tutoring, that student becomes ineligible the following week even if the student may be passing five (5) classes.

Students in grades six (6) through eight (8) who are passing five (5) classes and carrying a failing grade in a sixth (6th) class must attend three (3) tutoring sessions during the following week. If a student carrying one (1) F fails to attend three (3) tutoring sessions during the required week of tutoring, that student becomes ineligible the following week even if the student may be passing five (5) classes.
NCAA Eligibility Overview

If you want to play sports at an NCAA Division I or II school, start by registering for a Certification Account with the NCAA Eligibility Center at eligibilitycenter.org. If you want to play Division III sports or you aren’t sure where you want to compete, start by creating a Profile Page at eligibilitycenter.org

ACADEMIC REQUIREMENTS

To play sports at a Division I or II school, you must graduate from high school, complete 16 NCAA-approved core courses, earn a minimum GPA and earn an ACT or SAT score that matches your core-course GPA.

CORE COURSES

Only courses that appear on your high school's list of NCAA core courses will count toward the 16 core-course requirement; visit eligibilitycenter.org/courselist for a full list of your high school’s approved core courses. See page 37 for Division I 16 core courses and page 39 for Division II 16 core courses.

GRADE-POINT AVERAGE

The NCAA Eligibility Center calculates your grade-point average based only on the grades you earn in NCAA-approved core courses.

- DI requires a minimum 2.3 GPA.
- DII requires a minimum 2.2 GPA.

SLIDING SCALE

Divisions I and II use sliding scales to match test scores and GPAs to determine eligibility. The sliding scale balances your test score with your GPA. If you have a low test score, you need a higher GPA to be eligible. Find more information about test scores at ncaa.org/test-scores.

TEST SCORES

You may take the SAT or ACT an unlimited number of times before you enroll full time in college. Every time you register for the SAT or ACT, use the NCAA Eligibility Center code 9999 to send your scores directly to us from the testing agency. We accept official scores only from the ACT or SAT, and won’t use scores shown on your high school transcript. If you take either test more than once, the best subscore from different tests are used to give you the best possible score.
NCAA High School Timeline

GRADE 9 | Plan

• Start planning now! Take the right courses and earn the best grades possible.

• Find your high school's list of NCAA-approved core courses at eligibilitycenter.org/courselist.

• Sign up for a free Profile Page at eligibilitycenter.org for information on NCAA requirements.

GRADE 10 | Register

• If you fall behind academically, ask your counselor for help finding approved courses you can take.

• Register for a Profile Page or Certification Account with the NCAA Eligibility Center at eligibilitycenter.org.

• Monitor your Eligibility Center account for next steps.

• At the end of the year, ask your counselor at each high school or program you attended to upload your official transcript to your NCAA Eligibility Center account.

GRADE 11 | Study

• Check with your counselor to make sure you are on track to complete the required number of NCAA-approved courses and graduate on time with your class.

• Take the ACT or SAT and submit your scores to the NCAA Eligibility Center using code 9999.

• Ensure your sports participation information is correct in your Eligibility Center account.

• At the end of the year, ask your counselor at each high school or program you attended to upload your official transcript to your NCAA Eligibility Center account.

GRADE 12 | Graduate

• Complete your final NCAA-approved core courses as you prepare for graduation.

• Take the ACT or SAT again, if necessary, and submit your scores to the NCAA Eligibility Center using code 9999.

• Request your final amateurism certification beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your NCAA Eligibility Center account at eligibilitycenter.org.

• After you graduate, ask your counselor to upload your final official transcript with proof of graduation to your NCAA Eligibility Center account.

• Reminder: Only students on an NCAA Division I or II school’s institutional request list will receive a certification.

Core Courses:
This simple formula will help you meet Divisions I and II core-course requirements.

4 x 4 = 16
+ 4 English courses (one per year)
+ 4 math courses (one per year)
+ 4 science courses (one per year)
+ 4 social science courses (one per year)
= 16 NCAA CORE COURSES

For more information:
ncaa.org/playcollegesports
eligibilitycenter.org

Search Frequently Asked Questions
ncaa.org/studentfaq
NCAA Division I Academic Requirements

CORE-COURSE REQUIREMENT

Complete 16 NCAA core courses, including seven in English, math, or natural/physical science, before your seventh semester.

- English
  - 4 Years
- Math
  - (Algebra I or higher)
  - 3 Years
- Natural/Physical Science
  - (1 year of lab if offered)
  - 2 Years
- Additional
  - (English, math or natural/physical science)
  - 1 Year
- Social Science
  - 2 Years
- Additional Courses
  - (any area above, foreign language or comparative religion/philosophy)
  - 4 Years

FULL QUALIFIER

- 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 natural/physical science.
- Earn a core-course GPA of at least 2.300.
- Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division I sliding scale (see next page).
- Graduate high school.

ACADEMIC REDSHIRT

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division I sliding scale (see next page).
- Graduate high school.

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

Academic Redshirt: College-bound student-athletes may receive an athletics scholarship during their first year of full-time 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 will not be able to practice, compete or receive an athletics scholarship during their first year of full-time enrollment at an NCAA Division I school.

International Students: Please review the international initial-eligibility flyer for information and academic requirements specific to international student-athletes.

TEST SCORES

If a student plans to attend an NCAA Division I college or university in the 2019-20 or 2020-21 academic years, use the following charts to understand the core-course GPA he or she will need to meet NCAA Division I requirements.

A combined SAT score is calculated by adding critical reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. A student may take the SAT or ACT an unlimited number of times before he or she enrolls full time in college. If a student takes either test more than once, the best subscores from each test are used for the academic certification process.

When a student registers for the SAT or ACT, he or she can use the NCAA Eligibility Center code of 9999 to send their scores directly to the NCAA Eligibility Center from the testing agency. Test scores on transcripts CANNOT be used in an academic certification.
# NCAA Division I Academic Requirements

## Division I Full Qualifier Sliding Scale

<table>
<thead>
<tr>
<th>Core GPA</th>
<th>SAT*</th>
<th>ACT Sum*</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.550</td>
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<td>37</td>
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</table>

*Final concordance research between the new SAT and ACT is ongoing.
# NCAA Division II Academic Requirements

## CORE-COURSE REQUIREMENT

<table>
<thead>
<tr>
<th>English</th>
<th>Math (Algebra I or higher)</th>
<th>Natural/Physical Science (1 year of lab if offered)</th>
<th>Additional (English, math or natural/physical science)</th>
<th>Social Science</th>
<th>Additional Courses (any area above, foreign language or comparative religion/philosophy)</th>
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<tr>
<td>3 Years</td>
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<td>2 Years</td>
<td>3 Year</td>
<td>2 Years</td>
<td>4 Years</td>
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</table>

### FULL QUALIFIER
- Complete 16 core courses.
- Earn a core-course GPA of at least 2.200.
- Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division II full qualifier sliding scale (see next page).
- Graduate high school.

### PARTIAL QUALIFIER
- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division II partial qualifier sliding scale (see next page).
- Graduate high school.

**Nonqualifier:** College-bound student-athletes will not be able to practice, compete or receive an athletics scholarship during their first year of full-time enrollment at an NCAA Division II school.

**International Students:** Please review the international initial-eligibility flyer for information and academic requirements specific to international student-athletes.

### TEST SCORES

If a student plans to attend an NCAA Division II college or university in the 2019-20 or 2020-21 academic years, use the following charts to understand the core-course GPA he or she will need to meet NCAA Division II requirements.

A combined SAT score is calculated by adding critical reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. A student may take the SAT or ACT an unlimited number of times before he or she enrolls full time in college. If a student takes either test more than once, the best subscores from each test are used for the academic certification process.
## NCAA Division II Academic Requirements

### DIVISION II FULL QUALIFIER SLIDING SCALE

<table>
<thead>
<tr>
<th>Core GPA</th>
<th>SAT*</th>
<th>ACT Sum*</th>
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</thead>
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<td>3.300 &amp; above</td>
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### DIVISION II PARTIAL QUALIFIER SLIDING SCALE

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ROCKFORD PUBLIC SCHOOLS — NCAA APPROVED CORE COURSES

ENGLISH
• AP English 11 Lang & Comp
• AP English 12 Lit & Comp
• Creative Writing
• English 9
• English 10
• English 11
• English 12
• English 12 Capstone
• Honors English 9
• Honors English 10
• Mystery
• Poetry
• Spanish Language Arts*
• Speech I
• Speech II
• Speech Communication
• Gifted Academy Advanced Creative Writing
• Gifted Academy AP English 10 Lit & Comp
• Gifted Academy AP English 11 Lang & Comp
• Gifted Academy English 9
• Gifted Academy English 12

MATHEMATICS
• Algebra 3/Trigonometry
• Algebra 1
• Algebra 1/H
• Algebra 2
• Algebra 3
• AP Calc AB
• AP Calc BC
• AP Statistics
• Arabic Bilingual Algebra
• Arabic Bilingual Geometry
• Calculus 3-4
• College Algebra 1-2
• Geometry 1
• Integrated Math I
• Integrated Math 2
• Integrated Math 2 Accelerated
• Integrated Math 3
• Integrated Math 3 Accelerated*
• Intro to Stats
• Pre-Calculus 1-2
• Trigonometry
• Gifted Academy Algebra
• Gifted Academy College Algebra
• Gifted Academy Geometry
• Gifted Academy Trigonometry

SOCIAL SCIENCE
• AP Comparative Government and Politics
• AP European History
• AP Human Geography
• AP Macro Economics
• AP Micro Economics
• AP Psychology
• AP US Government and Politics
• AP US History
• AP World History
• Criminal Law
• Economics
• Global Studies
• Honors World History 1-2
• Latin American History
• Newcomer Social Studies
• Psychology 1-2
• Sociology
• United States History
• US Government and Politics
• World Affair
• World Geography
• World History
• Gifted Academy AP US History
• Gifted Academy World History

* Pending NCAA Approval
NCAA Quick Reference Guide

ROCKFORD PUBLIC SCHOOLS — NCAA APPROVED CORE COURSES

NATURAL/PHYSICAL SCIENCE

- Aerospace 1-2
- Anatomy/Physiology 1-2
- AP Biology 1-2
- AP Chemistry 1-2
- AP Comp Science A
- AP Environmental Science
- AP Physics 1-2
- AP Physics 2
- Arabic Bilingual Biology
- Arabic Bilingual Chemistry
- Arabic Bilingual Physical Science
- Biology 1-2
- Chemistry 1-2
- Conceptual Chemistry 1-2
- Conceptual Physics 1-2
- Environmental Science

- ESCI1-Geology & Oceanography
- ESCI2-Astronomy & Meteorology
- Honors Biology 1-2
- Honors Chemistry 1-2
- Integrated Science 1
- Integrated Science 2
- Microbiology
- Organic Chemistry
- Physical Science 1-2
- Physics 1-2
- Zoology 1-2
- Gifted Academy Advanced Biology
- Gifted Academy Chemistry
- Gifted Academy Physics

ADDITIONAL CORE COURSES

- American Sign Language 1
- American Sign Language 2
- American Sign Language 3
- American Sign Language 4
- AP French
- AP Spanish Language
- French 1
- French 2
- French 3
- French 4
- French 5
- Spanish 1
- Spanish 2
- Spanish 3
- Spanish 4
- Spanish for Heritage Speakers 1
- Spanish for Heritage Speakers 2
Bilingual Education Programs

TRANSITIONAL BILINGUAL EDUCATION (TBE)

Students whose first language is Spanish and have scored below a 4.8 composite score on either the state mandated ACCESS test or WIDA MODEL screener qualifies for bilingual services. 

Bilingual classes are offered in all academic core content areas. Students scoring below 2.9 composite score on the WIDA MODEL screener are placed in bilingual classes. Instruction is primarily given in Spanish. 

Sheltered classes are offered in core classes as well. Students scoring above 2.9 composite score on the WIDA MODEL screener are usually placed in sheltered classes. These classes utilize the general education materials as well as supplemental materials. The language of instruction is primarily in English with native language support if necessary. The goal of these classes is to acquire academic literacy in content areas, before transitioning into general educations classes.

TRANSITIONAL PROGRAMS OF INSTRUCTION (TPI)

Students whose first language is other than English or Spanish and have scored below a 4.8 composite score on either the state mandated ACCESS test or WIDA MODEL screener also qualify for bilingual services in the form of sheltered instruction where the teacher uses ESL techniques and strategies to make content instruction comprehensible. These classes utilize the general education materials and the language of instruction is primarily in English. The goal of these classes is to acquire academic literacy in content areas.

Sheltered classes are offered in core classes as well. Students scoring above 2.9 composite score on the WIDA MODEL screener are usually placed in sheltered classes. These classes utilize the general education materials and the language of instruction is primarily in English with native language support if necessary. The goal of these classes is to acquire academic literacy in content areas, before transitioning into general educations classes.

TBE & TPI PROGRAM REQUIREMENTS

Students in the TBE and TPI program are required to take English as a Second Language (ESL). Students are placed in an ESL class depending on his/her level of English proficiency. ESL classes are designed to improve students listening, speaking, reading, and writing English skills.

Spanish Language Arts is a standards based course aligned to the common core and Spanish Language Arts Standards. Students are placed in Spanish Language Arts classes based on their year in school. Students in the TPI program are required to take Sheltered Literacy classes. Sheltered Literacy is designed to assist students advance their English reading and writing skills. Sheltered literacy is a standards based course aligned to the common core and the English Language Development Standards. Students are placed in Sheltered Literacy classes based on their year in school.

NEWCOMER PROGRAM

The Newcomer Program is offered for English Learners who have recently arrived to the United States (Spanish speakers enroll in the TBE Program). It is specifically designed for those who have very limited English skills, limited formal education, and limited literacy skills in their native language. Newcomer classes are offered in all core academic content areas. The newcomer classes are intended to provide intensive language and content instruction as well as acculturation to prepare students to succeed in TPI courses. These students remain in the newcomer program for one academic school year and a session of summer school and are then placed in the TPI program.

These programs are offered at selected schools. Please contact your guidance counselor for more information on which schools are offering which programs.

HONORS AND ADVANCED PLACEMENT

Students in the EL program have the opportunity to enroll in Honors and AP courses when they meet prerequisite criteria for such courses. For more information please consult the AP and Honors sections of this guide or speak with your guidance counselor.

BILINGUAL RESOURCE

Bilingual resource classes are designed specifically for support in the native language. This is for EL students in grades 9-12. These courses provide additional opportunities for students to reinforce conceptual knowledge and language skills across curriculum. The course is structured to ensure individualized support to students who share the same home language, using that language to deepen understanding of the material that was introduced in their content area classes.
Transitional Bilingual Education (TBE) Courses

The following is a list of the courses offered in TBE Spanish.

**HISTORY**
Each of the classes below follows the standards established by the general education curriculum. Students enrolled in these courses will be provided directions and some instruction in Spanish. The instruction will work on bridging the languages for the students to be successful in general education classes.
- 30141 Bilingual Global Studies
- 30309 Bilingual U.S. History
- 30313 Bilingual Government
- 30314 Bilingual Economics

**MATHEMATICS**
Each of the classes below follows the standards established by the general education curriculum. Students enrolled in these courses will be provided directions and some instruction in Spanish. The instruction will work on bridging the languages for the students to be successful in general education classes.
- 30470 Bilingual Integrated Math 1
- 30412 Bilingual Integrated Math 2
- 30476 Bilingual Integrated Math 3

**CAREER & TECHNICAL EDUCATION**
- 30204 Bilingual Freshman Seminar

**SCIENCE**
Each of the classes below follows the standards established by the general education curriculum. Students enrolled in these courses will be provided directions and some instruction in Spanish. The instruction will work on bridging the languages for the students to be successful in general education classes.
- 30500 Bilingual Biology
- 30522 Bilingual Environmental Science
- 30510 Bilingual Chemistry
- 30120 Bilingual Integrated Science 1
- 30123 Bilingual Integrated Science 2

**SPANISH LANGUAGE ARTS**
Students enrolled in these classes will follow the standards established by the state of California and adopted by the ISBE for Illinois.
- 30101 Spanish Language Arts 1
- 30103 Spanish Language Arts 2
- 30106 Spanish Language Arts 3
- 30109 Spanish Language Arts 4
Transitional Program of Instruction (TPI) Courses

The following is a list of the courses offered in TPI courses.

SHELTERED CLASSES

HISTORY
Each of the classes below follows the standards established by the general education curriculum. Students enrolled in these courses will be provided strategies for English Learning to bridge the academic language for non-native English speakers. The courses will support the student to be successful in general education classes.

- 31141 Sheltered Global Studies
- 31309 Sheltered U.S. History
- 31313 Sheltered Government
- 31314 Sheltered Economics

MATHEMATICS
Each of the classes below follows the standards established by the general education curriculum. Students enrolled in these courses will be provided strategies for English Learning to bridge the academic language for non-native English speakers. The courses will support the student to be successful in general education classes.

- 31470 Sheltered Integrated Math 1
- 31473 Sheltered Integrated Math 2
- 31476 Sheltered Integrated Math 3

ESL
These courses are designed to support students in acquisition of academic English in reading, writing, speaking, and listening. Students are placed in ESL based on English proficiency as determined on the WIDA ACCESS.

- 33148 ESL 1
- 33136 ESL 2
- 33145 ESL 3
- 33154 ESL 4

CAREER & TECHNICAL EDUCATION

- 30204 Bilingual Freshman Seminar

SCIENCE
Each of the classes below follows the standards established by the general education curriculum. Students enrolled in these courses will be provided strategies for English Learning to bridge the academic language for non-native English speakers. The courses will support the student to be successful in general education classes.

- 31500 Sheltered Biology
- 31701 Sheltered Health
- 31510 Sheltered Chemistry
- 31120 Sheltered Integrated Science 1
- 31123 Sheltered Integrated Science 2
- 31525 Sheltered Physics
**ENGLISH 9 (10100)**

**Grade Level:** 9. **Yearlong.** This is a writing-intensive course designed to develop students’ skills in critical reading and writing, speaking, and listening. The course is standards-based and thematically organized around a variety of texts – print and non-print, fiction and nonfiction. Within each unit, students will participate in full class studies of core works in addition to opportunities for small group and independent study. Writing instruction will build skills in argumentation in addition to source-based writing, grammar, mechanics, style, and usage. Instruction in critical reading will include strategies to engage with text.

**ENGLISH 10 (10200)**

**Grade Level:** 10. **Yearlong.** This is a writing-intensive course designed to build on students’ skills in critical reading and writing, speaking, and listening. The course is standards-based and thematically organized around a variety of texts – print and non-print, fiction and nonfiction. Within each unit, students will participate in full class studies of core works in addition to opportunities for small group and independent study. Writing instruction will continue to focus on skills in argumentation in addition to source-based writing, grammar, and usage; students will begin to engage in rhetorical analysis and synthesis. Instruction in critical reading will include strategies to engage with text.

**ENGLISH 11 (10300)**

**Grade Level:** 11. **Yearlong.** This writing-intensive, standards-based course is a study of the American experience, spanning from the colonial period to the present. In addition to developing an appreciation for our literary heritage and understanding our relationship to American history and culture, students will implement critical reading strategies to engage with increasingly complex texts — both print and non-print, fiction and nonfiction. Students will also learn to write increasingly sophisticated arguments and informational essays, in addition to furthering their study of language and usage, speaking and listening, and research.

**ENGLISH 12 (10400)**

**Grade Level:** 12. **Yearlong.** This writing-intensive, standards-based course is a study of classic and contemporary literature. In addition to developing an appreciation for a variety of cultures, students will implement critical reading strategies to engage with increasingly complex texts — both print and non-print, fiction and nonfiction. Students will also learn to write increasingly sophisticated arguments and informational essays, in addition to furthering their study of language and usage, speaking and listening, and research.
English/Language Arts

HONORS ENGLISH 9 (10103)

Grade Level: 9. Yearlong. This writing-intensive, standards-based course is designed to provide students with an intense and enriched curriculum of the English language arts: reading literature, reading informational texts, writing, speaking and listening, and the use of language, including grammar and mechanics. Students will research, write, and present extensively using sources from multiple types of media. Using a variety of texts and using critical reading and writing skills, students will be engaged through real-world applications and projects.

HONORS ENGLISH 10 (10203)

Grade Level: 10. Yearlong. This writing-intensive, standards-based course is designed to provide students with an intense and enriched curriculum of the English language arts: reading literature, reading informational texts, writing, speaking and listening, and the use of language. Students will research, write, and present extensively using sources from multiple types of media. Using a variety of texts and using critical reading and writing, students will be engaged in argumentation and source-based writing as preparation for Advanced Placement English 11 Language and Composition.

AP ENGLISH LANGUAGE AND COMPOSITION (10306)*

Grade Level: 11. Yearlong. This writing-intensive course is designed for students seeking a deeper knowledge of language to become highly skilled readers and writers. The students in this course will engage in rhetorical analysis, deepening their understanding of rhetorical conventions, audience, purpose, and use of language, and their impact on writing. Students in Advanced Placement courses will be prepared for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year college courses. Students will prepare for the AP exam in Language and Composition. *quality points/weighted grade

ELECTIVES

CREATIVE WRITING (10680)

Grade Level: 10-12. One Semester. Creative writing seeks to move beyond using language as merely a tool of communication; rather, students will learn to use language as an instrument to express their unique and individual voices. This semester long elective course is designed for students who love reading and have an interest in writing poetry and short fiction. As we read published poems and short stories, we’ll work on exercises to stimulate creativity. We’ll focus first on playing with language and breaking down barriers to writing. Because writing is a process of revision, we’ll learn how to critique others’ work and accept critiques of our own work. In so doing, we become not only more critical writers, but also more critical readers.
INTRODUCTION TO DESKTOP PUBLISHING (10614)

Grade Level: 9-11. One Semester. This course will give students experience creating publishable documents and materials using computer technology. The focus is on layout and design concepts using industry standard computer software. Students will be able to: use visual rhetoric to evaluate and design aesthetic layouts, use textual and graphic elements together to convey a cohesive, effective message, and use industry standard programs to create and publish various materials. This is an introductory course that can be taken singularly or in addition to Introduction to Journalism or Introduction to Photography (see below). Students who aspire to become editors of the school’s publications are encouraged to take all three electives. Students are encouraged to follow these introductory courses with Yearbook, Newspaper, and/or Graphic Design.

INTRODUCTION TO PHOTOGRAPHY (10615)

Grade Level: 9-11. One Semester. This course will teach skills in various areas of photography, as well as basic photo editing concepts and ethical considerations. Student will be able to: apply photography composition standards while taking pictures, take effective photographs for a variety of purposes: photojournalism, feature photography, event photography, portrait photography, and candid photography, use digital technology to edit pictures for professional use, and apply ethical considerations and standards while taking and editing pictures. This is an introductory course that can be taken singularly or in addition to Introduction to Desktop Publishing or Introduction to Journalism. Students who aspire to become editors of the school’s publications are encouraged to take all three electives. Students are encouraged to follow these introductory courses with Yearbook, Newspaper, and/or Graphic Design.

INTRODUCTION TO JOURNALISM (10613)

Grade Level: 9-11. One Semester. This course will focus on content and skills in student press law, media responsibility, evaluating newsworthiness, interviewing and information gathering, copy writing (news, features, editorials, reviews, blogging, headlines, captions), and copy editing. Students will be able to: evaluate press law and news judgment standards to generate newsworthy topics, gather and evaluate newsworthy information and content, analyze credibility and integrity in journalism, write and publish various genres of effective journalistic copy, and edit various genres of effective journalistic copy for publication. This is an introductory course that can be taken singularly or in addition to Introduction to Desktop Publishing or Introduction to Photography (see below). Students who aspire to become editors of the school’s publications are encouraged to take all three electives. Students are encouraged to follow these introductory courses with Yearbook, Newspaper, and/or Graphic Design.

