

**Cultivating learners who
apply skills and experiences
to enrich society.**



**2024-2025
Yorkville High School
Curriculum Guide**



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Principal - Yorkville High School



David Travis

YHS Principal

Our curriculum promotes learning through well-articulated, rigorous instructional courses and programs. Our comprehensive academic offerings include Advanced Placement courses, as well as dual credit college and vocational offerings. We also offer our students a chance to explore a wide variety of electives including: world language studies; music, fine arts; and a variety of career and technical related courses. Moreover, we encourage our students to expand their educational horizons via blended coursework and field experiences such as internships, job shadowing, and extended learning opportunities.

Complementing our curriculum is our rich and varied co-curricular activities with multi-level athletic programs and clubs. Our sports teams have competitions ranging for beginners to those vying for state championships. We have an exceptionally vibrant fine arts program where students can explore and develop their talents in art, vocal music, and band. Whatever a student's interests, there are activities in which he or she will prosper.

Finally, a school does not exist by itself and cannot be successful by itself. As an educator, I fully understand that the true engine of student success starts in the home. It is you that has the most profound effect on your child's pursuit of excellence. However, in order for our students to reach their full potential, a productive and positive collaboration between the home and the school must blossom. Only when the students, teachers, and parents work towards common goals is true success achieved. We look forward to your continued involvement and collaboration in your child's education as we prepare our students for the challenges of the coming years.



Scan the QR code to the left to watch a short video featuring YHS Principal, David Travis, talking about the exciting ways to get involved during your high school career.

This booklet contains information about the course offerings, graduation requirements, school policies, and college planning at Yorkville High School. Please utilize this information as you select courses for your high school career and as you prepare for your post-secondary future.

Information inside this valuable booklet:

- Course Selection Process
- Graduation Requirements
- Four Year Planning
- Local College/University Information
- Course Descriptions

Your guidance counselor is the key contact for the course selection process. He or she is available to answer questions and provide you guidance with your course selections.

Additional Yorkville High School Curriculum and Planning Guides are available inside the Guidance Office or online through the high school's website: y115.org

Course Selection Process

December-February

- Curriculum Night for students entering 9th grade will be held to provide parents and students a chance to talk with divisions about course sequencing and new course options. A virtual evening will be available to all 10th and 11th grade families.
- Students will have access to the Curriculum Guide in the Yorkville High School website.
- Visit to 8th Graders to discuss course selection process.
- Current 9th, 10th and 11th grade students meet with their school counselor to select courses for 9-12th grade.
- Students will have a final opportunity to access Home Access Center (HAC) before recommendations and requests are finalized to a schedule.

June

- Student schedules are finalized.

August

- Students receive schedules via Home Access Center in August. If an error has been identified in a student's schedule or a class has to be added or modified due to failure or placement, school counselors are available to make necessary changes.

YHS graduation requirements **PLUS** suggested college entrance requirements:
The classes added beyond the high school requirements should be tailored towards specific college requirements and student achievement and interest. Students may start and end their math sequence at different points based on freshman placement.

Subject	9th Grade	10th Grade	11th Grade	12th Grade
Communication Arts	English I or English I Honors*	English II or English II Honors*	English III, AP Language or AP Literature*	English IV PLUS 1 English Elective Or: (1 of 4 options): AP Literature*, AP Language*, English 101/102, Transitional English
Applied Mathematics	Algebra I or Algebra I Honors*	Geometry or Geometry Honors*	Algebra II or Algebra II Honors *	Precalculus or AP Precalculus*, AP Statistics*, Quantitative Literacy & MTH107, or MTH109 and 211
Social Science	World History, World History Honors* or AP Human Geography*	World Geography and Cultures, AP European History, or AP Human Geography*	US History or AP US History*	Civics or AP United States Government & Politics* & Social Science elective
Applied Sciences	Biology or Biology Honors*	Chemistry, Chemistry Honors*	Physics AP Biology AP Chemistry AP Physics AP Environmental Science	Science elective
Other	Health/PE/World Language	Driver Ed/PE/World Language	Consumer Management and PE x 2	PE x 2/ 1 more elective

Courses listed represent typical course sequencing for each division.

*Denotes weighted grade

Yorkville High School Graduation Requirements

Yorkville Community Unit School District #115 policy is in accordance with the Illinois State School Code requirements for graduation. Please note the required number of credits to graduate from Yorkville High School is 23 credits. Students wanting admissions to a Bachelor's Degree program must follow the "College Admission Requirements & Timeline" which include the YHS graduation requirements as well as the admission standards for most colleges and universities.

Communication Arts

4 credits

Applied Mathematics

3 credits (Geometry is required)

Applied Science

2 credits

Wellness

Physical Education/Health/Driver Education Students must be enrolled in Wellness every semester at YHS (PE and Health are an IL requirement)

Social Science

2.5 credits (Social Studies) (US History & Civics are required)

AND

Consumer Management

.5 credit

(Consumer Management is a State requirement)

Electives

7 additional credits are needed



4-Year Plan WORKSHEET

A pre-typed course represents a required class you need in order to graduate from Yorkville High School. The blanks are there to help you choose the correct number of electives each year. The table at the bottom should be used for college planning: note that these are recommendations and differ from the graduation requirements of YHS. Finally, do this in pencil, because it is just a plan and many plans change.

Did I consider?

- My Career Pathway of interest?
- If my plan changed?
- My college entrance requirements?
- If I challenged myself academically?
- What I have been involved in at YHS?

Date Reviewed:

Date Reviewed:

Date Reviewed:

Total Credits Needed = 23

one line = one semester = 0.5 credit

*May be able to take 10th-12th grade

Name: _____ **Graduation Year:** _____

Freshman Year	
English	English
Biology	Biology
Math	Math
PE	Health

Sophomore Year	
English	English
Math	Math
Science	Science
PE or Drivers ED	PE

Junior Year	
English	English
Math	Math
US History	US History
PE	PE
Consumer Management*	

Senior Year	
English	English
PE	PE
Civics	Science

YHS Course Retake Policy

A student may elect to repeat a course in order to increase mastery of the material. The course should be retaken prior to taking the next course in the division's sequence. Both courses will be listed on the transcript. When a student retakes the identical class at Yorkville High School, the better grade will be calculated as part of the student's GPA. The lesser grade will be given a No Grade designation. In the event the student enrolls in a course offered by an accredited institution outside of District #115, the class must be pre-approved as a substitute by the Associate Principal of Student Services and Associate Principal for Teaching & Learning. These courses may be substituted for credit replacement. Please see below for specific guidance for Repeating a Failed Course, Repeating a Passed Course for a Higher Grade, and Repeating a Passed Course for a Higher Grade at a Different Level.

Repeating a Failed Course

- If a student repeats and passes a previously failed course, the failing grade ("F" or "WF") will be replaced by "RE" (repeat) on the student's permanent record; the course title, new grade, and teacher of record will be recorded in the term that the course is repeated and passed; the student will receive the appropriate credit and grade points.
- If the student repeats the same course several times, all previous grades will be changed to "RE" when the student successfully passes the course.
- The following guidelines apply to repeating a failed course:
 1. Repeating the same course (number and title) can only be completed without administrative permission through summer school, alternative school or in credit recovery. The administration can give permission for students to repeat a class during the regular school day.
 2. If a student repeats a failed course with a course that has a different number, title, description, and/or level, he/she must complete a "Request to Repeat a Course" form. The student must work with his/her counselor to complete and submit it, before enrolling in the course, to the assistant principal for student services who will initiate the review and instruction. No grade will be changed unless an approved form is on file with the student's counselor and the registrar.

Yorkville High School Course Withdrawal

All students are encouraged to complete the courses they start as careful planning to staffing, funding, and supplying class materials was made during the spring. However, in the event a student wishes to withdraw from a course, the following guidelines will be used.

- Students must maintain a "full time student" rigorous course load and remain on track for graduation.
- Days 1-3: Schedule appointment with guidance counselor to change course. Options will be based on availability. No Effect on GPA or transcript will occur.
- Days 4-10: Students must complete an Add/Drop form found online or in the guidance office. Signatures required include, student, parent, teacher, division chair and administration. Options will be based on availability. No Effect on GPA or transcript will occur.
- After Day 10: Students are allowed to drop a course with completion of Add/Drop form but with the knowledge of having a "Withdraw/Fail" (W/F) on their transcript. The W/F will count as a failing grade and will be calculated into the student's overall GPA. Students will be placed into a study hall at this time.

Schedule Change Requests

Each student's selection of classes involves input from students, parents, teachers, and counselors. More information about student schedule change requests can be found in the student handbook.

Repeating a Passed Course for a Higher Grade

- If a student repeats a course (same or alternative) for which he/she has already earned a passing grade and credit, the highest grade earned in that course and the teacher giving it are recorded in the term earned and the lower grade(s) is changed to "RE" (repeat).
- The following additional guidelines apply to repeating previously passed courses:
 1. The student must work with his/her counselor to complete the "Request to Repeat a Course" form and submit it, before enrolling in the course, to the Division Chair for Student Services who will initiate the review and approval process.
 2. Repeating a passed course for a higher grade requires the final approval of the Associate Principal for Teaching & Learning. No grade will be changed unless an approved form is on file with the student's counselor and the registrar.
 3. Repeating the same course (number and title) can only be completed without administrative permission through summer school, alternative school or in credit recovery. The administration can give permission for students to repeat a class during the regular school day.

Repeating a Passed Course for a Higher Grade at a Different Level

- If a student repeats a course by taking a course at a different level (i.e., an alternative course) and earns a higher grade, the course title, new grade, and teacher of record are recorded in the term earned and the original grade is changed to "RE" (repeat).
- A student who wants to repeat a passed course for a higher grade at a different level must work with his/her counselor to complete a "Request to Repeat a Course" form and submit it, before enrolling in the course, to the Division Chair for Student Support Services who will initiate the review and approval process.
 - » Repeating a passed course for a higher grade at a different level requires the final approval of the Associate Principal for Teaching & Learning. No grade will be changed unless an approved form is on file with the student's counselor and the registrar.

Grading

The goals of education are accomplished by the pursuit of knowledge and understanding rather than the pursuit of grades.

The high school uses a grading system that is based on 60 as a passing grade. Grades are issued and Grade Point Average (GPA) is calculated at the end of each semester. The grading scale represents different levels of achievement in each course:

100-90:

This indicates clear and convincing evidence of deep knowledge and detailed understanding of the concepts and skills learned in the course.

89-80:

This indicates evidence of substantial knowledge and consistent understanding of the concepts and skills learned in the course

79-70:

This indicates evidence of basic knowledge and understanding of the concepts and skills learned in the course.

69-60:

This indicates evidence of limited knowledge and understanding of the concepts and skills learned in the course.

59-0:

This indicates that the student has not met the minimum requirements and will receive no credit. Evidence of knowledge is incomplete or has so many misconceptions the students cannot be said to understand the concepts learned in the course.

INC:

This indicates incomplete work and no credit. Incomplete grades are changed to failing if the student does not complete the work within two weeks after the term or semester (unless special arrangements have been made with the high school administration).

Weighted Grading

The grading system has two scales, one for regular courses and the other for weighted courses. The specific grade points assigned for each letter grade and for regular and weighted courses are listed below. These grade points are used to compute a student's grade point average. The grades of "D" and "F" are not weighted. Regardless if the class is weighted or non-weighted, the letter grade the student earns will appear on the official transcript. YHS courses that are given weight are indicated in the course description with an (*) asterisk.

Grade	Meaning	Regular Course	Weighted Course
A	Excellent	4.0	5.0
B	Beyond Satisfactory	3.0	4.0
C	Satisfactory	2.0	3.0
D	Below Average	1.0	1.0
F	Failure	0	0

Y115 Learning & Grading Plan

Yorkville CUSD 115's Learning and Grading Plan outlines the parameters of learning, grading, and assessing. The goal is to create opportunities for students to grow into adaptive and analytical thinkers by mastering content and developing a deep understanding of the curriculum.

We believe...

- Academic performance/skills are separate from academic behaviors
- Grades reflect mastery of content
- Learning activities contribute to student growth, guide teacher instruction, and are an essential part of student success

The Roles of Educators, Students, and Parents

Educators will...

- engage students in meaningful learning opportunities to help them achieve mastery of standards.
- encourage and model the skills of a lifelong learner: persistent, curious, responsible, collaborative, adaptable, open-minded, problem solving, and analytical.
- set high expectations and provide ongoing feedback to students and parents in order to foster student growth.
- provide students multiple opportunities to show their learning.
- work with students to support their academic, social, and emotional needs.
- partner with parents to communicate their child's strengths, interests, celebrations, and needs.

Students will...

- engage daily in the learning process by actively participating in educational activities.
- develop the skills of a lifelong learner: persistent, curious, responsible, collaborative, adaptable, open-minded, problem solving, and analytical.
- understand and progress toward mastery of the learning standards by setting individual goals for each subject.
- be accountable by producing high-quality work on a consistent basis.
- demonstrate self-advocacy by initiating communication with teachers and parents.
- partner with teachers and parents to share their strengths, interests, celebrations, and needs.

Parents will...

- become informed decision-makers by collaborating with their child and educators to support the student's pathway to academic success.
- encourage and model the skills of a lifelong learner: persistent, curious, responsible, collaborative, adaptable, open-minded, problem solving, and analytical.
- develop student awareness of educational expectations and support teachers in order to achieve those expectations.
- familiarize themselves with curriculum standards and assessment criteria.
- foster independence for students.
- partner with teachers and staff to communicate their child's strengths, interests, celebrations, and needs.

Grading Guideline (Use of Checkpoints)

The development of positive academic behaviors is an important part of the learning process. When students understand the importance of daily preparedness and observe the connection between the learning activities they practice in class to the summative assessments of these same skills, they begin to recognize those academic behaviors as necessary to achieving success. It is important to create opportunities for students to develop academic behaviors such as self-advocacy, perseverance, goal setting, and time management

The following 7-12 Grading Guidelines are designed to help students transition from a traditional, points-based evaluative system to a grading model that exclusively assesses performance and skill. In moving toward this model, providing an opportunity for students to be assessed on their progress toward mastery will serve three purposes: (a) to remind students of the value of practice, (b) to demonstrate rate of progress toward a summative skill, and (c) to create accountability for students in regard to preparedness.

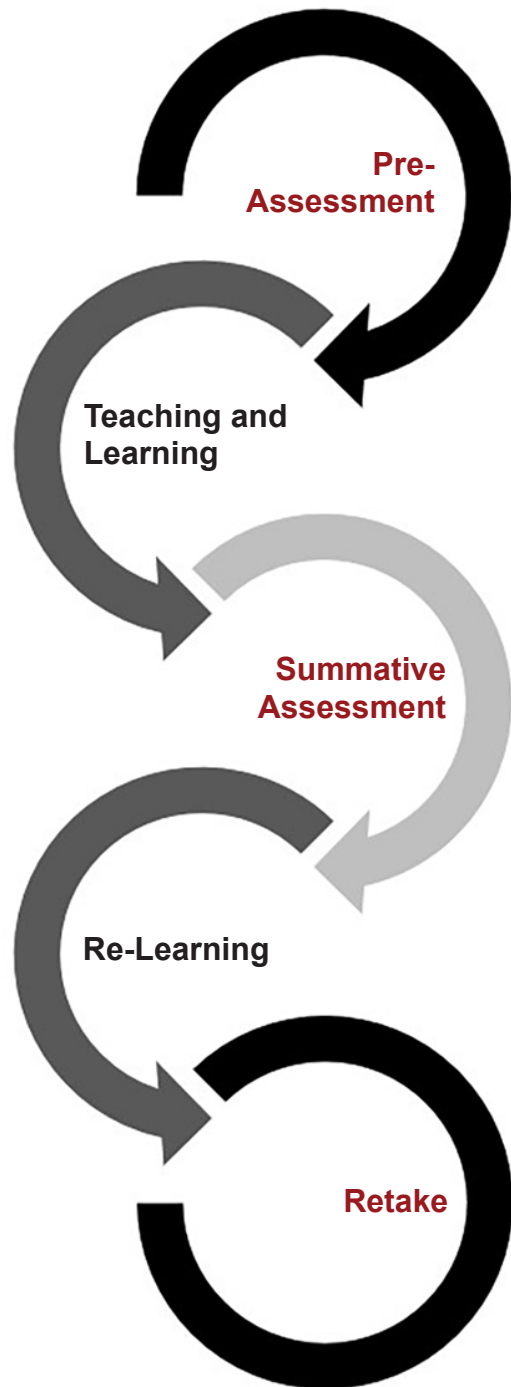
7 - 12 Grading Guidelines		
Category	Weight	Definition
Summative Assessments	85%	<p>evaluate student learning in accordance to students' mastery of outcomes, skill acquisition, and academic achievement at the conclusion of a defined instructional period</p> <p><i>Summative Assessments...</i></p> <ul style="list-style-type: none">• are evaluated using a traditional grading scale• include opportunities for relearning• include opportunities for retakes• include comprehensive feedback to students• demonstrate level of skill attainment toward mastery• exclude learning activities (homework, in-class practice, etc.)• exclude academic behaviors (participation, task completion, etc.)• may be applied in multiple formats, typically at the end of a project, unit, course, semester, program, or school year
Checkpoints (skill practice)	Up to 15%	<p>assessment of student progress towards mastery of a skill, recorded in the gradebook, weighted as 10% of a student's grade</p> <p><i>Checkpoints...</i></p> <ul style="list-style-type: none">• include meaningful, descriptive feedback to students• do not include opportunities for retakes support learning progress toward skills evaluated on summative assessments• exclude learning activities completed exclusively outside of school• exclude academic behaviors (participation, task completion, etc.)• may be applied in multiple formats, assessing key skills more than once in a unit/course

Formative & Summative

As part of the Learning and Grading Plan, it is important to understand the difference between formative and summative assessments.

- Formative assessments are ongoing checks for understanding that provide teachers with the necessary feedback to guide instruction. Formative assessments are not counted as part of a grade.
- Summative assessments are evaluations of a student's mastery of the objectives. Summative assessments typically count for grades.

YHS Comprehensive Learning and Grading Plan



We believe:

- Academic performance/skills are separate from academic behaviors,
- Grades reflect mastery of content, and
- Learning activities contribute to student growth, guide teacher instruction and are an essential part of student success.

Pre-Assessment

Any assessment used prior to instruction to collect information to guide teacher planning.

Teaching and Learning

Where instruction, learning activities, and formative assessments occur. Learning Activities – assignments that are an essential part of the educational process and contribute to student achievement but will not factor into a student's grade. Formative Assessments – ongoing checks for understanding for the purpose of instructional decision-making which are not included in a student's grade.

Summative Assessment

Assessment to measure student mastery of outcomes. Possible examples may include unit quizzes, tests, projects, presentations, science labs, and others.

Relearning

Students must successfully complete assignments within the unit and further targeted relearning activities prescribed by the teacher prior to any re- take.

Retakes

Students will be offered one retake* per summative assessment. Students will retake components where they did not demonstrate proficiency. In some cases, this may require students to retake an entire assessment.

Retake guidelines:

- Below 70% - required (teacher/student initiated)
- Above 70% - optional (student initiated)
- Required re-learning activities completed
- Higher grade will stand as the final score
- Students are allowed 2 weeks to complete the retake in order to stay on track with current coursework

**Any exceptions will be handled on a case-by-case basis and made in conjunction with the Division Chair.*

Grading Scale and Information

A: 90-100

B: 80-89

C: 70-79

D: 60-69

F: 59 and below

- Grades are based solely on student performance on summative assessments.
- Summative assessments that have not been completed will be marked as not complete (NC) and need to be resolved between teacher and student.
- The last summative assessment of the semester will be calculated into a student's final semester grade and will be amended based on a retake if needed.
- Failure to resolve a not complete (NC) will result in a zero for the summative assessment.
- All incomplete semester grades need to be resolved within three weeks after the conclusion of the semester.
- Extra credit is not offered in Y115.



Special Consideration for College Admissions

There is no uniform policy by the state universities when determining if a specific course at Yorkville High School will meet a subject requirement. However, the following rules can be used as a guide when planning your high school courses.

The following classes offered in the Communication Arts Division may not be considered as college preparatory and may not meet English course requirements for colleges or universities or NCAA eligibility: It is best to check with your college(s) of choice.

- Adventure Literature
- Journalism and Publication Production
- Theatre Arts (earns a general elective rather than an English credit)

College and Universities

Planning Timeline

Senior Year

August-September:

- Seniors should start applying to colleges NOW if they haven't done so already. Students should plan on applying to at least 3 colleges.

October-November:

- Visit Naviance for direct links to colleges and universities. Naviance is our District's college and career readiness tool to access college specific information on admissions and the applications process. Online applications are recommended and are supported through the Naviance portal. Priority deadlines need to be closely monitored for applications and FAFSA completion. We strongly encourage working closely with your school counselor and our college and career counselor on your specific needs. FAFSA is completed directly by going to www.FAFSA.ed.gov. Applications for student aid opens in December 2023.
- Consider retaking the SAT if you did not participate earlier in the school year. An increase in score allows for more post-secondary options and scholarships.

Junior Year

- Check with your counselor to make sure you've taken or signed up for required college preparatory courses. If you aren't sure what is required, visit the website of your targeted university or college and check out their "admission requirements" page.

Sophomore Year

- To get started, speak with your counselor and access the many helpful resources. This is the year to really explore and answer the question, "What are my interests, skills, and values?"
- Begin to choose courses based on what you need for college admissions or career paths.

Freshman Year

- Become involved in your education. Many freshmen start high school with no concept of their abilities or how to advocate for themselves. Now is the time to take ownership and use the resources available to you.
- Get to know your counselor; it is his/her job to help you navigate the expectations of high school.

Athletic Eligibility

The best and most up to date information for NCAA requirements can be found on the Yorkville High School Athletic Website under NCAA Eligibility and by asking your coach and counselor. Student athletes should be planning for NCAA eligibility every year.

NCAA

Students wishing to compete in Division I or II athletics in college must meet the NCAA Academic Eligibility Requirements. These include a specific sequence of courses, as well as a minimum GPA and ACT score. Students are strongly encouraged to consult with their counselor and coach during their freshman year if they are considering pursuing college athletics. More information on the high school requirements for NCAA eligibility can be found at <http://www.ncaa.org/student-athletes>

NAIA

Students who wish to participate in athletics at a member institution will need to be certified by the NAIA Eligibility Center to qualify academically and be cleared as an eligible student-athlete for competition. For a complete list of eligibility rules please see the website at www.PlayNAIA.org.

NCAA Division I & II schools require 16 core courses

Division I Core Courses: 16 courses

- 4 years of English
- 3 years of Math (Algebra 1 or Higher)
- 2 years of Science (1 year must be Lab Science)
- 1 additional year of English, Math or Science
- 2 years of Social Science
- 4 years additional courses (above areas, or foreign language, philosophy)

Division II Core Courses: 16 courses

- 3 years of English
- 2 years of Math (Algebra 1 or Higher)
- 2 years of Science (1 year must be Lab Science)
- 3 additional years of English, Math or Science
- 2 years of Social Science
- 4 years additional courses (above areas, or foreign language, philosophy)



College and Universities

Admissions to private colleges and universities vary greatly. Specific college catalogs should be consulted for up-to-date accurate information. These are available in the Guidance office.