MYSTERY (10681)

Grade Level: 11-12. One Semester. This elective course explores the reasoning and clinical research of mystery literary works. Students learn to analyze, synthesize, and evaluate diagnostic data, forensic information, and geographical elements as they pertain to a specific mystery. The course requires extensive reading, scientific data inquiry, research, and writing.

NEWSPAPER (10610)

Grade Level: 10-12. Yearlong. Lab fee required. Students will learn and participate in the actual process of publishing the school newspaper. Writing, editing, and publishing skills are learned and used. Note: Course must be taken both semesters of the same year and may be repeated.

POETRY (10682)

Grade Level: 11-12. One Semester. This elective course is designed for students who want to gain an appreciation for poetry and have an interest in reading, writing, and publishing poetry. Students will examine published poetry from various periods, produce their own poetry, critique other’s work, and learn the steps to submit poems for publication and/or contests.
**English/Language Arts**

**SPEECH I (10640)**

Grade Level: 10-12. **Yearlong.** Students will learn to communicate effectively through informative and persuasive styles using a wide variety of experiences. Techniques will be taught using informational speeches, original skits, oral interpretation of literature, interviewing, use of visual aids, debates and other projects. Students will develop listening skills and learn techniques to deal with stage fright and build confidence. **NOTE:** This is not a course in speech correction or a substitute for English.

**SPEECH II (10643)**

Grade Level: 10-12. **Yearlong.** Prerequisite: Speech I or teacher recommendation. Advanced speech students learn about radio broadcasting and participate in more challenging informational speeches and skits, culminating in both dramatic and comic performances in the Speech Showcase. **NOTE:** This is not a course in speech correction or a substitute for English.

**SPEECH COMMUNICATION (10684)**

Grade Level: 9-12. **One Semester.** This elective course is designed to provide students with the valuable tool of successful oral expression. Not only does the possession of this skill provide the student with an improved means of communication that will be useful in both professional and personal lives, but also in developing the confidence that will enable the student to present himself successfully. Students will develop listening skills as well as speaking skills in the area of impromptu, informational, persuasive, demonstration speeches and oral interpretation. **NOTE:** This is not a course in speech correction or a substitute for English.

**YEARBOOK (10620)**

Grade Level: 10-12. **Yearlong.** Lab fee required. This course must be taken both semesters of the same year. The objective of the class is to produce a yearbook by using the skills of layout design, copy-writing, photo shooting and cropping, ad sales, and use of computers to generate yearbook pages. This course may be repeated. Occasional evening and weekend meetings may be required. The specific objective of this class is to utilize skills learned in Newswriting to produce a yearbook for the school and community. **Note:** This course is not a substitute for traditional English classes.

**SUPPORT CLASSES**

**CORE LITERACY-PLUGGED-IN TO READING (10220)**

Grade Level: 9. **Yearlong.** Plugged-In to Reading is an intervention program for students reading below grade level. The program teaches effective strategies to comprehend textbooks across content areas along with reading and writing in a variety of non-fiction text types. It is a 3-step instructional model that gradually releases students to become active, engaged and capable readers. Context/specialized vocabulary, text features and structures, monitoring understanding of what is read, previewing text, activation of background knowledge, questioning, noting, organizing and retrieving information from text are practiced learning strategies. **Note:** This course is to be taken concurrently with an English course.

**CORE LITERACY-READ 180 (10223)**

Grade Level: 9. **Yearlong.** Read 180 is a comprehensive system intervention program designed for students to accelerate reading growth and literacy independence. This program is for students reading below grade level. The academic areas of focus are reading (including phonological awareness, phonics/word study, comprehension, fluency, and expanding vocabulary), spelling, sentence construction, and planning and revising. Read 180 is designed to maximize student engagement with technology, text, teacher instruction/modeling and peer reflection. **Note:** This course is to be taken concurrently with an English course.

**CORE LITERACY-SYSTEM 44 (10226)**

Grade Level: 9. **Yearlong.** Literacy System 44 is an intervention program that meets individual student needs through the systematic instruction in phonemic awareness, phonics, vocabulary, word analysis, spelling and fluency to improve reading skills. Direct teacher instruction guides and reinforces phonics and word strategies while adaptive technology provides individualized practice. **Note:** This course is to be taken concurrently with an English course.
**Math - Course Sequences**

**COURSE SEQUENCE FOR STUDENTS ENTERING HIGH SCHOOL PRIOR TO THE 2018-2019 SCHOOL YEAR**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Course Sequence</th>
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<tbody>
<tr>
<td>9</td>
<td>Algebra I</td>
</tr>
<tr>
<td></td>
<td>Geometry</td>
</tr>
<tr>
<td></td>
<td>Honors Algebra I</td>
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<tr>
<td></td>
<td>Honors Geometry</td>
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<tr>
<td>10</td>
<td>Geometry</td>
</tr>
<tr>
<td></td>
<td>Algebra II</td>
</tr>
<tr>
<td></td>
<td>Honors Geometry</td>
</tr>
<tr>
<td></td>
<td>College Algebra</td>
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<tr>
<td>11</td>
<td>Algebra II</td>
</tr>
<tr>
<td></td>
<td>AP Statistics</td>
</tr>
<tr>
<td></td>
<td>College Algebra</td>
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<tr>
<td></td>
<td>Pre-Calculus</td>
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<tr>
<td></td>
<td>Introduction to Statistics</td>
</tr>
<tr>
<td>12</td>
<td>Algebra III/Trigonometry</td>
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<tr>
<td></td>
<td>AP Calculus AB</td>
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<td></td>
<td>AP Statistics</td>
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<tr>
<td></td>
<td>Math Literacy</td>
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<tr>
<td></td>
<td>AP Calculus BC</td>
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<td></td>
<td>Pre-Calculus</td>
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</tbody>
</table>

**COURSE SEQUENCE FOR FRESHMEN STUDENTS ENTERING HIGH SCHOOL IN OR AFTER 2018-2019 SCHOOL YEAR**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Course Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Integrated Math 1</td>
</tr>
<tr>
<td></td>
<td>Integrated Math 2</td>
</tr>
<tr>
<td></td>
<td>Integrated Math 2 Accelerated</td>
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<tr>
<td>10</td>
<td>Integrated Math 2</td>
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<tr>
<td></td>
<td>Integrated Math 3</td>
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<tr>
<td></td>
<td>Integrated Math 2 Accelerated</td>
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<tr>
<td></td>
<td>Integrated Math 3 Accelerated</td>
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<tr>
<td>11</td>
<td>Integrated Math 3</td>
</tr>
<tr>
<td></td>
<td>Pre-Calculus</td>
</tr>
<tr>
<td></td>
<td>Integrated Math 3 Accelerated</td>
</tr>
<tr>
<td></td>
<td>AP Statistics</td>
</tr>
<tr>
<td>12</td>
<td>Mathematics Electives that complement a student’s pathway</td>
</tr>
</tbody>
</table>

Incoming freshmen are placed into the appropriate starting course and pathway based on their 8th grade math class.
PREPARE FOR COLLEGE MATH COURSES

Prerequisites: Completed math graduation requirements. This is a full year course for seniors integrating numeracy, proportional reasoning, algebraic reasoning, and functions. Students will develop conceptual and procedural tools that support the use of key mathematical concepts in a variety of contexts. Throughout the course, college success content will be integrated with mathematical topics. This course uses online homework.

Upon successful completion of this course, students may enroll in General Education Math (MTH 115) or Elements of Statistics (MTH 220) at Rock Valley College.

PURPOSE OF THIS COURSE

Prepare students for college level, credit bearing math courses required for non-STEM fields. Specifically, this course prepares students for taking general education math or an introduction to statistics in college.

WHO CAN TAKE THIS COURSE

• Prospective seniors who have completed math graduation requirements, but could really benefit from a college prep math class before leaving high school.

• Prospective seniors who could take Math Topics, but really need to be in a college prep math class instead.

BENEFITS TO TAKING THIS COURSE

• Upon successful completion of this course, students will not be required to take the RVC placement test unless they will need math courses other than MTH 115 or MTH 220 and would like to skip intermediate algebra.

• Math Literacy is equivalent to RVC’s MTH 096A, an option for students who do not test college-ready in math but whose postsecondary pathway requires MTH 115 or MTH 220.

• If a student enrolls at RVC and takes MTH 096A, it will require 6 credit hours and cost more than $1,000 for the course’s tuition, fees and book.

FOR MORE INFORMATION PLEASE CONTACT:

Raven Szalkowski - Dean of Secondary Math
815.489.7243 | raven.szalkowski@bps205.com
ALGEBRA 3/TRIGONOMETRY (13410)

Yearlong. Prerequisite: Algebra 2. This is a course which extends topics from Algebra 2 and introduces polynomial equations, sequences and series, math induction, and the binomial theorem. Trigonometry covers right and oblique triangles, logarithms, trigonometric and inverse functions, trigonometric identities and equations, and radian measure.

COLLEGE ALGEBRA (13400)

Yearlong. Prerequisites: Algebra 1 and Geometry. This course presents a brief review of Algebra including basic terminology, notations, concepts, and skills. It introduces algebraic proof, complex numbers, absolute value and quadratic inequalities, determinants and matrices, conic sections, polynomial equations, sequences and series, math induction, and binomial theorem.

INTEGRATED MATH 1 (13470)

Yearlong. Prerequisites: none. The purpose of Integrated Math 1 is to formalize and extend the mathematics that students learned in the middle grades. Overarching themes are centered around deepening and extending linear relationships, exploring exponential relationships, the concept of a function, summarizing, representing, and interpreting statistical data, and algebraic connections in the area of coordinate geometry. The Common Core Mathematical Practice Standards apply throughout this course and, together with the content standards, will allow students to experience mathematics as a coherent, useful, and logical subject that helps make sense of problem situations.

INTEGRATED MATH 2 (13473)

Yearlong. Prerequisites: Integrated Math 1. This course builds upon the foundation established in Integrated Math 1. Overarching themes are centered on deepening and extending linear and exponential relationships, exploring quadratic relationships, geometric similarity, right triangle trigonometry, and conditional probability. The Common Core Standards of Mathematical Practice apply throughout this course and, together with the content standards, will allow students to experience mathematics as a coherent, useful, and logical subject that helps make sense of problem situations.

INTEGRATED MATH 2 ACCELERATED (13476)

Yearlong. Prerequisites: Integrated Math 1, grade of A or B; plus teacher recommendation. The content of Integrated Math 2 will serve as the foundation for Integrated Math 2 Accelerated, but some topics will be covered at a deeper level and additional topics will also be studied. The Common Core Standards of Mathematical Practice will apply throughout this course, and students will be expected to demonstrate these practices at a more independent level.

INTEGRATED MATH 3 (13481)

Yearlong. Prerequisites: Integrated Math 2. This course builds upon the foundation established in Integrated Math 2. Overarching themes are centered on exploring polynomial, rational, and radical relationships, trigonometry, modeling of inverse, logarithmic, and trigonometric functions, geometric modeling, connections between algebra and geometry, and statistical inferences and conclusions from data. The Common Core Standards of Mathematical Practice apply throughout this course and, together with the content standards, will allow students to continue to experience mathematics as a coherent, useful, and logical subject that helps make sense of problem situations.
INTEGRATED MATH 3 ACCELERATED (13484)

Yearlong. Prerequisites: Integrated Math 2, grade of A or B; plus teacher recommendation. The content of Integrated Math 3 will serve as the foundation for Integrated Math 3 Accelerated, but some topics will be covered at a deeper level and additional topics will also be studied. The Common Core Standards of Mathematical Practice will apply throughout this course, and students will be expected to demonstrate these practices at a more independent level.

INTRODUCTION TO STATISTICS (13420)

Yearlong. Prerequisite: Algebra 1. This course acquaints students with the basic ideas and language of statistics. It introduces students to the major concepts and tools from collecting, analyzing and drawing conclusions from data that is provided or that students obtain from experiments or surveys. Students use exploratory methods to identify patterns and make decisions to solve real-life problems.

MATH LITERACY (13129)

Yearlong. Prerequisites: Completed math graduation requirements (see page 52). This is a full year course for seniors integrating numeracy, proportional reasoning, algebraic reasoning, and functions. Students will develop conceptual and procedural tools that support the use of key mathematical concepts in a variety of contexts. Throughout the course, college success content will be integrated with mathematical topics. This course uses online homework. Upon successful completion of this course, students may enroll in General Education Math (MTH 115) or Elements of Statistics (MTH 220) at Rock Valley College.

PRECALCULUS (13330)

Yearlong. Prerequisite: College Algebra. A course in the study of algebraic, exponential, logarithmic, and trigonometric functions and their graphs. It contains investigations of the conic sections, transformations, parametric equations, and analytic proof along with the study of right and oblique triangles including identities, equations, radian measure, vectors and polar coordinates.

AP CALCULUS AB (13436)*

Yearlong. Prerequisite: Pre-Calculus. This is an advanced placement course in calculus. Topics included are parametric and polar equations, analytic geometry of three dimensions, vectors, partial derivatives, multiple integrals, vector calculus, and differential equations. *quality points/weighted grade

AP CALCULUS BC (13433)*

Yearlong. Prerequisite: Calculus AB. Recommended for a 4 year college and majoring in a math field. An advanced placement course in calculus stressing graphical, numerical and algebraic analysis of the calculus of single variable functions. In addition to the topics covered in Calc AB the topics of parametric, polar, and vector functions, their applications, applications of integrals, partial derivatives and polynomial approximations and series are also covered. *quality points/weighted grade

AP STATISTICS (13426)*

Yearlong. Prerequisite: College Algebra, Intro to Stats, or Algebra 2 with teacher recommendation. This is intended for students interested in life science, nursing, social science, or statistics. Students will master the fundamental skills of statistics such as: interpreting data, applying probability, calculating sample distributions, and testing hypotheses. Preparation for the AP exam given in May will be part of this course. *quality points/weighted grade
It is recommended that college-bound students successfully complete Biology, Chemistry, and Physics.

**GRADE 9**
- Biology
- Honors Biology

**GRADE 10**
- Earth Science
- Environmental Science
- Chemistry, Honors Chemistry

**GRADE 11/12**
- Chemistry, Environmental Science, One year of other Science courses which complement student’s pathway
- Chemistry, Earth Science, One year of other Science courses which complement student’s pathway
- Physics, Environmental Science, AP Physics 1, AP Biology, AP Chemistry, AP Environmental Science, One year of other Science courses which complement student’s pathway
## Science - Course Sequences

### COURSE SEQUENCE FOR FRESHMEN STUDENTS ENTERING HIGH SCHOOL IN OR AFTER 2018-2019 SCHOOL YEAR

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Biology or Honors Biology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 10</td>
<td>Chemistry, Integrated Science 1 or Honors Chemistry</td>
</tr>
<tr>
<td>Grade 11</td>
<td>Physics, Integrated Science 2 or AP Physics 1</td>
</tr>
<tr>
<td>Grade 12</td>
<td>Science electives which complement student’s pathway</td>
</tr>
</tbody>
</table>
ANATOMY & PHYSIOLOGY (14603)

Grade Level: 11-12. Yearlong. This course is focused on the structure and function of the human body. Some topics covered in this course include levels of organization; support and movement; integration, coordination, and control; transport; maintenance; and the human life cycle. This is a laboratory course designed especially for students interested in medical fields.

BIOLOGY (14200)

Grade Level: 9. Yearlong. This course is an argument-and inquiry-driven lab class which integrates life science, earth science in activities and lab experiences. This course focuses on six main themes in life science: Populations, Evolution, Cells, Genetics, Energy, and Ecology.

CHEMISTRY (14300)

Grade Level: 10-12. Yearlong. This course focuses on the study of matter and the changes matter undergoes, formula writing, equation writing, stoichiometry, and matter-energy relationships. In this course algebra and geometry are applied to show the mathematical expression of chemical concepts. Laboratory work is a significant part of the course. Required: A scientific calculator.

EARTH SCIENCE-ASTRONOMY & METEOROLOGY (14521)

Grade Level: 10-12. One Semester. Lab Fee: $5.00. This course focuses on astronomy and meteorology. Topics covered will include an introduction to the cosmos as well as the Earth’s place in the Universe. Meteorology will include the atmosphere, weather, and climate. Offered in conjunction with Earth Science: Geology & Oceanography.

EARTH SCIENCE-GEOLOGY & OCEANOGRAPHY (14520)

Grade Level: 10-12. One Semester. Lab Fee: $5.00. This course consists of an introduction to geology and resource management. Included in this course will be a major emphasis on cartography, constructive and destructive forces, and Earth’s history. This course will include environmental issues and laboratory procedures. Offered in conjunction with Earth Science: Astronomy.

ENVIRONMENTAL SCIENCE (14500)

Grade Level: 10-12. Yearlong. Lab Fee: $5.00. This course is focused on environmental issues including ecological principles, population dynamics, energy resources, and human interaction with the environment. This is a project-based course where students will develop and implement a plan to improve resources in areas adjacent to their school.

HONORS BIOLOGY (14203)

Grade Level: 9. Yearlong. This course is an argument-and inquiry-driven lab class which integrates life science, earth science in activities and lab experiences. This course focuses on six main themes in life science: Populations, Evolution, Cells, Genetics, Energy, and Ecology. Students will be provided with opportunities to engage in inquiry activities which extend and enrich knowledge on these topics.

HONORS CHEMISTRY (14303)

Grade Level: 10-11. Yearlong. Emphasis in the course is placed on a rigorous and advanced study of chemical topics that involves an in-depth mathematical perspective. Development of the major topics of matter and the changes matter undergoes, formula writing, equation writing, stoichiometry, atomic structure, chemical bonding, kinetics, equilibrium, thermochemistry, and acid base reactions are studied in this class. These topics are enhanced by using laboratory experimentation, critical thinking, and problem solving activities. Laboratory work is a significant part of the course. Algebra and geometry are used extensively in this course.
Science

HORTICULTURE (14606)

Grade Level: 10-12. Yearlong. Lab Fee: $5.00. This is a one year elective course in the methods and procedures of growing plants. Included are topics on house plants, plant preparation, soils, landscaping, pruning, vegetable gardening, tree and shrub care, flower arranging, plant identification, plant physiology, and plant morphology.

INTEGRATED SCIENCE 1 (14120)

Grade Level: 10-12. Yearlong. This course is an argument and inquiry-driven lab class which integrates Chemistry and Earth Science topics in activities and lab experiences. The course focuses on the major connections between chemistry concepts, such as chemical reactions, and earth science topics such as plate tectonics, as well as their impact on human activities.

INTEGRATED SCIENCE 2 (14123)

Grade Level: 10-12. Yearlong. This course is an argument and inquiry-driven lab class which integrates Physics and Earth Science topics in activities and lab experiences. The course focuses on the major connections between physics concepts, such as the laws of motion, and earth science topics such as oceanography, as well as their impact on human activities.

MICROBIOLOGY (14209)

Grade Level: 11-12. One Semester. Lab Fee: $5.00. This course introduces students to various basic techniques and fundamentals in the field of microbiology. Topics covered include microbial metabolism proper sterilization processes, bacterial growth, and analysis of population cultures. Students will apply microbiological concepts in laboratory experiments and develop appropriate aseptic techniques needed to work in clinical environments. Offered in conjunction with Organic Chemistry.

ORGANIC CHEMISTRY (14312)

Grade Level: 11-12. One Semester. Lab Fee: $5.00. This course introduces students to various techniques and concepts in organic chemistry. Topics covered include nomenclature, structure and bonding, and reactions of hydrocarbons with important classes of natural and synthetic organic compounds. Offered in conjunction with Microbiology.

PHYSICS (14400)

Grade Level: 11-12. Yearlong. Prerequisite: Algebra and Geometry. Algebraic and geometric concepts are used extensively in this course. This course includes topics such as mechanics, thermodynamics, waves, sound, optics, electricity, and magnetism. Laboratory work is a significant part of this course. Required: Students must have or purchase a scientific calculator.

ZOOLOGY (14600)

Grade Level: 10-12. Yearlong. Lab Fee: $5.00. Prerequisite: Biology. This is a course designed for students interested in further study of the invertebrate and vertebrate animal kingdom. Topics include classification, structure/function, and change/diversity of animals. Laboratory work is a significant part of this course, with a focus on microscope usage and dissection.

AP BIOLOGY (14206)*

Grade Level: 11-12. Yearlong. Lab Fee: $5.00. Prerequisite: Biology and Chemistry. This is a course for students interested in a college equivalent Biology course. This course follows the Advanced Placement (AP) curriculum. Topics addressed in depth include biological systems and interactions, life processes, cell processes, energy and metabolism, heredity and genetics, ecology, and evolution. Laboratory work and inquiry are significant parts of this course. Students who successfully pass the AP Biology proficiency exam may receive college credit for Biology. *quality points/weighted grade

AP CHEMISTRY (14306)*

Grade Level: 11-12. Yearlong. Lab Fee: $5.00. Prerequisite: Chemistry and Algebra. AP Chemistry is a college chemistry lecture and lab class. The presentation follows modern quantum mechanical theory. Students will write formulas for compounds, equations for reactions, and stoichiometric relationships equations. Students will analyze thermodynamic changes including enthalpy changes, entropy changes, and Gibbs free energy changes. The will also study acid/base reactions, equilibrium, reactions kinetics, coordination compounds, and oxidation-reduction reactions. Students will prepare for the AP exam. *quality points/weighted grade
AP ENVIRONMENTAL SCIENCE (14510)*

Grade Level: 11-12. Yearlong. Lab Fee: $5.00. Prerequisite: Biology and Chemistry. The AP Environmental Science course is designed to be the equivalent of a one semester, introductory college course in environmental science that will be taught as a yearlong high school class. The AP Environmental Science course has been developed to enable students to undertake a more advanced study of topics in environmental science.

AP PHYSICS 1 (14415)*

Grade Level: 11-12. Yearlong. Prerequisites: Chemistry, Algebra and Geometry. Concurrent enrollment in Trigonometry is recommended. This course 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 electric circuits. Course skills include using representations and models to solve scientific problems, applying mathematics to science phenomena, engaging in scientific questioning, planning and implementing data collection and analysis, and connecting and relating knowledge across scales, concepts, representations, and domains. Students will prepare for the AP Physics 1 exam at the conclusion of the course.

AP PHYSICS 2 (14418)*

Grade Level: 12. Yearlong. Prerequisites: Chemistry, AP Physics 1, Algebra and Geometry. This course is the equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; atomic and nuclear physics. Course skills include using representations and models to solve scientific problems, applying mathematics to science phenomena, engaging in scientific questioning, planning and implementing data collection and analysis, and connecting and relating knowledge across scales, concepts, representations, and domains. Students will prepare for the AP Physics 2 exam at the conclusion of the course.

AP PHYSICS C (14406)*

Yearlong. Prerequisites: Chemistry and Physics or AP Physics 1. Concurrent enrollment in AP Calculus AB is recommended. This is a rigorous, calculus based physics course designed by the College Board. Two major topics, Mechanics and Electricity and Magnetism, are covered. Students will prepare for both AP Physics C exams: Mechanics and Electricity and Magnetism.