Universities in and around Illinois taken from bigfuture.collegeboard.org	Students who graduate within six years	% Minority	Size	Sector	Approximate Cost Tuition and Fees	% Admitted
Augustana College (IL)	78%	25%	2,600	Private	\$46,189	55%
Aurora University	54%	54%	6,005	Private	\$26,760	77%
Benedictine University	52%	54%	5100	Private	\$34,290	62%
Brown University	95%	50%	6,752	Private	\$65,656	9%
Central Michigan University	59%	21%	21,705	Public	\$13,200	69%
Governors State University	62%	54%	3517	Public	\$17,610	42%
Grand Valley State University	63%	19%	21,112	Public	\$19,296	83%
Lewis University	64%	36%	6506	Private	\$35,472	54%
DePaul University	71%	45%	23,000	Private	\$40,000	72%
Drake University	75%	20%	4,991	Private	\$35,206	67%
Duke University	95%	52%	6,609	Private	\$78,600	10%
Eastern Illinois University	60%	34%	7,415	Public	\$11,696	50%
Harvard University	96%	51%	20,918	Private	\$55,587	5%
Illinois State University	69%	27%	20,635	Public	\$15,319	89%
Illinois Wesleyan University	80%	27%	1,700	Private	\$52,512	60%
Indiana University-Bloomington	77%	28%	36,158	Public	\$38,352	78%
Iowa State University	71%	25%	30,034	Public	\$25,446	87%
Loyola University-Chicago	77%	39%	17,000	Private	\$47,808	72%
Marquette University	85%	28%	8,435	Private	\$45,766	74%
Michigan State University	78%	33%	50,019	Public	\$40,562	71%
North Central College	68%	27%	2,750	Private	\$42,206	55%

College and Universities (Continued)

Universities in and around Illinois taken from bigfuture.collegeboard.org	Students who graduate within six years	% Minority	Size	Sector	Approximate Cost Tuition and Fees	% Admitted
Northeastern Illinois University	22%	80%	7,113	Public	\$12,064	71%
Northern Illinois University	50%	43%	18,045	Public	\$12,478	53%
Northwestern University	93%	50%	22,008	Private	\$60,768	13%
Princeton	97%	56%	5,400	Private	\$56,010	7%
Purdue University	81%	35%	29,497	Public	\$28,794	58%
Valparaiso University	67%	23%	3251	Private	\$41,580	84%
Southern Illinois University Carbondale	45%	36%	14,554	Public	\$20,072	89%
Southern Illinois University Edwardsville	50%	27%	13,796	Public	\$11,493	76%
Truman State University	72%	22%	5,853	Public	\$13,940	79%
University of Chicago	94%	50%	5,941	Private	\$63,801	8%
University of Illinois at Chicago	60%	65%	17,575	Public	\$14,126	77%
University of Illinois at Urbana Champaign	85%	52%	33,368	Public	\$15,442	66%
University of Iowa	71%	57%	23,357	Public	\$31,905	81%
University of Michigan	90%	38%	28,312	Public	\$53,232	26%
University of Missouri-Columbia	69%	19%	27,812	Public	\$30,450	78%
University of Wisconsin-Madison	83%	31%	31,662	Public	\$38,608	49%
University of Illinois at Springfield	51%	39%	4,575	Public	\$11,911	63%
Western Illinois University	70%	38%	8,502	Public	\$13,669	60%

State University Requirements

The State Board of Higher Education has adopted the following requirements for admission to the state universities in Illinois.

School	English	Math	Social Studies	Science	Foreign Language
Chicago State	4	3	3	3	not required
Eastern Illinois	4	3	3	3	not required
Illinois State	4	3	2	2	2 of same language or fine arts
Northeastern Illinois	4	3	3	3	not required
Northern Illinois	4	3	3	3	not required
Southern Illinois Carbondale	4	4	3	3	not required
Southern Illinois Edwardsville	4	3	3	3	not required/ 2 recommended
University of Illinois Chicago	4	3	3	3	2 of same language
University of Illinois Springfield	4	3	3	3	not required
University of Illinois Urbana-Champaign	4	4	2	2	2 of same language/ 4 recommended
Western Illinois	4	3	3	3	not required

College Credit at Community Colleges

Waubensee Community College, Kishwaukee College, and Joliet Junior College award college credit when learning experiences at the high school level of instruction duplicate those at the college level.

College credit enables students to receive advanced placement, save time and money, and avoid duplication of material already learned. Students must earn an A or B in the class and apply for credit within two years of graduation. The courses offered at YHS are listed in this course booklet next to the qualifying class. See your guidance counselor for the "College Credit Articulation Forms" and a current list of classes. For further information, call VALEES at (630) 466- 2905.

Dual Credit and Articulation Credit

Articulation Credit: College credit is awarded once the student is enrolled at the college issuing the articulation agreement and until the student has successfully completed a designated number of credit hours or terms.

Dual Credit: Dual credit provides the opportunity for high school students to enroll in courses approved by a postsecondary institution for college credit and other colleges and universities that will accept the transfer credit. There are fees associated with Dual Credit courses.

Dual Credit Offerings at YHS	Dual Credit Offerings at Indian Valley Vocational Center (IVVC)	Articulation Credit Offerings at YHS	Articulation Credit Offerings at Indian Valley Vocational Center (IVVC)
English 101 English 102 Introduction to Education 200 Clinical Experience in Education 202 Conversational Spanish and Cultural Studies (SPN 211) Basic Statistics MTH107 Algebra for Business and Social Science MTH109 Calculus for Business and Social Science MTH211 Technical Drawing I CAD 100 AutoCAD 1 CAD 102 Geology GLG 100/GLG 101 Astronomy AST 100 Business Integration Systems CIS 110 Introduction to Programming CIS 115 Networking Essentials CIS 122 Web Development for HTML WEB 110 Information Technology Project Management CIS 205	Aviation Fundamentals (AVMT 10600) Aircraft Structures (AVMT 11000) The Construction Industry (CMT 101) Print Reading for Construction (CMT 105) Blueprint Reading (WLD 101) Gas Metal Arc & Flux Cored Arc Welding (WLD 125) Medical Terminology (HIT 110) Basic Prevention and Care of Athletic Injuries (KPE 150) Strength and Conditioning Principles (KPE 237) Introduction to Exercise Science and Sports Professions (KPE 209) Fire Responder (EMS 101) Basic Operations Firefighter Module A (FSC 105) Firefighter Module B (FSC 115) Firefighter Module C (FSC 118) Technical Rescue & Vehicle Operations (FSC 215) Hazardous Materials Operations (FSC 120) Advanced Technician Firefighter (FSC 125) Vehicle Machinery Operations (FSC 150) Introduction to Esthetics (EST 100) First Aid and Emergency Response (PE 162)	Advanced Accounting (ACC 101) Computer Formatting and Applications 1 (AOS 114) Computer Formatting and Applications I or II (CIS 105)	Basic Auto Repair (ABR 115) Automotive Steering and Suspension (AMT 131) Maintenance and Light Repair (AUT100) Automotive Braking Systems (AMT 125) Fundamental Welding Process (WT 116) Survey of Welding (WLD 100) Oxy-Fuel Welding and Cutting (WLD 115) Shielded Metal Arc Welding (WLD 120) Basic Nurse Assistant Training (WCC NAS 101/ KCC NUR 100) Medical Terminology (KCC OS 216) Basic Prevention and Care of Athletic Injuries (KPE 150) Introduction to Windows (CIS 105) Emergency Medical Technician (EMT 120) Firefighter Module A (FSC 105) Firefighter Module B (FSC 115) Firefighter Module C (FSC 118) Technical Rescue & Vehicle Operations (FSC 215) Hazardous Materials Operations (FSC 120) Advanced Technician Firefighter (FSC 125) Vehicle Machinery Operations (FSC 150) Criminal Investigations (CRJ 201) Introduction to Early Childhood Education (ECE 101) Guiding Young Children (ECE 112)

Understanding the Course Offering & Planning Guide

Credits: The course offerings are divided by divisions. When a student successfully completes a class, the student earns credit which is used as a requirement for graduation. Listed under the course will be the amount of credit a student obtains upon passing the course.

Grade(s): Each course lists the assigned grade level required to enroll in that course.

Fee: Due to special materials or educational resources, some classes have an additional fee that students must pay in order to register for the class. Fees may change from year to year and are determined in the spring by the Board of Education.

Prerequisites: Some courses require students to have completed prior courses in a sequence, a teacher recommendation, and/or a specific grade in a prior course. Please discuss questions about prerequisites with your counselor.

Some courses have recommendations for students to adhere to in order to ensure student success in the course. Other courses require the use of content-specific devices (such as a calculator) which the student must have in order to take the course. Please discuss questions about this information with your counselor. Additionally, due to advanced rigor, some courses have been designated to receive an additional weight for students that earn an A, B, or C.

School and Home Partnership Tools

Home Access Center:

Provides quick access to student information. Use this link to view attendance, student grades, registration and fees. Access eSchool Home Access Center at: <https://hac2.y115.org/HomeAccess/Account/LogOn?ReturnUrl=%2fHomeAccess> and enter your Username and Password. If you have any trouble accessing Home Access Center please contact YHS' registrar.

Naviance:

Naviance is our new college and career research and tracking tool. Every student will create a personal portfolio with their interests, career and college matches and you will apply to colleges through Family Connection as well! We will track EVERYTHING in this program - requesting transcripts and letters of recommendation, your interest inventory results, college and career searches and much more! It can even show you your chances of getting into certain colleges! Access Family Connection by going to <http://connection.naviance.com/yorkvillehs>.

Canvas Learning Platform:

Canvas is a technology system that allows for instructional delivery to students. Teachers use Canvas to communicate to students, to provide learning opportunities, to give assessments, and to collaborate. Students can access Canvas with their school log in and parents can sign up through a parent portal to be able to view students' classes. Canvas can be accessed at the following site: <http://y115.instructure.com>.

College Board:

The College Board helps connect students to college success and opportunity. Through your student's account they can access their SAT and Advanced Placement progress. Access College Board by going to: <https://www.collegeboard.org/> If you have any trouble accessing your College Board account please contact your student's counselor.

Khan Academy:

Khan Academy has partnered with College Board to provide your student with a personalized learning resource. They offer additional practice, instructional videos, and a dashboard displaying your student's progress. Khan Academy provides support for math, science, computer programming, history, art history, economics, and more. All students with a College Board account can utilize Khan Academy for free! Access Khan Academy by going to: <https://www.khanacademy.org/> If you have trouble accessing your student's Khan Academy account, please contact your student's counselor.

Course Fees

The following Yorkville High School courses have a fee associated for all Choir, Band, Orchestra, Project Lead the Way, Advanced Placement, Foods, and Driver Education courses. Dual Credit courses have fees associated with them.

Course	Fee
AP Courses (Exam fee)	\$98
AP Capstone (AP Seminar, AP Research)	\$146
Band	\$45
Chorus	\$28
Driver Education	\$315
Orchestra	\$33
Dual Credit: ENG, MTH, EDU, GLG, AST, SPN	\$12 per credit hour
Dual Credit: CAD, CIS, WED	\$143
Robotic Operations	\$35

Digital Learning at Yorkville High School

Digital learning allows teachers to utilize technology to expand the time, space, and delivery of learning that occurs in our courses. We offer two types of digital learning at Yorkville High School - blended and online. In both formats, Yorkville High School curriculum is delivered, Yorkville High School teachers are the instructors, and students earn the same credit as a traditional face-to-face course experience. Yorkville High School supports an open enrollment practice for all blended/online courses.

What is blended and online learning?

Blended Learning - Blended learning allows flexibility to deliver instruction face-to-face and online. In a blended learning course, the instructor decides when and how instruction is delivered. For example, students may be in the classroom one day and the next day complete an assignment or activity on their own time. On days when blended learning is occurring, students first meet with their teacher and then are provided time to "blend." Students who have earned off-campus privileges may blend off-campus, only after first meeting with the teacher. However, students who have not earned at least a 70% in the course will remain in the classroom for their teacher's support.

Online Learning - Online learning indicates that the course is delivered in a completely online format. Apart from an initial face-to-face meeting, online courses do not require students to physically attend a class, and they are able to complete the work on their own time. Students should expect to make time daily to participate in the course.

Roles and Responsibilities

Student Role

- Productively engage in learning activities both within and outside the physical learning class space.
- Choose learning paths based on skills, interests, or needs within units of the course.
- Learn and demonstrate the characteristics of good digital citizenship by completing assigned, grade-level lessons.
- Practice self-advocacy and ask for help when needed.
- Communicate openly with classmates, teachers, and parents about the learning process.
- Check course calendar, assignments, and progress daily.
- Check and respond to school email daily.
- Adhere to the blended procedures and eligibility requirements.

Parent Role

- Be an informed decision maker regarding best fit for student.
- Monitor weekly progress of student through Canvas and/or Synergy.
- Communicate in a proactive and consistent manner with teacher throughout coursework.

Teacher Role

- Utilize Canvas as the primary tool for organizing the course and delivery of instruction.
- Monitor Canvas Student Contact Card and contact student, parent, and counselor with concerns.
- Implement district curriculum and assessments with fidelity across instructional delivery models.
- Participate in professional development to enhance learner experience.
- Check email daily and respond by the end of the next working day.
- For blended courses, prepare a flexible digital calendar for division chair, students, and parents, detailing blended/non-blended days, while maintaining 60% non-blended to 40% blended days.
- In blended courses, on blended days, be available to students in-person, online, or through office hours for the amount of time equal to a regular class period.
- For online courses, prepare, and deliver orientation meeting with online students.

Digital Learning Course Options (*indicates a course with weighted credit)		
AP Art History* AP Precalculus* AP Calculus AB AP Calculus BC Accounting Advanced Accounting Algebra 1 Honors* Algebra 2 Algebra 2 Honors* Advanced Accounting Applied Personal Fitness 2 Applied Personal Fitness 3	Biology Biology Honors* Civics Computer Science Discoveries Consumer Management Creative Writing English III Entrepreneurship Fitness Assessment and Exercise Testing Foods II Forensics General Health	Geometry Geometry Honors* Guitar 2 I.C.E. Class Introduction to Education Journalism & Publication Philosophy Pre-Calculus PLTW: Principles of Engineering* PLTW: Engineering Design & Development* Project Management
Online Learning Courses: Consumer Management <i>**Noted above are minimal options for blended and online learning. Additional options, not yet available for publication, may be offered to students prior to the beginning of the school year.</i>		

Honors and Advanced Placement

Yorkville High School actively works to ensure every student receives curriculum that provides high quality assignments and assessments over the significant concepts within each content area.

Honors Courses:

There are many courses offered at the Honors Level. These courses are designed to challenge students to extend their learning into content concepts that require more independent investigation and autonomous learning inside and outside the classroom. These courses are designed with a rigorous and challenging pace. Consideration of test scores may be reviewed also to determine appropriate placement.

Advanced Placement Courses:

AP courses can open doors to competitive colleges and universities and to honors programs at some universities. Successfully completing an Advanced Placement course can better prepare students for success in college. The AP curriculum is a nationally recognized standardized program; therefore, competitive colleges recognize and may show preference to students who successfully complete AP courses. Students enrolled in AP courses challenge themselves at the highest academic level.

While there are many benefits of having an AP course on a student's transcript, students should understand the commitment AP courses take to successfully complete. Students taking AP courses are required to take the culminating AP exam associated with the AP course. Failure to do so will result in the loss of weighted credit for the course.

Advanced Placement courses offer high school students an opportunity to study college-level material while still enrolled in high school. By participating in the AP examination program, students may receive advanced placement, credit, or both from a specific college or university. Check with specific colleges or universities to see if AP credit is accepted. Students are required to take the AP test in the spring for every AP course they are enrolled. A new law that went into effect, at the start of the 2017-2018 school year, now requires all public colleges and universities in Illinois to give college credit for AP scores of 3 or higher.

Advanced Placement at Yorkville High School

AP United States Government & Politics
AP Human Geography
AP European History
AP US History
AP Psychology

AP Calculus AB
AP Calculus BC
AP Precalculus
AP Statistics

AP Studio Art
AP Art History
AP Spanish Literature
AP Spanish Language & Culture
AP German

AP English Language and Composition
AP English Literature and Composition

AP Computer Science Principles
AP Music Theory

AP Biology
AP Chemistry
AP Environmental Science
AP Physics

AP Capstone: Seminar - English
AP Capstone: Research

AP Capstone Program



AP Capstone Program

AP Capstone™ is a diploma program based on two-year long AP courses: AP Seminar and AP Research. These courses are designed to complement other AP courses that the AP Capstone student may take. Instead of teaching specific subject knowledge, AP Seminar and AP Research use an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work.

The AP Capstone program awards include the AP Capstone Diploma™ and the AP Seminar and Research Certificate™. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing, will receive the AP Capstone Diploma™. This signifies outstanding academic achievement and attainment of college-level academic and research skills. Alternatively, those who earn scores of 3 or higher in AP Seminar and AP Research only will receive the AP Seminar and Research Certificate™.

AP Seminar*

Credit: 1

Grade(s): 10, 11, 12

Prerequisite: NONE

Students are REQUIRED to take the AP Exam to receive weighted credit for the course.

This course equips students with the skills to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. Students will have the opportunity to explore real-world issues from multiple perspectives and consider varied points of view to develop deep understanding of complex issues and topics in order to make connections between these issues and everyday life. They will also gain a rich appreciation and understanding of issues by reading articles, listening to speeches and/or broadcasts, and experiencing artistic and literary works. The primary goals of the AP Seminar course are to help students understand how to study an issue from multiple perspectives, evaluate source information, and then develop and communicate effectively a logical, evidence-based point of view. Next Course: AP Research

AP Research*

Credit: 1

Grade(s): 11, 12

Prerequisite: Successful completion of AP Seminar

Students are REQUIRED to take the AP Exam to receive weighted credit for the course.

While working with an expert advisor, students explore an academic topic, problem, or issue of interest and then design, plan, and conduct a year-long research-based investigation to address it. The course culminates in an academic paper of 4,000-5,000 words and a presentation with an oral defense, during which they will answer 3-4 questions from a panel of evaluators.



Tara Olsen

Art, World Language, and EL
Division Chair

Mrs. Olsen began her teaching career at Yorkville High School in 2019, however has been teaching since 2001. Over the years, she has taught Spanish levels I-III honors and has sponsored the Student Council, the school pep club, and the Spanish Club. In addition to her role as the Division Chair for Art, World Language, and EL, Mrs. Olsen is the current sponsor for the Spanish club at YHS, oversees Hispanic Heritage month activities, and coordinates testing for the Seal of Biliteracy and EL Access testing.

Mrs. Olsen earned her bachelor's degree from Illinois State University in Secondary Spanish Education, her Master's in Curriculum and Instruction from Olivet Nazarene University, and her EL certification from the Un



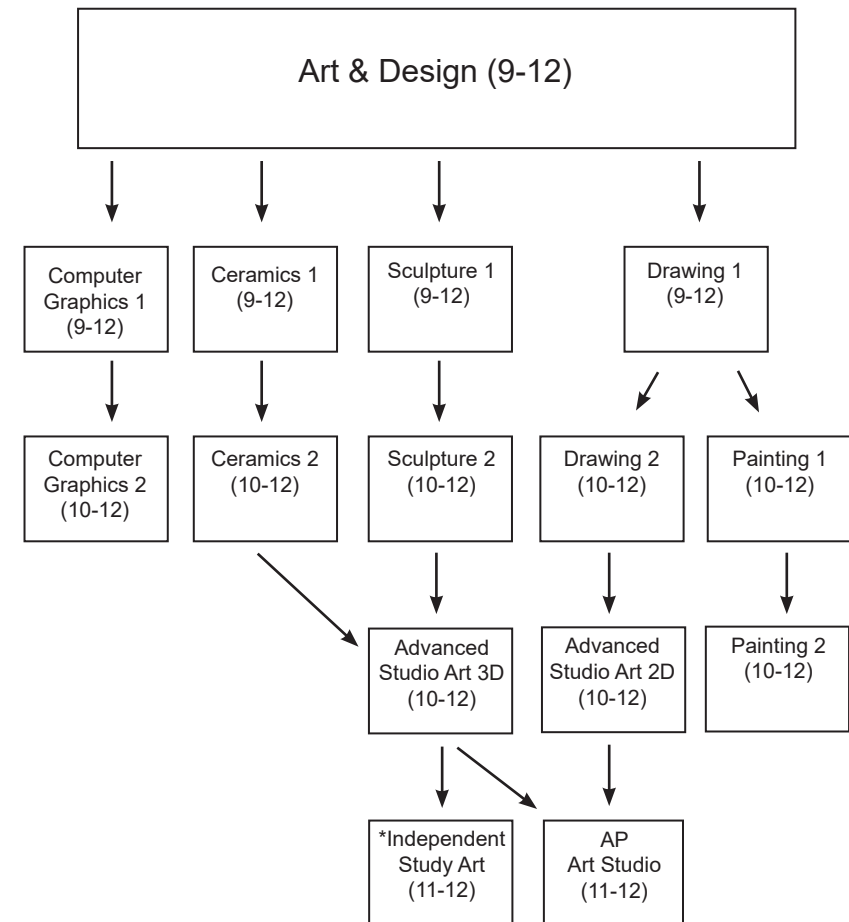
Scan the QR code to the left to watch a short video featuring Tara Olsen, Art, World Language, and EL Division Chair, talking about the Art curriculum.

Art Course List

Class Title	Grade Level	Recommended Prerequisite
Art & Design	9, 10, 11, 12	None
Computer Graphics I	9, 10, 11, 12	Art & Design
Computer Graphics II	10, 11, 12	Computer Graphics I
Drawing I	9, 10, 11, 12	Art & Design
Drawing II	10, 11, 12	Drawing I
Painting I	10, 11, 12	Drawing I
Painting II	10, 11, 12	Painting I
Sculpture I	9, 10, 11, 12	Art & Design
Sculpture II	10, 11, 12	Sculpture I
Ceramics I	9, 10, 11, 12	Art & Design
Ceramics II	10, 11, 12	Ceramics I
Advanced Studio Art 2-D*	10, 11, 12	Drawing I and II or Drawing I, Painting I and II
Advanced Studio Art 3-D*	10, 11, 12	Sculpture I and II or Sculpture I and Ceramics
AP Art History*	10, 11, 12	English I/English I Honors
AP Studio Art*	11, 12	Advanced Studio Art 2-D or Advanced Studio Art 3-D and teacher recommendation
Independent Study - Art	11, 12	Advanced Studio Art 2-D or Advanced Studio Art 3-D and teacher recommendation

Blended Course Offerings for Art: AP Art History (blended only)

Art Course Sequencing



*AP Art History
(bo) (10-12)

*denotes weighted grade
(bo) blended only course

Art & Design

Credit: 0.5

Grade(s): 9, 10, 11, 12

Recommended Prerequisite: None

This foundational course is designed to give students a solid understanding of the elements and principles embedded in all visual art and to improve basic art production skills. Students will explore how they and artists past and present use basic visual symbols of line, space, color, and value to create illusion and meaning in an artwork. Artistic talent is NOT a prerequisite; only a willing and open mind and an industrious nature are needed. This course will focus on art elements, language, and perspective. Students will learn about artistic styles and media while developing their own art skills. Class time will include lecture and studio work in a variety of media with emphasis on drawing

Computer Graphics I

Credit: 0.5

Grade(s): 9, 10, 11, 12

Recommended Prerequisite: Art & Design

This course is an introduction to using the computer to create works of art. Using specialized software suited for personal computers, students will learn how to use artistic composition and design skills with the computer medium. Students will combine the use of drawing, color, and text in projects that will result in the creation of computer images.

Next Course: Computer Graphics II or Web Design II

Computer Graphics II

Credit: 0.5

Grade(s): 10, 11, 12

Recommended Prerequisite: Computer Graphics I

This course continues and expands upon the skills and software learned in Computer Graphics I. Students will be presented with real-life situations specific to those of a professional graphic designer. Students will utilize the elements and principles of art, basic drawing skills, as well as simple digital photography to explore and solve the problems and situations presented to them. Emphasis is placed on the use of imagination and on developing original concepts as well as technical skills to create professional and sophisticated works of graphic art. This course will also allow for collaboration projects within the school and/or with businesses in the community.

Ceramics I

Credit: 0.5

Grade(s): 9, 10, 11, 12

Recommended Prerequisite: Art & Design

This course introduces the student to the properties of clay while developing knowledge and skill in the major forms of hand built pottery. Students will use the pottery wheel. Emphasis is on understanding the clay medium, design qualities, and technical construction.

Next Course: Ceramics II

Ceramics II

Credit: 0.5

Grade(s): 10, 11, 12

Recommended Prerequisite: Ceramics I

In this course students are introduced to advanced ceramic techniques including hand building, modeling, mold-making, casting, glazing, and firing. Projects address the elements and principles of ceramic art. Consideration is also given to concept, craftsmanship, originality, and expression. Emphasis is placed on problem solving in the creative process and understanding that there are many possible solutions to any given problem.

Drawing I

Credit: 0.5

Grade(s): 9, 10, 11, 12

Recommended Prerequisite: Art & Design

The drawing courses focus on improving observational and perceptual awareness and combine these with skills learned in Basic Design. Students will work with a variety of media and learn new techniques to improve drawing ability from sketching to creating finished compositions. Anyone can learn to draw if they are willing to work at it. Students will review perspective and focus on the pencil as the key medium with some charcoal work.

Next Course: Drawing II

Drawing II

Credit: 0.5

Grade(s): 10, 11, 12

Recommended Prerequisite: Drawing I

This course will further advance the understanding of drawing techniques introduced in Drawing I. Creative expression will be explored through the use of new and varied subject matter, techniques and drawing media. This course will broaden students' understanding of art history, criticism and aesthetics. Students will further develop the ability to observe, record, and understand the concrete world around them. They will utilize drawing as a tool for visual thinking as one of the most direct forms of self-expression.

Painting I

Credit: 0.5

Grade(s): 9, 10, 11, 12

Recommended Prerequisite: Drawing I

Through the use of acrylic and watercolor paints, students will further explore color theory and the interrelationship of space, light, and form. Students are introduced to techniques, paint quality, and technical effects of these various paint media. The course will also stress composition, movement, and balance.

Next Course: Painting II

Painting II

Credit: 0.5

Grade(s): 10, 11, 12

Recommended Prerequisite: Painting I

This course is a continuation of Painting I with the advanced application of color theory and composition. Emphasis will move from theory into more expressive themes and further development of technical skills within each media.

Sculpture I

Credit: 0.5

Grade(s): 9, 10, 11, 12

Recommended Prerequisite: Art & Design

The sculpture course allows students to "get in touch with the artist within," by focusing on the expressive nature of art. Through art production and art criticism, students will explore art in the third dimension. Media include paper, cardboard, plaster, wire, and everyday objects.

Next Course: Sculpture II

Sculpture II

Credit: 0.5

Grade(s): 10, 11, 12

Recommended Prerequisite: Sculpture I

This course is a continuation of Sculpture I having students explore sculpture techniques and media with more emphasis on carving and modeling techniques. This course provides students with more freedom of expression and choice of materials.

Advanced Studio Art 2-D*

Credit: 0.5

Grade(s): 10, 11, 12

Recommended Prerequisite: Drawing I and II or Drawing I, Painting I and II

This course is designed for students interested in further exploration of media and techniques in both drawing and painting. Students will complete projects both representational and abstract in nature. This course is the highest application of vision, skill, and drive for two-dimensional media.

Advanced Studio Art 3-D*

Credit: 0.5

Grade(s): 10, 11, 12

Recommended Prerequisite: Sculpture I and II or Ceramics I and II

This course is designed for students interested in further exploration of media and techniques in both ceramics and sculpture. Students will work in multiple media focusing on the interwoven success of form, the practical demands of material, and aesthetic. Students will complete projects both representational and abstract in nature. This course is the highest application of vision, skill, and drive for three-dimensional media.

Advanced Placement Studio Art*

Credit: 1

Grade(s): 11, 12

Recommended Prerequisite: Advanced Studio 2-D or Advanced Studio 3-D and teacher recommendation

Students are REQUIRED to take the AP Exam to receive weighted credit for the course. AP Studio Art enables highly motivated students the opportunity to do college level work in studio art while still in high school. AP Studio Art is not based on a written examination; students will be required to create and submit an original Drawing, 2D Design or a 3D Design portfolio for evaluation at the end of the school year. Through studio practice, application of design concepts, and informed decision making, students will assemble a body of artwork that demonstrates a high level of quality and growth over time of content, technique, and process. Students will develop mastery in concepts, composition and execution while addressing two components in their portfolios: Sustained investigation and selected works. Students will be required to submit this body of work to the College Board for grading and possible college credit.

Advanced Placement Art History*

Credit: 1

Grade(s): 10, 11, 12

Recommended Prerequisite: English I/English I Honors

Students are REQUIRED to take the AP Exam to receive weighted credit for the course. In AP Art History students will learn to critically analyze works of Art within diverse, historical and cultural contexts, considering issues such as politics, religion, patronage, gender, and ethnicity. Students will take the College Board AP Art History test at the end of the year, which allows students to receive college credit from participating colleges and universities. Within each content area, students explore essential contextual information about regions, cultures, and time periods. Students have options for focused, intensive learning about artworks, themes, and cultures they select as personally relevant and meaningful. As students study works of art, they apply essential art historical skills, contextual and comparative analysis within the learning objectives, such as visual. This will only be offered as a blended course.

Independent Study - Art

Credit: 0.5

Grade(s): 11, 12

Recommended Prerequisite: Advanced Studio Art 2-D or Advanced Studio Art 3-D and teacher recommendation. This independent study course is intended for students who are interested in further study beyond what is offered in other art courses and have excelled in their advanced art courses. Written permission must be obtained from the art teacher to participate in Independent Study Art.

The Yorkville Art curriculum engages students with a wide variety of media, technology, and processes to develop their skills as artists.

Our students will learn to use and apply knowledge of terminology, structures, and functions. Across the variety of courses offered, students are challenged to choose and evaluate a range of subject matter, symbols, and ideas promoting independent thought and constructive imagination.

Our students will understand the visual arts in relation to history and cultures. Through the process of critique and class discussion, our students reflect and assess the work of their peers.

We strive to focus on the development of a sense of quality, an appreciation of craftsmanship, and the connection between visual arts and other disciplines. Please note that students may be required to purchase art materials for use in class.



Tammi Naumann

Educational Services Division Chair

Mrs. Naumann started her teaching career in the Quad Cities before relocating for her husband's job. She has been a Fox for over 15 years with both of her sons being graduates of YHS. Prior to becoming the Division Chair of Educational Services,

Mrs. Naumann co-taught Algebra II, Civics and English IV. Mrs. Naumann earned her undergraduate and master's degrees from Western Illinois University in Macomb, Illinois. Mrs. Naumann loves to travel and spend time with her family.

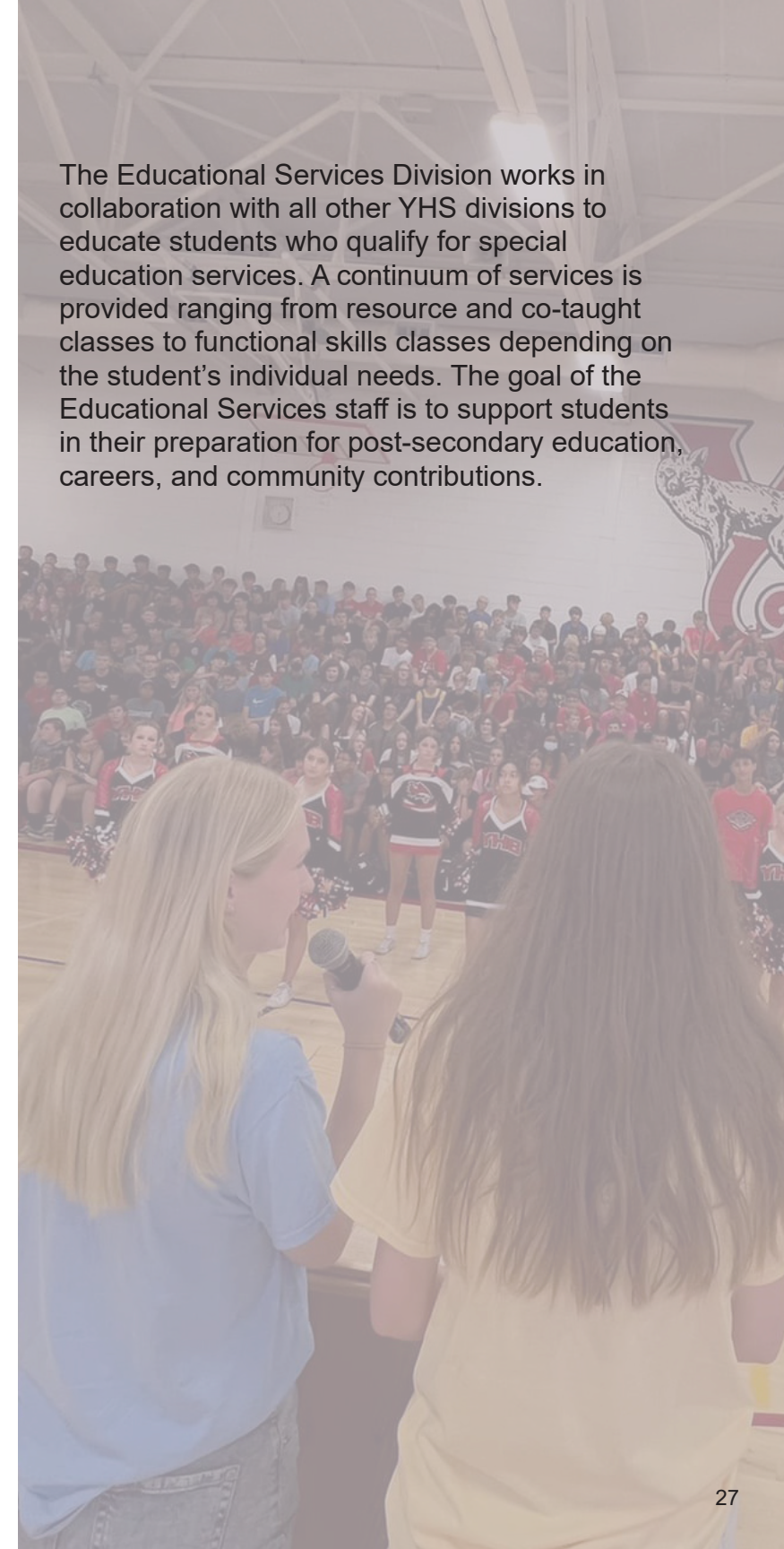


Scan the QR code to the left to watch a short video featuring Tammi Naumann, Educational Services Division Chair, talking about the Educational Services curriculum.

Educational Services Course List

Class Title	Grade Level	Recommended Prerequisite
Personal Development	9, 10, 11, 12	Teacher/Team recommendation is required
Consumer Management	10, 11, 12	None
English I	9	None
English II	10	English I
English III	11	English II
English IV	12	English III
Biology	9	None
Chemistry	10, 11, 12	Biology
Algebra I	9	None
Geometry	10, 11, 12	Algebra I
Algebra II	10, 11, 12	Geometry
World History	9	None
US History	11, 12	None
Civics	11, 12	US History
Functional English 1, 2, 3, 4	9, 10, 11, 12	None
Functional Math 1, 2, 3, 4	9, 10, 11, 12	None
Functional Social Studies 1, 2, 3, 4	9, 10, 11, 12	None
Functional Science 1, 2, 3, 4	9, 10, 11, 12	None
Vocational Education	9, 10, 11, 12	None

The Educational Services Division works in collaboration with all other YHS divisions to educate students who qualify for special education services. A continuum of services is provided ranging from resource and co-taught classes to functional skills classes depending on the student's individual needs. The goal of the Educational Services staff is to support students in their preparation for post-secondary education, careers, and community contributions.



Personal Development

Credit: 1 (can be repeated)

Grade(s): 9, 10, 11, 12

Prerequisite: Teacher recommendation is required

Personal development is a course that focuses on the social skills necessary to be successful in high school and beyond. It provides direct instruction in many of the skills typical teenagers take for granted. Units within the course will provide strategies for dealing with anxiety, and practice using them. Personal Development also provides students with practice in conversational situations, allowing students to try out new skills in a supportive and structured setting. **This course is offered as Pass/No Credit.

Consumer Management

Credit: .5

Grade(s): 10, 11, 12

Recommended Prerequisite: none

This course provides students with the necessary knowledge to be responsible consumers in a free market economy. This course will cover the following primary topics: career planning, money management, credit, and consumers' rights and responsibilities. Students will be doing a career project, creating a cover letter and resume, a checking account simulation, and other consumer related activities. Required for graduation. **The curriculum for this course may be modified to meet the individual needs of students.

English I: Survey of Literature and Introduction to Composition

Credit: 1

Grade(s): 9

Recommended Prerequisite: none

Successful completion of English I is required for graduation. Literature and writing are equally emphasized in this course. Coursework includes the study of multiple genres of literature and their defining characteristics, grammar and usage, and foundational composition and research skills. Additionally, students will practice speaking and listening skills through participation in both collaborative discussions and public speaking. **The curriculum for this course may be modified to meet the individual needs of students. Next Course: English II

English II: Comparative Literature Studies and Composition

Credit: 1

Grade(s): 10

Recommended Prerequisite: English I

Successful completion of English II is required for graduation.

This is a writing and literature course. An emphasis will be placed on nonfiction texts with connections made to literature from many genres: poetry, short fiction, and novels. Course study also includes grammar conventions and composition skills including literary analysis, research writing, and development of formal writing techniques. Additionally, students will practice speaking and listening skills through participation in both collaborative discussions and public speaking. **The curriculum for this course may be modified to meet the individual needs of students. Next Course: English III

English III: American Literature and Composition

Credit: 1

Grade(s): 11

Recommended Prerequisite: English I/II

Successful completion of English III, AP Language, or AP Literature is required for graduation. This is a literature and writing course which concentrates on the major contributions to literature written by American authors. Selections which span from colonial through contemporary works, will be read and analyzed by means of discussion, written assignments, speech and discussion. **The curriculum for this course may be modified to meet the individual needs of students. Next Course: English IV + elective

English IV: Capstone Seminar

Credit: 1

Grade(s): 12

Recommended Prerequisite: English I/II/and III

One semester of English IV and one semester of an English elective are required for graduation. 1st semester: Concentrating on understanding the writer's voice and developing a student's own voice, units include literature from various genres and eras. Writing assignments focus primarily on literary analysis to help students develop a strong writing style through rhetorical devices and figurative language, culminating in a capstone senior project. Through this project, students use the skills they have learned to create an essential question and conduct in-depth research to explore and deepen their understanding of a topic. Students will present their findings with appealing and original visuals, using intentional rhetorical choices to reveal their voice. 2nd semester: This one semester elective course is intended to prepare students for reading and writing in adult life: business, personal, and other non-academic forms. Students will focus on reading contemporary novels and periodicals. The written component consists of writing for real world situations including business, social, and personal contexts. This course is specifically designed for students who have a strong interest in pursuing a career path immediately following graduation. **The curriculum for this course may be modified to meet the individual needs of students.

Biology: Foundations of Life

Credit: 1

Grade(s): 9

Recommended Prerequisite: none

Biology is a survey course covering major topics in life science. This class uses a student-centered approach to explore scientific phenomena through the use of storylines. Storylines investigate the biological principles of scientific methodology, cells and cell processes, interacting systems, genetics, evolution and ecology. This class is a graduation requirement and a prerequisite for all future science courses. College-bound students and those interested in science-related fields will use this course as a foundation for future science courses. **The curriculum for this course may be modified to meet the individual needs of students. Next Course: Chemistry, Bio-Med, Human Anatomy and Physiology, Forensics, Earth Science

Chemistry

Credit: 1

Grade(s): 10, 11, 12

Recommended Prerequisite: Successful completion of Algebra I and Biology

Chemistry is the study of matter. The course includes units on scientific measurement, qualitative and quantitative analysis, atomic structure, properties and behavior of matter, and interactions of matter and energy. Special emphasis is placed on the development of laboratory skills, and stresses the use of logic and algebraic analysis. Students who have struggled in math and/or science are advised to take additional coursework prior to enrolling in Chemistry. The course is intended to prepare students for post-secondary science education. This must be taken in two consecutive terms. **The curriculum for this course may be modified to meet the individual needs of students. Next Course suggestions: Physics, Advanced Biology, Ecology & Field Biology, Earth Science, Bio-Med, Human Anatomy & Physiology, Forensics, AP Biology*, AP Environmental Science*, AP Physics 1*

Algebra I

Credit: 1

Grade(s): 9, 10

Prerequisite: placement based on teacher recommendation, PSAT math scores

Students develop a fundamental understanding of the structure of expressions and equations and how to solve them. Students explore the relationships between linear, quadratic, and exponential functions both algebraically and graphically. Other topics include: systems of equations, radicals, exponents, absolute value, and linear modeling. This course is fundamental in developing skills essential for further study of STEM related courses and careers. A TI-84+ is required to complete course content. **The curriculum for this course may be modified to meet the individual needs of students. Next Course: Geometry

Geometry

Credit: 1

Grade(s): 10, 11, 12

Recommended Prerequisite: Algebra I

Students will analyze complex geometric situations using proofs, properties, theorems, and formulas. Students will also apply core concepts and methods of statistics and probability. A TI-84+ is required to complete course content. **The curriculum for this course may be modified to meet the individual needs of students. Next course: Algebra II

Algebra II

Credit: 1
Grade(s): 10, 11, 12
Recommended Prerequisite: Successful completion of Geometry or Geometry Honors
Throughout the course, there will be a review and expansion of various topics covered in Algebra I. Course content will include the following topics: Algebra Foundations, Graphing Quadratic Functions and Relations, Solving Quadratic Functions and Relations, Operations with Polynomials, Graphs of Polynomials, Simplify and Solve Rational Functions, Graphing Rational Functions, Radical Functions, Exponential and Logarithmic Functions, Solving Logarithmic Functions, and Trigonometric Functions (if time). A TI-84+ is required to complete course content. **The curriculum for this course may be modified to meet the individual needs of students. Next course: Pre-Calculus, Basic Statistics, Quantitative Literature and Statistics

World History

Credit: 1
Grade(s): 9
Prerequisite: None
World History is a thematic history course that focuses on both historical content, from various parts of the world, as well as the development of contemporary inquiry skills. Throughout this course, students will investigate the impact the environment and historical events have played in various civilizations. This course will show students how the study of human civilizations can be examined through religious, social, cultural, geographic, economic, and political lenses. The aim of the curriculum is to help students understand the complex world in which they live by developing insights into the thoughts and feelings of people within their own civilization, as well as relating the past to the present and future. **The curriculum for this course may be modified to meet the individual needs of students. Next course: World Cultures & Geography, AP Human Geography

United States History

Credit: 1
Grade(s): 11, 12
Recommended Prerequisite: None
Students must pass U.S. History for a graduation requirement. United States History is a course developed to study the major political, social, economic, and military events that have shaped this nation. The course covers material from the Civil War through the Modern Era. The course does not merely trace these events, but is a study to determine the reason for the significance of such events throughout our nation's history. This course emphasizes the nation's successes and failures to demonstrate to our students the need for positive participation in our democracy, as well as a global knowledge of our position in the world. There is an emphasis on relating these events to our world today. **The curriculum for this course may be modified to meet the individual needs of students.
Next Course: Civics or AP United States Government & Politics*

Civics

Credit: .5
Grade(s): 12
Recommended Prerequisite: US History
All students are required to pass this course for graduation. In this course, students will learn about the founding of the United States Government and the democratic process at the local, state, and federal levels. Throughout the semester students will learn how to become active citizens in our democracy by partaking in classroom activities and events outside of school in the surrounding community. Students will be required to complete and pass the Service Learning Project as part of the graduation requirement. In their studies they will learn about; the origins of government, different government systems, voting and elections, offices, and functions of our government. **The curriculum for this course may be modified to meet the individual needs of students.

Functional English 1: Foundations

Credit: 1
Grade(s): 9, 10, 11, 12
This course is designed to provide students with the foundations of English. This course will study grammar, vocabulary and story components. Students will participate in class discussions and small group writing projects. Skills learned will be applied in community-based activities. Students grades are based on individualized education program goal achievements rather than through the common summative assessment.

Functional English 2: Themes

Credit: 1
Grade(s): 9, 10, 11, 12
This course is designed to provide students with reading comprehension through the study of non-fiction, poetry, short story, and graphic novels to increase comprehension skills and class based discussions. This course addresses sentence structure and paragraph skills. Skills learned will be applied in community based activities. Students grades are based on individualized education program goal achievements rather than through the common summative assessment.

Functional English 3: American Authors

Credit: 1
Grade(s): 9, 10, 11, 12
This course is designed to provide students with reading comprehension through guided novel studies and class discussions/speeches. This course addresses the development of paragraph skills and essay writing. Skills learned will be applied in community based activities. Students grades are based on individualized education program goal achievements rather than through the common summative assessment.

Functional English 4: Capstone Seminar

This course is designed to provide students with the reading and writing they will encounter in their adult life: business, personal and other non-academic forms. This course will address reading and writing activities that will include reading directions, job and rental applications, insurance documents, etc. Students grades are based on individualized education program goal achievements rather than through the common summative assessment.

Functional Math 1: Foundational Math

Credit: 1
Grade(s): 9, 10, 11, 12
This course emphasizes numeracy such as 1:1 correspondence, matching, sorting, concepts of more/less, number identification, telling time to hour and half hour, identification of dollar bill denominations. The students will learn functional skills that will increase independence in the workplace, at home, and in the community setting. Skills learned will be applied in community based activities. Students' grades are based on individualized education program goal achievement rather than through common summative assessments.

Functional Math 2: Measurement, Shapes, Area, Perimeter

Credit: 1
Grade(s): 9, 10, 11, 12
This course emphasizes functional math skills in relation to measurements, shapes, angles, area and perimeters. Skills learned will be applied in community based activities. Students' grades are based on individualized education program goal achievement rather than through common summative assessments.

Functional Math 3: Pre-Algebra

Credit: 1
Grade(s): 9, 10, 11, 12
This course emphasizes integers, order of operations, algebraic expressions, one and two-step equations, percents, and probability. Skills learned will be applied in community based activities. Students' grades are based on individualized education program goal achievement rather than through common summative assessments.

Functional Math 4: Consumer Management

This course provides students with the necessary knowledge to be responsible consumers in a free market economy. This course will cover the following primary topics: career planning, money management, credit, and consumers' rights and responsibilities. Students will be doing a career project, creating a cover letter and resume, a checking account simulation, and other consumer related activities. Students' grades are based on individualized education program goal achievement rather than through common summative assessments.

Functional Social Studies 1: Locations and Maps

Credit: 1
Grade(s): 9, 10, 11, 12

This course focuses on current events, community places/resources and community leaders. Students will learn their personal location as well as what landmarks are in their local neighborhoods. Students' grades are based on individualized education program goal achievement rather than through common summative assessments.

Functional Social Studies 2: Geography

Credit: 1
Grade(s): 9, 10, 11, 12

This course focuses on the geography of the United States. Students will learn about the landmarks in the United States. Students will learn the location of landmarks as well as the geography of the United States. Students' grades are based on individualized education program goal achievement rather than through common summative assessments.

Functional Social Studies 3: United States History

Credit: 1
Grade(s): 9, 10, 11, 12

This course focuses on US History and Government using a modified curriculum. This course will explore material from the Civil War through the Modern Era. Students will look at the reason and significance of such events throughout our history. Students' grades are based on individualized education program goal achievement rather than through common summative assessments.

Functional Social Studies 4: Civics

Credit: 1
Grade(s): 9, 10, 11, 12

This course focuses on the U.S. Government using a modified curriculum. Students will explore Federal, State, County and local government. The course will study government forms, elections, civil liberties and responsibilities. Students' grades are based on individualized education program goal achievement rather than through common summative assessments.