*quality points/weighted grade
Social Science

GRADUATION REQUIREMENTS

1 year of "World" coursework
- Global Studies
- AP Human Geography
- AP World History

1 year of US History coursework
- US History
- AP US History

1 semester of Government/Civics coursework
- American Government and Politics
- AP American Government & Politics

1 semester of Economics coursework
- Economics
- AP Macroeconomics
- AP Microeconomics

Courses you can take beginning in 9th Grade
- Global Studies
- AP Human Geography
- AP World History

Courses you can take beginning in 10th Grade
- African American History
- Criminal Law
- Latin American History
- Psychology
- Sociology
- World Affairs
- World Geography
- World History
- AP European History
- AP Psychology
- AP Comparative Governments & Politics

Courses you can take beginning in 11th Grade
- US History
- AP US History

Courses you can take beginning in 12th Grade
- American Government & Politics
- Economics
- AP American Government & Politics
- AP Macroeconomics
- AP Microeconomics
ECONOMICS (12220)

Grade Level: 12. One Semester. This course covers the topics of economic thinking, economic systems, supply, demand, prices, market structures, business organizations, labor, financial literacy, macroeconomic measures and concerns, monetary and fiscal policy as well as international trade. This course may be used to fulfill a graduation requirement.

GLOBAL STUDIES (12141)

Grade: 9. Yearlong. This course focuses on the Inquiry Skills and the Geography Disciplinary Concepts of the Illinois Learning Standards for Social Science. This course makes significant use of inquiry as an instructional practice to move around the world geographically and temporally across time to engage students in the aforementioned standards while also incorporating content specifics that upper grades have identified as important background knowledge for students in their junior and senior year courses. This course may be used to fulfill a graduation requirement.

UNITED STATES GOVERNMENT AND POLITICS (12210)

Grade Level: 12. One Semester. This course presents America’s political system with an emphasis on the origins of our government, federalism, our three branches of government, civil rights and liberties, interest groups, and political behaviors. This course may be used to fulfill a graduation requirement.

UNITED STATES HISTORY (12123)

Grade Level: 11+. Yearlong. The course starts with European Colonization, the American Revolution, and westward expansion. The first semester continues with an in depth look at U.S. history through the Progressive Era. Second semester covers events from the World War I through the Civil Rights Era. This course may be used to fulfill a graduation requirement.

AP HUMAN GEOGRAPHY (12106)*

Grade Level: 9+. Yearlong. The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, as well as use and alteration of Earth’s surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Students will prepare for the AP exam. May be used to fulfill a graduation requirement. *quality points/weighted grade

AP MACROECONOMICS (12231)*

Grade Level: 12. One Semester. The purpose of the AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops student’s familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. This course provides students with a learning experience equivalent to that obtained in a typical introductory college economics course which requires students to use analytical reading skills along with graphical analysis skills. Students will prepare for the AP exam. This course may be used to fulfill a graduation requirement. *quality points/weighted grade

AP MICROECONOMICS (12230)*

Grade Level: 12. One Semester. The purpose of a course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of an individual decision maker, both consumers and producers. It places primary emphasis on the nature and function of product markets, and includes the study of factor markets and the role of government. This course provides students with a learning experience equivalent to that obtained in a typical introductory college economics course which requires students to use analytical reading skills along with graphical analysis skills. Students will prepare for the AP exam. This course may be used to fulfill a graduation requirement. *quality points/weighted grade
Social Science

**AP U.S. HISTORY (12126)**

*Grade Level: 11+. Yearlong. The Advance Placement Program in United States history is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the issues and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year college courses. Students learn to assess historical materials, their relevance to a given interpretive problem, their reliability, and their importance, as well as to weigh the evidence and interpretations presented in historical scholarship. This course develops the skills necessary to arrive at conclusions based on an informed judgment and to present reasons and evidence clearly and persuasively in essay format. Students will prepare for the AP exam. This course may be used to fulfill a graduation requirement.*

*quality points/weighted grade

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**AP UNITED STATES GOVERNMENT AND POLITICS (12212)**

*Grade Level: 12. One Semester. This course provides students with an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. Students will study the constitutional underpinnings of democracy, political parties and interest groups, the Congress, the Presidency, the bureaucracy and Federal courts, institutions and policy processes, and civil liberties and civil rights. This course thus develops the skills necessary to arrive at conclusions based on an informed judgment and to present reasons and evidence clearly and persuasively in essay format. Students will prepare for the AP exam. This course may be used to fulfill a graduation requirement.*

*quality points/weighted grade

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**AP WORLD HISTORY (12116)**

*Grade Level: 9+. Yearlong. The Advanced Placement Program in World History provides students with the analytical skills and factual knowledge necessary to deal critically with world problems. Societies will be compared, an emphasis placed on the larger processes affecting individual societies and civilizations, and key time periods will be emphasized. Students will prepare for the AP exam. This course may be used to fulfill a graduation requirement.*

*quality points/weighted grade

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**ELECTIVES**

**AFRICAN AMERICAN HISTORY (12300)**

*Grade Level: 10+. Yearlong. This elective course provides positive insights into the achievements of African Americans from the beginnings of the country to the present. Note: This course is not a substitute for the required United States history course, required for graduation.*

**LATIN AMERICAN HISTORY (12134)**

*Grade Level: 10+. Yearlong. Latin American History is an elective course for students who wish to strengthen and expand their knowledge of Latin American civilizations. This one-year course focuses on Latin American History beginning with pre-Hispanic cultures and culminating with contemporary issues.*

**PSYCHOLOGY (12400)**

*Grade Level: 10+. Yearlong. This introductory course provides insight and practical information in the field of psychology. Topics will include learning, memory, the workings of the mind, personality, attitude, emotions, and abnormal psychology.*
**SOCIOLOGY (12416)**

*Grade Level: 10+. Yearlong.* Sociology is the study of human relationships within a social or group setting. The high school and American societies will serve as the focus for such topics as the cultural impact upon behavior, the process of adopting social norms and values, the identification of social deviants and the effects of labeling, the causes and reduction of prejudice, and the impact of social class upon life experiences.

**WORLD AFFAIRS 1 & 2 (12130)**

*Grade Level: 10+. Two Semester Sequence.* World Affairs exposes students to customs, traditions, and heritage of people from around the globe. Inquiry into political, economic, and social problems or events perplexing the world today. Students will read, discuss and compare ideas expressed in a variety of news media including Rockford Register Star, Chicago Tribune, Newsweek magazine, U.S. News and World Report magazine, Time magazine, ABC, CBS, NBC national television, CNN and the Internet. *Note: This course is not a substitute for the required year of "World" coursework needed for graduation.*

**WORLD GEOGRAPHY (12100)**

*Grade Level: 10+. Yearlong.* In this course, students will utilize aspects of human and physical geography to study different regions of the world through global issues. Students will examine how humans adapt to their environments, how nations rely on each other, and how environments are changed by human interactions with one another and the environment itself. *Note: This course is not a substitute for the required Global Studies course for students entering high school after the 2017-18 school year.*

**WORLD HISTORY (12110)**

*Grade Level: 10+. Yearlong.* First semester students will study themes of history, ancient civilizations, major religions, as well as the Dark Ages, Age of Exploration, and the beginning of the Renaissance. Second semester continues with the Renaissance through the twentieth century. *Note: This course is not a substitute for the required Global Studies course for students entering high school after the 2017-18 school year.*

**AP COMPARATIVE GOVERNMENT AND POLITICS (12215)*

*Grade Level: 10+. One Semester.* The AP course in Comparative Government and Politics introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes. *quality points/weighted grade*

**AP EUROPEAN HISTORY (12310)*

*Grade Level: 10+. Yearlong.* This is a college level introductory elective course into modern European history that examines the major events, trends, and chronology from 1450 to the present. Students will examine themes in history and interrelated categories (political, diplomatic, intellectual, cultural, social and economic) as they investigate, using primary and secondary sources, the elites with the experiences of ordinary people. Students will prepare for the AP exam. *quality points/weighted grade*

**AP PSYCHOLOGY (12406)*

*Grade Level: 10+. Yearlong.* This course introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals, exposing students to psychological facts, principles, and phenomena associated with each of the major sub-fields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice. Students will prepare for the AP exam. *quality points/weighted grade*
**World Languages**

**MULTI-LANGUAGE LAB (11520)**

(East) **Grade Level:** 9-12. **One Semester. Lab Fee:** $25.00. **Prerequisites:** None. This course will provide students with a variety of language offerings beyond traditional world language offerings through both in classroom interactive opportunities and online resources. Small group language cohorts will be a part of this course to assist students in their development of language skills and the areas of Communication, Culture, Connections, Comparisons, and Communities.

**WORLD LANGUAGE INTERNSHIP (11530)**

**Grade Level:** 11-12. **Yearlong or One Semester. Lab Fee:** $25.00. **Prerequisites:** Level 4 or AP Language course. This course involves placing individual students out in the community as foreign language resources. Emphasis will be on students utilizing their skills and knowledge within their focus foreign language. Outside hours working will be a part of this course.

**AMERICAN SIGN LANGUAGE**

**AMERICAN SIGN LANGUAGE I (11500)**

(East) This course is an introduction to the basics of American Sign Language (ASL) and Deaf culture. The emphasis is on learning to communicate with ASL via comprehension, production and interactive skills using basic grammatical structure with exposure to Non Manual Markers. ASL will be taught in the context of the general surroundings and everyday life experiences. The course will include an exploration into the causes of hearing loss, Deaf culture and various educational institutions.

**AMERICAN SIGN LANGUAGE II (11503)**

(East) **Prerequisite:** Sign Language I. This course reinforces and expands on skills and vocabulary from the previous year. Emphasis will continue to be on building proficiency, comprehension, expanding grammatical structures (Non Manual Markers and Mouth Morphemes), and strengthening interpersonal skills, as well as continued studies of Deaf culture and its impact on society.

**AMERICAN SIGN LANGUAGE III (11506)**

(East) **Prerequisite:** Sign Language I & II. This course builds on the foundation of skills and knowledge learned in American Sign Language I and II. In this course, the instructional emphasis is on the expansion and refinement of expressive and receptive skills. In addition to expanding their vocabulary, students will learn more complex grammatical features through narratives and dialogue. The course will explore the history and richness of the Deaf community.

**AMERICAN SIGN LANGUAGE IV (11509)**

(East) **Prerequisite:** Sign Language I, II & III. This course builds on the skills and knowledge learned in American Sign Language I, II, and III. Comprehension of expressive and receptive sign skills are covered in depth, along with a continued emphasis on ASL grammatical features through the use of short stories, narratives, and interactive use of ASL. The course will continue to explore the history and richness of the Deaf community.
World Languages

FRENCH

FRENCH I (11300)

Grade Level: 9-12. Yearlong. This course is an introduction to the language, customs, and culture of French-speaking countries. The basic structure of the language is covered with an emphasis on listening and reading in the target language, and an introduction to speaking and writing skills in the target language. Emphasis will be placed on interpretive skills. Students will be introduced to language related customs and culture.

FRENCH II (11303)

Grade Level: 9-12. Yearlong. Prerequisite: French 1. This course reinforces and expands skills from the prerequisite course. Emphasis continues to be on building proficiency in the interpersonal mode of the language (reading and listening), and instruction regarding speaking and writing is deepened. Emphasis will be placed on interpretive and interpersonal skills. Studies regarding the language related customs and culture will continue.

FRENCH III (11306)

Grade Level: 10-12. Yearlong. Prerequisites: French 1 & 2. Interpersonal communication skills will be deepened and strengthened in this course. Students will further practice self expression in the target language. Instruction will involve a focus on strengthening reading comprehension and composition skills in the target language. Emphasis will be placed on interpretive, interpersonal and presentational skills. Exposure to language related culture and customs will continue.

FRENCH IV (11309)

Grade Level: 11-12. Yearlong. Prerequisites: French 1, 2, & 3. Continuing the language learning of the previous courses, students will gain in-depth knowledge of complex grammatical and compositional structures in addition to a continued study of French history and culture. Emphasis will be placed on interpretive, interpersonal and presentational skills. Students will read lengthier texts and increased speaking and listening stamina and ability will be a focus. Deeper study of the language related culture and customs will take place.

AP FRENCH LANGUAGE (11315)

Grade Level: 11-12. Yearlong. Prerequisite: French 3 and French 4 and the AP teacher’s recommendation. Students who have not had French 4 must see the AP teacher for diagnostic testing and placement in the class. This class offers students the chance to prepare for the French Language AP exam, and is the equivalent of a fifth semester college course. Students will read, discuss, and write about selections from a variety of sources: print media, books, movies, Internet, etc. They will focus on comparing and analyzing different perspectives on a topic, and will do research and make presentations on selected cultural themes. They will review grammar and structures as needed to improve their accuracy in using the language. The class will be conducted entirely in French. Required: A French-English dictionary.
World Languages

SPANISH

SPANISH I (11100)

Grade Level: 9-12. Yearlong. This course is an introduction to the language, customs, and culture of Spanish-speaking countries. The basic structure of the language is covered with an emphasis on listening and reading in the target language, and an introduction to speaking and writing skills in the target language. Emphasis will be placed on interpretive skills. Students will be introduced to language related customs and culture.

SPANISH II (11103)

Grade Level: 9-12. Yearlong. Prerequisite: Spanish 1. This course reinforces and expands skills from the prerequisite course. Emphasis continues to be on building proficiency in the interpersonal mode of the language (reading and listening), and instruction regarding speaking and writing is deepened. Emphasis will be placed on interpretive and interpersonal skills. Studies regarding the language related customs and culture will continue.

SPANISH III (11106)

Grade Level: 10-12. Yearlong. Prerequisite: Spanish 1 & 2. Interpersonal communication skills will be deepened and strengthened in this course. Students will further practice self expression in the target language. Instruction will involve a focus on strengthening reading comprehension and composition skills in the target language. Emphasis will be placed on interpretive, interpersonal and presentational skills. Exposure to language related culture and customs will continue.

SPANISH IV (11109)

Grade Level: 11-12. Yearlong. Prerequisite: Spanish 1, 2, & 3. Continuing the language learning of the previous courses, students will gain in-depth knowledge of complex grammatical and compositional structures in addition to a continued study of Spanish history and culture. Emphasis will be placed on interpretive, interpersonal and presentational skills. Students will read lengthier texts and increased speaking and listening stamina and ability will be a focus. Deeper study of the language related culture and customs will take place.

AP SPANISH LANGUAGE & CULTURE (11115)*

Grade Level: 11-12. Yearlong. Prerequisite: Spanish 3 and Spanish 4 and the AP teacher’s recommendation. Students who have not had Spanish 4 must see the AP teacher for diagnostic testing and placement in the class. This class offers students the chance to prepare for the Spanish Language AP exam, and is the equivalent of a fifth semester college course. Students will read, discuss, and write about selections from a variety of sources; print media, books, movies, Internet, etc. They will focus on comparing and analyzing different perspectives on a topic, and will do research and make presentations on selected cultural themes. They will review grammar and structures as needed to improve their accuracy in using the language. The class will be conducted entirely in Spanish. Required: A Spanish-English dictionary.

SPANISH FOR HERITAGE SPEAKERS I (11118)

Grade Level: 9-12. Yearlong. This class is designed to meet the needs of Spanish heritage learners. Hispanic students who already can understand and speak some Spanish should take this course instead of the regular Spanish sequence. Students will build upon their Spanish language skills, with special attention to strengthening their reading and writing. Standard Spanish will be used to help prepare students to use the language appropriately in job settings and to start to prepare for the Spanish Language AP test. Students will also increase their awareness and understanding of their own cultural heritage and that of the other Spanish speaking countries in the world.

SPANISH FOR HERITAGE SPEAKERS II (11121)

Grade Level: 10-12. Yearlong. This class is a continuation of Spanish for Heritage Speakers 1 designed to meet the needs of Spanish heritage learners. Hispanic students who already can understand and speak Spanish should take this course next in the sequence following Spanish for Heritage Speakers 1. Students will build upon their Spanish language skills, with special attention given to strengthening their reading and writing. Increasing the awareness and understanding of their own cultural heritage along with that of the other Spanish speaking countries will be continued as well.
Driver Education/ROTC

DRIVER EDUCATION

DRIVER EDUCATION (16203)

Grade Level: 9-12. One Semester. Prerequisite: 15 years of age. State law requires students to have received a passing grade in at least eight courses during the previous two semesters before he/she can be enrolled in Driver Education. A Declaration of Intent must be completed by the Parent/Guardian in which states that the student must be enrolled in a DRED class with in twelve calendar months.

DRIVER EDUCATION FEES:

A $250.00 fee is required payable to RPS 205, plus a $20.00 Illinois State permit fee to be paid to the Secretary of State. Please note: students that qualify for a district fee waiver will get the district driver education fee waived NOT the State fee. Any re-enrollment in DRED due to previous failure or drop will require the $250 DRED fee to be paid, regardless of any waivers.

Students will receive safe instruction in the safe operation of motor vehicles, rules of the road, and the laws of the State relating to motor vehicles. The course meets the legal requirements of the State in preparing students to become safe and efficient users of the highway transportation system. To successfully complete the course, students must be in attendance a minimum of 30 clock hours, no exceptions. Driver Education is taught in two phases Classroom Instruction (30 hours) & Behind the Wheel (BTW) driving (minimum of 6 hours). Students’ BTW phase may take place outside of regular school day. A student must earn a minimum grade of 79% to pass the course.

Students must pass the Illinois State Vehicle Code Permit Test, a vision exam and obtain an instructional permit to advance to the BTW phase. During the BTW phase, students will earn a Pass/Fail grade and may be eligible for the Cooperative Driver Testing Program’s (CDTP) waiver. Students who earn a grade of “B” or better in the classroom, attend all scheduled BTW drives and provide proof of 15 hours of GDL driving with P/G will be eligible to take the CDTP test administered by RPS 205 instructors. Parents are, according to the State Graduated Driver License (GDL) law, responsible for a minimum of 50 hours of supervised driving (of which 10 hours must be night driving) with their son/daughter and to record this on a document to be turned in to the Secretary of State office when the student obtains his/her license.

**Note: Law PA 98-167: Requires all 18-20 year olds to take a driver education course before obtaining a driver’s license. The RPS 205 DRED course meets this state requirement.

ROTC

JROTC 9-12 (16500)

(Auburn) Grade Level: 9-12. Yearlong. JROTC has four course levels which all include academics, physical fitness and practical exercises. The program initially focuses on character development, teamwork, organizing, individual responsibility and other life and academic success skills. As students progress in the program they assume increasing levels of leadership responsibility and staff roles during practical exercises to plan, organize and publicize various school activities and community support events (Labor Day, Open House, Varsity Athletic Meets and Games, Veterans’ Day, Christmas Caroling, Military Ball, Awards Banquet, Memorial Day and Fourth of July). Extra-curricular activities include interscholastic competition drill, color guard and marksmanship teams. Enrollment is limited.

ROTC/DRIVER EDUCATION (16503)

(Auburn) Grade Level: 10-12. One Semester Each. The student is enrolled in JROTC for one semester. Age and the number of high school credits as required by the State will determine admission into Drivers Education for one semester.
PE/Health

AQUATICS (16360)

Grade Level: 10+. Aquatics is designed to improve fitness levels through individual and group aquatic activities. Activities may include, but are not limited to: training and development of all swim strokes, water polo, water basketball, diving, and water aerobics/plyometric. Aquatics includes heavy emphasis on fitness concepts and conditioning. Required: Students will provide their own swimsuits and towels. (Boys- lined swim trunks; Girls-1 piece swimsuit).

FITNESS AND WELLNESS (16411)

Grade Level: 10-12. One Semester. This class can be taken opposite of Health. Fitness and Wellness is designed to introduce students to the components of fitness and wellness. This includes a variety of workouts, learning and applying the rules of nutrition, and setting and attaining fitness goals. Students will learn to maintain a healthy lifestyle through the development of self-awareness and mindfulness.

FRESHMAN BOYS PHYSICAL EDUCATION (16120)

Grade Level: 9. This course is designed to increase fitness levels using a variety of exercise modes including, but not limited to: team sports, strength and conditioning, aquatics, and personal fitness options. Heavy emphasis will be placed on team sports and strength and conditioning. Students will learn proper movement patterns, determine heart rate and fitness outcomes relative to each activity, and explore the benefits of teamwork and competition. Students will also learn optimal training methods for maintaining healthy body composition levels. Required: Students will provide their own swimsuits and towels. (Boys- lined swim trunks).

FRESHMAN GIRLS PHYSICAL EDUCATION (16123)

Grade Level: 9. This course is designed to increase fitness levels using a variety of exercise modes including, but not limited to: personal fitness options, aquatics, strength and conditioning, and team sports. Heavy emphasis will be placed on personal fitness options. Students will learn proper movement patterns, determine heart rate and fitness outcomes relative to each activity, and explore the benefits of teamwork and competition. Students will also learn optimal training methods for maintaining healthy body composition levels. Required: Students will provide their own swimsuits and towels. (Girls-1 piece swimsuit).

GROUP EXERCISE (16350)

Grade Level: 10+. Group Exercise is designed to improve fitness levels through group exercise activities. Activities may include, but are not limited to: Pilates, yoga, metabolic resistance training circuits, and high intensity interval training (HIIT). Group Exercise includes heavy emphasis on fitness concepts and conditioning.

HEALTH (16000)

Grade Level: 9-12. One Semester. Students are required to take one semester of Health during high school. Health includes the following topics: mental and emotional health, stress management, CPR and first aid, understanding medicines, tobacco, alcohol, illegal drugs, human growth and reproduction, and health careers/agencies. Most buildings offer this either freshman or sophomore year. See high school counselor for building recommendations.

INTRO TO SWIMMING (16410)

Grade Level: 10-12. One Semester. This class can be taken opposite of Health. Intro to Swimming is designed to develop the skills of the individual swimmer, including developing a variety of strokes. This class includes a heavy emphasis on fitness concepts and conditioning designed to build technique and endurance in the pool. Required: Students must provide their own swimsuit and towel. Goggles are highly recommended. (Boys - lined swim trunks; Girls - 1 piece swimsuit).
LIFE GUARD/WATER SAFETY INSTRUCTOR (16343)

Grade Level: 10+ (9th grade students may enroll with instructor permission). Red Cross Administration Fee: $35. Prerequisite: Successful completion of required competencies AND instructor approval.

Lifeguarding- The purpose of the American Red Cross Lifeguarding course to provide entry-level lifeguard participants with the knowledge and skills to recognize, respond to, and prevent aquatic emergencies, as well as provide care for breathing and cardiac emergencies, injuries and sudden illnesses until emergency medical services personnel take over. Prerequisite: 300 yard swim using front crawl or breaststroke, 2 minute treading water, and complete a 1 minute and 40 seconds timed event swimming with a front surface dive into the deep end to retrieve a 10lb brick.

Water Safety Instructor- The purpose of the American Red Cross Swimming and Water safety program is to teach people how to be safe in, on, or around water and to teach individuals of different ages and abilities how to swim. Prerequisite: Students have to be able to swim.

All students enrolled will be assessed for individual growth using a 10-minute swim assessment. Additional assessments may also be used.

PERSONAL FITNESS (16353)

Grade Level: 10-12 (9th grade students may enroll with instructor and counselor approval). Personal Fitness is a semester course designed for students who are interested in increasing their personal fitness levels, learning how to live a healthy lifestyle and make appropriate choices, and increase their awareness of community recreational and fitness opportunities. This course is designed for students who want to improve their personal fitness and prefer a gradual approach.

TEAM SPORTS (16356)

Grade Level: 10+. Team Sports is designed to increase fitness levels through the use of competitive team games and modified sport situations. This course may include: basketball, volleyball, softball, soccer, flag football, broomball, speedball, ultimate Frisbee, rugby, handball and/or additional sports. Team Sports includes heavy emphasis on fitness concepts and conditioning.