Functional Science 1: Intro to Biology

Credit: 1
Grade(s): 9, 10, 11, 12

This course introduces students to basic concepts of science. This is a survey course covering major topics in life science. Concepts are explained through simple texts and hands-on activities like cooking and simple experiments. The scientific method is introduced through practicing asking and seeking answers to questions. Students' grades are based on individualized education program goal achievement rather than through common summative assessments.

Functional Science 2: Physical Science/Chemistry

Credit: 1
Grade(s): 9, 10, 11, 12

This course focuses on Physical Science and Chemistry using a modified curriculum. Students will study the concepts of non-living things. The course will also introduce the development of laboratory skills and stress the use of logic and analysis. Students' grades are based on individualized education program goal achievement rather than through common summative assessments.

Functional Science 3: Earth Science

Credit: 1
Grade(s): 9, 10, 11, 12

This course focuses on Earth Science using a modified curriculum. Students will study weather, review landforms, biomes, and habitats, and human impact on the environment. Students' grades are based on individualized education program goal achievement rather than through common summative assessments.

Functional Science 4: Life Science

Credit: 1
Grade(s): 9, 10, 11, 12

This course focuses on Life Science using a modified curriculum. Students will study human, plant and animal life. Students' grades are based on individualized education program goal achievement rather than through common summative assessments.

Vocational Education

Credit: 1
Grade(s): 9, 10, 11, 12

Prerequisite: none
This course is designed to provide students with skill-based instruction that stresses career-oriented activities, work related social and communication skills and independent living skills using the PAES lab curriculum. This course may include in-school jobs and participation in community internships, job shadowing or paid employment. **This course is offered as Pass/No Credit. Students will exit the program with a course portfolio.

Functional Personal Development 1: Daily Living

Credit: .5 per semester
Grades(s): 9, 10, 11, 12

Prerequisite: none
This course emphasizes social skill development, strengthening communication skills through daily class meetings. Social and conversational skills will be practiced with a focus on vocabulary development and increasing communication skills. Students learn time and planning concepts through discussing what is happening that day on their individual schedules as well as looking at what will be happening in the school calendar that weekend month. Students will also plan and prepare for community trips. Students will participate in community based instruction shopping trips where they will practice locating items from a list, purchasing from stores, and appropriate social interactions with members of the community. **This course is offered as Pass/No Credit.

Functional Personal Development 2: Health/Kitchen Safety

Credit: .5 per semester
Grades(s): 9, 10, 11, 12

Prerequisite: none
This course follows a transition curriculum focused on general health and kitchen safety. Students will demonstrate healthy decision-making skills while striving to maintain overall wellness and personal safety. This class includes experiences needed to develop knowledge and understanding of basic food principles and applied nutrition. The course content centers around promoting food safety, preparation of feed, prevention of food-borne illnesses, meeting health and safety needs in planning and preparing food, learning basic kitchen math, reading recipes and basic measurements for ingredients. Students will participate in community based instruction shopping trips where they will practice price comparison and following social norms in community settings. **This course is offered as Pass/No Credit.

Functional Personal Development 3: Executive Functioning/Adult Living

Credit: .5 per semester
Grades(s): 9, 10, 11, 12

Prerequisite: none
This course focuses on the responsibilities of today's adult. This includes concepts related to the individual's: physical, sociological, psychological, and economic development throughout the lifespan. Basic areas to be covered include: personality/life-span development, emotions/stress & coping, communication styles & conflict resolution, cultures/stereotyping, functional/ dysfunctional relationships, marriage/family, goal-setting/life-management, and career. **This course is offered as Pass/No Credit.

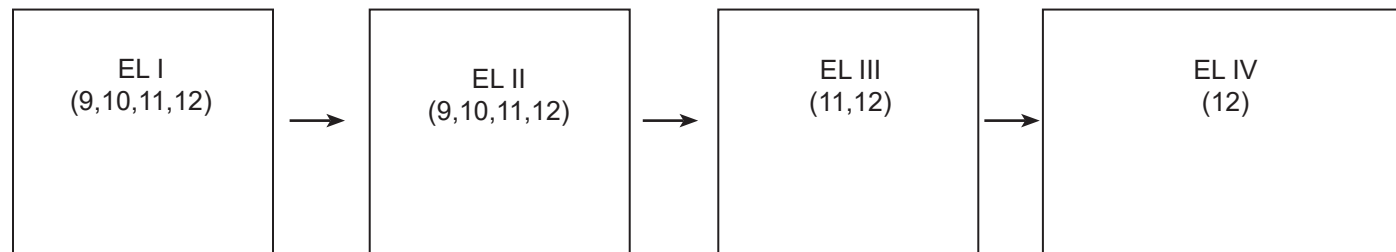
English as a Second Language - Course List

Class Title	Grade Level	Prerequisite
EL English I	9, 10, 11, 12	ACCESS scores
EL English II	9, 10, 11, 12	ACCESS scores
EL English III	11, 12	ACCESS scores
EL English IV	12	ACCESS scores

Division Chair: Mrs. Tara Olsen

The English Learner (EL) program is open to qualifying students whose native language is not English. This can include students who were born abroad or who grew up in an environment where a language other than English is spoken. Students are able to improve their academic English skills in areas of listening, speaking, reading, and writing. Students work towards the goals of becoming successful students, first at YHS and later in higher education, and building skills for participating in today's competitive global society. EL classes utilize a multicultural approach to help make content comprehensible and relevant. Native language may be used as needed to enhance clarification. Students must meet entrance guidelines to be enrolled in the EL program. Students may be placed in English classes that are co-taught with an English teacher and an EL teacher, when available. Class sizes are reduced to encourage student achievement.

EL Course Sequencing



EL English I

Credit: 1

Grade(s): 9,10,11,12

Prerequisite: None

Students are placed based on qualifying ACCESS scores and grade level. Successful completion of English 1 is required for graduation. This course focuses on fundamental grammar, common vocabulary, introduction to reading skills in English, and conversation practice. Next course: EL English II

EL English II

Credit: 1

Grade(s): 9,10,11,12

Prerequisite: EL English I

Students are placed based on qualifying ACCESS scores and grade level. Successful completion of English II is required for graduation. This is a writing and literature course. Content of course study includes emphasis in two major areas: composition techniques - the essay, report and research writing - and the development of formal writing based on the study of major literary texts. ESL English II continues to build English skills, targeted at the individual English learner's level. Next course: EL English III or English III

EL English III

Credit: 1

Grade(s): 11,12

Prerequisite: EL English II

Students are placed based on qualifying ACCESS scores and grade level. Successful completion of ESL English 3 is required for graduation. This is a writing and literature course. Course content concentrates on the major contributions to literature written by American authors. Selections which span the styles of colonial through modern times will be read and analyzed by means of discussion, written assignments, and a speech. ESL English III continues to build English skills, targeted at the individual English learner's level. Next course: EL English IV or English IV

EL English IV

Credit: 1

Grade(s): 12

Prerequisite: EL English III

Students are placed based on qualifying ACCESS scores and grade level. ESL English concentrates on understanding the writer's voice and developing a student's own voice, units include speeches and literature. Writing assignments focus primarily on literary analysis to help students develop a strong writing style through rhetorical devices and figurative language.



Kim Zoephel

Communication Arts Division Chair

Mrs. Zoephel began her teaching career at Yorkville High School, took several years off to spend time with her family, and then rejoined the faculty in 2011. During her time away from the classroom, however, she continued to coach the speech team and direct plays, so she has been a proud Fox since 1994. In addition to her role as the Communication Arts Division Chair, Mrs. Zoephel co-directs the fall play and is the faculty advisor for the National English Honor Society. She teaches AP Literature and has served as a College Board reader for the past three years.



Scan the QR code to the left to watch a short video featuring Kim Zoephel, Communication Arts Division Chair, talking about the Communication Arts curriculum.

Communication Arts Course List

	Class Title	Grade Level	Recommended Prerequisite
Required Courses	English I or English I Honors*	9	None 8th grade teacher recommendation; PSAT 8/9 reading score will be considered for placement
	English II or English II Honors*	10	Successful completion of English I Successful completion of English I/English I Honors and teacher recommendation
	English III or AP Language & Composition* or AP Literature & Composition*	11	Successful completion of English II Successful completion of English II and teacher recommendation
	English IV + a one semester English elective (options listed below) or Transitional English or AP Language & Composition* or AP Literature & Composition* or English 101/102 First Year Composition (Dual Credit)	12	Successful completion of English III Successful completion of English III and teacher recommendation Teacher recommendation and fulfillment of current Waubensee Community College requirements; a "C" or better in English 101 is required to maintain placement in English 102
Elective Courses	(Full year elective):		
	AP Seminar - English*/****	10, 11, 12	None
	(One semester electives):		
	Adventure Literature**	12	None
	British Literature	12	None
	Creative Writing	11, 12	None
	Critical Analysis and Composition	11, 12	None
	Introduction to Philosophy	11, 12	None
	Journalism and Publication Production**	11, 12	None
	Science Fiction and Fantasy Literature	10, 11, 12	None
	Media Production I ***	9, 10, 11, 12	None
	Media Production II ***	9, 10, 11, 12	Media Production I
	Theatre Arts***	9, 10, 11, 12	None

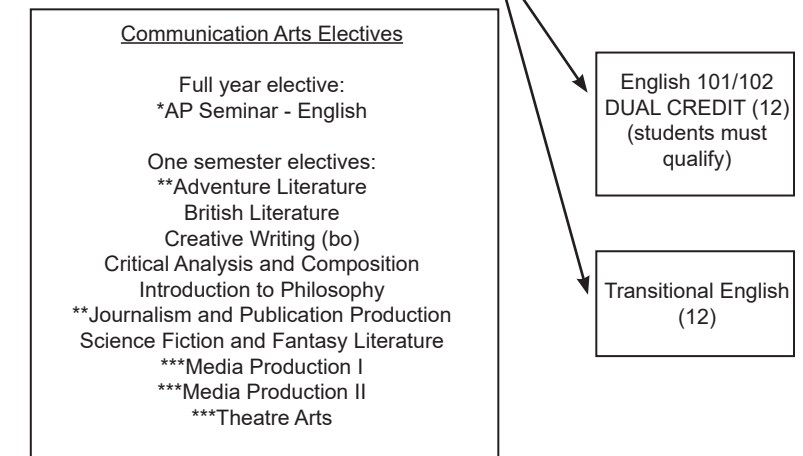
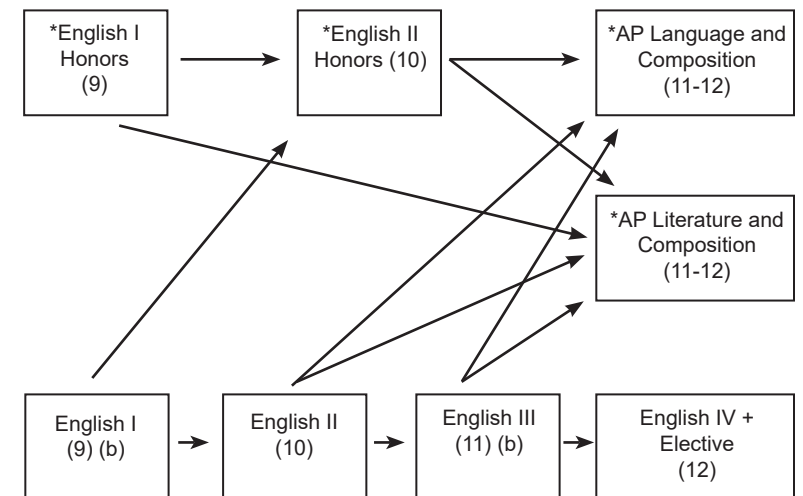
*Denotes weighted grade

**Counts towards YHS English requirement, however students who intend to use this course for college entrance requirements should consult with their counselor about whether or not a college will consider this class as an English credit

***Counts as an elective for YHS graduation credit but does not fulfill an English credit

****Counts as an English elective credit but does not replace a required English course

Communication Arts Course Sequencing



**Counts towards YHS English requirement, however colleges might not consider this course as an English credit towards admittance

***General elective credit only

*denotes weighted grade
(b) blended course is an option (bo) blended only course

Blended Course Offerings for Communication Arts:

English I | English III | Journalism & Publication (blended only)
Introduction to Philosophy (blended only) | Creative Writing (blended only)

English I: Survey of Literature and Introduction to Composition

Credit: 1
Grade(s): 9
Recommended Prerequisite: None
Successful completion of English I is required for graduation. Literature and writing are equally emphasized in this course. Coursework includes the study of multiple genres of literature and their defining characteristics, grammar and usage, and foundational composition and research skills. Additionally, students will practice speaking and listening skills through participation in both collaborative discussions and public speaking. Next Course: English II or English II Honors

English I Honors*

Credit: 1
Grade(s): 9
Recommended Prerequisite: 8th grade teacher recommendation; PSAT 8/9 reading score may be considered
Successful completion of English I/English I Honors is required for graduation. This is a literature and writing course designed to challenge students to analyze, evaluate, and assess various pieces of literature and writing in multiple genres through both writing and discussion. Essential skills mirror English I; however, Honors I moves more rapidly to include additional pieces of literature to prepare students for future AP classwork and delves more deeply into writing and grammar skills.. Next Course: English II Honors*

English II: Comparative Literature Studies and Composition

Credit: 1
Grade(s): 10
Recommended Prerequisite: Successful completion English I
Successful completion of English II is required for graduation. This is a writing and literature course. An emphasis will be placed on nonfiction texts with connections made to literature from many genres: poetry, short fiction, and novels. Course study also includes grammar conventions and composition skills including literary analysis, research writing, and development of formal writing techniques. Additionally, students will practice speaking and listening skills through participation in both collaborative discussions and public speaking. Next Course: English III

English II Honors*

Credit: 1
Grade(s): 10
Recommended Prerequisite: Successful completion of English I/II Honors and teacher recommendation. Successful completion of English II/English II Honors is required for graduation. This is a writing intensive course with the intention of preparing students for future AP coursework. A heavy emphasis is placed on close reading and in-depth analysis of literature and nonfiction texts through both discussion and writing. This course will extend learning by challenging students to analyze, evaluate, assess, and compare/contrast concepts. By emphasizing intensive research, writing conventions, speaking, and independent reading, this course will also promote critical and higher level thinking.
Next Course: AP English Language or AP English Literature

English III: American Literature and Composition

Credit: 1
Grade(s): 11
Recommended Prerequisite: Successful completion of English II. Successful completion of English III, AP Language, or AP Literature is required for graduation. This is a literature and writing course which concentrates on the major contributions to literature written by American authors. Selections, which span from colonial through contemporary works, will be read and analyzed by means of discussion, written assignments, speech and discussion. This course is also offered in a blended format. Next course: English IV + elective, Transitional English, English 101, AP Language, or AP Literature

English IV: Capstone Seminar

Credit: 0.5
Grade(s): 12
Recommended Prerequisite: Successful completion of English III. Successful completion of English IV and one semester of an English elective are required for graduation. Concentrating on understanding the writer's voice and developing a student's own voice, units include speeches and literature. Writing assignments focus primarily on literary analysis to help students develop a strong writing style through rhetorical devices and figurative language, culminating in a capstone senior project. Through this project, students use the skills they have learned to create an essential question and conduct in-depth research to explore and deepen their understanding of a topic. Students will present their findings with appealing and original visuals, using intentional rhetorical choices to reveal their voice.

Advanced Placement English: Language and Composition*

Credit: 1
Grade(s): 11, 12
Recommended Prerequisite: Successful completion of English II/II Honors or English III and teacher recommendation. Students are REQUIRED to take the AP Exam to receive weighted credit for the course. In essence, AP English Language and Composition is the study of rhetoric. Throughout this college-level course, students will develop critical reading and writing skills through analyzing nonfiction works and crafting evidence-based arguments. Students will read complex nonfiction works including essays, speeches, memoirs, and other forms of rhetoric. This is a writing-intensive course.
Successful completion of this course fulfills the English III or English IV requirement, thus it may be taken in lieu of either.

British Literature

Credit: 0.5
Grade(s): 12
Recommended Prerequisite: Successful completion of English I, II, and III. This one semester elective class includes a cross section of British writers from the beginnings of English history through the days of Shakespeare; literature will include poems, short fiction, and drama. The student will be expected to read, to interpret, and to write critical analyses of this literature.

Advanced Placement English: Literature and Composition*

Credit: 1
Grade(s): 11, 12
Recommended Prerequisite: Successful completion of AP Language, English III, or English II Honors and teacher recommendation. Students are REQUIRED to take the AP Exam to receive weighted credit for the course. AP Literature and Composition is a college level class offered in the high school; therefore, students must be prepared for increased expectations for their performance in reading, discussion, and writing. Students read canonical as well as contemporary works to achieve a deep understanding of the writer's purpose, and they write extensively to apply literary analysis with a goal of increasing precision in expression. The College Board suggests students show readiness for AP Language prior to AP Literature. Successful completion of this course fulfills the English III or English IV requirement, thus it may be taken in lieu of either.

AP Seminar - English*

Credit: 1
Grade(s): 10, 11, 12
Prerequisite: NONE
Students are REQUIRED to take the AP Exam to receive weighted credit for the course.
This course equips students with the skills to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. Students will have the opportunity to explore real-world issues from multiple perspectives and consider varied points of view to develop deep understanding of complex issues and topics in order to make connections between these issues and everyday life. They will also gain a rich appreciation and understanding of issues by reading articles, listening to speeches and/or broadcasts, and experiencing artistic and literary works. The primary goals of the AP Seminar course are to help students understand how to study an issue from multiple perspectives, evaluate source information, and then develop and communicate effectively a logical, evidence-based point of view. This course may be used to fulfill an English elective credit only and does not replace a required English course. Next Course: AP Research

Adventure Literature

Credit: 0.5
Grade(s): 12
Recommended Prerequisite: Successful completion of English I, II, and III. This one semester elective course is designed for students who prefer reading high-interest novels that focus on the character's process of coming of age. Students evaluate texts through writing and discussion based on this theme. As a result, students take the time to reflect on themselves in order to connect with characters and their own future outside of the senior classroom. *Students who intend to use this course for college entrance requirements should assume that a college may not consider this class as an English credit.

Creative Writing

Credit: 0.5

Grade(s): 11, 12

Recommended Prerequisite: None

Creative Writing is a one semester elective course designed to help students explore their writing voices in a creative, engaging environment. Each unit is designed to introduce and develop different aspects of a writer's voice. Students will analyze published authors' works to inform their writing practices and will produce their own pieces in a number of forms and genres. They will work together as a writing community to support one another through sharing, editing, and discussing. Students are encouraged to submit their work for consideration for both the annual literary festival held in the spring and the school's literary magazine. Creative Writing is only offered as a blended course.

English 101: First Year Composition

Credit: 0.5 YHS credit

(3 Credits at Waubensee Community College)

Grade(s): 12

Prerequisite: Determined by current Waubensee Community College requirements.

This dual credit course is offered to Yorkville High School students. Upon completion of the course, students will receive 3 credit hours on their college transcript with Waubensee Community College. This course focuses on the writing and revising of expository essays and writing projects and it is the first in a two-course sequence. First-Year Composition I concentrates on the writing process, identifying and responding to different audiences and rhetorical situations, and understanding the conventions of format and structure in various discourse communities, including academic writing. Practice in critical thinking and essay development is emphasized. Students write analytical and argumentative essays, including an academic research paper. Taking this class exempts a student from the English IV requirement. *Students must purchase the textbook required by Waubensee Community College and are responsible for the fees associated with this course.

English 102: First Year Composition II

Credit: 0.5 YHS credit

(3 Credits at Waubensee Community College)

Grade(s): 12

Prerequisite: C or better in English 101.

This dual credit course is offered to Yorkville High School students. Upon completion of the course, students will receive 3 credit hours on their college transcript with Waubensee Community College. This course focuses on the writing, researching and revising of expository essays and writing projects. The second of a two-course sequence, it concentrates on the writing process, identifying and responding to different audiences and rhetorical contexts, and understanding the conventions of format and structure in various discourse communities, including academic writing. Practice in critical thinking and essay development is emphasized. Students write analytical and argumentative essays, including an academic research paper. *Students must purchase the textbook required by Waubensee Community College and are responsible for the fees associated with this course.

Critical Analysis and Composition

Credit: 0.5

Grade(s): 11, 12

Recommended Prerequisite: None

Critical Analysis and Composition is a one semester elective course for juniors and seniors who wish to look at various media forms, both written and visual, for the purpose of strengthening their analytical abilities in reading, writing, and discussion formats. Students will be asked to identify and explain artists' choices which impact tone and theme in their respective texts. This course hones critical reading and analytical skills, as well as develops college-level writing skills by focusing on the development of sophisticated voice and style for an intended audience. Students taking this course should expect to prepare and participate in student-led discussions, write essays, and submit a major project to successfully complete the course.

Introduction to Philosophy

Credit: 0.5

Grade(s): 11, 12

Recommended Prerequisite: None

This is a one semester elective survey course designed to introduce students to the world of philosophy. We will explore the basics of philosophical principles, argument, ethics, and more through application and discussion. This course challenges students to think about thinking and the essence of what it means to be human. Assessments will focus on the application of terminology, skills, and ideas. This will only be offered as a blended course.

Journalism and Publication Production

Credit: 0.5

Grade(s): 11, 12

Recommended Prerequisite: None

Journalism and Publication Production is a one semester elective which will address the history of journalistic writing, media law, traditional news stories, writing editorials, writing feature stories, lead and headline writing, photography, design, and editing writing for publication. Students will have many opportunities to practice their writing skills with journalistic assignments throughout the semester. Part of the course will be focused on journalism basics; the other part of the course will focus on the production of the high school yearbook. This is a writing intensive course. Journalism and Publication Production will only be offered as a blended course. Students who intend to use this course for college entrance requirements should consult with their counselor about whether or not a college will consider this class as an English credit.

Science Fiction and Fantasy Literature

Credit: 0.5

Grade(s): 10, 11, 12

Recommended Prerequisite: None

This is a one semester elective reading course designed to give students the opportunity to explore the genres of Science Fiction and Fantasy from their creation to present day. Students will study the development of the genres through reading and analyzing short stories and novels and participating in discussion and written analysis of the texts including the examination of the historical and social perspectives. Students will focus on the connection between Science Fiction/Fantasy and other genres, including the use of the hero and the creation of superheroes. Extensive reading is required in this course.

Transitional English

Credit: 1.0

Grade(s): 12

Recommended Prerequisite: Successful completion of English I, II, and III. This class is designed to provide senior level students with the skills needed to assure their success in college-level courses upon graduation from high school. The focus will be on developing competencies in reading, critical thinking and analysis, and writing that are necessary for college and career readiness. Students will engage with college level texts, with an emphasis on nonfiction through a variety of modes, which may include technical texts, pictures, journal articles, songs, research briefs, videos, and other nontraditional media. Formal, graded writing assignments will be a key component of the course. Students who earn a C or better both semesters are guaranteed placement in English 101 at Waubensee Community College and most state universities in Illinois. Taking this class exempts a student from the English IV requirement.

Media Production I

Credit: 0.5

Grade(s): 9, 10, 11, 12

Recommended Prerequisite: None

This course earns a general elective credit rather than an English credit. Media Production I provides production experiences in video production and recording. Students will be exposed to basic techniques in the preproduction, production, and post production processes as well as explore employment opportunities in the media industry. Specifically, students will learn to operate production equipment, including a video camera, sound equipment, and lighting fixtures; produce recorded content from conceptualization to post production editing; explore media industry career opportunities, and use critical standards in evaluating recorded materials. Next course: Media Production II

Media Production II

Credit: 0.5

Grade(s): 9, 10, 11, 12

Prerequisite: Media Production I

This course earns a general elective credit rather than an English credit. Media Production II provides more advanced production experiences in video production and recording with an emphasis toward live-to-record situations. Students will be exposed to advanced techniques in the preproduction, production, and post-production processes. Pre-and post-production, scripting, graphics, sound engineering, set design and lighting, and post-production skills are also emphasized.

Theatre Arts

Credit: 0.5

Grade(s): 9, 10, 11, 12 (can be repeated in an opposite semester)

Prerequisite: None

This course earns a general elective credit rather than an English credit. Theatre Arts is a performance-based course designed to develop communication skills focusing on building a supportive ensemble of artists (within the classroom community) and learning about the world of theater. Students will be expected to perform scenes and monologues in class to an audience of their peers and instructor. The knowledge of the art of performing may also be accessed through attendance of both professional and amateur theater in addition to the studying of theatrical scripts. Basic, technical skills will also be honed.



Scott Roseberg

Applied Mathematics Division Chair

Mr. Roseberg joined the Yorkville High School Mathematics Division in 2019. Before teaching at YHS, he taught math classes for 2 years at Plano Middle School, 2 years at Bradley Bourbonnais Community High School, 1 year at Kewanee Wethersfield High School, and 1 year at Princeton High School. In addition to serving YHS as the Applied Mathematics Division Chair, Mr. Roseberg is the assistant varsity boys and girls soccer coach and sponsors Student Impact Club. Mr. Roseberg earned a BS in Mathematics Education from Olivet Nazarene University and a MS in Educational Administration from Governors State University. He is also a National Board Certified Teacher.

Personally, Mr. Roseberg is married to Gwen (choral teacher at YMS) and is the father to a one year old son, Jonah! In his free time, he enjoys working out in his garage gym, kayaking down the Fox River, and frequenting local restaurants.



Scan the QR code to the left to watch a short video featuring Scott Roseberg, Applied Mathematics Division Chair, talking about the Applied Mathematics curriculum.

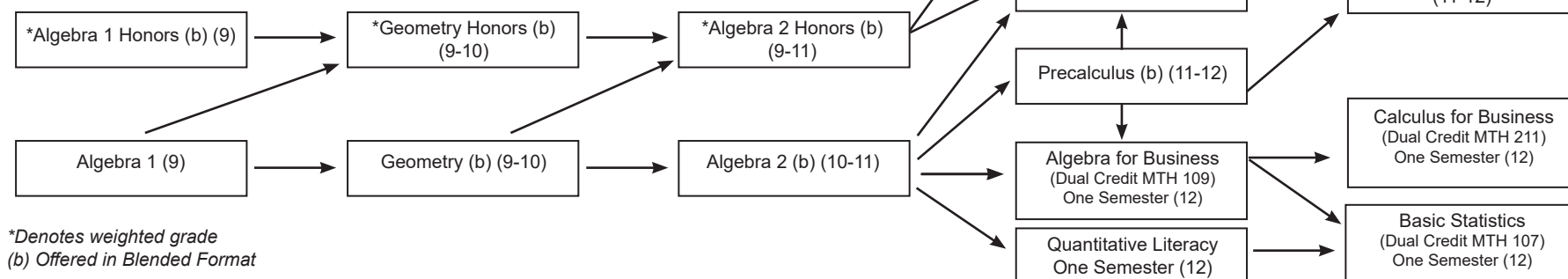
Applied Mathematics Course List

	Class Title	Grade Level	Recommended Prerequisite
Required Courses	Algebra I or Algebra I Honors*	9	None; teacher recommendation for honors
	Geometry or Geometry Honors*	9, 10	Algebra 1; teacher recommendation for honors
	Algebra II or Algebra II Honors*	10, 11	Geometry; teacher recommendation for honors
Elective Courses for Math Credit	WCC MTH109 Algebra for Business and Social Science (Dual Credit)	12	Algebra II and Math SAT 530+ OR WCC Accuplacer
	WCC MTH211 Calculus for Business and Social Science (Dual Credit)	12	Algebra for Business and Social Science
	WCC MTH107 Basic Statistics (Dual Credit)	12	Algebra II and Math SAT 530+ OR Quantitative Literacy OR WCC Accuplacer
	Precalculus	11,12	Algebra II
	AP Precalculus*	10, 11, 12	Algebra II Honors OR Algebra II with teacher recommendation
	AP Calculus AB*	11,12	AP Precalculus OR Precalculus with teacher recommendation
	AP Calculus BC*	11, 12	AP Precalculus with teacher recommendation
	AP Statistics*	11,12	Algebra II with teacher recommendation
	Quantitative Literacy and Statistics	12	All high school mathematics graduation requirements

*Denotes weighted grade

Applied Mathematics Course List continues on the next page.

Math Course Sequencing



Yorkville High School's Applied Mathematics Division seeks to engage students in learning experiences that improve their problem solving skills.

The division offers a math sequence through which students build number sense, algebraic fluency, and geometric reasoning. The division also offers a variety of elective courses in robotics, engineering, and computer science in which students apply mathematical concepts to hands-on learning activities.

A graphing calculator is **required** for all courses earning math credit (TI-84 Plus is highly recommended).

Blended Course Offerings for Applied Mathematics:

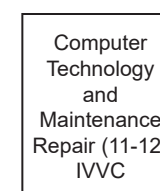
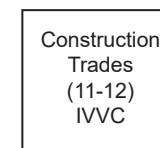
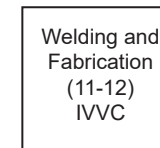
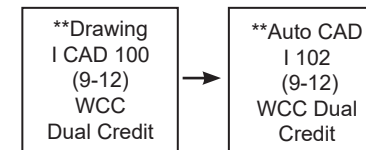
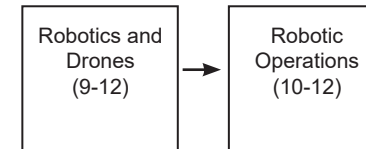
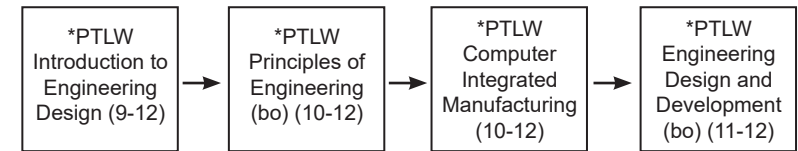
- Algebra 1 Honors
- Geometry
- Geometry Honors
- Algebra II
- Algebra II Honors
- Precalculus
- AP Precalculus
- AP Calculus AB*
- AP Calculus BC* (blended only)
- PLTW: Principles of Engineering (blended only)
- PLTW: Engineering Design and Development (blended only)
- Computer Science Discoveries

Applied Mathematics Course List (Cont.)

	Class Title	Grade Level	Recommended Prerequisite
Elective Courses NOT for Math Credit	Computer Science Discoveries	9, 10, 11, 12	None
	AP Computer Science Principles*	9, 10, 11, 12	None
	WCC CIS110 Business Integration Systems (Dual Credit)	10, 11, 12	AP Computer Science Principles
	WCC CIS115 Introduction to Programming (Dual Credit)	10, 11, 12	AP Computer Science Principles
	WCC CIS122 Networking Essentials (Dual Credit)	11, 12	CIS110 & CIS115
	WCC WEB110 Web Development with HTML (Dual Credit)	11, 12	CIS122
	WCC CIS205 Information Technology Project Management (Dual Credit)	11, 12	WEB110
	PLTW: Introduction to Engineering Design*	9, 10, 11, 12	Algebra I or concurrently enrolled
	PLTW: Principles of Engineering*	10, 11, 12	PLTW: Introduction to Engineering Design
	PLTW: Computer Integrated Manufacturing*	10, 11, 12	PLTW: Principles of Engineering or concurrently enrolled with teacher approval
	PLTW: Engineering Design and Development*	11, 12	PLTW: Computer Integrated Manufacturing or concurrently enrolled with teacher approval
	Drones and Robotics	9, 10, 11, 12	None
	Robotic Operations	10, 11, 12	Robotics and Drones or concurrently enrolled; teacher recommendation
	Technical Drawing I CAD100 (Dual Credit)	9, 10, 11, 12	None
	Auto CAD I CAD102 (Dual Credit)	9, 10, 11, 12	Technical Drawing I CAD100

*Denotes weighted grade

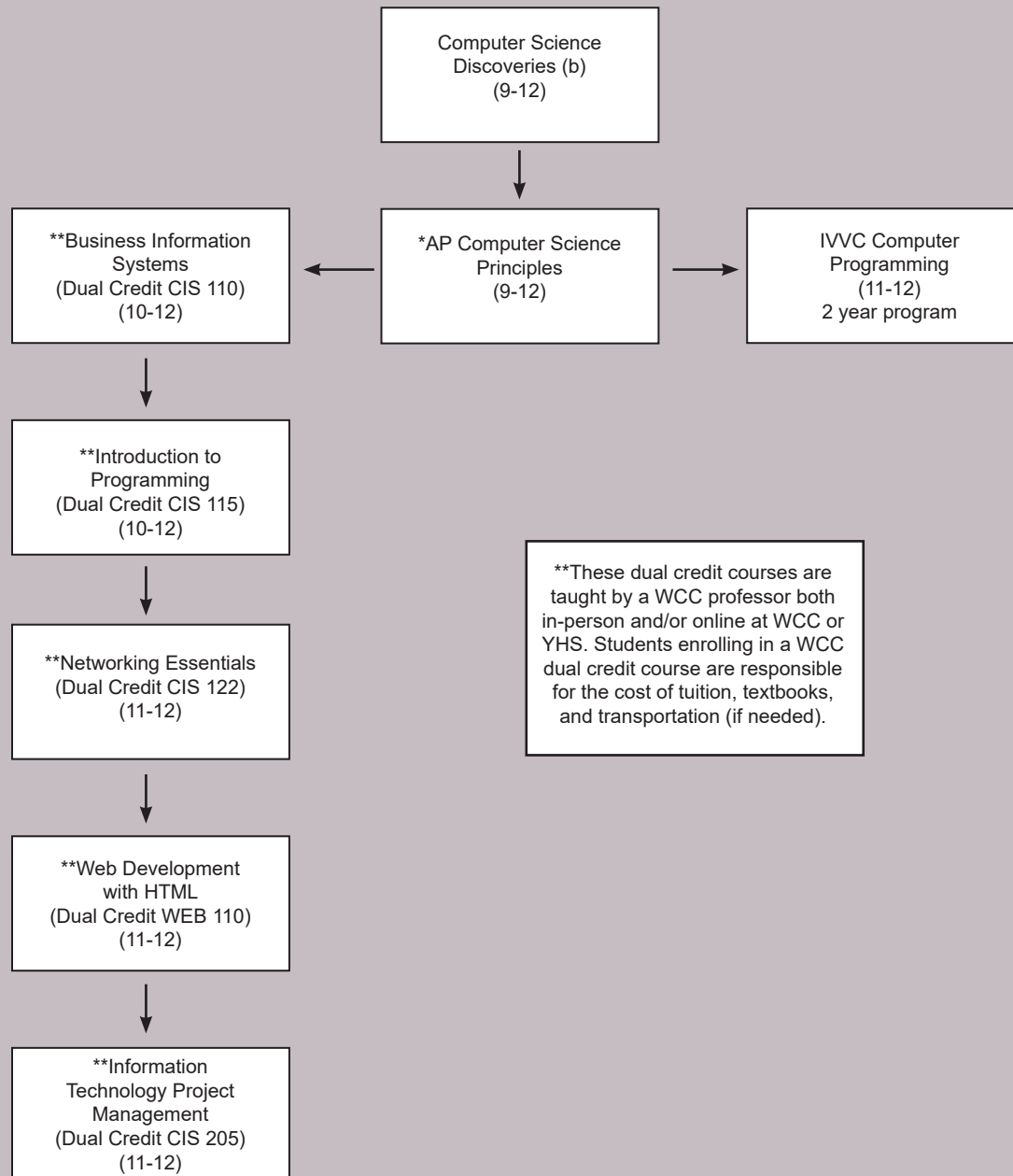
Engineering Course Sequencing



*Denotes weighted grade
(b) Offered in Blended Format

**These dual credit courses are taught by a WCC professor both in-person and/or online at WCC or YHS. Students enrolling in a WCC dual credit course are responsible for the cost of tuition, textbooks, and transportation (if needed).

Computer Science Course Sequencing



Advanced Placement Calculus AB*

Credit: 1

Grade(s): 11, 12

Recommended Prerequisite: AP Precalculus OR Precalculus with teacher recommendation

Students are REQUIRED to take the AP Exam to receive weighted credit for the course. This course is designed to prepare students for the AB Advanced Placement Calculus exam which if passed will give students college credit at most universities. Course content will include the following topics: Limits and Continuity, Differentiation: Definition and Fundamental Properties, Differentiation: Composite, Implicit, and Inverse Functions, Contextual Applications of Differentiation, Analytical Applications of Differentiation, Integration and Accumulation of Change, Differential Equations, and Applications of Integration. This course is designed for students with a strong mathematics background. They can obtain college credit by passing the AP test in May. This is a rigorous course for students that will prepare them for college studies. A TI-83 or 84+ graphing calculator is required to complete course content. This is offered as a blended course.

Advanced Placement Calculus BC*

Credit: 1

Grade(s): 11, 12

Recommended Prerequisite: AP Precalculus with teacher recommendation
Students are REQUIRED to take the AP Exam to receive weighted credit for the course. This course is designed to prepare students for the BC Advanced Placement Calculus exam which if passed will give students college credit at most universities. All students are REQUIRED to take the AP Calculus BC Exam. Course content will include the same topics as AP Calculus AB*. In addition, students will study Parametric Equations, Polar Coordinates, Vector-Valued Functions, and Infinite Sequences and Series. A TI-83 or 84+ graphing calculator is required to complete course content. This is offered as a blended course.

Advanced Placement Computer Science Principles

Credit: 1

Grade(s): 9, 10, 11, 12

Prerequisite: None

Students are REQUIRED to take the AP Exam to receive weighted credit for the course. AP Computer Science Principles is a college-level course for students who are not sure whether or not they want to major in computer science in college, but believe computer science will be helpful in the future. The course introduces students to the central ideas of computational thinking and demonstrates how computer science can be used for social good. Students will develop a portfolio of computational artifacts during the year using the same creative process used by artists, writers, scientists, and engineers use to bring ideas to life. Students can earn college credit for this course by passing the AP Computer Science Principles exam in May. This course does not count as a mathematics credit. Next Course: Business Information Systems CIS110

Advanced Placement Precalculus*

Credit: 1

Grade(s): 10, 11, 12

Recommended Prerequisite: Algebra II Honors OR Algebra II with teacher recommendation.

Students are REQUIRED to take the AP Exam to receive weighted credit for the course. Course content will include the following topics: polynomial and rational functions, exponential and logarithmic functions, trigonometric and polar functions, and functions involving parameters, vectors, and matrices. This course is designed for students with a strong mathematics background. They can obtain college credit by passing the AP test in May. This is a rigorous course for students that will prepare them for college studies. A TI-83 or 84+ graphing calculator is required to complete course content. This is offered as a blended course. Next course: AP Calculus AB, AP Calculus BC, AP Statistics, or Algebra for Business and Social Science

Advanced Placement Statistics*

Credit: 1

Grade(s): 11, 12

Recommended Prerequisite: Algebra II with teacher recommendation

Students are REQUIRED to take the AP Exam to receive weighted credit for the course. AP Statistics is a course that is designed to prepare students for the AP exam which if passed will give students college credit at most universities. It is designed around mathematical statistics so a high math ability is strongly recommended. Course content will include: Exploring One-Variable Data, Exploring Two-Variable Data, Collecting Data, Probability, Random Variables, and Probability Distributions, Sampling Distributions, Inference for Categorical Data: Proportions, Inference for Quantitative Data: Means, Inference for Categorical Data: Chi-Square, and Inference for Quantitative Data. A TI-83 or 84+ graphing calculator is required to complete course content.

Algebra I

Credit: 1

Grade(s): 9

Recommended Prerequisite: None

Students develop a fundamental understanding of the structure of expressions and equations and how to solve them. Students explore the relationships between linear, quadratic, and exponential functions both algebraically and graphically. Other topics include: systems of equations, radicals, exponents, absolute value, and linear modeling. This course is fundamental in developing skills essential for further study of STEM related courses and careers. A TI-83 or 84+ graphing calculator is required to complete course content. Next course: Geometry or Geometry Honors

Algebra I Honors*

Credit: 1

Grade(s): 9

Recommended Prerequisite: Teacher recommendation

Course content will include a more in-depth study of the topics described in Algebra I. The assignments for this course will include significant numbers of problems requiring higher level thinking skills and real-world applications. This course is designed for students who are mathematically insightful and take initiative in their learning. Students enrolling in this course should be able to grasp concepts quickly, think critically, and have the ability to readily apply concepts to real-life situations. A TI-83 or 84+ graphing calculator is required to complete course content. This is offered as a blended course. Next course: Geometry Honors or Geometry

Algebra II

Credit: 1

Grade(s): 10, 11

Recommended Prerequisite: Geometry

Throughout the course, there will be a review and expansion of various topics covered in Algebra I. Course content will include the following topics: Algebra Foundations, Graphing Quadratic Functions and Relations, Solving Quadratic Functions and Relations, Operations with Polynomials, Graphs of Polynomials, Simplify and Solve Rational Functions, Graphing Rational Functions, Radical Functions, Exponential and Logarithmic Functions, Solving Logarithmic Functions, and Trigonometric Functions (if time). A TI-83 or 84+ graphing calculator is required to complete course content. This is offered as a blended course. Next course: AP Precalculus, Precalculus, AP Statistics, Quantitative Literacy, Algebra for Business and Social Science, or Basic Statistics

Algebra II Honors*

Credit: 1

Grade(s): 10, 11

Recommended Prerequisite: Geometry Honors or Geometry with teacher recommendation.

Course content will include a more in-depth study of the topics described in Algebra II. Additional enrichment Algebra II topics such as solving with matrices, conic sections, and trigonometry will be included as time permits. The assignments for this course will typically include significant numbers of problems requiring higher level thinking skills and real-world applications. This course is designed for students who are mathematically insightful and highly motivated. Students enrolling in this course should be able to grasp concepts quickly and have the ability to readily apply concepts to real-life situations. A TI-83 or 84+ graphing calculator is required to complete course content. This is offered as a blended course. Next course: Precalculus, AP Precalculus, AP Statistics, Quantitative Literacy, Algebra for Business and Social Science, or Basic Statistics

Algebra for Business and Social Science

Credit: 0.5 YHS Credit

3 Credits at Waubensee Community College for MTH109

Grade(s): 12

Prerequisite: Algebra II and SAT 530+ in Math OR WCC Accuplacer

Successful completion of this course will result in 3 Mathematics credits at the university level. This course is designed to provide the Business, Nursing, Education, or other non-STEM students with basic algebraic concepts necessary to continue in non-STEM related college mathematical courses. A TI-83 or 84+ is required to complete course content. **Students must purchase the textbook if required by Waubensee Community College and are responsible for the fees associated with this course.** Next course: Basic Statistics and/or Calculus for Business and Social Science

Auto CAD I**

Credit: 0.5

3 Credits at Waubensee Community College for CAD102

Grade(s): 10, 11, 12

Prerequisite: Technical Drawing I CAD100

This class is a Dual Credit Course with Waubensee Community College. This course is a second in a sequence of drafting classes that introduces computer aided drafting using AutoCAD to set up drawings and add lines, circles, arcs, other shapes, geometric constructions, and text. Students will use available CAD commands to manipulate existing geometry; generate appropriate dimensions on CAD established geometry; make mathematical and informational database inquiries and calculation; create cross-hatching in an automatic mode; create, store, retrieve and manipulate library geometry; produce detail working drawings and general assemblies. Students use display and editing techniques to obtain information about their drawings and work with drawing files. Software for this course will be AutoCAD 2019 software or higher from Autodesk. This course does not count as a mathematics credit. **Students must purchase the textbook if required by Waubensee Community College and are responsible for the fees associated with this course.**

Basic Statistics

Credit: 0.5 YHS Credit

3 Credits at Waubensee Community College for MTH107

Grade(s): 12

Prerequisite: Algebra II and SAT 530+ in Math OR Quantitative Literacy OR WCC Accuplacer

Quantitative Literacy and Statistics Successful completion of this course will result in 3 General Education Math credits at the university level. The emphasis of this course is designed to assist the student in the understanding and use of numerical data. Course content includes descriptive methods, probability, probability distributions, statistical inference, confidence intervals, tests of hypotheses, and correlation and regression. A TI-83 or 84+ graphing calculator is required to complete course content. Students must purchase the textbook if required by Waubensee Community College and are responsible for the fees associated with this course.

Business Information Systems**

Credit: 0.5

3 Credits at Waubonsee Community College for CIS110

Grade(s): 10, 11, 12

Prerequisite: AP Computer Science Principles

This introductory computer course emphasizes technology literacy for the purposes of enhancing business decision making, providing business intelligence and improving organizational efficiency and effectiveness. Students will find the course topics and skills learned useful in their current and future academic and business careers. Microsoft Office technologies are used for common desktop applications, and a variety of tools are used for Web applications. This course does not count as a mathematics credit. **Students must purchase the textbook if required by Waubonsee Community College and are responsible for the fees associated with this course.**
Next Course: Introduction to Programming CIS115

Calculus for Business and Social Science

Credit: 0.5 YHS Credit

4 Credits at Waubonsee Community College for MTH211

Grade(s): 12

Prerequisite: Algebra for Business and Social Science

This course presents an elementary treatment of topics from differential and integral calculus. It is intended primarily for students in the fields of business and social science (non STEM majors). The emphasis is on skill-building and on applications of calculus to the areas of business, economics, and social science. A TI-83 or 84+ is required to complete course content. **Students must purchase the textbook if required by Waubonsee Community College and are responsible for the fees associated with this course.**

Computer Science Discoveries

Credit: 0.5

Grade(s): 9, 10, 11, 12

Recommended Prerequisite: None

Computer Science Discoveries is an introductory computer science course. Mapped to CSTA standards, the course takes a wide lens on computer science by covering topics such as problem solving, programming, physical computing, user-centered design, and data, while inspiring students as they build their own websites, apps, games, and physical computing systems. This course does not count as a mathematics credit. This is offered as a blended course.
Next Course: AP Computer Science Principles

Geometry

Credit: 1

Grade(s): 9, 10

Recommended Prerequisite: Algebra I

Students will analyze complex geometric situations using proofs, properties, theorems, and formulas. Students will also apply core concepts and methods of statistics and probability. A TI-83 or 84+ graphing calculator is required to complete course content. Next course: Algebra II or Algebra II Honors

Geometry Honors*

Credit: 1

Grade(s): 9, 10

Recommended Prerequisite: Algebra I Honors OR Algebra I with teacher recommendation.