TEAM STRENGTH AND CONDITIONING (16340)

Grade Level: 10+ (9th grade students may enroll with instructor and coaches’ permission). Strength and Conditioning is a rigorous course designed to improve strength, speed, power and conditioning levels. The class includes: weightlifting, strength training, plyometric, speed, agility, and conditioning. Strength and conditioning includes heavy emphasis on performance enhancement and injury prevention through proper training. All students will be assessed via strength and conditioning testing which may include strength and power, speed and agility, and conditioning testing.

ELECTIVES

These courses do not count toward meeting the daily PE requirement from the state.

KINESIOLOGY I (16364)

Grade Level: 10-11. Yearlong. This is the first class in a course sequence designed to prepare students for the ACE Fitness personal trainer certification and group exercise instructor certification. This course will provide a foundational knowledge base in the areas of anatomy, bioenergetics, exercise physiology, biomechanics, acute and chronic adaptations to anaerobic and aerobic exercise, and nutrition. This course is considered a PE elective and does NOT count toward meeting the daily PE requirement from the state. Students will need to enroll in a PE, Health, or Driver’s Education course.

KINESIOLOGY II (16367)

Grade Level: 11-12. Yearlong. This course is the second step in the Exercise Science Pathway. It will begin to incorporate application and programming to the foundational skills and concepts learned in Exercise Science I. Students will begin to perform assessments and analyze results, create programs based on assessment data, and hone their exercise technique and coaching skills. This course is considered a PE elective and does NOT count toward meeting the daily PE requirement from the state. Students will need to enroll in a PE, Health, or Driver’s Education course.
Fine Arts - Visual Arts

ART FOUNDATIONS (15100)
Grade Level: 9-12. Lab Fee: $25.00. This course is an overview of visual arts. Students will explore traditional and experimental media. Students will study visual art work from a variety of cultures and time periods. This is a beginning model for art criticism and the basis for further art study. An emphasis is placed on learning how to draw, paint and print as well as develop good studio habits, craftsmanship, and visual art vocabulary.

2-D STUDIO ART I (15103)
Grade Level: 10-12. Lab Fee: $25.00. Prerequisite: Art Foundations or consent of instructor. This course is for the interested student to further develop artistic skills. Students will advance and continue their exploration and development of skills begun in Studio Art Foundations. Students will focus on mastering basic drawing and painting skills in a variety of media with special emphasis on experimentation, expression, craftsmanship, and originality. Art history, aesthetics, and critical topics will be presented.

2-D STUDIO ART II (15106)
Grade Level: 11-12. Lab Fee: $25.00. Prerequisite: Studio Art-I or consent of instructor. This course is designed to allow the advanced level art student an opportunity to continue their exploration and development of skills. Study is accelerated enabling highly motivated students to engage in advanced level art production in a variety of 2D media. Emphasis is placed on advanced level technical skills, experimentation, creative expression and personal interpretation. Required: An additional expense for matting artwork for portfolio presentation and exhibition.

2-D STUDIO ART III (15109)
Grade Level: 12. Lab Fee: $25.00. Prerequisite: Studio Art-II or consent of instructor. This course requires portfolio development. A portfolio is a presentation of a body of art work with consistent quality, related themes, and demonstrates independent work ethic and craftsmanship representing a wide range of media. This course is for those students interested in college, art school, or visual art employment. Required: An additional expense for matting artwork for portfolio presentation and exhibition.
Fine Arts - Visual Arts

3-D SCULPTURE-I (15132)

Grade Level: 10-12. Lab Fee: $25.00. Prerequisite: Studio Art Foundations. A variety of methods of working with sculpture will be explored. Projects will emphasize problem solving, experimentation, expression, craftsmanship and originality. Historical, contemporary and cultural examples will be studied.

3-D SCULPTURE-II (15135)

Grade Level: 11-12. Lab Fee: $25.00. Prerequisite: 3-D Studio Art-I. This is a third year course for the serious art student. It provides the opportunity for more in-depth study and experimental approaches to 3-dimensional forms. An additional expense is required for displaying sculptures for portfolio presentation and exhibition.

AP ART HISTORY (15138)*

Grade Level: 11-12. Lab Fee: $25.00. This course surveys the visual arts from prehistoric to contemporary times. The survey is global and includes an emphasis on social context and connections between artists, related fine arts, culture and events in the past and today. Students are expected to view, discuss, research and write about the visual arts. Testing and content are designed to prepare students for the AP Art History exam. *quality points/weighted grade

AP STUDIO ART: DRAWING (15141)*

Lab Fee: $25.00. Prerequisite: 2-D Studio Art-II. AP Studio Art: Drawing is designed to address drawing issues and media. This course promotes the investigation of all three aspects of portfolio development — quality, concentration, and breadth. The AP portfolio’s three-section structure requires the student to demonstrate mastery in concept, composition, and execution of drawing. The AP Studio Art program sets a national standard for performance in the visual arts. Students enrolled in AP Studio Art: Drawing must take the AP exam which is a performance based exam rather than a written exam requiring the submission of a digital portfolio for evaluation. Students who successfully pass the AP Studio Art review may receive college credit. Required: An additional expense for matting artwork for portfolio presentation and exhibition. *quality points/weighted grade

AP STUDIO ART: 2-D DESIGN (15144)*

Lab Fee: $25.00. Prerequisite: Advanced Art. The AP Studio Art: 2-D Design course is designed to address two-dimensional (2-D) design issues and media. This course promotes the investigation of all three aspects of portfolio development — quality, concentration, and breadth. The AP portfolio’s three-section structure requires the student to show mastery in concept, composition, and execution of 2-D design through any two-dimensional medium or process, including, but not limited to, graphic design, digital imaging, photography, collage, fabric design, weaving, illustration, painting, and printmaking. The AP Studio Art program sets a national standard for performance in the visual arts. Students enrolled in AP Studio Art: 2-D Design must take the AP exam which is a performance-based exam rather than a written exam requiring the submission of a digital portfolio for evaluation. Students who successfully pass the AP Studio Art review may receive college credit. Required: An additional expense for matting artwork for portfolio presentation and exhibition. *quality points/weighted grade

AP STUDIO ART: 3-D DESIGN (15147)*

Lab Fee: $25.00. Prerequisite: 3-D Studio Art-I. AP Studio Art: 3-D Design is designed to address sculptural issues and media. Design involves purposeful decision making about using the elements and principles of art in an integrative way. This course promotes the investigation of all three aspects of portfolio development — quality, concentration, and breadth. The AP portfolio’s three-section structure requires the student to demonstrate mastery in concept, composition, and execution of 3-D design through any three-dimensional approach. The AP Studio Art program sets a national standard for performance in the visual arts. Students enrolled in AP Studio Art: 3-D Design must take the AP exam which is a performance-based exam rather than a written exam requiring the submission of a digital portfolio for evaluation. Students who successfully pass the AP Studio Art review may receive college credit. Required: An additional expense for matting artwork for portfolio presentation and exhibition. *quality points/weighted grade
Fine Arts - Visual Arts

GRAPHIC DESIGN I (15123)

Grade Level: 9-12. Lab Fee: $25.00. Prerequisite: Studio Art Foundations, Intro to Graphic Design and/or Business and Technology Concepts. This course helps students become proficient in two graphic programs currently used by professional designers; Adobe Photoshop and Adobe Illustrator. Skills will be learned in how technology is used in creating photo-edited images. Design and composition will be taught on the computer through the use of these programs.

GRAPHIC DESIGN II (15126)

Grade Level: 10-12. Lab Fee: $25.00. Prerequisite: Graphic Design-I or Intro to Graphic Design and/or consent of instructor. The intent of this course is to allow students to review and expand on the knowledge and skills that they have learned in the prerequisite. Students will use graphic programs used by professional designers: Adobe Photoshop, Adobe Illustrator, and Adobe InDesign. Skills will be used to edit images, create computer illustrations, and layout designs. Design and composition skills will be emphasized to create computer graphics suitable for both print and web-based applications. Students will also develop a digital portfolio to showcase their artwork.

GRAPHIC DESIGN III (15160)

Grade Level: 11-12. Lab Fee: $15.00. Prerequisite: Graphic Design II. This course will build upon the knowledge and skills learned in Graphic Design II. This course is the capstone course at the end of the Graphic Design Academy Pathway. The course allows students to finish the three year Graphic Design program with a strong design background and a high level of competency using digital imaging, computer aided drawing, and page layout programs. Graphic Design III will introduce advanced level software allowing students an exposure to industry standard certification level coursework. This course allows students to be fully immersed in the field of graphic design through the use of practical application units which lead to the development of an advanced level portfolio for college acceptance and/or job placement.

3-D MODELING AND ANIMATION (15113)

Grade Level: 10-12. Lab Fee: $25.00. Prerequisites: Intro to Graphic Design or Graphic Design-I. This course offers an introduction to the world of computer generated 3-D modeling and animation. As an introductory course, it provides a basic understanding of the skills and techniques employed by 3-D designers. In this course, students will explore basic mesh modeling, applying textures and materials to 3-D objects, lighting, animation and rendering.

MEDIA PRODUCTION I (21206)

Grade Level: 11-12. Lab Fee: $25.00. Prerequisite: Graphic Design I. Designed to provide students with solid, introductory level experiences in a variety of media forms, including television, radio, film and the Internet. This course will survey the historical and social significance of the media in our culture. Students will develop a basic working knowledge of the tools used in the production of media projects. Communication, leadership, creative problem solving, teaming and interpersonal skills will be of high priority. As both an interdisciplinary course and a resource for all school departments, the students will have multiple opportunities to engage in creative work through the use of appropriate and current technology.

MEDIA PRODUCTION II (21209)

Grade Level: 12. Lab Fee: $25.00. Prerequisite: Media Production I. A continuation of training with an emphasis on placement in the professional community through internships. The focus of instruction will be on the development of training and industrial films. **Required:** Fifteen after school studio hours per semester.
ORCHESTRA I (15250)

Grade Level: 9. Orchestra Fee: $25.00. Rental Fee: $80.00 if renting a school instrument. This course is designed to develop the instrumental music skills of the beginning high school student. Students will perform quality literature representing all time periods, and genres. The emphasis of this performance based group will be placed on skills and techniques of the instrument by the student, sight reading, and ensemble performance skills. This course may only be taken once. Required: Outside of class time spent rehearsing/performing is part of the assessment for this class.

ORCHESTRA II: CONCERT ORCHESTRA (15200)

Orchestra Fee: $25.00. Rental Fee: $80.00 if renting a school instrument. Prerequisite: Orchestra I or consent of instructor. The course emphasis is on string techniques, literature and performance. This ensemble will perform at school as well as in the community. Students may enroll in this course for more than one year. Required: Outside of class time spent rehearsing/performing is part of the assessment for this class.

ORCHESTRA III: CHAMBER ORCHESTRA (15253)

Orchestra Fee: $25.00. Rental Fee: $80.00 if renting a school instrument. Prerequisite: Orchestra II or consent of instructor. This course is an advanced group of musicians who work on advanced techniques, literature, and performance. The music studied advances performance skills and covers all periods and styles. Required: Outside of class time spent rehearsing/performing is part of the assessment for this class.

Students are also encouraged to participate in statewide festivals and competitions. Students may be assigned small ensembles (i.e., trios, quartets) to rehearse in class. These ensembles will have opportunities to perform at special District 205 and community events. Students may enroll in this course for more than one year.
Fine Arts - Music

BAND I (15206)
(J-Hawk, Knight, E-Rabs, Viking) Band Fee: $25.00.
Rental Fee: $80.00 if renting a school instrument. This band is made up of all freshmen, developing technical proficiency and musical knowledge. Required: Outside of class time spent rehearsing and performing is part of the assessment for this course, including a minimum of four marching performances during the fall semester, three concerts throughout the year and one parade.

BAND II (15212)
Grade Level: 10-12. Band Fee: $25.00. Rental Fee: $80.00 if renting a school instrument. Prerequisite: Band I or consent of instructor. This course allows for continuing the development of instrumental musicianship into the 2nd year of high school. Required: Outside of class time spent rehearsing and performing is part of the assessment for this course, including a minimum of four marching performances during the fall semester, three concerts throughout the year and one parade.

BAND III (15209)
Grade Level: 11-12. Band Fee: $25.00. Rental Fee: $80.00 if renting a school instrument. Prerequisite: Band II or consent of instructor. The material performed will be of an advanced nature. Required: Outside of class time spent rehearsing and performing is part of the assessment for this course, including a minimum of four marching performances during the fall semester, three concerts throughout the year and one parade.

JAZZ ENSEMBLE (15215)
Grade Level 10-12. Band Fee: $25.00. Rental Fee: $80.00 if renting a school instrument. Prerequisite: Must be enrolled in another band and consent of instructor. The Jazz Ensemble offers its members an exposure to jazz and rock music. The group performs at functions outside of school including college jazz festivals and programs for civic organizations. Required: Outside of class time spent rehearsing/performing is part of the assessment for this class.

BEGINNING PIANO KEYBOARD (15224)
Grade Level: 9-12. Lab Fee: $25.00. This course is a group piano class where students work individually on their own keyboard. Students will improve reading, technical, and performance skills. Basic skills will be taught including scales, etudes, and music theory. Participants are expected to perform as an individual and an ensemble throughout the year at various school and community events.

ACOUSTIC GUITAR (15221)
Grade Level: 10-12. Lab Fee: $25.00. Beginning and intermediate guitar students study the techniques of guitar playing, rhythm section playing, sight reading, various styles of music and basic musicianship. Guitar techniques include chords, scales, strums and picking styles. This course may not be repeated.
ADVANCED PIANO KEYBOARD (15227)

Grade Level: 10-12. Lab Fee: $25.00. Prerequisite: Audition.
This is an advanced piano class where students work individually on their own keyboards to improve reading, technical, and performance skills. Advanced skills will be emphasized including all major and minor scales, arpeggios, improvisation, and more advanced music theory. Students will also work on their own compositions with music technology. Participants are expected to perform as an individual and as ensemble throughout the year at various school and community events.

ARTS AND HUMANITIES (15150)

Grade Level: 9-12. One Semester. Lab Fee: $25.00. This course is designed to investigate the cultural impact the arts have had on society over time. The course will look at ancient and contemporary arts examples to distinguish their relevance and connections to cultural and historical aspects of each time period.

AP MUSIC THEORY (15230)*

Grade Level: 10-12. Yearlong. Lab Fee: $30.00. Prerequisite: Prior musical experience. This course is for students interested in a college equivalent Music Theory course. This course follows the Advanced Placement (AP) curriculum. Topics addressed in depth include musicianship, theory, musical materials, and procedures. Students who successfully pass the AP Music Theory proficiency exam may receive college credit.

CHORUS (15303)

Grade Level: 9. Chorus Fee: $25.00. This mixed choir course is designed to develop the choral skills of the beginning high school singer. Students will perform quality literature representing all time periods, genres, and languages of choral music. The emphasis of this performance based choir will be placed on vocal production, sight reading, and aural skills. Chorus may only be taken once. Required: Outside of class time spent rehearsing/performing is part of the assessment for this class.

CONCERT CHORALE (15309)

Grade Level: 9-12. Chorale Fee: $25.00. Prerequisite: Chorus or consent of instructor. This course is designed to fully develop the chorale/musicianship skills of the advanced high school singer. Students will perform quality literature representing all time periods, genres, and languages of choral music. Strong emphasis will be placed on independent musicianship, analysis of text, and interpretation. Students may enroll in Concert Chorale for more than one year. Required: Outside of class time spent rehearsing/performing is part of the assessment for this class.

TREBLE CHOIR (15300)

Grade Level: 10-12. Lab fee: $25.00. Prerequisite: Concert Chorale or consent of instructor. This course is a treble choir with a high level of proficiency and commitment. Students will learn proper singing techniques, as well as study and perform a variety of vocal music including examples from various styles and periods. Strong emphasis will be placed on independent musicianship, analysis of text, and interpretation. Required: Outside of class time spent rehearsing/performing is part of the assessment for this class.

CHAMBER SINGERS (15312)

Grade Level: 10-12. Lab fee: $25.00. Prerequisite: Concert Chorale or consent of instructor. This ensemble will study and perform a variety of advanced choral literature including but not restricted to English part song, Madrigals, Acapella, Swing and genres of the Jazz idiom. Strong emphasis will be placed on independent musicianship, analysis of text, and interpretation. Required: Outside of class time spent rehearsing/performing is part of the assessment for this class.
Fine Arts - Theatre Arts

<table>
<thead>
<tr>
<th>Focus</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
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</thead>
<tbody>
<tr>
<td>Acting &amp; Directing</td>
<td>Acting I</td>
<td>Acting II</td>
<td>Acting III: Acting &amp; Directing</td>
<td>Acting IV: Theatre Seminar</td>
</tr>
</tbody>
</table>

**ACTING I (15400)**

*Grade Level*: 9-12. *Lab Fee*: $25.00. This course provides an introduction to the actor’s craft. Students will learn theatrical terminology, improvisation, pantomime, and character study. Class members will perform monologues, scenes, and short plays. Students will learn about theatre etiquette. *Requirements*: Attend or participate in school stage productions. Write Acting Critiques of school stage productions.

**ACTING II (15403)**

*Lab Fee*: $25.00. *Prerequisite*: Acting I or instructor approval. Various acting techniques will be explored through improvisation, monologues, and scene work. Students will also learn the fundamentals of directing. *Requirements*: Attend or participate in school stage productions. Write acting critiques of school stage productions. Participate in the performance-based assessment, a one act play.

**ACTING III: ACTING AND DIRECTING (15406)**

*Lab Fee*: $25.00. *Prerequisite*: Acting II or instructor approval. This course is a third level course with an emphasis on directing and stage management. *Requirements*: Attend or participate in school stage productions. Write acting critiques of school stage productions. Participate in the performance-based assessment, a one act play.

**ACTING IV: THEATRE SEMINAR (15409)**

*Lab Fee*: $25.00. *Prerequisite*: Acting III or instructor approval. This course is a fourth level course where students will continue their study of acting, directing, production, and period styles. Students will investigate the development of a production, resulting in a performance. Resume and audition development will prepare students for college reviews. *Requirements*: Attend or participate in school stage productions. Write acting critiques of school stage productions. Participate in the performance-based assessment, a one act play.

**TECH THEATRE I (15412)**

*Grade Level*: 9-12. *Lab Fee*: $25.00. Students will learn the basics of set design, lighting, sound, props, makeup, set construction and costumes. *Requirements*: 5-10 crew hours outside of class time per semester. Attend or participate in school stage productions. Write technical critiques of school stage productions.

**TECH THEATRE II (15420)**

*Lab Fee*: $25.00. *Prerequisite*: Tech Theatre I or instructor approval. Students will receive training in scenic construction, lighting, sound, rigging and knots, scenic painting, makeup application, costume design, drafting and scene design, model-building, and publicity. The Student will use their training and knowledge to help run the school’s play and musical productions as well as becoming technical support for other programs held in the Auditorium. *Requirements*: 15-20 crew hours outside of class time per semester. Attend or participate in school stage productions. Write technical critiques of school stage productions. Serve as a member of the production team for the performance-based assessment, the one act play.
TECH THEATRE III: THEATRE DESIGN (15415)

Lab Fee: $25.00. Prerequisite: Tech Theatre II or instructor approval. This course is a progressive and advanced course introducing students to the theory of theater technology. It includes participation in construction, mounting, and running of school productions. Students will receive advanced training in scenic construction, lighting, sound, rigging and knots, scenic painting, makeup application, costume design, drafting and scene design, model-building, and publicity. 

Requirements: Minimum 20 crew hours outside of class time per semester. Attend or participate in school stage productions. Write technical critiques of school stage productions. Serve as a member of the production team for the performance-based assessment, the one act play.

TECH THEATRE IV: THEATRE PRODUCTION (15425)

Lab Fee: $25.00. Prerequisite: Tech Theatre III or instructor approval. This course focuses on original production designs constructed, mounted, and run for theater productions. Portfolio and resume development will prepare students for college reviews.

Requirements: Minimum 25 crew hours outside of class time per semester. Attend or participate in school stage productions. Write technical critiques of school stage productions. Serve as a member of the production team for the performance-based assessment, the one act play.
Early College Credit

RPS 205 offers a variety of options for students to obtain early college credit.

RUNNING START

Running start is a program that provides academically motivated students an opportunity to take college courses at Rock Valley College, full time, during their junior and senior years of high school. The courses taken will be for dual credit simultaneously meeting the requirements for both a high school diploma and an Associates Degree.

Program entry requirements:
- Students must be on track to graduate and in good standing
- Only 10th graders are eligible to apply
- Students must have a minimum cumulative GPA of 3.0 in high school during the time of application
- Students must have completed the following courses with a B or better: Algebra, Geometry OR Integrated Math I and II; two years of English; and Chemistry

Additional program information:
- Only 20 seats are admitted per year.
- Cost to families: books and fees.
- Tuition is paid by District

SENIOR SEMESTER

Students have the opportunity to enroll as a full time Rock Valley College student during the second semester of their senior year. Eligible students will attend RVC tuition free for the semester and will take courses outlined on page 9. This program is geared toward students interested in exploring an engineering pathway through RVC credit coursework. Courses are taken in a cohort model in the second semester during a student’s senior year.

Program entry requirements:
- Students must be on track to graduate and in good standing
- Only 11th graders are eligible to apply
- Students must have completed graduation requirements for math
- Students must place into college-level reading, English, and math. Placement can be met through appropriate ACT, SAT, or Accuplacer scores.

Additional program information:
- Only 20 seats admitted per year.
- Cost to families: books and fees.
- Tuition is paid by District.
Early College Credit

DUAL CREDIT AT HIGH SCHOOL

Students enrolled in some pathways will have the opportunity to participate in dual credit. Many of our Pathways offers an opportunity for students to obtain dual credit upon successful completion of the course. In order for a student to receive college credit, a student must pass the course with a C or higher.

Program entry requirements:

- In most cases, 11th and 12th graders are eligible to receive dual credit. If 9th or 10th graders are enrolled in the course, they may receive high school credit, but not college credit for successfully completing the course.
- In some cases, students will be required to take a college entrance exam prior to or during the course to determine college readiness.

Additional program information:

- Cost to families: none.

DUAL CREDIT AT ROCK VALLEY COLLEGE

Students may take approved courses at Rock Valley College to receive college credit and credit toward high school graduation. A list of approved courses can be found on pages 79 - 80. A formal application must be completed and approved by the student’s school counselor and the building principal each semester a student takes a dual credit course. If a student wishes to take a dual credit course not listed in this planning guide, a request must be made to the student’s counselor. At that point, the counselor will submit the course to the Executive Director of Curriculum and the Executive Director of College and Career Readiness.

Program entry requirements:

- Students must meet course prerequisites and college entrance requirements.

Additional program information:

- Cost to families: tuition, fees, books, and any other associated with taking the course or courses.

ADVANCED PLACEMENT COURSES

Advanced Placement (AP) courses are college level classes that are taken in high school. Rockford Public School students who enroll in AP courses are expected to take the Advanced Placement Exams that are administered through the high school and scored by the AP College Board.

Participation in an AP course:

- Prepares students for college success including improved GPAs, more credit hours earned, increased likelihood of remaining in college after freshman year, and increased likelihood of graduating in 4 years.
- Involves more homework, since class time is more focused on active participation: discussion, labs, debates, etc.
- May require summer reading or assignments to prepare for starting the course.

The following requirements also apply:

- Students are required to pay the AP exam fees. Financial assistance is available to students with financial need.
- Students who earn passing grades for AP courses from Rockford Public Schools and complete the appropriate AP exams will be awarded quality points that contribute to GPA and the decision of class rank. Quality points are awarded each semester.
- Make-up exams follow AP College Board regulations including a fee for late testing.

Good performance on AP exams may earn students one or more of the following:

- Special consideration from colleges/universities to which he/she applies;
- College placement at a more advanced level than usual in the specific subject area of the exam;
- College credits (Each college/university has its own policy on advanced placement and the issuing of credit).
- Illinois public universities recognize 3 or higher for college credit.
## Rock Valley College Dual Credit

Dual credit courses are offered in order to provide students access to rigorous course options aligned with the post-secondary plans. Courses on this list are approved RPS 205/Rock Valley College Dual Credit courses. If you enroll in and complete the RVC course(s) listed on the left at Rock Valley College, you will receive high school credit for the corresponding course on the right. **Students are responsible for all course tuition, associated fees, and the cost of books.** Students should work with their school counselor to obtain a Dual Credit/Dual Enrollment Agreement form. The signed enrollment packet should be submitted to the RVC High School Connections Office.

<table>
<thead>
<tr>
<th>Course taken at Rock Valley College</th>
<th>RVC Credits</th>
<th>District 205 Course</th>
<th>HS Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MATH</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTH 120: College Algebra</td>
<td>3</td>
<td>13400U: College Algebra</td>
<td>2</td>
</tr>
<tr>
<td>MTH 125: Plane Trigonometry (prereq MTH 120)</td>
<td>3</td>
<td>13412U: Trigonometry</td>
<td>2</td>
</tr>
<tr>
<td>MTH 132: Pre-Calculus</td>
<td>5</td>
<td>13330U: Pre-Calculus</td>
<td>2</td>
</tr>
<tr>
<td>MTH 135: Calculus I (prereq MTH 120 &amp; 125 or 132)</td>
<td>5</td>
<td>13462U: Calculus I</td>
<td>2</td>
</tr>
<tr>
<td>MTH 235: Calculus II (prereq MTH 135)</td>
<td>4</td>
<td>13463U: Calculus II</td>
<td>2</td>
</tr>
<tr>
<td>MTH 236: Calculus III (prereq MTH 235)</td>
<td>4</td>
<td>13464U: Calculus III</td>
<td>2</td>
</tr>
<tr>
<td>MTH 220: Elements of Statistics</td>
<td>3</td>
<td>13423U: Elements of Statistics</td>
<td>2*</td>
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<tr>
<td><strong>SCIENCE</strong></td>
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<td></td>
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<tr>
<td>BIO 103: Introductory Life Sciences</td>
<td>3</td>
<td>14220U: Introductory Life Sciences</td>
<td>2</td>
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<tr>
<td>BIO 104: Introductory Life Science Lab</td>
<td>1</td>
<td>14221U: Life Sciences Lab</td>
<td>1</td>
</tr>
<tr>
<td>CHM120: General Chemistry I (prereq MTH 120 + HS Chemistry)</td>
<td>4</td>
<td>14320U: General Chemistry I</td>
<td>2*</td>
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<tr>
<td>PHY 201: Mechanics and Heat (prereq MTH 125)</td>
<td>5</td>
<td>14422U: Physics: Mechanics and Heat</td>
<td>2</td>
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<tr>
<td>PHY 202: Waves, Electricity, and Modern Physics (prereq PHY 201)</td>
<td>5</td>
<td>14423U: Physics: Waves, Electricity, and Modern Physics</td>
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<tr>
<td>BIO 185: Foundations of Anatomy and Physiology (prereq BIO 103 &amp; CHM 120)</td>
<td>5</td>
<td>14603U: Anatomy &amp; Physiology</td>
<td>2</td>
</tr>
<tr>
<td><strong>ENGLISH &amp; LANGUAGE ARTS</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>ENG 101: Composition I</td>
<td>3</td>
<td>10300U: English 11 OR 10400U: English 12</td>
<td>2*</td>
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<tr>
<td>ENG 103: Composition II</td>
<td>3</td>
<td>10400U: English 12</td>
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<tr>
<td>SPH 131: Fundamentals of Communication</td>
<td>3</td>
<td>10640U: Speech 1-2</td>
<td>2</td>
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</table>

CONTENT OF THIS PLANNING GUIDE IS SUBJECT TO CHANGE.
FOR UPDATED INFORMATION, PLEASE VISIT OUR WEB PAGE AT WWW.RPS205.COM
## Rock Valley College Dual Credit

<table>
<thead>
<tr>
<th>Course taken at Rock Valley College</th>
<th>RVC Credits</th>
<th>District 205 Course</th>
<th>HS Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SOCIAL STUDIES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HST 142: US Pre 1865</td>
<td>3</td>
<td>12150U: US History pre 1865</td>
<td>2*</td>
</tr>
<tr>
<td>HST 143: US Post 1865</td>
<td>3</td>
<td>12151U: US History post 1865</td>
<td>2*</td>
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<tr>
<td>ECO 101: Introduction to Economics</td>
<td>3</td>
<td>12222U: Introduction to Economics</td>
<td>2</td>
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<tr>
<td>PSC 160: Government</td>
<td>3</td>
<td>12219U: Government</td>
<td>2</td>
</tr>
<tr>
<td>PSY 170: General Psychology</td>
<td>3</td>
<td>12400U: Psychology</td>
<td>2</td>
</tr>
<tr>
<td>SOC 190: Introduction to Sociology</td>
<td>3</td>
<td>12410U: Sociology</td>
<td>2</td>
</tr>
<tr>
<td><strong>FOREIGN LANGUAGE</strong></td>
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<td></td>
</tr>
<tr>
<td>FRN 102: Continuation of Beginning French (prereq FRN 101)</td>
<td>4</td>
<td>11303U: French 2</td>
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<tr>
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<td>11103U: Spanish 2</td>
<td>2</td>
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<tr>
<td>SPN 203: Intermediate Spanish</td>
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<td>SPN 204: Continuation of Intermediate Spanish</td>
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<tr>
<td>GRM 102: Continuation of Beginning German (prereq GRM 101)</td>
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<td>11203U: German 2</td>
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<td><strong>FINE ARTS</strong></td>
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<tr>
<td>ART 115: Introduction to Commercial Arts</td>
<td>4</td>
<td>15123U: Graphic Design</td>
<td>2</td>
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<tr>
<td>ART 251: History of Art I</td>
<td>3</td>
<td>15112U: History of Art I</td>
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<tr>
<td>ART 252: History of Art II</td>
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<td>15116U: History of Art II</td>
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<td><strong>CAREER &amp; TECHNICAL EDUCATION</strong></td>
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<td>STU 101: Student Leadership</td>
<td>RVC Credits: 2</td>
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<td>STU 103: Workplace Ethics</td>
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<td>GAT 101: Intro to Graphic Design</td>
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<td>ECE 200: Intro to Early Childhood Education</td>
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</table>

* Eligible for Quality Points for the 2020-2021 school year

** Dual Credit courses included in a three course pathway sequence is covered by RPS 205

**NOTE:** Students are responsible for submitting an official grade report to their home high school upon course completion to receive high school credit.
BUSINESS & ENTREPRENEURSHIP PATHWAY  
(ALL BUSINESS CLASSES HAVE A LAB FEE)

BUSINESS AND TECHNOLOGY CONCEPTS (21100)  
Grade Level: 9-12. Yearlong. Lab Fee: Required.  
Students are introduced to core business concepts and the role that business plays in the economic wellbeing of the United States. Topics included are entrepreneurship opportunities, identifying market needs (global and domestic), financing and managing a business, economics of business, and the use of technology in the business world. Students will advance their skill level in Microsoft Office programs.

VIRTUAL ENTERPRISE INTERNATIONAL (21113)  
Grade Level: 10-12. Yearlong. Prerequisite: Business and Technology Concepts. This course is an in-school entrepreneurship program and global business simulation that replicates all the functions of real businesses in both structure and practice. Under the guidance of a teacher-facilitator and business mentors, students create and manage their virtual, internet-based businesses from product development, production and distribution to marketing, sales, human resources, accounting/finance and web design.

INCUBATOREDU (21259)  
Grade Level: 11-12. Yearlong. This program offers students an authentic entrepreneurship experience. In the year long course, students have the opportunity to create and fully develop their own product or service. Real entrepreneurs and business experts serve as volunteer coaches and mentors guiding student teams through the processes of developing hypotheses about a business concept, testing those hypotheses, adapting, and continually learning and improving. This cycle of experimentation is combined with foundational business content such as marketing and finance.

LAW & PUBLIC SAFETY PATHWAY

SOCIOLOGY (12415)  
Grade Level: 10+. Yearlong. Sociology is the study of human relationships within a social or group setting. The high school and American societies will serve as the focus for such topics as the cultural impact upon behavior, the process of adopting social norms and values, the identification of social deviants and the effects of labeling, the causes and reduction of prejudice, and the impact of social class upon life experiences. (Same as course in Social Science section on page 62)

INTRODUCTION TO CRIMINAL JUSTICE (17214U)  
Grade Level: 10-12. Yearlong. A survey of administration of Criminal Justice, including the structure components of the criminal justice system and the stages of the criminal process from the detection of crime and arrest through the prosecution, adjudication, sentencing and correctional intervention. Emphasis is placed upon the analysis of decisions and practices within the context of the entire criminal justice system.

INTRODUCTION TO CRIMINAL INVESTIGATION (ROCK VALLEY COLLEGE) (17217U)  
Grade Level: 11-12. Yearlong. Recommended Prerequisite: Sociology/Criminal Law and Intro to Criminal Justice. This course delves into various types of technology, techniques and equipment used in crime laboratories and by crime scene technicians at a crime scene. Course also provides an overview for the career of crime scene technicians.
RU EDUCATION PATHWAY

CHILD DEVELOPMENT (21303)

Grade Level: 10-12. Yearlong. Lab Fee: $10.00. This course introduces students to responsible nurturing and basic applications of child development theory. 21st century emphasis is on care providers’ responsibilities for and influences on children. The course content will reinforce students’ skills in communication, resource management and problem solving. It will also highlight the ways infants, toddlers and pre-schoolers develop physically, emotionally, socially and intellectually. Activities include field trips, guest speakers, computer applications for intranet research; problem based learning schemas and tests.

EDUCATION AND CHILD CARE CAREERS (21309)

Grade Level: 11-12. Yearlong. Lab Fee: $25.00
Prerequisite: Child Development. This course is designed to introduce students to the wide variety of careers found in education and to expose them to the licensing and education requirements needed to access careers in education. Students will examine the historical roots of education and examine the current political, economic, and pedagogical factors which impact our schools. During the second semester of this course, students will develop lessons for instruction based in a traditional classroom and through online course offerings. This course will combine opportunities to observe and engage with classrooms, and practice developing, implementing, and assessing curriculum. Through this course students are able to complete the necessary course work to earn a Gateways Early Child Education Level 1 certification.

EDUCATION PSYCHOLOGY & INTRO TO TEACHING (ROCKFORD UNIVERSITY) (21312U)

Grade Level: 12. Yearlong. Recommended
Prerequisite: Psychology or Child Development and Education & Child Care Careers. Child and adolescent development, principles of learning and teaching, memory, and motivation are studied with a special emphasis on meeting the needs of individual differences among students. The role of the teacher in assessment, coordination and referral of students to health and social services is also addressed. Offered for articulated credit through Rockford University. Students who complete this course are eligible to apply for the RPS-RU Education Pathway.

NURSING/PRE-MED PATHWAY

INTRODUCTION TO HEALTH CARE OCCUPATIONS (21514)

Grade Level: 10-12. Yearlong. This is a comprehensive, yearlong course that seeks to investigate the health care delivery system, its services and occupations. Students will be exposed, through an exploratory approach to an understanding of employment opportunity areas in the field of health and health services. Instruction will be provided in a variety of skills that are vital to all health sciences occupations. A strong focus on communication, technology, career development and information literacy will prepare students to be strong candidates both for continuing education and employment.

MEDICAL TERMINOLOGY (21517)

Grade Level: 11-12. Yearlong. Prerequisite: Introduction to Health Care Occupations. Medical Terminology provides study of a wide range of medical terminology. The course is of value to those preparing for careers as healthcare provider, diagnostic careers, and medical office careers including medical office assistants, medical transcriptionists, medical coders, and others. Course content includes building medical terms from word parts and specific medical terms relating to body systems, diseases, diagnosis, surgical and medical care, abbreviations, medications, and other medical terms.
NURSING/PRE-MED PATHWAY
(CONTINUED)

MEDICAL SCIENCE I (21500)

Prerequisites:
• Students must apply and complete an interview.
• Must have a minimum grade of a “B" in core courses.
• Limited absences and tardies from previous year.
• The following medical requirements are necessary:
  Hepatitis B vaccine, a two-step Mantoux tb test, a
  physical, influenza vaccine, and documentation of
  current immunization status

This course is designed for juniors and/or seniors interested
in a health care career. The student spends 2 hours per
day, five days a week, at Rockford Health System, learning
a core of knowledge and skills needed for many health care
fields. Students will have the opportunity to shadow various
health care professionals such as physical therapists, nurses
and x-ray technicians. Students will have the opportunity
to obtain Illinois Nurse Assistant Certification approved by
the Illinois Department of Public Health. In addition, safety,
assessment (temperature, pulse, respiration and blood
pressure), patient transport, personal care techniques and
other general health care skills are addressed. Required:
Students will need to provide their own uniform.

ANATOMY & PHYSIOLOGY (14603)

Grade Level: 11-12. Yearlong. This course is focused
on the structure and function of the human body. Some
topics covered in this course include levels of organization;
support and movement; integration, coordination, and
control; transport; maintenance; and the human life cycle.
This is a laboratory course designed especially for students
interested in medical fields. (Same as course in Science
section on page 56)

BIO MEDICAL/LAB SCIENCES
PATHWAY

PLTW PRINCIPLES OF BIOMEDICAL
SCIENCE (21247)*

Grade Level: 9-10. Yearlong. In the introductory
course of the PLTW Biomedical Science program,
students explore concepts of biology and medicine
to determine factors that led to the death of a fictional
person. While investigating the case, students examine
autopsy reports, investigate medical history, and
explore medical treatments that might have prolonged
the person’s life. The activities and projects introduce
students to human physiology, basic biology, medicine,
and research processes while allowing them to design
their own experiments to solve problems.
*quality points/weighted grade

PLTW BIOMEDICAL INNOVATIONS (21256)*

Grade Level: 12. Yearlong. In the final course of the
PLTW Biomedical Science sequence, students build
on the knowledge and skills gained from previous courses
to design innovative solutions for the most pressing health
challenges of the 21st century. Students address topics
ranging from public health and biomedical engineering
to clinical medicine and physiology. They have the
opportunity to work on an independent project with
a mentor or advisor from a university, medical facility,
or research institution.
*quality points/weighted grade

PLTW MEDICAL INTERVENTIONS (21253)*

Grade Level: 11-12. Yearlong. Students follow the life
of a fictitious family as they investigate how to prevent,
diagnose, and treat disease. Students explore how to
detect and fight infection; screen and evaluate the code
in human DNA; evaluate cancer treatment options; and
prevail when the organs of the body begin to fail. Through
real-world cases, students are exposed to a range of
interventions related to immunology, surgery, genetics,
pharmacology, medical devices, and diagnostics.
*quality points/weighted grade
ENGINEERING PATHWAY & SKILLED TRADES: INDUSTRIAL TECHNOLOGY PATHWAY

INTRO TO THE PRODUCTION ACADEMY (21400)

Grade Level: 9-12. Yearlong. Lab Fee: $25.00. This course is a mandatory first course for most Industrial and Engineering Technology courses. It provides the orientation needed for all skill-level industrial occupation programs. Through numerous “hands-on” activities, including drafting, electrical wiring, and woodworking, the course will offer introductions to communication technology, energy utilization, production technology, engineering design, and transportation technology. Each unit will cover the resources, technological processes, industrial applications, technological impact and possible occupations.

PLTW INTRODUCTION TO ENGINEERING DESIGN (21540)

Grade Level: 10-12. Yearlong. Lab Fee: $10.00. Recommended Prerequisite: Introduction to Industrial Technology and Engineering. This course focuses on the design process and its application. Through hands-on projects, students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer’s notebook, and communicate solutions to peers and members of the professional community.

PLTW PRINCIPLES OF ENGINEERING (21550)

Grade Level: 10-12. Yearlong. Lab Fee: $15.00. Recommended Prerequisite: Introduction to Engineering Design. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

PLTW CIVIL ENGINEERING AND ARCHITECTURE (21554)

Grade Level: 11-12. Yearlong. Lab Fee: $30.00. Prerequisites: Introduction to Engineering Design and Principles of Engineering. Students learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architecture design software.

PLTW DIGITAL ELECTRONICS (21557)

Grade Level: 11-12. Yearlong. Lab Fee: $30.00. Prerequisites: Introduction to Engineering Design and Principles of Engineering. This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices.

PLTW ENVIRONMENTAL SUSTAINABILITY (21560)

Grade Level: 11-12. Yearlong. Lab Fee: $30.00. Prerequisites: Introduction to Engineering Design and Principles of Engineering. Students investigate and design solutions in response to real world challenges related to clean and abundant drinking water, food supply issues, and renewable energy. Applying their knowledge through hands on activities and simulations, students research and design potential solutions to these true to life challenges.
ENGINEERING PATHWAY & SKILLED TRADES: INDUSTRIAL TECHNOLOGY PATHWAY (CONTINUED)

PLTW ENGINEERING DESIGN AND DEVELOPMENT (21262)

Yearlong. Prerequisite: Either Civil Engineering and Architecture, Digital Electronics, or Environmental Sustainability. The knowledge and skills students acquire throughout PLTW Engineering come together in Engineering Design and Development as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing Engineering Design and Development ready to take on any post-secondary program or career.

FABRICATION I (21462)

(Auburn, Guilford, Jefferson) Grade Level: 10-12. Yearlong. Lab Fee: $30.00. Prerequisite: Introduction to Industrial Technology and Engineering. This course is an advanced course in the fabrication of wood and metal projects. It provides the student with advanced design and fabrication of woodworking projects and introduces the student to simple metal fabrication skills. This is a skill level class and the students will learn how to safely and effectively operate a large variety of woodworking machines and will learn additional skills in metalworking, such as tap and die, micrometer, and steel cutting equipment use. At Auburn, there is an additional welding component in which the students will further develop their knowledge and skills to effectively use several types of welding processes in metal fabrication, including brazing, oxy-fuel cutting, MIG, TIG, and plasma cutting operations.

FABRICATION II (21489)

(Auburn, Jefferson, Guilford) Grade Level: 11-12. Yearlong. Lab Fee: $30.00. Prerequisite: Fabrication I. This course is an extension of Fabrication I and will increase the knowledge and skill levels necessary for the fabrication of wood and metal projects. This course is more intended for students interested in careers in the many different forms of fabrication. It will build on what was learned in Fabrication II and will include projects that are of an advanced design and will require more developed skills to complete successfully.

FABRICATION III (21492)

Grade Level: 11-12. Yearlong. Lab Fee: $30.00. Prerequisite: Fabrication II. This course is an extension of Fabrication II and will increase the knowledge and skill levels necessary for the fabrication of wood and metal projects. This course is intended for students interested in careers in the many different forms of fabrication. It will build on what was learned in Fabrication II and will include projects that are of an advanced design and will require more developed skills to complete successfully.

TRANSPORTATION TECH: AUTOMOTIVE PATHWAY

ORIENTATION TO TRANSPORTATION (21413)

(Auburn, Jefferson) Grade Level: 9-12. Yearlong. Lab Fee: $15.00. Prerequisite: Introduction to Industrial Technology and Engineering. First semester is Small Engines, and second semester is Automotive Mechanics. Small Engines will introduce the student to the 4-cycle engine theory, nomenclature, service and repair procedures. The student will disassemble, overhaul, and reassemble a lawnmower engine. Automotive Mechanics will expose the student to the basics of the automobile. Students will become knowledgeable of the various systems of a modern automobile, and the different skills related to them.
TRANSPORTATION I (21416):

(Auburn, Jefferson) **Grade Level:** 11-12. **Yearlong.**
**Lab Fee:** $30.00. **Prerequisite:** A grade of “C” or better in Orientation to Transportation. In the first semester, students will study automotive suspension/steering, brake systems, and vehicle service. Second semester will cover basic engine repair, automatic/manual drive train, electrical/electronic systems, engine performance, heating/air conditioning, vehicle service. Safety in the use of automotive hand tools, equipment, and chemicals/oils is also covered.

TRANSPORTATION II (21419)

(Auburn, Jefferson) **Grade Level:** 12. **Yearlong.**
**Lab Fee:** $30.00. **Prerequisite:** Automotive Technology I. Two hour capstone course. During the first semester, students will identify and interpret electrical system problems and will be introduced to the diagnosis and repair of starting, charging, driver information, and electrical/electronic systems. Second semester will focus on brake systems. Diagnosis and repair of hydraulic and drum systems, disc brakes, wheel bearings, parking brakes, and power assist units will be covered.

SKILLED TRADES:
CONSTRUCTION PATHWAY

ORIENTATION TO CONSTRUCTION (21465)

(East, Guilford) **Grade Level:** 10-12. **Yearlong.**
**Lab Fee:** $15.00. **Prerequisite:** Introduction to Industrial Technology and Engineering. This course exposes students to the opportunities available in construction-related trades, such as carpentry, masonry, air conditioning/refrigeration, plumbing, and so on. Students learn about the processes involved in construction projects and may engage in a variety of small projects.

CONSTRUCTION I (21474)

(East, Guilford) **Grade Level:** 11-12. **Yearlong** (2 credits per semester). **Lab Fee:** $15.00 plus equipment. **Prerequisite:** Orientation to Construction. This course is an introductory course in construction, remodeling, and home repair. Carpentry skills, drywall, concrete, tile, roofing, and siding skills are a few of the areas covered.

TRANSPORTATION II (21477)

(East, Guilford) **Grade Level:** 12. **Yearlong** (2 credits per semester). **Lab Fee:** $15.00 plus equipment. **Prerequisite:** Construction I. This course is a continuation of Construction I. A second-year student is expected to handle more responsibility and will be put in charge of certain projects or a section of construction.

SKILLED TRADES:
MANUFACTURING PATHWAY

ORIENTATION TO MANUFACTURING (21450)

(Jefferson) **Grade Level:** 10-12. **Yearlong.** **Lab Fee:** $15.00. Lab Fee: $5.00. **Prerequisite:** Introduction to Industrial Technology and Engineering. This metalworking course provides an introduction to manufacturing materials, processes, and career opportunities. Students will design and produce projects using individual craftsmanship, mass production, and automated machining (CNC) techniques. Lab work will involve the safe use of metal-working hand tools, band saws, drill presses, lathes, and milling machines to produce a variety of metal projects.