Course content will include a more in-depth study of the topics described in Geometry with an emphasis on formal proofs. The assignments for this course will include significant numbers of problems requiring higher level thinking skills and real-world applications. This course is designed for students who are mathematically insightful and take initiative in their learning. Students enrolling in this course should be able to grasp concepts quickly and have the ability to readily apply concepts to real-life situations. A TI-83 or 84+ graphing calculator is required to complete course content. This is offered as a blended course.
Next course: Algebra II Honors or Algebra II

Information Technology Project Management**

Credit: 0.5

3 Credits at Waubonsee Community College for CIS205

Grade(s): 11, 12

Prerequisite: WEB110

This course explains the foundations of project management – project integration, scope, time cost, quality, human resources, communications, risk and procurement – using the experiences of real-life businesses. Topics include the project management process, Gantt charts, project charts and structure. This course does not count as a mathematics credit. **Students must purchase the textbook if required by Waubonsee Community College and are responsible for the fees associated with this course.**

Introduction to Programming**

Credit: 0.5

3 Credits at Waubonsee Community College for CIS115

Grade(s): 10, 11, 12

Prerequisite: AP Computer Science Principles

This course is an introduction to the program development process with emphasis on problem-solving and algorithm development using programming languages. Students write, document and test approximately 10 to 12 programs in both interactive and batch models of processing. Programs involve use of procedures, functions and data abstraction; selection, sequence and repetition structures; arrays; Objects and file-based input/output operations. Emphasis is placed on structured program design and style. This course does not count as a mathematics credit. **Students must purchase the textbook if required by Waubonsee Community College and are responsible for the fees associated with this course.** Next Course: Networking Essentials CIS122

Networking Essentials**

Credit: 0.5

3 Credits at Waubonsee Community College for CIS122

Grade(s): 11, 12

Prerequisite: CIS110 and CIS115

This course covers basic network fundamentals including network interfaces, standard design principles, common network devices, common network operating systems and topologies and network management issues. This course does not count as a mathematics credit. **Students must purchase the textbook if required by Waubonsee Community College and are responsible for the fees associated with this course.**
Next Course: Web Development with HTML WEB110

PLTW-Introduction to Engineering Design*

Credit: 1

Grade(s): 9, 10, 11, 12

Recommended Prerequisite: Algebra 1 or concurrently enrolled
Designed for high school students, the major focus of IED is the design process and its application. This is an honors level course. Through hands-on projects, students will apply engineering standards and document their work. Students use industry standard 3D modeling software to help them develop solutions to proposed problems, document their work using an engineer's notebook, and communicate solutions to peers and members of the professional community. This course does not count as a mathematics credit.
Next Course: PLTW - Principles of Engineering

PLTW-Principles of Engineering*

Credit: 1

Grade(s): 10, 11, 12

Recommended Prerequisite: PLTW - Introduction to Engineering Design. The course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study. This is an honors level course. Students have an opportunity to investigate engineering and high tech careers. POE gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APPB) learning. Used in combination with a teaming approach, APPB learning challenges students to continually hone their interpersonal skills, creative abilities, and problem solving skills based upon engineering concepts. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education. This is only offered as a blended course. This course does not count as a mathematics credit.
Next Course: PLTW - Computer Integrated Manufacturing

PLTW-Computer Integrated Manufacturing*

Credit: 1

Grade(s): 10, 11, 12

Recommended Prerequisite: PLTW - Principles of Engineering or concurrently enrolled with teacher approval

Manufactured items are part of everyday life, yet most students have not been introduced to the high-tech, innovative nature of modern manufacturing. This course illuminates the opportunities related to understanding manufacturing. At the same time, it teaches students about manufacturing processes, product design, robotics, and automation. Students can earn a virtual manufacturing badge recognized by the National Manufacturing Badge system. This course does not count as a mathematics credit. This course may be taken as an independent study (due to scheduling conflicts) with the approval of the teacher and division chair. Next Course: PLTW - Engineering Design and Development

PLTW-Engineering Design and Development*

Credit: 1

Grade(s): 11, 12

Recommended Prerequisite: PLTW - Computer Integrated Manufacturing or concurrently enrolled with teacher approval
This capstone course allows students to design a solution to a technical problem of their choosing. They have the chance to eliminate one of the "Don't you hate it when..." statements of the world. This is an engineering research course in which students will work in teams to research, design, test and construct a solution to an open-ended engineering problem. The product development life cycle and design process are used to guide and help the team to reach a solution to the problem. The team presents and defends their solution to a panel of outside reviewers at the conclusion of the course. The curriculum changes annually; therefore, the course may be taken multiple times. This is only offered as a blended course. This course does not count as a mathematics credit. This course may be taken as an independent study (due to scheduling conflicts) with the approval of the teacher and division chair.

Precalculus

Credit: 1

Grade(s): 11, 12

Recommended Prerequisite: Algebra II

Course content will include a study of algebra including solutions of equations (linear and nonlinear) and inequalities, functions and graphs, polynomial and rational functions. A thorough study of trigonometry will include circular functions, graphs, identities, inverses, trigonometric equations, solving triangles, vectors, and polar coordinates. As time permits, logarithmic functions and complex numbers will be covered. A TI-83 or 84+ graphing calculator is required to complete course content. This is offered as a blended course. Next course: AP Calculus AB, AP Statistics, Algebra for Business and Social Science, or Basic Statistics

Quantitative Literacy and Statistics

Credit: 0.5

Grade(s): 12

Required Prerequisite: High School Mathematics Graduation Requirements

This one-semester class is designed to prepare high school seniors for a general education college-level math course. The course will serve as a prerequisite for General Education Basic Statistics (MTH107). To that end, the ultimate goal of this course is mathematical maturity. Topics included in this course are as follows: Numeracy - Operation sense, estimation, measurement, quantitative reasoning; Algebra - Operations on expressions and functions, construction and solving of equations; Function and Modeling - Characteristics of functions including graphical analysis, modeling with geometry, modeling with linear and nonlinear functions. Additionally this course will expose students to applications of systems of equations and/or inequalities, probability and statistics, and proportional reasoning. A TI-83 or 84+ graphing calculator is required to complete course content. Next course: Basic Statistics

Robotics and Drones

Credit: 0.5

Grade(s): 9, 10, 11, 12

Recommended Prerequisite: None

Students will develop skills in mechanical design, digital electronics, programming, and fabrication as they work in teams to build simple and complex robotic and drone devices. Students will explore usage of robotics and drone technologies in modern business and industry, examine how these devices are affecting our lives and shaping our culture, and the career possibilities for those with knowledge of robotics and drone technology. This course does not count as a mathematics credit. Next course: Robotic Operations

Robotic Operations

Credit: 1

Grade(s): 10, 11, 12

Recommended Prerequisite: Robotics and Drones or concurrently enrolled; teacher recommendation

This course will lead students to attain a basic understanding of robot operations and programming, material handling and its components, as well as get introduction to preventative maintenance with troubleshooting in the manufacturing industry. Integrated training solutions and programs are aligned to the FANUC Certified Robot Operator National Certification offered through NOCTI (National Occupational Competency Testing Institute).

Students are responsible for a course fee covering the cost of an industry recognized NOCTI certification assessment. The course focuses on the core Robot Operator skills needed by employers at an entry level or incumbent workers skills development. This course does not count as a mathematics credit.

Technical Drawing I**

Credit: 0.5

3 Credits at Waubensee Community College for CAD100

Grade(s): 9, 10, 11, 12

Prerequisite: None

This class is a Dual Credit Course with Waubensee Community College.

This course will prepare students to create precise drawings utilizing computer-assisted drafting and design software. Students will learn the techniques and commands necessary to draw and edit two-dimensional geometric shapes and objects. Specific CAD drafting techniques will be covered including: editing geometry by trimming, move, copying, mirroring, scaling, stretching, rotating, and arraying. Students will learn to manage data files, print and plot drawings to specific scales. Drawing organizational strategies will be covered emphasizing how to use layers, line colors, and line types. Software for this course will be AutoCAD 2019 software or higher from Autodesk. This course does not count as a mathematics credit. **Students must purchase the textbook if required by Waubensee Community College and are responsible for the fees associated with this course.** Next Course: Auto CAD I CAD102

Web Development with HTML**

Credit: 0.5

3 Credits at Waubensee Community College for WEB110

Grade(s): 10, 11, 12

Prerequisite: CIS122

This course is an introduction to the World Wide Web and its authoring environment, Hypertext Markup Language (HTML5) and Cascading Style Sheets (CSS3). Web design techniques are illustrated, analyzed and implemented, along with methods to enhance Web pages using the following features: Web standards, images and multimedia. This course does not count as a mathematics credit. **Students must purchase the textbook if required by Waubensee Community College and are responsible for the fees associated with this course.** Next Course: Information Technology Project Management CIS205



Victor Anderson

Music Division Chair



Victor Anderson teaches Instrumental Music at Yorkville High School and serves as Music Division Chair for Yorkville Community Unit School District #115. Previous positions include Jacobs High School (Algonquin, Illinois), Galesburg School District #205 (Galesburg, Illinois), and Community Unit School District #201 (Aledo, Illinois). Under Mr. Anderson's direction, the Yorkville High School Music Division has expanded their offerings from six curricular ensembles serving 200 students to 13 curricular performing ensembles, two general music courses, and AP Music Theory; involving more than 500 students daily.

Mr. Anderson received a Bachelors of Music Education from Illinois Wesleyan University, a Masters of Music Education from the University of Illinois at Urbana-Champaign, and completed administrative certification through Aurora University. In the 2015 December edition of School Band & Orchestra Magazine, Mr. Anderson was named the Illinois recipient of "50 Directors Who Make A Difference". Mr. Anderson is a 2016 recipient of the Quinlan & Fabish Chicagoland Outstanding Music Educator Award, a 2017 & 2018 Music Educator Grammy Award nominee, has been recognized as a Y115 Most Influential Educator numerous times, and in 2022 was recognized by the Yorkville Education Foundation as Educator of the Year.

In 2021, Mr. Anderson was inducted into the prestigious ASBDA (American School Band Directors Association). As a trombonist, Mr. Anderson performs regularly with The Vern Spevak Big Band. Mr. Anderson conducts the Yorkville Community Band, Fox Valley Brass Band and has guest conducted the Batavia Community Band, Fox Valley Concert Band, the ILMEA District 2 Junior Jazz Band and the ILMEA District 9 Senior Jazz Band. Mr. Anderson enjoys performing, being an active community member, and spending time with his wife Alison and their three children.

Scan the QR code to the left to watch a short video featuring Victor Anderson, Music Division Chair, talking about the Music curriculum.

Class Title	Grade Level	Recommended Prerequisite
General Music Courses		
Advanced Instrumental/Vocal Study*	10, 11, 12	Concurrent enrollment in private lessons and teacher recommendation.
Basic Piano Keyboarding	9, 10, 11, 12	None
Introduction to Guitar	9, 10, 11, 12	None
Guitar II	9, 10, 11, 12	None
Collaborative Music	9, 10, 11, 12	None
AP Music Theory*	10, 11, 12	Consent of the instructor
Music Production	9, 10, 11, 12	None
Music Weighted Grades Program	9, 10, 11, 12	Any performance-based course (designated by *) is available for weighted credit.
Band Courses		
Concert Band*	9, 10, 11, 12	Previous school band experience and/or consent of the instructor.
Symphonic Band*	9, 10, 11, 12	By audition and consent of the instructor.
Wind Symphony*	9, 10, 11, 12	By audition and consent of the instructor.
Wind Ensemble*	9, 10, 11, 12	By audition and consent of the instructor.
Choir Courses		
Bass Choir*	9	None
Treble Choir*	9	None
Madrigal Singers*	9, 10, 11, 12	By audition and consent of the instructor.
Advanced Treble Choir*	10, 11, 12	By audition and consent of the instructor.
Concert Choir*	10, 11, 12	Previous school choir experience and/or consent of the instructor.
Varsity Choir*	10, 11, 12	By audition and consent of the instructor.
Orchestra Courses		
Concert Orchestra*	9, 10, 11, 12	Previous school orchestra experience and/or consent of the instructor.
Philharmonic Orchestra*	9, 10, 11, 12	By audition and consent of the instructor.
Symphony Orchestra*	9, 10, 11, 12	By audition and consent of the instructor.

Music Course List

“Arts education fosters bright, creative, and socially engaged students who will grow up to be our next leaders, parents, teachers, artists, and engineers. Their innovative ideas will shape industries; their creative thinking will find out-of-the-box solutions for a global society, and will provide students with a way to understand themselves, and have a sense of belonging.”

--Jane Chu, NEA Chairman

The Music Division continues to expand in both student participation and in course offerings. We offer a growing number of performance-based and non-performance based courses that cater to the most novice musician as well as those who plan to pursue music as a career. We hope that through offering these courses we provide our students an opportunity to grow as young musicians as well as develop an awareness and appreciation of music.



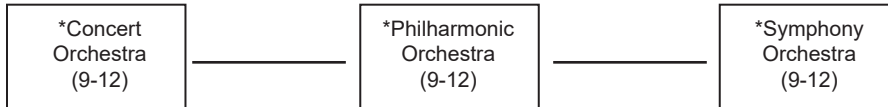
Music Course Sequencing

Band



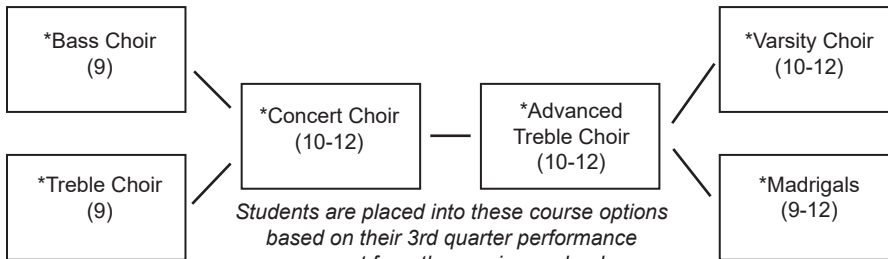
Students are placed in any of the four Band course options based on their 3rd Quarter performance assessment from the previous school year and teacher recommendation.

Orchestra



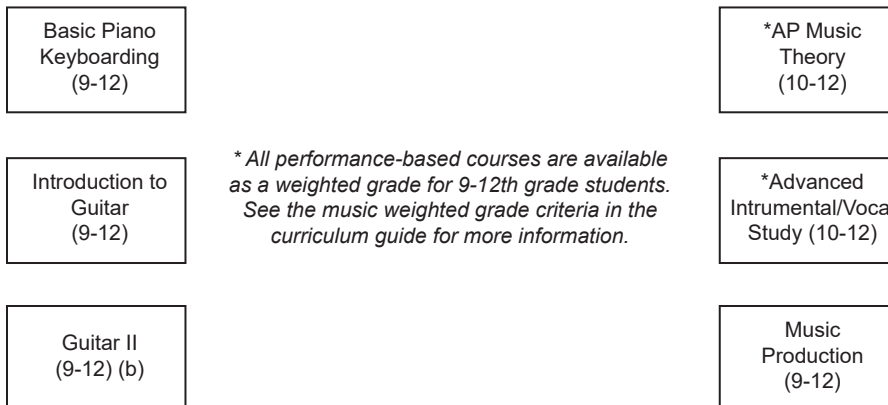
Students are placed in any of the three Orchestra course options based on their 3rd Quarter performance assessment from the previous school year and teacher recommendation.

Choir



Students are placed into these course options based on their 3rd quarter performance assessment from the previous school year and teacher recommendation.

General Music



b=blended

** All performance-based courses are available as a weighted grade for 9-12th grade students. See the music weighted grade criteria in the curriculum guide for more information.*

Blended Course Offerings for Music:

- Guitar II

Music Division Weighted Grades Program

Credit: 0.5 (per semester)

Grade(s): 9, 10, 11, 12

Prerequisite: Concurrent enrollment in a performance-based class (band/choir/orchestra)

Any 9-12th grade Yorkville High School Music students who enroll in a performing ensemble may elect to take the performance-based class for a weighted grade. The weighted grade component for performance-based music courses challenges students to engage in pre-collegiate level musicianship and critical thinking. Students participating in the music weighted grades program are highly analytical about the quality of their music making and to work towards surpassing their obvious potential. Students electing this option demonstrate their own accelerated and in-depth study of music through music performances and academic projects. These students also regularly meet with an assigned music teacher. Weighted grade music students often demonstrate significant personal growth and a high level of achievement.

Students electing to take performance-based music courses for a weighted grade are required to fulfill the regular curriculum for the ensemble they are in as well as the required components and 30 points per semester of the following elected components.

Performance-Base Course Regular Curriculum (40%)

Weighted Grade Required Components (40%):

- Attend two Patron of the Arts events and turn in a written evaluation. One of these events must be an upper-level performance (a collegiate, professional, or any performance approved by instructor).
- Audition for ILMEA District IX Honors Music Festival or comparable experience at the discretion of the director. This requires a pre-screening by music directors using the YHS music performance rubric. (1st Quarter)
- Prepare and perform at Y115 Solo/Ensemble Contest (3rd Quarter)

Weighted Grade Elected Components (20%) – Must obtain 30 points per semester:

(30 points) Take regular private lessons with an approved instructor including a monthly progress report submitted to directors. Students must also perform in a recital or a jury for music faculty.

(20 points) Be selected for and participate in the ILMEA All-State Music Festival. All-State Musicians will keep a written journal reflecting on the four-day experience.

(15 points) Participate and perform in any extra-curricular, director-led, school-ensemble. Participation and performances are evaluated.

(10 points) Maintain an active chamber ensemble which is evaluated using the chamber ensemble evaluation tool. This may include a Prism Concert performing group.

(5 points) (participatory grade only) - Any outside school/music community service. ILMEA District IX Festival, performance on a student recital, perfect attendance at pep band, EYSO, MYSO, Fox Valley Youth Chorus, Young Naperville Singers, etc.

Advanced Instrumental/Vocal Study*

Credit: 0.5

Grade(s): 10, 11, 12

Prerequisite: Concurrent enrollment in private lessons and teacher recommendation. Students must complete the application process and meet with the Music Division Chair prior to enrolling. Advanced Instrumental/Vocal Study is an individualized study program on the student's primary instrument for the student who is considering further music study beyond the high school level. The course requires private study with an approved instructor, supervised practice at school, a developed course of study, and a jury or recital administered by the music division faculty at the end of each semester. This course can be repeated.

Basic Piano Keyboarding

Credit: 0.5

Grade(s): 9, 10, 11, 12

Prerequisite: None

This course focuses on beginning piano skills through hands-on experience with digital pianos. Basic music theory, chord structure, correct fingering techniques, and keyboard operation are studied. By the end of this course, students will be able to individually perform a variety of folk songs and chord progressions on the piano. No previous piano experience is required.

AP Music Theory*

Credit: 1

Grade(s): 10, 11, 12

Prerequisite: None

Students are required to take the AP Exam to receive weighted credit for the course. This class is considered a priority for students with a potential career in music. In AP Music Theory, students will study musical notation, chords, harmonic analysis, counterpoint, composition and musical form. The study of these materials will begin at an entry level of understanding and progress through advanced exercises. Other topics include voice leading, advanced chord structures, non-harmonic tones, and harmonic cadences. AP Music Theory also incorporates auditory training in the form of dictating written music from sounded pitches and identifying sounded pitches from written music.

Collaborative Music

Credit: 0.5

Grade(s): 9, 10, 11, 12

Prerequisite: None

All students will collaborate with one another in order to listen, reflect, move, and perform on musical instruments to various genres of music. Collaborative Music is designed to be a fully inclusive course that will provide all students an opportunity to explore music as well as allow for peer leadership through music education. Peer leaders will have the opportunity to assist in demonstrations, lead group activities, participate and teach activities one-on-one or in small groups.

Introduction to Guitar

Credit: 0.5

Grade(s): 9, 10, 11, 12

Prerequisite: None

This course focuses on beginning guitar skills through hands-on experience. Basic music theory, chord structure, note reading, correct fingering techniques and playing the guitar are studied. By the end of the course, students will be able to individually perform a variety of repertoire on the guitar. Students must supply their own acoustic guitar and capo. This course is designed for beginners.

Guitar II

Credit: 0.5

Grade(s): 9, 10, 11, 12

Recommended Prerequisite: Introduction To Guitar

Guitar II focuses on intermediate and advanced guitar skills through hands-on experience. Intermediate music theory, chord structures, music literacy, fingering techniques, and ensemble skills are studied. This course is designed for students who have successfully completed Introduction to Guitar.

Music Production

Credit: 0.5

Grade(s): 9, 10, 11, 12

Prerequisite: None

Music Production is an introductory course in production, recording, and audio engineering. Students will explore basic music theory, composition, and recording techniques used with web-based software and a digital audio workstation (DAW). This course includes programming, engineering, and project-based learning that will allow students to demonstrate creativity, innovation, and ingenuity on an individual and collaborative basis.

Concert Band*

Credit: 1

Grade(s): 9, 10, 11, 12

Prerequisites: Previous school band experience and/or consent of the instructor.

Concert Band is a performance-based, yearlong course designed for all students who desire to continue their musical education on a wind or percussion instrument and further develop their technical and musical competence. Students in concert band study traditional and contemporary wind and percussion literature. Additional performance opportunities include festivals, solo literature, chamber ensembles, honors bands, and community events. All members of the Concert Band are required to participate as members of Pep Band.
Next Course: Symphonic Band, Wind Symphony, Wind Ensemble

Symphonic Band*

Credit: 1

Grade(s): 9, 10, 11, 12

Prerequisite: By audition and consent of the instructor.

Symphonic Band is a performance-based, yearlong course composed of select wind and percussion students who are musically developing. Combined emphasis is given to the development of musicianship through progressive technical studies and intermediate wind and percussion literature. Additional performance opportunities include full orchestra, festivals, solo literature, chamber ensembles, honors bands, and community events. All members of Symphonic Band are required to participate as members of Pep Band. Next Course: Wind Symphony, Wind Ensemble

Wind Symphony*

Credit: 1

Grade(s): 9, 10, 11, 12

Prerequisite: By audition and consent of the instructor.

Wind Symphony is a performance-based, yearlong course comprised of select wind and percussion students who are musically proficient. Combined emphasis is given to the development of musicianship through progressive technical studies and advanced wind and percussion literature. Members of this ensemble also perform in full orchestra. Additional performance opportunities include festivals, solo literature, chamber ensembles, honors bands, and community events. All members of Wind Symphony are required to participate as members of Pep Band.

Wind Ensemble*

Credit: 1

Grade(s): 9, 10, 11, 12

Prerequisite: By audition and consent of the instructor.

Wind Ensemble is a performance-based, yearlong course comprised of select wind and percussion students who are musically advanced. Combined emphasis is given to the development of musicianship through progressive technical studies and distinguished wind and percussion literature. Members of this ensemble also perform in full orchestra. Additional performance opportunities include festivals, solo literature, chamber ensembles, honors bands, and community events. All members of Wind Ensemble are required to participate as members of Pep Band.

Bass Choir*

Credit: 1

Grade(s): 9

Prerequisite: None

Bass Choir is a performance-based, yearlong course for novice to intermediate-level bass singers. No audition is required for placement in Bass Choir. Bass Choir will perform music of all styles and historical periods. Instruction focuses on fundamentals of vocal technique for the bass voice and musicianship skills. Next Course: Concert Choir, Varsity Choir, Madrigals

Treble Choir*

Credit: 1

Grade(s): 9

Prerequisite: None

Treble Choir is a performance-based yearlong course for novice to intermediate-level treble singers. No audition is required for placement in Treble Choir. Treble Choir will perform music of all styles and historical periods. Instruction focuses on fundamentals of vocal technique for the treble voice and musicianship skills.

Next Course: Concert Choir, Varsity Choir, Advanced Treble Choir, Madrigals

Madrigal Singers*

Credit: 1

Grade(s): 9, 10, 11, 12

Prerequisite: By audition and consent of the instructor.

Madrigal Singers is a performance-based yearlong course for advanced singers. Madrigal Singers is a chamber ensemble that are a small vocal ensemble, which performs music from the Middle Ages through contemporary era. In addition, this course has components of musical theater, jazz, choreography, and solo performance. Members of this ensemble are required to be concurrently enrolled in another performing ensemble. Instruction focuses on a continuation of skills learned in previous choral ensembles including vocal technique, sight-singing, and musicianship skills.

Advanced Treble Choir*

Credit: 1

Grade(s): 10, 11, 12

Prerequisite: By audition and consent of the instructor.

Advanced Treble Choir is a performance-based yearlong course for intermediate treble singers. Advanced Treble Choir performs music for treble voices of all styles and historical periods.