MACHINE TOOL TECHNOLOGY I (21453)

(Jefferson) **Grade Level:** 11-12. **Yearlong** (2 credits per semester). **Lab Fee:** $30.00. A lab fee covers safety glasses, lock, and materials consumed making class projects. **Prerequisite:** Orientation to Manufacturing. This two hour, capstone course is for students interested in metalworking/manufacturing careers. Students will develop metalworking skills in sheet metal work, bench work, and in the safe operation of saws, drills, lathes, mills, and grinders while producing a variety of precision metal projects. Instruction will also include the related metalworking topics of shop math, blueprint reading, precision measurement, metallurgy, and technical communications. Students will be introduced to computer numerical control (CNC) programming and machining.
SKILLED TRADES: MANUFACTURING PATHWAY
(CONTINUED)

MACHINE TOOL TECHNOLOGY II (21456)
(Jefferson) Grade Level: 12. Yearlong (2 credits per semester).
Lab Fee: $30.00. Prerequisite: Machine Tool Technology I.
A continuation of Machine Tool Technology I, this course is for students with the aptitude and desire to enter a metalworking career as an apprentice, entry-level technician, or is college oriented toward a manufacturing degree. Course work will involve mastery of machine tool operation while producing precision tooling projects. The programming and operation of CNC equipment will be emphasized.

INFORMATION TECHNOLOGY PATHWAY

PLTW COMPUTER SCIENCE PRINCIPLES (21230)
Grade Level: 10-12. Yearlong. Using Python® as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. *quality points/weighted grade

PLTW COMPUTER SCIENCE APPLICATIONS (21233)
Computer Science Applications focuses on further developing computational-thinking skills through the medium of Android™ App development for mobile platforms. The course utilizes industry-standard tools such as Android Studio, Java™ programming language, XML, and device emulators. Students collaborate to create original solutions to problems of their own choosing by designing and implementing user interfaces and Web-based databases. *quality points/weighted grade

PLTW AP COMPUTER SCIENCE A (13440)*
(Auburn) Yearlong. Lab Fee: Required. Prerequisite: Business and Technology Concepts. The class will introduce the student to JAVA software development. Students will write platform-independent, object oriented code for conventional, Internet – and Intranet-based applications. Topics covered include graphical user interface (GUI) development, multimedia (images, animation, and audio); graphic strings, exception and security; application portability. A number of programming assignments will be given to enable the student to build real-world JAVA applications. This is a college level course in computer science. *quality points/weighted grade

CAREER COURSES

COLLEGE & CAREER READINESS (17230)
Grade Level: 9. Yearlong. All freshmen will be placed in the Freshman Seminar course. Freshman Seminar combines career exploration and development with special emphasis on success skills, communication skills, critical thinking and problem solving skills, and personal qualities (responsibility, self-esteem, self-management, and integrity). Students will also explore their interests in order to choose an Academy. All students will be a part of an Academy 10-12 grades.

INTERNSHIP (21139)
Grade Level: 11-12. Yearlong (2 credits per semester). Lab Fee: Required. Recommended Prerequisite: Business & Technology Concepts. This course allows students to experience the benefits of work training while participating in a classroom with students in numerous other occupational areas. The teacher-coordinator and training site sponsor develop unique training plans for students based on occupational goals while related instruction is pertinent for all students enrolled in the class. This class will be offered the last or first two hours of the day for ease of mainstreaming into industry.
CAREER & TECHNICAL EDUCATION TRAINING & PLACEMENT PROGRAMS

COURSES/TRAINING

Special Education CTE Courses: Students are recommended for, and enrolled in, a Special Education CTE program at the annual I.E.P. conference. They are bused to various school and community sites to attend class for 2 hours per day (2 credits per semester) where they receive training in one of the following areas:

**HS VOCATIONAL COURSES**

**GENERAL ORIENTATION TO VOCATIONAL EXPLORATION (20400)**

(Wilson Aspire, Auburn, East, Guilford, Jefferson, Roosevelt) **Grade Level:** 10. Students explore a wide range of career opportunities in a variety of vocational fields as they relate to their interests and abilities.

**GENERAL ORIENTATION TO VOCATIONAL ASSESSMENT (20403)**

(Wilson Aspire, Auburn, East, Guilford, Jefferson, Roosevelt) **Grade Level:** 11. This course is designed to expand on the skills learned in General Orientation to Vocational Exploration. Students will have the opportunity to increase skill levels.

**COMMUNITY BASED VOCATIONAL EXPLORATION (20900)**

(Auburn, East, Guilford, Jefferson, Roosevelt, Wilson Aspire) **Grade Level:** 12. Special Education Cooperative Education provides an opportunity for students to develop marketable skills and knowledge in an occupation while working on the job. Work activities designed and supervised by both the employer and the instructor assist the student in developing marketable skills. Opportunities available in nutrition services, retail and community service learning.

**COMMUNITY BASED LIFE SKILLS TRAINING — COMMUNITY BASED LEARNING AND PRACTICE (20943)**

(East, Guilford, Jefferson, Auburn, Wilson Aspire) **Grade Levels:** 11-12. Students will have additional opportunities to practice and enhance skill building in a real world community setting. Practice may involve group outings to various sites to enhance the learning experience.

**VOCATIONAL EDUCATION/CONSTRUCTION (20420)**

(East) The construction classes meet for two (2) hours a day and are generally held off school grounds at various work sites. The students are transported by bus to the work site. There they learn skills of painting, carpentry, plumbing, electricity, roofing, dry walling, landscaping, gutters and siding.

**TRANSITION SERVICES: AGES 18-21 - COMPLETED 4 YEARS OF HIGH SCHOOL**

**EXTENDED CAMPUS CAREERS FOODS I (20100)**

(River Bluff) Transition Services: ages 18-21. **a.m. and midday courses.** This course introduces careers in food service, safety, health, nutrition, sanitation principles, and employability skills.

**EXTENDED CAMPUS CAREERS FOODS II (20103)**

(River Bluff) Transition Services: ages 18-21. **a.m. and midday courses.** This course is a continuation of Occupations Foods I. Simple food preparation is used to instruct students in measurement, serving, clean-up, safety practices, and food safety.
EXTENDED CAMPUS CAREERS
FOODS III (20106)
(Hoffman House) Transition Services: ages 18-21.
a.m. course. Students complete an interview and tour of Hoffman House prior to course registration. Students will work with Hoffman House chefs to learn food safety, sanitation, and knife skills.

EXTENDED CAMPUS CAREERS
FOODS IV (20109)
(Hoffman House) Transition Services: ages 18-21.
a.m. course. Students complete an interview and tour of Hoffman House prior to course registration. Students work alongside chefs to further develop knife skills, food presentation and banquet preparation.

EXTENDED CAMPUS CAREERS MACHINE OPERATOR 1 (20200)
(Roosevelt) Transition Services: ages 18-21. a.m. and p.m. courses. This course is a general overview in the use of Standard machines such as the drill press, lathe, surface grinder, mill, band saw, and metal fabricating machinery.

EXTENDED CAMPUS CAREERS MACHINE OPERATOR 2 (20203)
(Roosevelt) Transition Services: ages 18-21. a.m. and p.m. courses. Prerequisite: Referral of 20200 instructor. Students complete an interview prior to Course registration. Continued more in depth use of machines (drill press, lathe, surface grinder, etc.).

EXTENDED CAMPUS CAREERS
CHILD CARE (20306)
(KenRock Community Center, YMCA Children's Learning Centers and Circles of Learning) Transition Services: ages 18-21. a.m. course. Provides students with training and work experience in day care centers.

EXTENDED CAMPUS CAREERS ELDER CARE (20303)
(River Bluff and LifeScape) Transition Services: ages 18-21. a.m. and midday courses. This course provides students with training and work experiences in nursing homes. Students assist activity aides as well as dietary aides.

EXTENDED CAMPUS CAREERS AUTO SERVICE I (20500)
(Roosevelt) Transition Services: ages 18-21. a.m. and p.m. courses. This course is designed to allow students to investigate a variety of auto service careers as they learn and perform various auto service tasks.

EXTENDED CAMPUS CAREERS GENERAL MAINTENANCE 1 (20600)
(Riverfront Museum Park, Discovery Center, Burpee Museum) Transition Services: ages 18-21. a.m. and midday courses. This course will provide the student with an introduction to building operations, safety procedures, proper cleaning techniques, proper use and maintenance of equipment.

EXTENDED CAMPUS CAREERS GENERAL MAINTENANCE 2 (20700)
(Riverfront Museum Park, Discovery Center, Burpee Museum) Transition Services: ages 18-21. a.m. and midday courses. This course provides the student with an introduction to basic grounds care, safety procedures, proper use and maintenance of equipment, as well as proper cleaning of a building.

EXTENDED CAMPUS CAREERS RETAIL (20903)
(Home Goods, Marshall’s, TJ Maxx) Transition Services: ages 18-21. a.m. and p.m. courses. This course will provide students training in basic retail skills. They will work with store associates, managers and interact and assist customers as needed. In addition they will work to build merchandise and place onto the sales floors.
Roosevelt Community Education Center offers a variety of educational programs and services designed to provide opportunities for each student to discover and pursue his or her full potential. Roosevelt guides students to experience academic success regardless of past struggles or ongoing challenges. Small learning communities based upon student postsecondary interests provide students with a variety of supports within a small class size setting. Each graduate experiences a tailored college and career pathway based on his or her individual interests. In addition, Roosevelt students have full day care services provided at no cost. Students may select from the following career pathways: Business, Studio Arts, Graphic Design, Information Technology, Manufacturing, Transportation Technology, Education & Child Development, Human Services, Law & Public Safety, Fitness & Wellness, Nursing/Pre-Med, and Biomedical Sciences.

ROOSEVELT STUDENTS CAN SELECT FROM THE FOLLOWING COLLEGE AND CAREER PATHWAYS WITHIN OUR ACADEMIES:

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<th>Business Academy Pathways (BAMIT)</th>
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<tr>
<td>• Business &amp; Entrepreneurship</td>
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<td>• Graphic Design</td>
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<td>• Information Technology</td>
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<td>• Studio Art</td>
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<th>Health Academy Pathways (HS)</th>
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<td>• Biomedical/Lab Sciences</td>
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<td>• Nursing/Pre-Med</td>
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<td>• Personal/Athletic Training</td>
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<th>Production Academy Pathways (EMITT)</th>
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<tr>
<td>• Skilled Trades: Manufacturing</td>
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<td>• Transportation Tech: Automotive</td>
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<th>Service Academy Pathways (HPS)</th>
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<tr>
<td>• Law &amp; Public Safety</td>
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<td>• Rockford University Education</td>
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COMPETENCY-BASED HIGH SCHOOL PROGRAM

Roosevelt’s high school program is chosen by students who would benefit from a more adaptive learning environment. Roosevelt courses are aligned to RPS205 curriculum and standards. Students enjoy class sizes of approximately 15 students, providing multiple opportunities for a more personalized educational experience. Credits are earned through a proficiency-based learning model. Once students are able to demonstrate proficiency in the content and skills of a given course, through attaining a final grade of C or higher, students earn their course credit. As such, motivated and hardworking students are able to earn credits at an accelerated rate. In addition to standard high school coursework Roosevelt offers twenty Rock Valley College dual credit courses to qualified high school students. Special education services are available to Roosevelt HSCR students. Students in good standing are eligible to participate in athletics and social events at their home high schools. All students that successfully complete the Roosevelt HSCR program graduate from Roosevelt with a traditional high school diploma.

Students interested in attending Roosevelt’s high school program need a referral from their home high school counselor and must attend one of Roosevelt’s monthly informational meetings in order to apply. Students are ranked for open seats based upon the number of credits they have earned. Once all open seats are occupied, students are either placed on a waitlist or, if they are older and have fewer credits, are recommended for Roosevelt’s GED program. Students requiring day care services have priority ranking.

EARLY CHILDHOOD PROGRAM (NEW)

The mission of Roosevelt’s Early Childhood Program is to empower all young children to become effective, enthusiastic, and socially competent learners by creating a bond among children, their families, the school, and the community.

The Roosevelt Early Childhood Program implements the HighScope Preschool Curriculum, which is aligned to the Illinois Early Learning and Development Standards. The HighScope Preschool Curriculum is based on the principles of active learning and support of a child’s positive interactions with adults and peers. It is a comprehensive model that addresses all areas of development through eight content areas: Approaches to Learning; Social and Emotional Development; Physical Development and Health; Language, Literacy and Communication; Mathematics; Creative Arts; Science and Technology; and Social Studies.

GED PROGRAM

At Roosevelt we are committed to providing GED students with more than a GED. Our goal is to provide students with the necessary skills and knowledge to gain employment with growth potential. As such, we offer remedial services for students that desire additional support. We also connect students with workshops and experiences in their selected career pathways and offer certifications relevant to students’ chosen pathways. Day care services are available to GED students at no cost.

GED students receive blended instruction in the content areas of English language arts, mathematics, science, and social studies. Students are able to progress independently on the i-Pathways online curriculum while teachers use formative assessment data from i-Pathways to provide targeted one-on-one and small group supports based upon identified skill deficits and weaknesses.
FRESHMAN TRANSITION PROGRAM (FTP)

Students deemed at a higher risk of failure in high school are initially identified by their middle school principals during eighth grade and recommended for the summer Step Up High School Bridge Program. Students who do not participate or are unsuccessful in Step Up enter high school in the Roosevelt Freshman Transition Program. Eighth grade students receiving special education services are enrolled in their home high schools in order to receive appropriate services and do not attend summer school Step Up or the Freshman Transition Program. Through this early identification process, at-risk students are provided with intensive academic and personal social supports in a smaller classroom setting. Counseling support services including weekly group counseling, weekly classroom guidance lessons, individual counseling, as well as, daily crisis and behavior intervention support services. Students are enrolled in the core freshman courses to help them gain the necessary academic skills to stay on track. In each course students are engaged through Project Based Learning activities and differentiated instruction.

STEP UP- HIGH SCHOOL BRIDGE PROGRAM

Students that have failed English/language arts and math in their eighth grade year must attend Roosevelt’s Step Up summer program in order to ensure that these students are prepared for high school. Step Up students receive remedial instruction in a small class setting in English/language arts, math, and skills required for a successful high school career.

EVENING SCHOOL & SUMMER SCHOOL CREDIT RECOVERY

Rockford Public Schools offers two semesters of an evening high school program as well as a summertime high school program at Roosevelt Community Education Center where students may retake failed courses required for graduation. Students may enroll in one or two courses each semester and during the summer. School principal approval is required for registration. Night school and summer school are tuition-based programs. Course availability is subject to enrollment. Students with more than one absence in these programs must be dropped without a refund.

A MINIMUM OF 34% OF ROOSEVELT FUNDING COMES FROM FEDERAL GRANTS

TO SEE COURSE DESCRIPTIONS PLEASE REFER TO THE TABLE OF CONTENTS TO FIND WHICH PAGE THE VARIOUS SUBJECTS ARE ON THROUGHOUT THE GUIDE.
Creative and Performing Arts (CAPA)

ALL CAPA COURSES ARE AT AUBURN HIGH SCHOOL

MEDIA & THEATRE ARTS

CAPA THEATRE 1 (62100)

Lab Fee: $25.00. Prerequisite: CAPA student. An intense immersion into the art form of Theatre. Students will be expected to hone performing as well as basic technical skills. Portfolio work, terminology and theatre history will be included. Students will learn the basic techniques of good critique, and will learn shop safety. Required: Students are required to participate in a theatre production, attend all major Auburn Theatre productions and write a critique of a live stage production. In addition; 5 crew hours per semester are needed for this course.

CAPA THEATRE 2 (62103)

Lab Fee: $25.00. Prerequisite: CAPA student, CAPA Theatre 1, or Drama 1-2 and consent of instructor. Students will focus on developing professional attitudes, continue portfolio work, create a resume, and study theatre history. Students are required to audition for all theatre productions. Specialized acting vocabulary, formalized critique formats, and the study of the proscenium stage will be highlighted. Required: Students are required to audition and participate in the One-Acts, attend all major Auburn Theatre productions and write a critique of a live stage production. In addition; 5 CREW HOURS PER SEMESTER ARE REQUIRED FOR THIS COURSE.

CAPA THEATRE 3 (62109)

Lab Fee: $25.00. Prerequisite: CAPA student, CAPA Theatre 2, or Advanced Technical Theatre, and consent of instructor. Focus is on collaboration, non-proscenium staging, directing techniques, and exhibiting professional attitudes. Students will collaborate on an original/major production as well as polish their resumes, which will include a videotaped portion of the individuals work. Required: Students are required to audition and participate in the One-Acts, and must attend all major Auburn Theatre productions. Senior level students must be prepared to submit their resume and audition at the Illinois High School Theatre Festival. Additional Crew hours per semester are required.

CAPA THEATRE 4 (62112)

Lab Fee: $25.00. Prerequisite: CAPA student, any three CAPA courses and instructors consent. Intended as an upper-level CAPA offering for students from all arts disciplines. This unique offering will give students the opportunity to collaborate as an interdisciplinary team and create new forms of artistic expression. The second major thread involves placing individual students out in the community as resource artists. Emphasis will be on how the different art forms are interdependent and active participation in the community. Required: Outside hours to work on class projects and write a critique of a live stage production. Senior level students must be prepared to submit their resume and audition at the Illinois High School Theatre Festival.

CAPA MEDIA PRODUCTION I (62118)

Lab Fee: $25.00. Prerequisite: CAPA student. Designed to provide students with solid, introductory level experiences in a variety of media forms, including television, radio, film and the Internet. This course will survey the historical and social significance of the media in our culture. Students will develop a basic working knowledge of the tools used in the production of media projects. Communication, leadership, creative problem solving, teaming and interpersonal skills will be of high priority. As both an interdisciplinary course and a resource for all school departments, the students will have multiple opportunities to engage in creative work through the use of appropriate and current technology. Required: Five after school studio hours per semester.

CAPA MEDIA PRODUCTION II (62121)

Lab Fee: $25.00. Prerequisite: CAPA student and recommendation of teacher. A continuation of training with an emphasis on placement in the professional community through internships. The focus of instruction will be on the development of training and industrial films. Required: 5 after school studio hours.
Creative and Performing Arts (CAPA)

CAPA MEDIA PRODUCTION III (62143)
Lab Fee: $25.00. Prerequisite: CAPA student, any three CAPA courses and instructors consent. Intended as an upper-level CAPA offering for students from all arts disciplines. This unique offering will give students the opportunity to collaborate as an interdisciplinary team and create new forms of artistic expression. The second major thread involves placing individual students out in the community as resource artists. Emphasis will be on how the different art forms are interdependent and active participation in the community. Required: Outside hours to work on class projects.

CAPA TECHNICAL THEATRE 1 (62124)
Lab Fee: $25.00. Prerequisite: CAPA student. This course introduces to the student the complex workings behind the scenes of the entertainment business. Students discover the many and varied elements of stagecraft that are needed to mount a stage production: scenic, lighting, sound, publicity, costuming and make up. In addition, this course provides the student with a basic working vocabulary of the business and an understanding of the necessary procedures and methods that help meld together the creative and technical elements into one common goal. This course enables the student to explore the variety of career opportunities in the field and lead them towards the option of choosing Technical Theatre as their Pathway. This course emphasizes the importance of real world skills such as collaboration, teamwork, decision-making, the duality of right-brained and left-brained skills, long range and short term planning, meeting deadlines, critical thinking, and the pride of creating a final product. Requirements: 15 or more hours of crew work, attend or be part of a school's stage production, write a Technical Critique of a live stage production.

CAPA TECHNICAL THEATRE 2 (62150)
Lab Fee: $25.00. Prerequisite: CAPA Student., CAPA Technical Theatre 1. This course is a progressive, advance course introducing students to the theory of theatre technology. It includes participation in construction, mounting, and running of school productions. Can be repeated. Required: 5 hours outside of class time and write a Technical Critique of a live stage production.

CAPA TECHNICAL THEATRE 3 (62106)
Lab Fee: $25.00. Prerequisite: CAPA student, CAPA Technical Theatre 2. Introduction to Theatre or Technical Theatre 1-2 and consent of instructor. Students will learn construction and drafting techniques. They will demonstrate proficiency in basic lighting, painting, scenic design, critique forms, construction methods, crew management and shop safety. Scenic design for the non-proscenium stage, non-realistic styles and multi-set shows will also be covered as well as theatre history, resumes and student portfolios. Required: Each student will be required to perform in at least one production crew per semester and write a Technical Critique of a live stage production. Senior level students must be prepared to submit their resume and audition at the Illinois High School Theatre Festival. Students must attend all major Auburn Theatre productions and work 5 crew hours per semester.

CAPA TECHNICAL THEATRE 4 (62127)
Grade Level: 12. Yearlong. Lab Fee: $25.00. Prerequisite: CAPA student, CAPA Technical Theatre 3. This course is the capstone of the Tech Theatre pathway, focusing on original production designs constructed, mounted and run for theater productions. Portfolios and resumes development will prepare students for college reviews. Requirement: Thirty hours outside of class time and write a Technical Critique of a live stage production. Senior level students must be prepared to submit their resume and audition at the Illinois High School Theatre Festival. Students must attend all major Auburn Theatre productions and work 5 crew hours per semester.
Creative and Performing Arts (CAPA)

VISUAL ARTS

CAPA STUDIO ART FOUNDATIONS (62200)
Grade Level: 9-12. Lab Fee: $25.00. Prerequisite: CAPA student. This class provides a basic foundation of art concepts experimenting with design, a variety of 2D and 3D media, and a focus on art history. The student will learn technical skills in a variety of styles and approaches while also being able to creatively express him or herself. The need to develop good studio habits and art vocabulary are valued as basis for following levels.

CAPA STUDIO ART 1 (62203)
Grade Level: 10-12. Lab Fee: $25.00. Prerequisite: CAPA student. Portfolio review and consent of instructor. This class provides a basic foundation of art concepts experimenting with design, a variety of 2D and 3D media, and a focus on art history. The student will learn technical skills in a variety of styles and approaches while they explore their creative process. This class will also explore multi-media combinations as well as contrasting concepts of realism, distortion, and abstraction. Careers applied in the visual arts are explored. Further development of good studio habits and art vocabulary are stressed with culmination to the critiquing process.

CAPA GRAPHIC ART & DESIGN (62209)
Lab Fee: $25.00. Prerequisite: CAPA student, Studio Art Foundations or Intro to Graphic Design, or consent of instructor. This course explores how technology can be used in creating photo-edited images. Students will learn design and composition concepts by using industry standard software, Photoshop, Illustrator and InDesign. The students will be introduced to commercial art production and graphic art design. This course will also focus on the principles of basic design used in advertising and marketing. Students will master design principles regarding typography, color, special effects, video editing and informational graphics. Fine art principles and elements will be incorporated throughout the graphic design process.

CAPA 2D STUDIO ART II (62206)
Grade Level: 11-12. Lab Fee: $25.00. Prerequisite: CAPA student, Studio Art I. This class provides a unique opportunity for cross-integration of learning experiences, varying from teacher-guided projects to individualized self-directed projects. Continued attention is emphasized on; studio practice, critiquing skills, and knowledge of art history. Inquiry and presentation provide an avenue for honing verbal communication skills. Professional craftsmanship and presentation of finished work are stressed. Portfolio development for college/scholarship application and career pursuit are encouraged.

CAPA 2-D STUDIO ART III (62215)
Grade Level: 12. Lab Fee: $25.00. Prerequisite: CAPA student, Studio Art I or consent of instructor. This course requires portfolio development. A portfolio is a presentation of a body of art work with consistent quality, related themes, and demonstrates independent work ethic and craftsmanship representing a wide range of media. This course is for those students interested in college, art school, or visual art employment.
Creative and Performing Arts (CAPA)

CAPA 3D SCULPTURE I (62232)

Grade Level: 10-12. Lab Fee: $25.00. Prerequisite: CAPA student, Studio Art Foundations. A variety of methods of working with sculpture will be explored. Projects will emphasize problem solving, experimentation, expression, craftsmanship and originality. Historical, contemporary and cultural examples are studied.