Instruction focuses on a continuation of skills learned in previous choral ensembles including vocal technique, sight-singing, and musicianship skills. Next Course: Varsity Choir, Madrigals

Concert Choir*

Credit: 1

Grade(s): 10

Prerequisite: None

Concert Choir is a performance-based yearlong course for novice to intermediate-level vocalists. No audition is required for placement in concert choir. Concert Choir performs music of all styles and historical periods. Instruction focuses on a continuation of skills learned in Treble and Bass Choir including fundamentals of vocal technique, sight singing, and musicianship skills. Next Course: Varsity Choir, Advanced Treble Choir, Madrigals

Varsity Choir*

Credit: 1

Grade(s): 10, 11, 12

Prerequisite: By audition and consent of the instructor.

Varsity choir is a performance-based yearlong course for advanced singers. Varsity Choir performs music of all styles and historical periods. Instruction focuses on a continuation of skills learned in previous choral ensembles including vocal technique, sight-singing, advanced music theory, and musicianship skills.

Concert Orchestra*

Credit: 1

Grade(s): 9, 10, 11, 12

Prerequisite: Previous school orchestra experience and/or consent of the instructor.

Concert Orchestra is a performance-based, yearlong course composed of string students who desire to continue their musical education and further develop their technical and musical competence. Proper technique, ear training skills, music theory, and appropriate rehearsal & performance disciplines will be maintained within the group. Additional performance opportunities include contests, solo literature, chamber ensembles, honors orchestras, and community events. Next Course: Philharmonic Orchestra, Symphony Orchestra

Philharmonic Orchestra*

Credit: 1

Grade(s): 9, 10, 11, 12

Prerequisite: By audition and consent of the instructor.

Philharmonic Orchestra is a performance-based, yearlong course composed of select string students that are musically proficient and are expected to perform intermediate string orchestra literature. Proper technique, ear training skills, music theory, and appropriate rehearsal & performance disciplines will be maintained within the group. Additional performance opportunities include contests, solo literature, chamber ensembles, honors orchestras, and community events. All members of this ensemble also participate in full orchestra.

Next Course: Symphony Orchestra

Symphony Orchestra*

Credit: 1

Grade(s): 9, 10, 11, 12

Prerequisite: By audition and consent of the instructor.

Symphony Orchestra is a performance-based, yearlong course composed of select string students that are musically proficient and are expected to perform advanced orchestral literature. Proper technique, ear training skills, music theory, and appropriate rehearsal & performance disciplines will be maintained within the group. Additional performance opportunities include contests, solo literature, chamber ensembles, honors orchestras, and community events. All members of this ensemble also participate in full orchestra.



John Ernser

Wellness Division Chair

John Ernser was hired as a Yorkville High School PE/Health/Driver Ed teacher in 2016. In his time at YHS John has taught a variety of courses within the Division, and was named the Division Chair in 2021. Mr. Ernser is currently an Assistant Football Coach and has also coached for several years in the Softball program as an Assistant Coach. Before his time at YHS, Mr. Ernser taught for 11 years at Lincoln Middle School in Schiller Park, where he also served as the Team Leader and Athletic Director.

Mr. Ernser received his Bachelor's Degree from Ripon College in Exercise Science and Health, a Master's Degree in Educational Leadership from Concordia University of Chicago, and a Certificate of Graduate Study in Adapted Physical Education from Northern Illinois University. When not serving the YHS Community, Mr. Ernser enjoys spending time with his wife and their two children.



Scan the QR code to the left to watch a short video featuring John Ernser, Wellness Division Chair, talking about the Wellness curriculum.

Wellness Course List

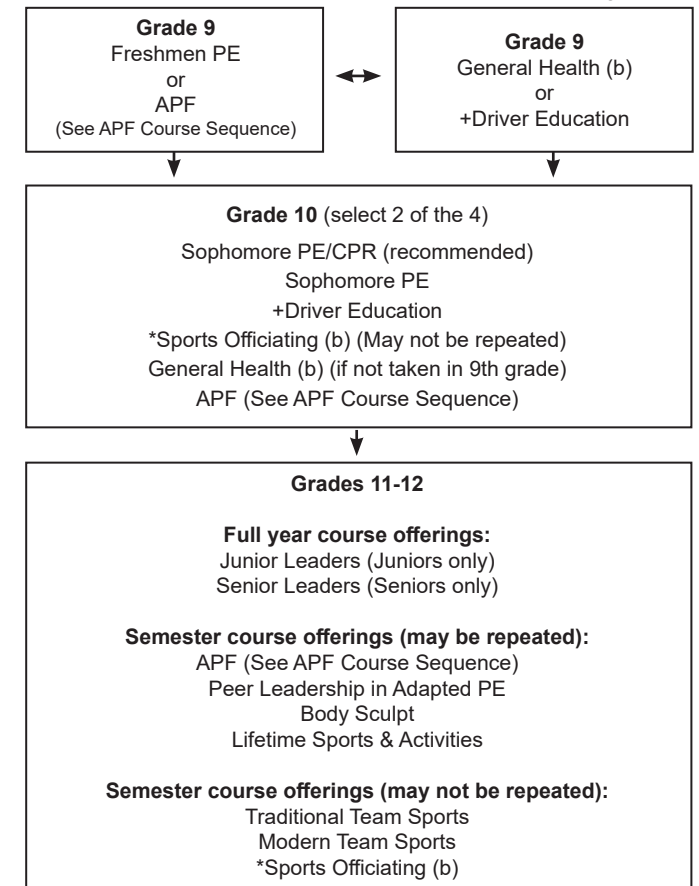
Required for Graduation: Enrollment in Wellness each semester

Class Title	Grade Level	Recommended Prerequisite
Freshman Physical Education	9	None
Applied Personal Fitness 1	9, 10, 11, 12	None
General Health	9, 10	None
Sophomore Physical Education	10	None
Sophomore PE & Heart Saver CPR	10	None
Driver Education	9, 10, 11, 12	15 years old at the start of the first day of class, passing grade in six courses in previous terms or eight courses in two semesters prior to enrolling in the class.
Junior Leaders	11	Teacher recommendation required
Senior Leaders	12	Completion of Junior Leaders
Peer Leadership in Adapted Physical Education	11,12	Teacher Recommendation required. Application filled out prior to enrolling.
Applied Personal Fitness 2	9, 10, 11, 12	APF 1 or Assessment & Recommendation of Teacher (APF 1 is recommended for Juniors and Seniors, but not required)
Applied Personal Fitness 3	10, 11, 12	APF 2 or Assessment and Recommendation of Teacher
Adapted Physical Education	9, 10, 11, 12	Teacher recommendation required.
Body Sculpt	11, 12	None
Sports Officiating	10, 11, 12	Must be 15 years old by the end of the course. (IHSA)
Modern Team Sports	11, 12	None
Traditional Team Sports	11, 12	None
Lifetime Sports & Activities	11, 12	None
KPE 237: Strength and Conditioning Principles	11, 12	APF 3 *This prerequisite is waived only for Seniors in the 24-25 school year that have previously taken at least one semester of APF.
KPE 238: Fitness Assessment and Exercise Testing	11, 12	APF 3 *This prerequisite is waived only for Seniors in the 24-25 school year that have previously taken at least one semester of APF.

The Wellness Division works to educate minds, develop healthy bodies, and promote positive attitudes toward a lifetime of physical activity, fitness and sports skills. With a quality Wellness program in place, each student will be empowered with the knowledge and skills necessary to make responsible lifestyle choices that directly impact their lives.

Wellness Course Sequencing

PE/Health/Driver Education Course Sequencing

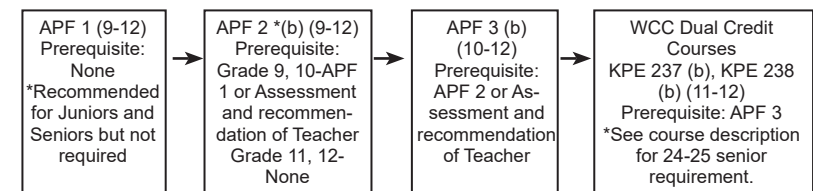


(b) Blended Course

*Students must be 15 years old by the end of the semester.

+Only students who are 15 years of age on the first day of the semester and have passed at least eight courses in the previous two semesters may enroll in Driver Education.

APF Course Sequencing



*(b) - After successful completion of 1 semester of Applied Personal Fitness 2

Blended Course Offerings for Wellness:

- Applied Personal Fitness 2 (after successful completion of 1 semester of Applied Personal Fitness 2)
- General Health
- Applied Personal Fitness 3
- Sports Officiating
- KPE 237: Strength and Conditioning Principles
- KPE 238: Fitness Assessment and Exercise Testing

Freshman Physical Education

Credit: 0.5

Grade(s): 9

Prerequisite: None

Students will demonstrate the components of fitness while participating in daily fitness-based activities. Students will assess their individual fitness levels and integrate proper form when performing specific movements.

General Health

Credit: 0.5

Grade(s): 9, 10

Prerequisite: None

This is a state-mandated and required course. A passing grade is necessary for graduation. Students will demonstrate healthy decision making skills while striving to maintain overall wellness and personal safety. Students will utilize resources to increase health literacy and evaluate personal risk factors involved in sustaining a healthy lifestyle. This is offered as a blended course.

Sophomore Physical Education

Credit: 0.5

Grade(s): 10

Prerequisite: None

This course is for sophomore students who will not be taking driver's education. Students will demonstrate the components of fitness while participating in team and lifetime sport-based activities and social dance. Students will assess their individual fitness levels and integrate proper form when performing specific dynamic movements.

Sophomore Physical Education Heart Saver CPR

Credit: 0.5

Grade(s): 10

Prerequisite: None

This is the recommended sophomore Physical Education course. Students will demonstrate the lifesaving skills of Cardiopulmonary Resuscitation (CPR) and the correct use of the Automated External Defibrillator (AED) in order to become certified. Students will also apply cooperative social skills during team building activities, social dances, and fitness activities.

Sports Officiating

Credit: 0.5

Grade(s): 10, 11, 12

Prerequisite: Must be 15 years old by the end of the course.

Students will learn how to officiate sporting events and apply these skills in our school as well as our community for job opportunities. This class will focus on rules and regulations of baseball/softball, soccer and basketball. Students will learn the concepts of officiating games, coaching strategies, and conflict resolution within the sporting atmosphere. Students will have the opportunity to become a licensed official through the State of Illinois (IHSA) in the listed sports once they have completed this course. Students who are 15 years of age can earn a provisional license through the IHSA.

Applied Personal Fitness 1

Credit: 0.5

Grade(s): 9, 10, 11, 12

Prerequisite: None

This course introduces students to various components of strength and conditioning, such as weight room etiquette and safety, reading and interpreting a workout program, proper technique in a multitude of exercises, and appropriate exercise progressions. Students will learn basic strength and conditioning concepts, and can expect to improve their strength, power, endurance, speed, agility, and flexibility by progressing through a structured strength and conditioning program throughout the course of the semester.

Applied Personal Fitness 2

Credit: 0.5

Grade(s): 9, 10, 11, 12

Prerequisite: Applied Personal Fitness 1 or Assessment and Recommendation of Teacher

Students will incorporate the concepts learned in APF 1 and apply the strength training, conditioning and sports nutrition concepts at a more dynamic and personalized level to enhance their personal fitness. Students will demonstrate proficient technique with bodyweight, and dynamic Power, and Olympic movements. This course will be offered as a blended course for those students that have successfully completed one full semester of traditional APF.

Applied Personal Fitness 3

Credit: 0.5

Grade(s): 10, 11, 12

Prerequisite: Applied Personal Fitness 2 or Assessment and Recommendation of Teacher

APF 3 focuses on the next step of a student's physical fitness journey. This course is geared towards the student that wants to find the "why" behind their physiological regimen. Students will go beyond basic strength and conditioning concepts and be responsible for recognizing, studying, and tracking variables that influence fitness. Students will lead and be challenged to complete advanced fitness movements, and understand the physiological approach to why they are performing each movement. Students will develop, implement, and support each program they create as if they were coaching a client, group, or team. This class will help students be prepared to manage their overall wellness as an adult and begin to apply their knowledge towards helping others on their fitness journeys.

KPE 237: Strength and Conditioning Principles

Credit: 3 credit hours Dual Credit (0.5 YHS)

Grade(s): 11, 12

Prerequisite: Applied Personal Fitness 3 (This prerequisite is waived only for 24-25 Seniors that have previously completed at least one semester of APF.) This class is a Dual Credit Course with Waubonsee Community College. This course is designed to prepare exercise specialists to adapt the principles of resistance training to individuals in order to develop and maintain muscular strength, muscular endurance and muscle mass.

Students must purchase the textbook if required by Waubonsee Community College and are responsible for the fees associated with this course.

KPE 238: Fitness Assessment and Exercise Testing

Credit: 3 credit hours Dual Credit (0.5 YHS)

Grade(s): 11, 12

Prerequisite: Applied Personal Fitness 3 (This prerequisite is waived only for 24-25 Seniors that have previously completed at least one semester of APF.) **This dual credit course with Waubonsee Community College is offered to Yorkville High School students.* This course is designed to prepare exercise specialists with the knowledge and skills needed to assess health status and health behaviors in order to create and update exercise prescriptions. Emphasis is placed on the exercise specialist obtaining as much information as possible about a participant to optimize the benefit-to-risk ratio.

Students must purchase the textbook if required by Waubonsee Community College and are responsible for the fees associated with this course.

Junior Leaders

Credit: 1

Grade(s): 11

Prerequisite: Teacher recommendation required.

Yorkville High School offers a two-tier leadership program for juniors and seniors. The program begins with a yearlong training course entitled Junior Leaders. This course is offered to students who are interested in developing leadership skills within a Physical Education environment. Students will demonstrate qualities of coaching, officiating, rules and techniques, leading warm-ups, administering fitness testing, and organizing various types of activities. Junior leaders is the prerequisite for our senior leader's course.

Senior Leaders

Credit: 1

Grade(s): 12

Prerequisite: Junior Leaders

Students that successfully complete Junior Leaders and have been recommended will be placed as a student leader in various PE courses. Within the course they are placed, students will apply leadership skills through coaching, officiating, leading warm-ups, administering assessments, teaching progressions of skills, and organizing various activities.

Peer Leadership in Adapted Physical Education

Credit: 0.5

Grade(s): 11, 12

Prerequisite: Teacher recommendation required. Application filled out prior to enrolling.

Students will demonstrate leadership to assist their peers with special needs through participation in team building and physical education activities. Students will have opportunity to assist in demonstrations, lead group activities, participate and teach one-on-one or in small group activities.

Adapted Physical Education

Credit: 0.5

Grade(s): 9, 10, 11, 12

Prerequisite: None

Students will demonstrate control during movement activities, spatial awareness during physical activities, and apply cooperative skills while interacting with peers.

Body Sculpt

Credit: 0.5

Grade(s): 11, 12

Prerequisite: None

Students will apply and analyze components of fitness and nutrition in relation to their overall health. Students will demonstrate basic movements of the body through yoga, core workouts, cardio activities, and weight training.

Traditional Team Sports

Credit: 0.5

Grade(s): 11, 12

Prerequisite: None

Students will apply rules and demonstrate skills of traditional team sports and maintain levels of cardiovascular fitness while participating in flag football, volleyball, floor hockey, soccer, and softball. Students will perform strength and conditioning exercises specific to the fitness components of cardiovascular endurance, flexibility, muscular strength and muscular endurance.

Modern Team Sports

Credit: 0.5

Grade(s): 11, 12

Prerequisite: None

Students will apply the rules of the team sports, demonstrate the skills of a sport, and maintain levels of cardiovascular fitness while participating in ultimate frisbee, basketball, cricket, team handball and speed-a-way. Students will perform strength and conditioning exercises specific to the fitness components of cardiovascular endurance, flexibility, muscular strength and muscular endurance.

Lifetime Sports and Activities

Credit: 0.5

Grade(s): 11, 12

Prerequisite: None

The students will apply movements and skills related to individual and dual sports, as well as fitness activities to promote a lifetime of wellness. The Fall offering will consist of units in disc golf, fishing, badminton, bowling, and cardiovascular endurance. The Spring offering will consist of units in Pickleball, archery, spikeball, golf and cardiovascular endurance.

Beginning Dance

Credit: 0.5

Grade(s): 11, 12

Prerequisite: None

Students will analyze to improve the performance of self and others by applying and creating various movement patterns using basic musicality, traditional dance styles, explorative patterns, and cultural dances.

Driver Education

Credit: 0.5

Grade(s): 9 (2nd semester), 10, 11, 12

Prerequisite: 15 years old by the start of the semester and passing eight courses in the prior two semesters.

The IL state law requires that the minimum age for an Illinois driver's license is eighteen (18) years, except for students who have their parent's permission and have successfully completed Driver Education. Driver Education consists of two phases, classroom and behind-the-wheel. Driver Education classroom is a minimum of (thirty) 30 hours in length and requires student attendance to satisfy this state requirement. Any student not completing this requirement will have to repeat this phase of Driver Education. This class promotes the development of citizens who will learn and follow state traffic regulations and laws. It also cultivates desirable attitudes towards safe driving habits that are necessary to become safe and responsible users of the highway transportation system.

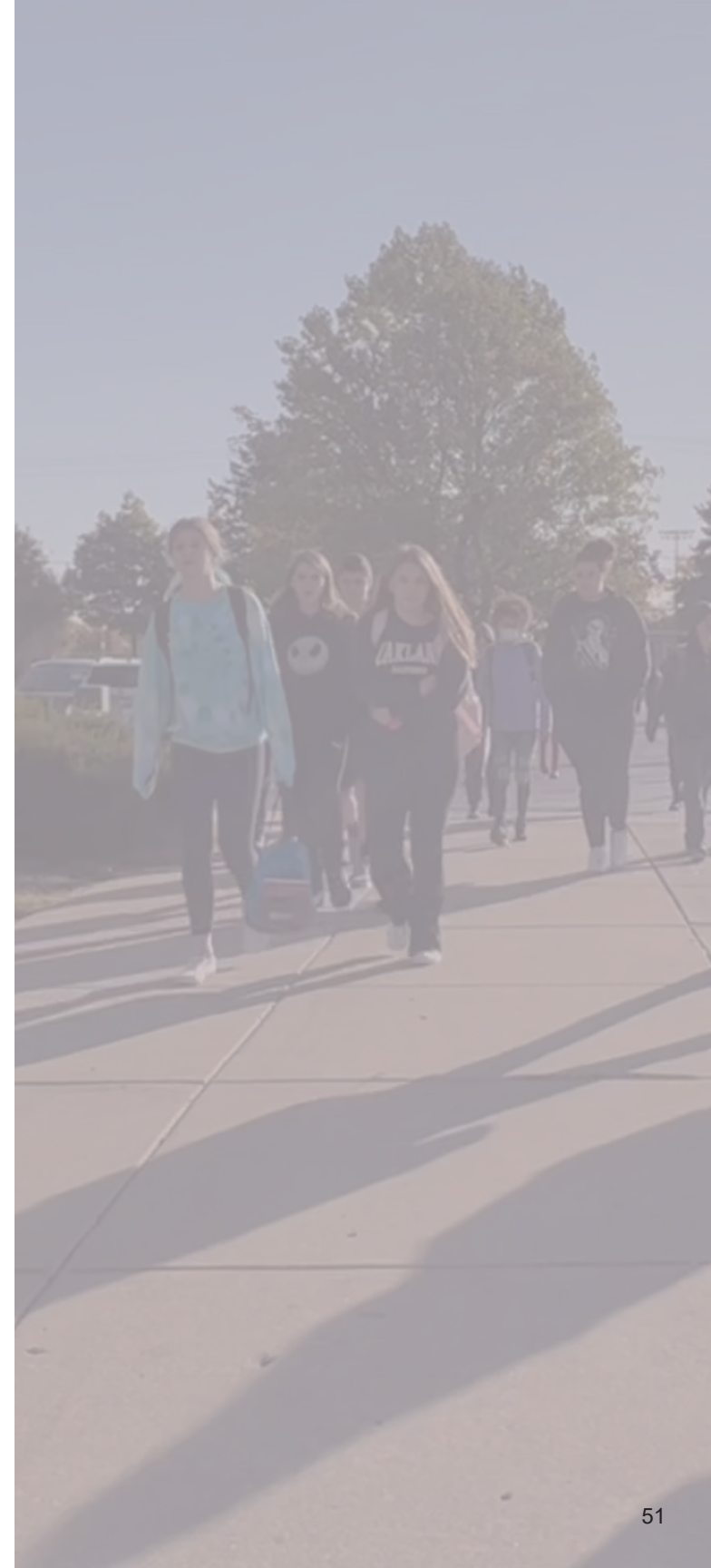
Driver Education Behind-the-Wheel is the practice phase that applies classroom ideas and concepts to the driving phase. Habits and skills are developed for residential, city, and highway driving with special emphasis on specific maneuvers. Six hours of driving with an instructor are necessary to meet the state requirements to apply for the Driver's License

Students are scheduled to drive during the school day according to student availability. Each student is expected to master the basic mental and visual tasks required for safe driving. If times for behind-the-wheel are offered outside of the school day, parents/guardians will be notified. When scheduling behind-the-wheel, consideration will be given to each student's age.

Driver Education is an elective class (parents may elect to have their student wait until their student is emotionally mature and ready for the responsibilities of driving). The Driver Education course provides a sound foundation of the habits and skills necessary for safe driving. However, a student who successfully completes this course is not an accomplished driver and should be closely supervised for at least one year.

In order to be eligible for Driver Education the student must be fifteen (15) years of age. Students who desire to take Driver Education courses in public schools or nonpublic schools must receive a passing grade in at least six (6) courses in the previous two (2) terms, or eight (8) courses the previous two (2) semesters before enrolling in Driver Education.

Instruction permits are issued through school and the State of Illinois. The cost of this permit is \$20.00 and each student must have a permit in order to take the behind the wheel phase of Driver Education. The money is sent to the Secretary of State and is non-refundable. An additional fee is charged by the school district for this course. All students must complete the State requirements for the "graduated driver's license program." This includes documenting a parent/adult riding with their student driver for a minimum of fifty (50) hours of which at least ten (10) hours must be night driving. The school's behind-the-wheel driving time does not count towards the fifty (50) hour requirement. It is the responsibility of the student and the parent/adult to complete the driving log form correctly before turning it in at the examiner's station. More information on this is available on cyberdriveillinois.com.





Julie Renda

Applied Science Division Chair

Ms. Renda started teaching in the Yorkville High School Science Department in 2007. Before teaching at YHS, she taught eighth grade science in Schaumburg. In addition to serving YHS as the Applied Science Division Chair, Ms. Renda is the Head Girls Bowling Coach, Middle School Bowling Coach, Educators Rising faculty advisor and a TOP Coach.

Ms. Renda earned a BS in Biology Education from Illinois State University, a M.Ed. in Curriculum and Instruction from National Louis University and a MS in Educational Leadership from Aurora University. Ms. Renda has been a National Board Certified Teacher since 2013.