CAPA 3D SCULPTURE II (62235)

Grade Level: 11-12. Lab Fee: $25.00. Prerequisite: CAPA student, 3-D Studio Art-I. This is a third year course for the serious art student. It provides the opportunity for more in-depth study and experimental approaches to 3-dimensional forms. Required: An additional expense for displaying sculptures for portfolio presentation and exhibition.

AP STUDIO ART: DRAWING (15141)*

Lab Fee: $25.00. Prerequisite: 2D Studio Art II. AP Studio Art: Drawing is designed to address drawing issues and media. This course promotes the investigation of all three aspects of portfolio development — quality, concentration, and breadth. The AP portfolio’s three-section structure requires the student to show mastery in concept, composition, and execution of drawing. The AP Studio Art program sets a national standard for performance in the visual arts. Students enrolled in AP Studio Art: Drawing must take the AP exam which is a performance-based exam rather than a written exam requiring the submission of a digital portfolio for evaluation. Students who successfully pass the AP Studio Art review may receive college credit. *quality points/weighted grade

AP STUDIO ART: 2D DESIGN (15144)*

Lab Fee: $25.00. Prerequisite: 2D Studio Art II. The AP Studio Art: 2D Design course is designed to address two-dimensional (2D) design issues and media. This course promotes the investigation of all three aspects of portfolio development — quality, concentration, and breadth. The AP portfolio’s three-section structure requires the student to show mastery in concept, composition, and execution of 2D design through any two-dimensional medium or process, including but not limited to, graphic design, digital imaging, photography, collage, fabric design, weaving, illustration, painting, and printmaking. The AP Studio

Art program sets a national standard for performance in the visual arts. Students enrolled in AP Studio Art: 2D Design must take the AP exam which is a performance-based exam rather than a written exam requiring the submission of a digital portfolio for evaluation. Students who successfully pass the AP Studio Art review may receive college credit. *quality points/weighted grade

AP STUDIO ART: 3D DESIGN (15147)*

Lab Fee: $25.00. Prerequisite: 3D Studio Art I. AP Studio Art: 3D Design is designed to address sculptural issues and media. Design involves purposeful decision making about using the elements and principles of art in an integrative way. This course promotes the investigation of all three aspects of portfolio development — quality, concentration, and breadth. The AP portfolio’s three-section structure requires the student to demonstrate mastery in concept, composition, and execution of 3D design through any three-dimensional approach. The AP Studio Art program sets a national standard for performance in the visual arts. Students enrolled in AP Studio Art: 3D Design must take the AP exam which is a performance-based exam rather than a written exam requiring the submission of a digital portfolio for evaluation. Students who successfully pass the AP Studio Art review may receive college credit. *quality points/weighted grade

CAPA VISUAL ARTS INTERNSHIP (62120)

Lab Fee: $25.00 (each course). Prerequisite: CAPA student, any three CAPA courses and instructors consent. Intended as an upper-level CAPA offering for students from all arts disciplines. This unique offering will give students the opportunity to collaborate as an interdisciplinary team and create new forms of artistic expression. The second major thread involves placing individual students out in the community as resource artists. Emphasis will be on how the different art forms are interdependent and active participation in the community. Required: Outside hours working on class projects.
**Creative and Performing Arts (CAPA)**

### VOCAL MUSIC

**CAPA TREBLE CHOIR (62309)**

Grade Level: 9-10. Lab Fee: $25.00. Prerequisite: CAPA student and audition. This course is a women’s choir with a high level of proficiency and commitment. Student will learn proper singing techniques. Each student will learn, study and perform a variety of vocal music including examples from the various stylistic periods of music. Strong emphasis will be placed on independent musicianship, analysis of text, and interpretation. Students may enroll in this course for more than one year but may also audition for CAPA Concert Chorale or CAPA Chamber Singers. **Required:** Outside of class time spent rehearsing/performing is part of the assessment for this class.

**CAPA CHAMBER SINGERS (62300)**

Grade Level: 10-12. Lab Fee: $25.00. Prerequisite: CAPA student and audition. This ensemble will become familiar with a variety of advanced choral literature including but not restricted to English part song, Madrigals, Swing and genres of the Jazz idiom. Strong emphasis will be placed on independent musicianship, analysis of text, and interpretation. Extracurricular small group instruction may be offered weekly. Students may enroll in this course for more than one year. **Required:** Students will prepare solo pieces as well as perform in various small group ensembles for public and school performance. In addition; outside of class time spent rehearsing/performing is part of the assessment for this class.

**CAPA CONCERT CHORALE (62303)**

Grade Level: 10-12. Lab Fee: $25.00. Prerequisite: CAPA Student. This course is designed to fully develop the choral musicianship skills of the advanced high school singer. This mixed choir will develop skills taught in beginning and/or treble choral study. Students will perform quality literature representing all time periods, genres, and languages of choral music. Strong emphasis will be placed on independent musicianship, analysis of text, and interpretation. Students may enroll in Concert Chorus for more than one year. **Required:** Outside of class time spent rehearsing/performing is part of the assessment for this class.

### AP MUSIC THEORY (15230)*

Grade Level: 10-12. **Yearlong.** Lab Fee: $15.00. Prerequisite: prior musical experience. A course for students interested in an introduction to a college Music Theory course. This course follows a similar outline to the Advanced Placement (AP) curriculum. Topics addressed in depth include musicianship, theory, musical materials, and procedures. *quality points/weighted grade

### INSTRUMENTAL MUSIC

**CAPA ADVANCED JAZZ ENSEMBLE (62503)**

Grade Level: 9-12. Lab Fee: $25.00. Rental Fee: $60.00 instrument rental. Prerequisite: CAPA student, Jazz Ensemble and/or the consent of instructor, must be a member of another band. This class will require students to have a working knowledge of the jazz idiom and a basic knowledge of improvisation and sight reading skills. Advanced Jazz band will study in-depth jazz styles and theory and composition. Students may enroll in this course for more than one year. This group will perform at various school and community functions. **Required:** Outside of class time spent rehearsing/performing is part of the assessment for this class.

**CAPA KNIGHT BAND (62400CP)**

**Band Fee:** $25.00. **School Instrument Rental Fee:** $30.00. Prerequisite: Middle school and or consent of instructor. This advanced band is made up of all freshmen rolling up from the middle school program, developing technical proficiency and musical knowledge. **Required:** Several performances throughout the year as well as additional outside of class time spent rehearsing/performing is part of the assessment for this class.

**CAPA CONCERT BAND (62403)**

**Band Fee:** $25.00. **Rental Fee:** $60.00 instrument rental. **Required:** CAPA Student and audition. Concert Band is made up of seniors, juniors sophomores enrolled in band. The material performed varies from marches to popular to classical. **Required:** Outside of class time spent rehearsing/performing is part of the assessment for this class.
Creative and Performing Arts (CAPA)

**CAPA ADVANCED WIND ENSEMBLE (62409)**

**Band Fee:** $25.00. **Rental Fee:** $60.00 instrument rental. 
**Prerequisite:** CAPA Student and audition. Advanced Wind Ensemble is made up of all qualified juniors and seniors in the band program. The repertoire material will be advanced. Students may enroll in this course for more than one year. 

**Required:** Outside of class time spent rehearsing/performing is part of the assessment for this class.

**GENERAL MUSIC**

**CAPA PIANO KEYBOARD LAB (62600)**

**Grade Level:** 10-12. **Lab Fee:** $25.00. **Prerequisite:** CAPA Student and audition. This is an advanced piano class where students work individually on their own keyboards. Students will improve reading, technical, and performance skills on the keyboard. Advanced skills will be emphasized including all major and minor scales, arpeggios, improvisation, and more advanced music theory. Students will also work on their own compositions with music technology. Participants are expected to perform as an individual and an ensemble throughout the year at various school and community events.

**CAPA ADVANCED PIANO KEYBOARD LAB (62603)**

**Grade Level:** 9-12. **Lab Fee:** $25.00. **Prerequisite:** CAPA student and audition. This is an advanced piano class where students work individually on their own key-boards. Students will improve reading, technical, and performance skills on the keyboard. Advanced skills will be emphasized including all scales, arpeggios, improvisation, sight-reading, ensemble playing, and advanced music theory. Students will also work on their own compositions with music technology. Participants are expected to perform as an individual and an ensemble throughout the year at various school and community events.

**CAPA MUSIC COMPOSITION LAB (62606)**

**Grade Level:** 10-12. **Lab Fee:** $25.00. **Prerequisite:** CAPA Student and audition. This class is designed for students with an intermediate knowledge of music and is interested in arranging and composing their own pieces. Composition will be created through the use of a technology lab and utilizing software and online resources to assist in the development of student musical arrangements and compositions.

**STRINGS**

**CAPA STRING ENSEMBLE (62700)**

**Lab Fee:** $25.00. **Rental Fee:** $30.00 instrument rental. 
**Prerequisite:** CAPA student, audition and some previous experience in a string instrument. This course will primarily be students looking to develop their technical proficiency and musical knowledge. This year string training will enable students to advance in their skills. Students will be assigned small ensembles (i.e., trios, quartets) to rehearse in class. Students may enroll in this course for more than one year. These ensembles will have opportunities to perform at special events at Auburn High School, District 205 and the community. 

**Required:** Outside of class time spent rehearsing/performing is part of the assessment for this class.

**CAPA CONCERT ORCHESTRA (62703)**

**Activity Fee:** $25.00. **Rental Fee:** $30.00 instrument rental. 
**Prerequisite:** CAPA students, audition. This course is an advanced group of musicians who work on techniques, literature, and performance. The music studied advances performance skills and covers all periods and styles. Concerts will include playing full orchestra music including wind, brass, and percussion players. This class is offered for students who are interested in performing advanced orchestral literature. Students are encouraged to participate in statewide festivals and competitions. Students will be assigned small ensembles to rehearse in class. These ensembles will have opportunities to perform at special events at Auburn High School, District 205 and the community. Students may enroll in this course for more than one year. 

**Required:** Outside of class time spent rehearsing/performing is part of the assessment for this class.
Creative and Performing Arts (CAPA)

DANCE

BEGINNING CAPA DANCE (62800)

Prerequisite: CAPA student. Students begin with the essentials of technique that combine and isolate movements in simple coordination. This course provides an introduction to all major dance techniques; through each style, students will accomplish a better sense of musicality and the ability to perform with others in unison or canon using spatial clarity. Overall, levels of strength flexibility and endurance will develop through the understanding of a detailed movement vocabulary. Required: Outside of class time spent rehearsing/performing is part of the assessment for this class.

INTERMEDIATE CAPA DANCE (62803)

Prerequisite: Beginning CAPA Dance. In this level, students will deepen their overall technical strength by practicing and improving their precision and clarity of movement. Technical exploration will become more specific to certain styles of dance including a look at cultural styles of movement. Within the teacher’s framework, students will structure phrases & sections of dance while analyzing aesthetic principles of movement. Required: Outside of class time spent rehearsing/performing is part of the assessment for this class.

ADVANCED CAPA DANCE (62809)

Prerequisite: CAPA student, Intermediate CAPA Dance. Students will begin to find a mastery of specific technical goals; students will analyze how different art forms will combine to create an interdisciplinary work. They will also learn the importance of recording processes of composition through journaling and other written forms. This level of dance focuses on the improvement of movement patterns in relation to spatial elements. Students will examine potential careers in the arts and in dance related fields. Required: Outside of class time spent rehearsing/performing is part of the assessment for this class.

CAPA DANCE SEMINAR (62816)

Prerequisite: CAPA student. This course is for the dance student who seeks an in-depth look at dance history and a greater opportunity to develop his or her role as a choreographer. Students will learn to connect individual dancers and choreographers to movement trends and periods of dance history, as well as examine cultural dance. This course will allow students to experience a deeper awareness of the structuring of dances for musical theatre. It will also provide students the forum in which they can make artistic decisions regarding accompaniment, theatrical sets, lighting and costumes. Required: Outside of class time spent rehearsing/performing is part of the assessment for this class.

INTERNSHIPS

- THEATRE (62112)
- VISUAL ARTS (62120)
- MUSIC (62130)
- DANCE (62140)
- MEDIA PRODUCTION (62143)

Lab Fee: $25.00 (each course). Prerequisite: CAPA student in any of the arts disciplines — Dance, Music, Theatre, Media Production, or Visual Arts. Any three CAPA courses and instructors consent. Intended as an upper-level CAPA offering for students from all arts disciplines. This unique offering will give students the opportunity to collaborate as an interdisciplinary team and create new forms of artistic expression. The second major thread involves placing individual students out in the community as resource artists. Emphasis will be on how the different art forms are interdependent and active participation in the community. Required: Outside hours working on class projects.
CAPA DANCE PATHWAY*

As students develop and progress CAPA Dance is dedicated to providing a broad education that challenges the students artistically, intellectually and physically and to prepare qualified students for college, conservatory and professional careers in dance and related professions. The department develops artistic and creative potential through a sequentially developed curriculum in both technical and theoretical dance courses. Students acquire the basic principles of choreography and a broader understanding of other arts forms and their relationship to dance. Students are provided with numerous performance opportunities including community involvement.

**Note:** Initial course placement is based on audition - Teacher will determine a students progression. Each student’s progress will vary, some students may spend more than one year at any level or may progress to higher level courses more quickly.

### Recommended Electives

<table>
<thead>
<tr>
<th>Elective</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Band</td>
<td>9TH GRADE</td>
</tr>
<tr>
<td>Jazz Ensemble</td>
<td>10TH GRADE</td>
</tr>
<tr>
<td>AP Music Theory</td>
<td>11TH GRADE</td>
</tr>
<tr>
<td>Keyboard Music</td>
<td>12TH GRADE</td>
</tr>
<tr>
<td>CAPA Piano Keyboard Lab</td>
<td></td>
</tr>
<tr>
<td>CAPA Adv. Piano Keyboard Lab</td>
<td></td>
</tr>
<tr>
<td>CAPA Technical Theatre 1</td>
<td></td>
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<tr>
<td>CAPA Treble Choir</td>
<td></td>
</tr>
</tbody>
</table>

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CAPA Academy

Rockford Public Schools | 100
CAPA Media Production Pathway*

As students develop and progress, students will begin assembling their best works into a digital portfolio in the 11th grade year as a record of production, and to use in applications to art schools and universities. Cross-curricular projects, field trips to graphic and media businesses, as well as visiting graphic and media artists, will support and enhance the quality of the program. As production is such an important aspect of the program, students will have numerous opportunities to be a part of graphic and video projects and productions each year.

**9th Grade**
- CAPA Media Production I

**10th Grade**
- CAPA Media Production II

**11th Grade**
- CAPA Media Production III

**12th Grade**
- CAPA Media Production III

*Note: Initial course placement is based on audition - Teacher will determine a student's progression. Each student's progress will vary, some students may spend more than one year at any level or may progress to higher level courses more quickly.*

### Recommended Electives

<table>
<thead>
<tr>
<th>CAPA Studio Art Foundations</th>
<th>CAPA Studio Art I</th>
<th>CAPA 2D Studio Art II &amp; III</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Studio Art: 2D Design</td>
<td>AP Studio Art: 3D Design</td>
<td>AP Studio Art: Drawing</td>
</tr>
<tr>
<td>CAPA Graphic Art &amp; Design</td>
<td>Beginning Computer Applications</td>
<td>CAPA Technical Theatre I</td>
</tr>
</tbody>
</table>
CAPA VOCAL MUSIC PERFORMANCE PATHWAY*

As students develop and progress through the rigor of the technical, emotional and social elements of music. We ensure that our students are ready for the challenges they will meet in post secondary education by requiring courses in music fundamentals and applied music. Our major ensembles include string orchestras, Jazz ensembles, wind ensembles, vocal ensembles as well as premier audition-only chamber ensembles. As performance is such an important aspect of the program, students will have numerous opportunities to be a part of solo and ensemble events and competitions several times each year.

<table>
<thead>
<tr>
<th>9TH GRADE</th>
<th>Choose from 1 or more of the following courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CAPA Chorus, CAPA Treble Choir</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10TH GRADE</th>
<th>Choose from 1 or more of the following courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CAPA Treble Choir, CAPA Concert Chorus</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11TH GRADE</th>
<th>Choose from 1 or more of the following courses:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>CAPA Concert Chorus, CAPA Chamber Singers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12TH GRADE</th>
<th>Choose from 1 or more of the following courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CAPA Chamber Singers, AP Music Theory</td>
</tr>
</tbody>
</table>

*Note: Initial course placement is based on audition - Teacher will determine a students progression. Each students progress will vary, some students may spend more than one year at any level or may progress to higher level courses more quickly.

<table>
<thead>
<tr>
<th>Recommended Electives (vocal &amp; instrumental)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Music Theory</td>
</tr>
<tr>
<td>Intermediate Keyboard Music</td>
</tr>
<tr>
<td>CAPA Treble Choir</td>
</tr>
</tbody>
</table>
### CAPA INSTRUMENTAL MUSIC PERFORMANCE PATHWAY*

As students develop and progress through the rigor of the technical, emotional and social elements of music, we ensure that our students are ready for the challenges they will meet in post secondary education by requiring courses in music fundamentals and applied music. Our major ensembles include string orchestras, Jazz ensembles, wind ensembles, vocal ensembles as well as premier audition-only chamber ensembles. As performance is such an important aspect of the program, students will have numerous opportunities to be a part of solo and ensemble events and competitions several times each year.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>9TH</td>
<td>Choose from 1 or more of the following courses:</td>
</tr>
<tr>
<td></td>
<td>CAPA Knight Band, CAPA String Ensemble,</td>
</tr>
<tr>
<td></td>
<td>CAPA Piano Keyboard Lab</td>
</tr>
<tr>
<td>10TH</td>
<td>Choose from 1 or more of the following courses:</td>
</tr>
<tr>
<td></td>
<td>CAPA Knight Band, CAPA Concert Band, CAPA Advanced Wing Ensemble,</td>
</tr>
<tr>
<td></td>
<td>CAPA String Ensemble, CAPA Concert Orchestra, CAPA Piano Keyboard Lab,</td>
</tr>
<tr>
<td></td>
<td>CAPA Advanced Piano Keyboard Lab</td>
</tr>
<tr>
<td>11TH</td>
<td>Choose from 1 or more of the following courses:</td>
</tr>
<tr>
<td></td>
<td>CAPA Concert Band, CAPA Advanced Wing Ensemble,</td>
</tr>
<tr>
<td></td>
<td>CAPA Concert Orchestra, CAPA Advanced Jazz Ensemble,</td>
</tr>
<tr>
<td></td>
<td>CAPA Advanced Piano Keyboard Lab</td>
</tr>
<tr>
<td>12TH</td>
<td>Choose from 1 or more of the following courses:</td>
</tr>
<tr>
<td></td>
<td>CAPA Concert Orchestra, CAPA Advanced Wing Ensemble,</td>
</tr>
<tr>
<td></td>
<td>CAPA Advanced Jazz Ensemble, AP Music Theory,</td>
</tr>
<tr>
<td></td>
<td>CAPA Music Composition Lab</td>
</tr>
</tbody>
</table>

*Note: Initial course placement is based on audition - Teacher will determine a students progression. Each students progress will vary, some students may spend more than one year at any level or may progress to higher level courses more quickly.
CAPA STUDIO ARTS PATHWAY*

As students develop and progress, students will begin assembling their best works into a portfolio in the 11th grade year as a record of production, and to use in applications to art schools and universities. Cross-curricular projects, field trips to museums and galleries, as well as visiting artists, will support and enhance the breadth of the program. As production is such an important aspect of the program, students will have numerous opportunities to exhibit several times each year.

9TH GRADE
Choose from 1 or more of the following courses:
CAPA Studio Art Foundations, CAPA Studio Art I, CAPA Graphic Art & Design

10TH GRADE
Choose from 1 or more of the following courses:
CAPA Studio Art I, CAPA Studio Art II

11TH GRADE
Choose from 1 or more of the following courses:
CAPA 2D Studio Art II, CAPA 2D Studio Art III, CAPA 3D Sculpture I, AP Studio Art: 2D Design, AP Studio Art: 3D Design, CAPA Visual Arts Internship

12TH GRADE
Choose from 1 or more of the following courses:
CAPA 3D Sculpture I, CAPA 3D Sculpture II, AP Studio Art: 2D Design, AP Studio Art: 3D Design, CAPA Visual Arts Internship

*Note: Initial course placement is based on audition - Teacher will determine a student's progression. Each student's progress will vary, some students may spend more than one year at any level or may progress to higher level courses more quickly.

<table>
<thead>
<tr>
<th>Recommended Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAPA Studio Art Foundations</td>
</tr>
<tr>
<td>CAPA Graphic Art &amp; Design</td>
</tr>
<tr>
<td>CAPA Media Production I, II, III</td>
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</tr>
</tbody>
</table>
CAPA Academy

CAPA TECHNICAL THEATRE PATHWAY*

As students develop and progress through the rigor of the technical, emotional and social elements of theatre, CAPA Theatre Performance Production Pathway (technical theatre) aims to provide students with an opportunity to participate in multiple components of a theatrical production: design and application, lights, sound, set, costumes, properties and management. Their training will lay the pre-professional groundwork that will provide them with the skills necessary to continue their artistic pursuits at prestigious universities and conservatories.

**Note:** Initial course placement is based on audition - Teacher will determine a students progression. Each students progress will vary, some students may spend more than one year at any level or may progress to higher level courses more quickly.

### Recommended Electives

<table>
<thead>
<tr>
<th>CAPA Theatre I</th>
<th>CAPA Theatre II</th>
<th>CAPA Media Production I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation to Drafting</td>
<td>Speech Communications</td>
<td>Drawing</td>
</tr>
</tbody>
</table>
**CAPA THEATRE PERFORMING ARTS PATHWAY**

As students develop and progress through the rigor of the technical, emotional and social elements of theatre, CAPA Theatre Performing Arts Pathway aims to provide students with an opportunity to participate in multiple components of a theatrical production in order to create a comprehensive understanding of the essential elements each component provides. Students will develop world views by exploring dramatic literature that is representative of various cultural perspectives. Their training will lay the pre-professional groundwork that will provide them with the skills necessary to continue their artistic pursuits at prestigious universities and conservatories.

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**Recommended Electives**

<table>
<thead>
<tr>
<th>Tech Theatre I</th>
<th>CAPA Treble Choir</th>
<th>CAPA Concert Choir</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning CAPA Dance</td>
<td>Speech Communications</td>
<td>CAPA Media Production I</td>
</tr>
</tbody>
</table>
ABOUT THE GIFTED ACADEMY

Students must participate in eligibility testing in order to attend the Auburn Gifted Academy. The Gifted Academy defines itself by the core subjects taken by students. The smaller learning community consists of teachers in five core subject areas, English, Mathematics, Science, History and the Social Sciences. Gifted students take a four-year sequence of core courses that prepares them to be competitive at any college or university of their choice.

Mirroring the intense, multifaceted, and nonconformist nature of giftedness, the Gifted Academy sets forth a qualitatively differentiated instructional program in content compacted and extended, in teaching strategies of exposition and inquiry, in assessment balancing logical critique and open-ended creativity. Intellectual development is promoted through planned activities, which include critical thinking skills, as well as skills that develop the capacity for analysis, synthesis, and evaluation. It is designed for academically talented, highly motivated students who intend to pursue the most rigorous, challenging educational programs beyond high school.

GIFTED ACADEMY FRESHMAN

It is recommended that students with room in their schedule register for College & Career Readiness. This course is designed to help students learn more about each academy and solidify their pathway decision.

Students in the Gifted academy may also choose courses from any of the High School Academies and the pathways that are offered:

**Business Academy (BAMIT)**
- Business & Entrepreneurship
- Graphic Design
- Studio Art
- Information Technology

**Production Academy (EMITT)**
- Engineering
- Manufacturing
- Skilled Trades
- Transportation Tech

**Service Academy (HPS)**
- Education
- Law & Public Safety

**Health Academy (HS)**
- BioMedical/Lab Sciences
- Personal/Athletic Training
- Nursing/Pre-Med
Electives may be chosen from Gifted courses or any other elective offerings at Auburn High School. This is the typical sequence of courses for a Gifted Academy student; however, there are many options for substitutions.

<table>
<thead>
<tr>
<th>Grade</th>
<th>English/ Language Arts</th>
<th>Math (varies due to student MS experiences)</th>
<th>Science</th>
<th>Social Studies</th>
<th>PE/ Health</th>
<th>Electives (to meet graduation requirements)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Gifted Academy English 9 or Gifted Academy AP Language &amp; Composition</td>
<td>Gifted Academy Algebra or Gifted Academy College Algebra</td>
<td>Gifted Academy Advanced Biology or Gifted Academy Chemistry</td>
<td>AP US Government &amp; Politics / AP Comparative or Gifted Academy World Affairs</td>
<td>PE 9</td>
<td>Global Fine Arts CTE World Languages</td>
</tr>
<tr>
<td>10</td>
<td>Gifted Academy AP English Literature &amp; Composition</td>
<td>Gifted Academy Geometry or Gifted Academy Trigonometry</td>
<td>Gifted Academy Chemistry or AP Biology and/or AP Chemistry</td>
<td>AP World History</td>
<td>PE 10 (s) Health (s)</td>
<td>Global Fine Arts CTE World Languages</td>
</tr>
<tr>
<td>11</td>
<td>Gifted AP Seminar or Gifted Academy AP English Language &amp; Composition</td>
<td>Gifted Academy Math (various options available)</td>
<td>AP Physics 1 or AP Biology (if Biology was not taken in 10th grade)</td>
<td>Gifted Academy AP US History</td>
<td>PE Elective</td>
<td>Global Fine Arts CTE World Languages</td>
</tr>
<tr>
<td>12</td>
<td>Gifted English 12 or Gifted AP Research (if taking AP Seminar junior year)</td>
<td>Gifted Academy Math (various options available)</td>
<td>AP Physics C or AP Physics 1 (if not taken as a junior) or Any AP science course</td>
<td>AP Macroeconomics / AP Micro-economics</td>
<td>PE Elective</td>
<td>Global Fine Arts CTE World Languages</td>
</tr>
</tbody>
</table>

(s) = semester
Gifted Academy

Courses are subject to change each year due to graduation requirements, increased offerings, curriculum changes, and student requests. **Gifted Academy**

**Choices:**

- Gifted Academy Creative Writing
- Advanced Creative Writing
- Speech Communications
- AP Calculus AB
- AP Calculus BC
- AP Statistics
- Gifted AP Seminar
- Gifted AP Research
- Gifted Academy Senior Seminar
- AP Biology
- AP Chemistry
- AP Environmental Science
- AP Physics 2
- AP Physics C
- Organic Chemistry
- Microbiology
- Anatomy & Physiology
- AP European History
- AP Psychology
- AP Art History
- AP Computer Science A
- Gifted Academy STEM Applications
ENGLISH

GIFTED ACADEMY ENGLISH 9 (61001)

Yearlong. Freshman Gifted Academy English furthers the development of the argumentative writing and rhetorical analysis skills needed for high school and college preparation. This is a writing intensive course. In addition, students will engage in discussion, analysis, and inquiry of speeches, art, music, advertisement, short stories, plays, and novels from a range of regions, styles, and time periods. Students will be introduced to a variety of analytical lenses in both rhetorical and literary fields. Critical thinking is an integral component to the class discussions, essays, and creative presentation of works studied.

GIFTED ACADEMY ENGLISH 12 (61030)*

The literary offerings allow for class choice in addition to certain set pieces guide this course. A breadth of historical periods, genres, and individual authors of past and contemporary merit are grounded in enriched supplementation from current related fields, such as fractal geometry, particle physics, anthropology, psychology, philosophy, history, linguistic studies, etc. Assessments are varied and open-ended, ranging from individual creative response to more structured writing and close reading. *quality points/weighted grade

GIFTED ACADEMY SEMINAR (61403)

Grade Level: 10-12. Yearlong. This elective course is designed to give Gifted Academy students university-level experience in independent study, primary and secondary research, seminars on a variety of research-related topics, and the development and presentation of an original document. Topics will include the following: film as literature, western literature, non-western literature, and genres of literature.

GIFTED ACADEMY AP ENGLISH LITERATURE AND COMPOSITION (61004)*

Yearlong. Gifted Academy Advanced Placement English hones student argumentative writing and literary analysis skills in order to assist student success in the spring on the Literature and Composition Examination. Students will engage in discussion, analysis, and inquiry of literature written from 1600 to present from a variety of different genres, styles, and regions. New Historicism will be applied to the reading of all literature with a particular emphasis on advanced close reading skills. Assessments vary among shorter and longer written analytical arguments, reading quizzes, group essays, creative presentations and retired AP Literature and Composition Examinations. Particular attention will be paid to the development of individual student writing style through sentence patterns and combining; literary analysis based on self-directed topics; and both formulaic and organic argumentative writing structures. Written assignments will become increasingly open ended as the year progresses. *quality points/weighted grade

GIFTED ACADEMY AP ENGLISH LANGUAGE AND COMPOSITION (61007)*

Yearlong. Gifted Academy AP Language engages in the pursuit of sustained inquiry by examining the rhetorical strategies implemented in a variety of texts and artifacts. Students will also begin to craft their personal, sophisticated writing style via experience in writing rhetorical analysis essays, argumentative-essays, and synthesis essays. *quality points/weighted grade

GIFTED S.T.E.M. APPLICATIONS (61230)*

Grade Level: 9-12. Yearlong (repeatable annually). Prerequisites: None. This course involves applying content in science, technology, engineering, and mathematics topics utilizing the state and national Science Olympiad events as curriculum for interested students in the Gifted Academy. The course will change yearly based upon the rotation of events into or out of the National Tournament Event List which cover five major areas: Life, Personal & Social Science, Earth & Space Science, Physical Science & Chemistry, Technology & Engineering, and Inquiry & Nature of Science. Students will master lab/science skills for their choice from the Application based group. Students will design, build, and test a product for their choice from the Product based group. *quality points/weighted grade
Gifted Academy

ENGLISH (CONTINUED)

GIFTED AP SEMINAR (61040)*

Grade Level: 11. Yearlong. This is a foundational course that engages students in cross-curricular conversations to explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. They synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as a team. The course equips students with the power to analyze and evaluate information with accuracy and precision to craft and communicate evidence-based arguments. Students consider one topic from multiple perspectives, many of which are divergent or competing, to aid in interdisciplinary understanding and to give students a rich appreciation for the intricacy of important issues. *quality points/weighted grade

GIFTED AP RESEARCH (61043)*

Grade Level: 12. Yearlong. Prerequisite: AP Seminar 11. AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a yearlong investigation to address a research question. Students further develop the skills acquired in the AP seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. Students learn and employ research and inquiry methods to develop, manage, and conduct an in-depth investigation of an area of personal interest. The course culminates in an academic paper of 4000-5000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense. Using a process and reflection portfolio (PREP), students document their inquiry processes, communication with their teachers and expert advisers as needed, and reflections on their thought processes. Students present (using appropriate media) and defend the topic of inquiry/research question, approach, and findings or product to a panel. *quality points/weighted grade

Students completing Gifted AP Seminar and Gifted AP Research could be eligible to receive the AP Capstone Diploma through College Board.

MATH

GIFTED ACADEMY ALGEBRA (61300)

Yearlong. This course presents the fundamental concepts of algebra. Topics included are integers, signed numbers, algebraic expression, radicals, first and second degree equations, inequalities, polynomials, factoring, functions, graphing, and system of equations. This course addresses the needs of the gifted students through problem solving strategies used in real life application. Successful completion of this course will prepare students for the challenges of Gifted Academy Geometry.

GIFTED ACADEMY GEOMETRY (61306)

Yearlong. Prerequisite: Gifted Academy Algebra. This course is intended for students interested in math related fields of study. This is a college preparatory course with emphasis on proof. The purpose of this course is to introduce students to the major concepts and tools for analyzing given data and drawing conclusions from the data. Topics include geometric vocabulary, properties and relationships, real-world applications, deductive reasoning, coordinate geometry, and transformations. This course develops problem solving skills as it incorporates geometric concepts such as lines, polygons, Pythagorean Theorem, circles, area, volume, and constructions.
GIFTED ACADEMY COLLEGE ALGEBRA (61303)

**Yearlong. Prerequisite:** Gifted Academy Algebra. This course develops the concept of functions and its graph, inverse functions, exponential functions, and systems of linear equations as well as the matrix methods to solve those systems. In addition, sequences and series, the binomial theorem, and mathematical induction will be included to increase the problem solving capabilities of the academically gifted student. Graphing calculators will be incorporated into classroom instruction to prepare students for the ACT/SAT exams.

GIFTED ACADEMY TRIGONOMETRY (61309)

**Yearlong. Prerequisites:** Gifted Academy Geometry and Gifted Academy College Algebra. This is a college preparatory course. First semester Trigonometry emphasizes the 6 trigonometric functions, including their graphs and inverses, the special right triangles, verification of identities, solving trigonometric equations, and lastly, the law of Sines and the Law of Cosines. Second semester has a pre-calculus focus and emphasizes vectors, polar equations and graphs, logarithmic and exponential functions, conics, and the introduction of beginning calculus limits and derivatives.

AP CALCULUS AB (13436)*

**Yearlong. Prerequisite:** Trigonometry or Pre-Calculus. This is an advanced placement course in calculus. Topics included are parametric and polar equations, analytic geometry of three dimensions, vectors, partial derivatives, multiple integrals, vector calculus, and differential equations. *quality points/weighted grade

AP CALCULUS BC (13433)*

**Yearlong. Prerequisite:** Trigonometry or Pre-Calculus, or Teacher Recommendation. This is an advanced placement course in calculus. Topics included are functions, limits, continuity, derivations, applications of the derivative, integrals, exponential and logarithmic functions, inverse functions, applications of the definite integral, techniques of integration, and infinite series. At the end of this course students will be encouraged to take the AP Calculus BC exam. *quality points/weighted grade

SCIENCE

GIFTED ACADEMY ADVANCED BIOLOGY (61220)

**Grade Level:** 9. **Yearlong. Prerequisite:** Gifted Academy Biology 8. Students will discover and understand many of the intriguing processes of living organisms. Students will take on the role of scientific researcher as they design and perform experiments, collect and interpret data, and draw conclusions based on hypotheses. The knowledge gained and the skills developed will then enable students to critically analyze current scientific research that is discussed in the media. Content includes the characteristics of life, organic chemistry functional groups and protein folding, cell biology with an emphasis on cellular respiration, photosynthesis and cell signaling, cellular transport and division, plant structure and processes with an emphasis on reproduction and Auburn hormones, DNA/RNA/protein synthesis/biotechnology, genetics and reproduction, evolution with an emphasis on molecular evidence, and the relationship of structure to function and physiological connections in the human body.

GIFTED ACADEMY CHEMISTRY (61206)

**Yearlong. Prerequisite:** Gifted Biology. Gifted Academy Chemistry examines the building blocks of all matter through following modern atomic theory. This course is inquiry and lab intensive. This course uses the periodic table to help simplify the study of elements by grouping those that have common reactions. Writing formulas for compounds, equations for reactions and stoichiometric relationships (using equations) are key components of this course. Topics of discussion include energy changes for phase changes, chemical reactions, and nuclear reactions; acid-base reactions, equilibrium, and reaction rates are analyzed as well. Deductive and inductive reasoning, problem solving methods, and higher levels of thought are all used extensively in this study.
SCIENCE (CONTINUED)

AP PHYSICS 1 (14415)*

Yearlong. Prerequisites: Chemistry, Algebra and Geometry. Concurrent enrollment in Trigonometry is recommended. This course 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 electric circuits. Course skills include using representations and models to solve scientific problems, applying mathematics to science phenomena, engaging in scientific questioning, planning and implementing data collection and analysis, and connecting and relating knowledge across scales, concepts, representations, and domains. Students will prepare for the AP Physics 1 exam at the conclusion of the course.

*quality points/weighted grade

SOCIAL SCIENCES AND HISTORY

AP WORLD HISTORY (12116)*

Grade Level: 10. Yearlong. This course is offered to Gifted Academy sophomores who are ready for the rigor and accelerated pace of a college level history course. The curriculum is aligned with College Board standards and is designed to provide students with the analytical skills and factual knowledge to deal critically with world problems. Societies will be compared with an emphasis on the larger processes affecting societies and civilizations, and key time periods will be examined. Students will prepare for the AP World History exam at the conclusion of the course.

*quality points/weighted grade

AP HUMAN GEOGRAPHY (12106)*

Grade Level: 10-12. Yearlong. The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Students will prepare for the AP exam.

*quality points/weighted grade

AP UNITED STATES GOVERNMENT AND POLITICAL SCIENCE (12212)*

Grade Level: 9. One Semester. This college preparatory government course will examine the theoretical and practical purpose of democracy in society. This course introduces and analyzes various groups, beliefs, and ideas as a method for understanding the United States Constitution. Students will study the major branches of the government, the legislative, executive, and judicial, in preparation for the AP exam.

*quality points/weighted grade

AP COMPARATIVE GOVERNMENT AND POLITICS (12215)*

Grade Level: 9. One Semester. The AP course in Comparative Government and Politics introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, explain differences in processes and policy outcomes, and communicate to students the importance of global political and economic changes.

*quality points/weighted grade

GIFTED ACADEMY AP U.S. HISTORY (61126)*

Yearlong. The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials — their relevance to a given interpretive problem, reliability, and importance — and to weigh the evidence and interpretations presented in historical scholarship. An AP U.S. History course thus develops the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. Students will prepare for the AP exam.

*quality points/weighted grade
AP MACROECONOMICS (12231)*

One Semester. This college preparatory economics course emphasizes a macroeconomics approach that gives students a thorough understanding of the principles of economics that apply to an economic system as a whole. The study includes national incomes and price determinations along with money and banking, public finance, and international economics. Students will prepare for the AP exam. *quality points/weighted grade

AP MICROECONOMICS (12230)*

One Semester. The purpose of a course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision maker, both consumers and producers. It places primary emphasis on the nature and function of product markets, and includes the study of factor markets and the role of government. Students will prepare for the AP exam. *quality points/weighted grade

GIFTED ACADEMY ELECTIVES

GIFTED ACADEMY SPEECH COMMUNICATIONS (61014)

One Semester. This elective course is designed to provide students with the valuable tool of successful oral expression. Not only does the possession of this skill provide the student with an improved means of communication that will be useful in both professional and personal lives, but also in developing the confidence that will enable the student to present himself/herself successfully. Students will develop listening skills as well as speaking skills in the area of debate, impromptu, informational, persuasive, demonstration speeches and oral interpretation.

ENGLISH

GIFTED ACADEMY ADVANCED CREATIVE WRITING (61023)

Grade Level: 10-12. Yearlong. This course is structured as a writing workshop to strengthen students’ writing skills and understanding of various creative genres. Students will engage in writing short and longer fiction pieces, using classic and modern literary models. This course focuses on structural, stylistic, and creative topics during the production and editing of student-directed fiction. Students will learn techniques necessary for longer pieces of writing: planning, maintaining cohesiveness and fluidity, developing dynamic story arcs and characters, using a repetition of symbols, and layering complex plots and themes. Students will improve their use of language as an instrument to express their unique and individual voices. It will also demand of students a great deal of writing and editing, mirroring the rigorous, college-level learning for students in the Gifted Academy Program.

GIFTED ACADEMY SENIOR SEMINAR (61403)

Grade Level: 12. Yearlong. This elective course is designed to give Gifted Academy students university-level experience in independent study, primary and secondary research, seminars on a variety of research-related topics, and the development and presentation of an original document. The Senior Seminar follows the dissertation process.

GIFTED ACADEMY CREATIVE WRITING (61013)

Grade Level: 9. One Semester. This course is structured as a writing workshop. Students will engage in writing short fiction using classic and modern literary models. This course focuses on structural, stylistic, and creative topics during the production and editing of student-directed fiction. Students will learn to use language as an instrument to express their unique and individual voices. Students will become more critical readers as they learn how to critique others’ work and accept critiques of their own work.
**MATH**

**AP STATISTICS (13426)**

*Yearlong.* This course is designed to provide students with a learning experience equivalent to an introductory college in statistics. This course is intended for students interested in fields of social sciences, health sciences, and business. The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. The major themes include: explorations for data, sampling and experimentations, applying probability, anticipating patterns and statistical inference. Students will be required to complete a final project in which they incorporate all major concepts of statistics. Students will prepare for the AP exam.

*quality points/weighted grade

**AP COMPUTER SCIENCE A (13440):**

Lab fee required. This is a college level course in computer science. This course introduces the student to JAVA software development. Students will write platform-independent, object oriented code for conventional Internet- and Intranet-based applications. Topics covered include graphical user interface (GUI) development, multimedia (images, animation, and audio); graphic strings, exception and security; application portability. A number of programming assignments will be given to enable the student to build real-world JAVA applications. Students will prepare for the AP exam.

*quality points/weighted grade

**SCIENCE**

**AP BIOLOGY (14206)**

*Yearlong.* **Lab Fee:** $5.00. **Prerequisite:** Biology, Chemistry. This is a course for students interested in a college equivalent Biology course. This course follows the Advanced Placement (AP) curriculum. Topics addressed in depth include biological systems and interactions, life processes, cell processes, energy and metabolism, heredity and genetics, ecology, and evolution. Laboratory work and inquiry are significant parts of this course. Students who successfully pass the AP Biology proficiency exam may receive college credit for Biology.

*quality points/weighted grade

**AP CHEMISTRY (14306)**

*Yearlong. Lab Fee:* $5.00. AP Chemistry is a college chemistry lecture and lab class. The presentation follows modern quantum mechanical theory. Students will write formulas for compounds, equations for reactions, and stoichiometric relationships equations. Students will analyze thermodynamic changes including enthalpy changes, entropy changes, and Gibbs free energy changes. The will also study acid/base reactions, equilibrium, reactions kinetics, coordination compounds, and oxidation-reduction reactions. Students will prepare for the AP exam.

*quality points/weighted grade

**AP PHYSICS 2 (14418)**

*Yearlong. Prerequisites:* Chemistry, Physics 1, Algebra and Geometry. This course is the equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; atomic and nuclear physics. Course skills include using representations and models to solve scientific problems, applying mathematics to science phenomena, engaging in scientific questioning, planning and implementing data collection and analysis, and connecting and relating knowledge across scales, concepts, representations, and domains. Students will prepare for the AP Physics 2 exam at the conclusion of the course.

*quality points/weighted grade

**AP PHYSICS C (14406)**

*Yearlong. Prerequisites:* Chemistry and Physics or AP Physics 1. Concurrent enrollment in AP Calculus AB is recommended. This is a rigorous, calculus based physics course designed by the College Board. Two major topics, Mechanics and Electricity and Magnetism, are covered. Students will prepare for both AP Physics C exams: Mechanics and Electricity and Magnetism.

*quality points/weighted grade
AP ENVIRONMENTAL SCIENCE (14510)∗

Yearlong. The AP Environmental Science course is designed to be the equivalent of a one semester, introductory college course in environmental science that will be taught as a year-long high school class. The AP Environmental Science course has been developed to enable students to undertake a more advanced study of topics in environmental science. Students will prepare for the AP exam. *quality points/weighted grade

ORGANIC CHEMISTRY (14312)

Grade Level: 11-12. One Semester. Prerequisites: Biology and Chemistry. This course introduces students to various basic techniques and fundamentals in organic chemistry. Topics covered include nomenclature, structure and bonding, and reactions of hydrocarbons with important classes of natural and synthetic organic compounds. Offered in conjunction with Microbiology.

MICROBIOLOGY (14209)

Grade Level: 11-12. One Semester. Prerequisites: Biology and Chemistry. This course introduces students to various basic techniques and fundamentals in the field of microbiology. Topics covered include microbial metabolism, proper sterilization processes, bacterial growth, and analysis of populations’ cultures. Students will apply microbiological concepts in laboratory experiments and develop appropriate aseptic techniques needed to work in clinical environments. Offered in conjunction with Organic Chemistry.

ANATOMY & PHYSIOLOGY (14603)

Yearlong. This course is focused on the structure and function of the human body. This course covers levels of organization; support and movement; integration, coordination, and control; transport; maintenance; and the human life cycle. This is a laboratory course designed especially for students interested in medical fields.

SOCIAL SCIENCES AND HISTORY

GIFTED ACADEMY WORLD AFFAIRS (61103)

Grade Level: 9. One Semester. Students will research current global issues, e.g. Endangered Cultures, Global Climate Change, Integration and Multiculturalism, etc. They will read scholarly journals that reflect on world problems and offer possible solutions. They will take their research and begin to piece together a cross-curricular picture of the problem through gathering research, cultural documents (literature, art, speeches, videos, etc). This entire process emulates real-world problem solving by asking students to determine what information is necessary to fully understand the problem, evaluate potential solutions, and seek total understanding of a dynamic world issue that directly and indirectly impacts their lives. Because of the breadth of the materials they will be analyzing, students will read a wide array of materials, write in multiple modes and with multiple purposes, and think critically about a wide array of topics.

AP EUROPEAN HISTORY (12310)∗

Yearlong. Prerequisite: World History. This is a college level introductory elective course into modern European history that examines the major events, trends, ideologies, philosophies, and chronology from 1450 to the present. Students will examine themes in history and interrelated categories (political, diplomatic, intellectual, cultural, social and economic) as they investigate, using primary and secondary sources, the elites with the experiences of ordinary people. Students will prepare for the AP exam. *quality points/weighted grade

AP PSYCHOLOGY (12406)

Yearlong. Advanced Placement Psychology is designed as a college-level class to introduce students to the systematic and scientific study of the human behavior and mental processes. This course will help develop independent and critical thinking skills and prepare students for the AP exam. The core concepts and theories of psychology are explored from a variety of theoretical approaches including the biological, behavioral, cognitive, humanistic, psychodynamic, and socio-cultural perspectives. Students are exposed to facts, principles, and phenomena associated with each of the major subfields within psychology. Students will prepare for the AP exam.
Gifted Academy

WORLD LANGUAGES

MANDARIN CHINESE 1 (61050)

Grade Level: 9-12. Yearlong. This beginner’s course centers on mastering the Mandarin sound system and writing Chinese characters. Students will cover topics on greetings, time/dates, hobbies and school. Chinese culture will be introduced through language experiences as well as interactive and hands-on activities.

MANDARIN CHINESE 2 (61053)

Grade Level: 9-12. Yearlong. Prerequisite: Mandarin Chinese 1 (included full year of 8th grade Mandarin if taken in Middle School). This course builds on the communication skills developed in Chinese 1. Chinese 2 curriculum will further develop students’ ability to use language spontaneously and creatively. This course has many open-ended activities to help students recall and apply previously learned vocabulary and expressions. Chinese idioms, weather, and geography will be introduced. Students will read a Chinese novel to increase character recognition and comprehension. This new course will roll up to Mandarin Chinese 3 and 4/AP.