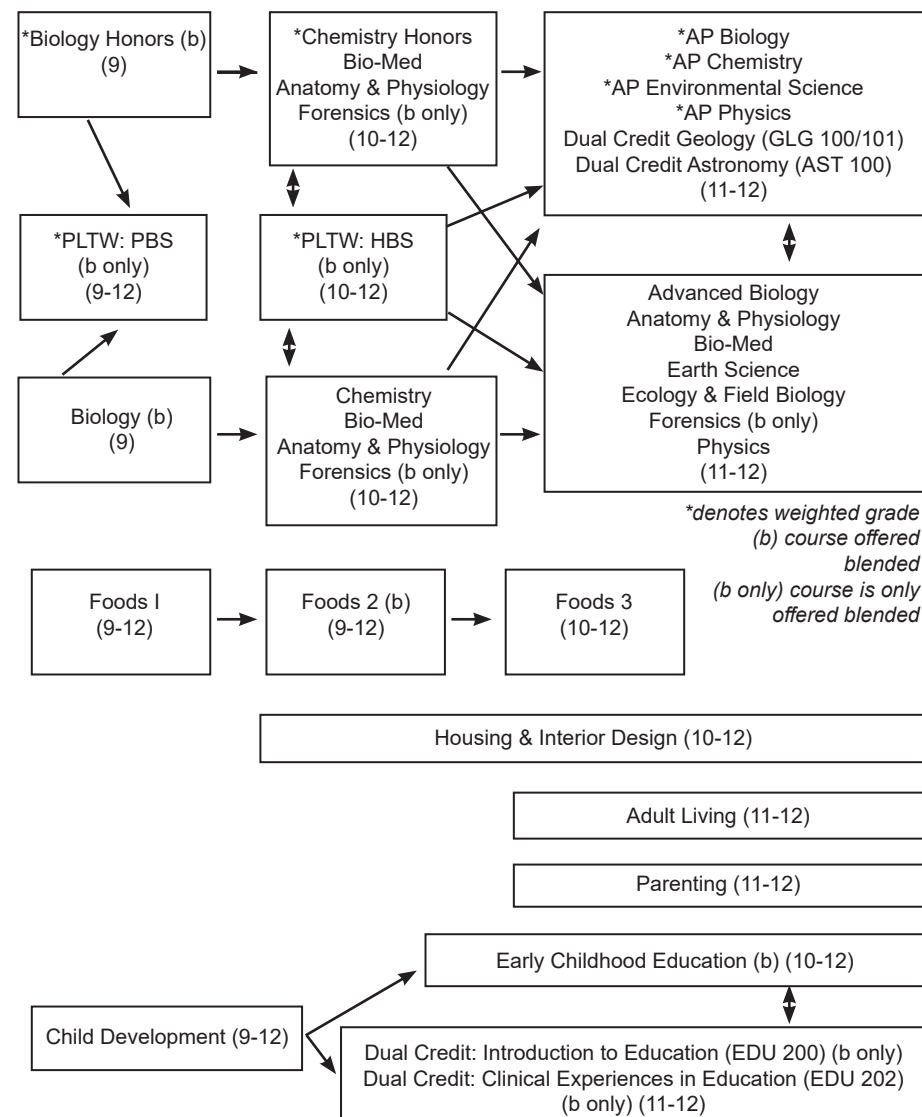
Scan the QR code to the left to watch a short video featuring Julie Renda, Applied Science Division Chair, talking about the Applied Science curriculum.

Applied Science Course List

Science Courses		
Class Title	Grade Level	Recommended Prerequisite
Biology	9	None
Honors Biology*	9	8th grade teacher recommendation and 8th grade advanced science grades
Dual Language Biology	9	Completion of Dual Language courses in grade 8, Proficiency Exam, and/or teacher recommendation
Bio-Med	10, 11, 12	Biology
Chemistry	10, 11, 12	Algebra I & Biology
Chemistry Honors*	10, 11, 12	Algebra I and Honors Biology; or Biology teacher recommendation
Earth Science	10, 11, 12	Biology
Forensic Science	10, 11, 12	Biology
Advanced Biology	11, 12	Biology, Chemistry and teacher recommendation
Human Anatomy & Physiology	10, 11, 12	Biology & Bio-Med
Ecology & Field Biology	11, 12	Biology and Chemistry
Physics	11, 12	Biology and Algebra II (or concurrently enrolled)
PLTW: Principles of Biomedical Science	9, 10, 11, 12	Biology
PLTW: Human Body Systems*	10, 11, 12	Biology and Principles of Biomedical Science
AP Biology*	11, 12	Biology, Chemistry and Algebra II and Chemistry teacher recommendation
AP Chemistry	11, 12	Biology, Chemistry and Algebra II and Chemistry teacher recommendation
AP Environmental Science*	11, 12	Biology, Chemistry and Algebra II and teacher recommendation
AP Physics 1*	11, 12	Biology, Chemistry, Algebra II, and teacher recommendation
Geology GLG 100 & 101	11, 12	Biology, Chemistry, and Algebra II or (concurrent enrollment)
Astronomy AST 100	11, 12	Biology, Chemistry, and Algebra II or (concurrent enrollment)

Applied Science Course List continues on the next page.

Applied Science Course Sequencing



Blended Course Offerings for Applied Science:

- Biology
- Honors Biology
- Foods 2
- Early Childhood Education (Blended only)
- Forensic Science (Blended only)
- Principles of Biomedical Science (Blended only)
- Human Body Systems (Blended only)
- Introduction to Education & Clinical Experiences in Education (Blended only)

Applied Science Course List (Cont.)

Family and Consumer Science Courses		
Class Title	Grade Level	Recommended Prerequisite
Adult Living	11, 12	None
Clinical Experience in Education	11, 12	Introduction to Education
Early Childhood Education	10, 11, 12	Child Development
Foods 1	9, 10, 11, 12	None
Foods 2	9, 10, 11, 12	Foods 1
Foods 3	11, 12	Foods 1 & Foods 2
Housing & Interior Design	10, 11, 12	None
Introduction to Education	11, 12	Child Development
Parenting	11, 12	None

Applied Science is a body of knowledge that focuses on the applications of observed or demonstrated phenomena to solve practical problems.

Science is a dynamic process by which we continually refine our understanding of the natural world and universe. The goal of the Yorkville High School Applied Science Division is to foster student growth in science. We aim to teach students skills to help them critically analyze scientific research, and make educated decisions. We believe that our students need to acquire scientific reasoning and critical thinking skills in order to understand science related issues and apply science to their daily lives. The applied science curriculum is based on national and state standards and is designed to meet our divisional goals. The curriculum offers a diverse course of study in all major disciplines of science.

Because colleges expect students to have a comprehensive background in all areas of study, we offer a variety of elective courses in the earth, physical, and life science realms. We also offer additional Family and Consumer Science electives in the areas of: culinary arts and hospitality, fashion and interior design, parenting, human development and education. Students interested in pursuing these vocational careers would benefit from these courses.

Honors and advanced level courses are taught at an accelerated pace and require a strong work ethic, deep interest in the subject matter, and high level of responsibility.

Adult Living

Credit: 0.5

Grade(s): 11, 12

Prerequisite: None

This course focuses on the responsibilities of today's adult. This includes concepts related to the individual's physical, sociological, psychological, and economic development throughout the lifespan. Basic areas to be covered include: personality/life-span development, emotions/stress & coping, communication styles, conflict resolution, interpersonal relationships, marriage/family, goal-setting/life-management, and career. This course is highly interactive, communicative, hands-on, and project-based; students interested in taking this course must have and utilize good time management /organizational skills. This course does not count as a science credit.

Advanced Biology

Credit: 1

Grade(s): 11, 12

Recommended Prerequisite: Biology and Chemistry

This course is for college-bound science students and employs an AP/College text and lab inquiries. The course involves advanced topics in cell physiology, microbiology, DNA science and biotechnology, evolutionary biology, comparative anatomy and physiology, pathology, and bioethical issues. Lab investigations to encourage problem solving and critical thinking skills are a major part of the course. This must be taken in two consecutive terms. Next Course: Bio-Med, Human Anatomy & Physiology, Forensics, Ecology & Field Biology, Earth Science, AP Biology*, AP Chemistry*, AP Environmental Science*, GLG100/101, AST100

Advanced Placement Biology*

Credit: 1

Grade(s): 11, 12

Recommended Prerequisites: Biology, Chemistry Algebra II and Chemistry teacher recommendation.

Students are REQUIRED to take the AP Exam to receive weighted credit for the course. AP Biology is designed to enable students to develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. Topics covered will include: Evolution, Cellular Processes, Genetics and Information Transfer. The AP Biology course covers topics typically found in a first-year college biology course and advances the student's understanding of concepts normally covered in high school biology. AP Biology is a course that is designed to prepare students for the AP exam which if passed may provide the opportunity for college credit.

Advanced Placement Chemistry*

Credit: 1

Grade(s): 11, 12

Prerequisites: Biology, Chemistry and Algebra II and teacher recommendation.

Students are REQUIRED to take the AP Exam to receive weighted credit for the course. AP Chemistry is designed to enable students to develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. The AP Chemistry course provides students with a foundation to support future advanced coursework in chemistry. Through inquiry-based learning, students develop critical thinking and reasoning skills. Students cultivate their understanding of chemistry and science practices as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. This course requires that 25 percent of the instructional time provides students with opportunities to engage in laboratory investigations. AP Chemistry is a course that is designed to prepare students for the AP exam which, if passed, may provide the opportunity for college credit.

Advanced Placement Environmental Science*

Credit: 1

Grade(s): 11, 12

Prerequisites: Biology, Chemistry, Algebra II, and teacher recommendation.

Students are REQUIRED to take the AP Exam to receive weighted credit for the course. The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science. It is intended to enable students to undertake, as first-year college students, a more advanced study of topics in environmental science. This course will provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. AP Environmental Science is a lab-based course that is designed to prepare students for the AP Exam, which if passed, may provide the opportunity for college credit.

Advanced Placement Physics I*

Credit: 1

Grade(s): 11, 12

Prerequisite: Biology/Biology Honors, Chemistry/Chemistry Honors, Algebra II and teacher recommendation.

Students are REQUIRED to take the AP Exam to receive weighted credit for the course. AP Physics 1 is the equivalent to a first-semester college course in algebra-based physics and prepares students to take the Advanced Placement – Physics 1 test. This AP level course is intended for the student who demonstrates exceptional mathematical and reasoning ability and is willing to be challenged to think critically. The course will move at a fast pace and students will be exposed to challenging levels of problems, assignments, and assessments. The course is designed to enable students to develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. The AP Physics course provides students with a foundation to support future advanced coursework in physics. Through inquiry-based learning, students develop critical thinking and reasoning skills. Students cultivate their understanding of physics and science practices as they explore topics such as: Newtonian mechanics (including rotational dynamics and angular momentum), work, energy, power, simple harmonic motion and fluids. AP Physics is a lab-based course that is designed to prepare students for the AP Exam, which if passed, may provide the opportunity for college credit.

Astronomy: AST 100

Credit: 0.5 YHS Credit,

3 Credits at Waubensee Community College

Grade(s): 11, 12

Recommended Prerequisites: Biology, Chemistry, successful completion of or concurrent enrollment in Algebra II.

This dual credit course with Waubensee Community College is offered to Yorkville High School students. Upon successful completion of the course, students will receive three credit hours on their college transcript with Waubensee Community College. This course is designed for college bound science students, employs college-based texts and laboratory inquiries, and is easily transferable for college general education science credit. Topics include earth and sky, the night sky and stellar observations, the structure and evolution of the solar system, the cycles of the sun and moon, stars and stellar evolution, galaxies, and the universe. These topics will be explored through lecture, laboratory activities, projects, and student investigations. Students should have a high interest in Earth and Space Sciences as well as the physical sciences. *Students must purchase the textbook required by Waubensee Community College and are responsible for the fees associated with this course.

Biology

Credit: 1

Grade(s): 9

Prerequisite: None

Biology is a survey course covering major topics in life science. This class uses a student-centered approach to explore scientific phenomena through the use of storylines. Storylines investigate the biological principles of scientific methodology, cells and cell processes, interacting systems, genetics, evolution and ecology. This class is a graduation requirement and a prerequisite for all future science courses. College-bound students and those interested in science related fields will use this course as a foundation for future science courses. Next Course suggestions, PLTW sequence, Chemistry, Chemistry Honors, Bio- Med, Human Anatomy & Physiology, Forensics, Earth Science

Biology Dual Language

Credit: 1

Grade(s): 9

Prerequisite: Completion of Dual Language courses in grade 8, Proficiency Exam, and/or teacher recommendation

Biology is a survey course covering major topics in life science. This class uses a student-centered approach to explore scientific phenomena through the use of storylines. Storylines investigate the biological principles of scientific methodology, cells and cell processes, interacting systems, genetics, evolution and ecology. This class is a graduation requirement and a prerequisite for all future science courses. This course will be conducted in mostly Spanish and students are expected to read, listen, speak, and write in Spanish. College-bound students and those interested in science-related fields will use this course as a foundation for future science courses. Next Course suggestions, PLTW sequence, Chemistry, Chemistry Honors, Bio- Med, Human Anatomy & Physiology, Forensics, Earth Science

Honors Biology*

Credit: 1

Grade(s): 9

Recommended Prerequisite: PSAT 8/9 reading scores, 8th grade teacher recommendation.

Biology Honors is an introductory biological science course for the academically motivated, college-bound student. The course content parallels the regular biology course but is presented at an accelerated pace and/or in greater depth. Honors Biology follows student-centered storylines and modeling approach and includes an in-depth look at the fundamental principles that explain the living world. Students should be critical thinkers with a good work ethic and high level of motivation. Next Course suggestions: Principles of Biomedical Science, Chemistry, Honors Chemistry Honors, Bio-Med, Human Anatomy & Physiology, Forensics, Earth Science

Bio-Med

Credit: 0.5

Grade(s): 10, 11, 12

Recommended Prerequisite: Biology

Bio-Med is designed for students interested in medical careers. This lab course includes topics such as medical terminology, anatomy, physiology, diagnostic medical tests, hospital function and corresponding lab work. Students need to be aware of the mature nature of the topics studied in Bio-Med. This course uses real videos, pictures and discussion of medical procedures, surgeries, and technologies. Next Course Suggestions: Chemistry, Advanced Biology, Human Anatomy & Physiology, Forensics, Advanced Biology

Chemistry

Credit: 1

Grade(s): 10, 11, 12

Recommended Prerequisite: Algebra I and Biology

Chemistry is the study of matter. The course includes units on scientific measurement, qualitative and quantitative analysis, atomic structure, properties and behavior of matter, and interactions of matter and energy. Special emphasis is placed on the development of laboratory skills, and stresses the use of logic and algebraic analysis. Students who have struggled in math and/or science are advised to take additional coursework prior to enrolling in Chemistry. The course is intended to prepare students for post-secondary science education. This must be taken in two consecutive terms. Next Course suggestions: Physics, Advanced Biology, Ecology & Field Biology, Earth Science, Bio-Med, Human Anatomy & Physiology, Forensics, AP Biology*, AP Environmental Science*, AP Physics 1*

Honors Chemistry*

Credit: 1

Grade(s): 10, 11, 12

Recommended Prerequisite: Algebra I and Biology; Biology teacher recommendation.

Honors Chemistry is a Mastery Based classroom where content is presented at an accelerated pace and greater depth. Students evaluate their understanding, spend time on areas of concern, ask questions that apply to their specific needs and adjust assessment dates within the allotted time frame to complete a Unit. Students will learn through video lectures, collaboration with peers, laboratory experiments, and real world application of concepts. Honors Chemistry will include the concepts of: chemistry as the central science; electrons and atomic structure; bonding and interactions; the mole and quantifying matter; matter and energy within chemical reactions, thermochemistry, equilibrium and acid/base reactions. Next Course: Physics, Advanced Biology, Bio-Med, Human Anatomy & Physiology, Forensics, Ecology & Field Biology, Earth Science, AP Biology*, AP Chemistry*, AP Environmental Science*, AP Physics 1*

Child Development

Credit: 0.5

Grade(s): 9, 10, 11, 12

Prerequisite: None

This course emphasizes learning experiences which help students gain an understanding of the intellectual, physical, social and emotional aspects of child development from conception through early childhood. Course content includes: managing and organizing child development by applying decision making and goal setting skills; promoting understanding by exploring physical, social, intellectual and emotional development; practicing health and safety standards for children; providing experiences which encourage children to maximize resources; and focusing on positive human relations skills in children. Observation of young children in various stages of development and researching developmental challenges is required. Exploration of the effects of gender, family, culture and society on child rearing is studied, as well as evaluation of family and career opportunities. This course does not count as a science credit. Next course: EDU 200/202, ECE

Clinical Experience in Education (EDU 202)

Credit: 0.5 YHS Credits,

3 Credits at Waubensee Community College

Grade(s): 11, 12

Recommended Prerequisite: Parenting, Child Development and Successful completion of EDU 200.

This is a Dual Credit Course with Waubensee Community College. This 45-hour documented clinical experience allows students considering a career in teaching to observe and interact with children and teachers in classroom settings. Focused on the subject and age category in which the students are planning to teach, the clinical experience is planned, guided, and evaluated by a cooperating teacher and the college instructor using various documented educational assignments. A weekly in-class seminar explores such topics as effective teaching methods, classroom management techniques, and learning styles, and assists students in assessing their commitment to teaching as a career.

*Students are responsible for the fees associated with this course.

This course does not count as a science credit.

Early Childhood Education (ECE)

Credit: 0.5

Grade(s): 10, 11, 12

Recommended Prerequisites: Child Development

This course provides students an opportunity to apply the information learned in Child Development. Working in an actual preschool lab setting, students are provided the chance to work with children ages 3.5 to 5 years. Students fulfill the role of "teacher" and are responsible for the planning, implementation, and evaluation of lessons. The purpose of this class is to apply skills gathered in child development in order to put into practice. Topics covered will include the developmental psychology of children, health and safety of children, managing childcare centers, and creating lesson plans. A six-week lab experience with preschoolers will give students an opportunity to observe and teach children. The Early Childhood Education Level 1 Credential will be completed throughout the course of the semester. This course does not count as a science credit. Next course: EDU 200/202

Earth Science

Credit: 1

Grade(s): 10, 11, 12

Recommended Prerequisite: Biology

Earth Science is designed as an upper level high school introductory course focusing on Earth systems. Students will be introduced to interactions between Earth's four spheres: geosphere, hydrosphere, atmosphere, and biosphere. Laboratory experiments and group activities will help students understand the abstract concepts and the driving forces behind the interactions that influence Earth's systems. Climate change and human impacts on the environment will be a focus. This course is intended to prepare students for post-secondary science education. Next Course suggestions: Chemistry, Bio-Med, Human Anatomy & Physiology, Forensics, Ecology & Field Biology, Advanced Biology, Physics

Ecology and Field Biology

Credit: 1

Grade(s): 11, 12

Recommended Prerequisite: Biology and Chemistry

Fieldwork and maintaining a field notebook is a required part of this course. This is a year-long course; students are expected to enroll in both semesters. Ecology & Field Biology is an upper level interdisciplinary biological science that investigates how nature works and how the various components of nature are interconnected. Students in this course will survey and analyze local ecosystems to learn about energy flow, the cycling of matter, organism interaction, and biodiversity. Students will also study human impact on natural ecosystems and look globally at environmental problems. Because of the nature of the course, students should be highly motivated, problem-solving thinkers who can use previously assimilated knowledge as a basis to build from and expand their understanding of their world. Self-direction and motivation is expected and encouraged. This course is designed for students wishing to learn more about Ecology and who are considering Natural Resources or environmental sciences as a possible course of study in college. Next Course: Earth Science, Advanced Biology, AP Environmental Science*, AP Biology*, AP Chemistry*

Foods 1

Credit: 0.5

Grade(s): 9, 10, 11, 12

Prerequisite: None

This course includes basic classroom and laboratory experiences needed to develop knowledge and understanding of basic food principles and applied nutrition for people of all ages. This course content centers around the following duty areas: promoting food service and preparation management using the decision-making process; prevention of food-borne illnesses; meeting basic needs by applying nutrition concepts; meeting health and safety needs in planning, preparing, and serving food; maximizing resources when planning/preparing/serving food; promoting hospitality in food practices; analyzing individual and family nutritional needs; kitchen math which includes proper measuring techniques and multiplying and dividing the recipes. This course does not count as a science credit. Next Course: Foods 2

Foods 2

Credit: 0.5

Grade(s): 9, 10, 11, 12

Recommended Prerequisite: Foods 1

In this second orientation level foods course, laboratory sessions are devoted to preparation of foods with specific characteristics such as vegetables and fruits, pastry, yeast breads, cakes and cake decorating and an introduction to foreign foods. This course provides an introduction to commercial food service, food preparation and management skills. This course will be offered as a blended course. Students will have the opportunity to earn the Food Handler's Certification. This course does not count as a science credit. Next Course: Foods 3

Foods 3

Credit: 0.5

Grade(s): 11, 12

Recommended Prerequisite: Foods 1 and Foods 2

In this upper level vocational training course, laboratory sessions are devoted to preparing more skilled and complicated recipes, learning and applying restaurant techniques. This course will also offer the student an understanding of how food relates to the history, geography, and climate of various regions of the United States. Students will research the culture and food customs of other countries and create menus and prepare meals while working in teams. Independent work within a team is emphasized as career preparation. Students will explore various career opportunities in the food service industry. This course does not count as a science credit.

Forensic Science

Credit: 0.5

Grade(s): 10, 11, 12

Recommended Prerequisite: Biology

Forensic Science is a lab based course where students will have hands-on experience in the growing forensics field. This course will integrate concepts from Biology, Physics, and Chemistry. Students interested in problem solving will be challenged with simulated crime scenes and factual case studies over the course of a semester. Laboratory techniques will be utilized and built upon throughout the program allowing students progressive insight into the scientific aspects of a crime scene. Topics include, but not limited to: ballistics, DNA fingerprinting, crime scene evidence collection, fingerprinting, blood splatter, toxicology, entomology, and death determination will be explored. This course is offered as blended only. Next Course: Chemistry, Bio-Med, Human Anatomy & Physiology, Advanced Biology

Geology: GLG 100/GLG 101

Credit: 0.5 YHS Credit,

4 Credits at Waubensee Community College

Grade(s): 11, 12

Recommended Prerequisites: Biology, Chemistry, and Algebra II (or concurrent enrollment)

This dual credit course with Waubensee Community College is offered to Yorkville High School students. Upon successful completion of the course, students will receive four credit hours on their college transcript with Waubensee Community College. This course is designed for college bound science students and employs college-based texts and laboratory inquiries, and is easily transferable for college general education science credit. Topics include earth structure, plate tectonics, minerals and rocks, geologic processes and environments including earthquakes, seismology, weathering, volcanoes, glaciers, surface water, oceans and streams, groundwater, paleontology and climate change, in addition to geologic history and time and the evolution of life. These topics will be explored through lecture, laboratory activities, projects, and student investigations. Students should have a high interest in Earth and Environmental Sciences as well as the physical sciences. *Students must purchase the textbook if required by Waubensee Community College and are responsible for the fees associated with this course.

Housing and Interior Design

Credit: 0.5

Grade(s): 10, 11, 12

Prerequisite: None

This course addresses selecting and planning living environments to meet the needs and wants of individuals and families. Topics include elements and principles of design related to interiors, housing and architecture, floor plans, accent creations, evaluating housing styles, creating functional, safe, and aesthetic spaces, furniture design, and related housing careers. This course is highly interactive, hands-on, and project based; students interested in taking this course must have and utilize good time management/organizational skills. This course does not count as a science credit.

Human Anatomy and Physiology

Credit: 0.5

Grade(s): 10, 11, 12

Recommended Prerequisite: Successful completion of Biology and Bio-Med

Students should complete Bio-Med BEFORE taking Human Anatomy and Physiology. Human Anatomy and Physiology will use an integrated approach to learning the technical terminology and processes of the human body systems. Diagnosing medical anomalies and using associated medical terminology will enhance and solidify this learning. Students should possess good reading comprehension skills and have an aptitude and interest in science/medicine. Students must be critical thinkers and be open to learning the language of medicine and the human body. This course is designed for those students planning to enter a medical or health-related college course of study.

Next Course: Forensics, Ecology & Field Biology, Earth Science, AP Biology*, AP Chemistry*, AP

Introduction to Education (EDU 200)

Credit: 0.5 YHS Credits, 3 Credits at Waubensee Community College

Grade(s): 11, 12

Recommended Prerequisite: Child Development

This is a Dual Credit Course with Waubensee Community College. This course provides an introduction to the profession of teaching in the context of the American educational system. The historical, philosophical, social and legal foundations of education are introduced, and ethical issues in a diverse society, the organizational structure of school systems and school governance are examined.

*Students are responsible for the fees associated with this course. This course does not count as a science credit.

Parenting

Credit: 0.5

Grade(s): 11, 12

Prerequisite: None

This course is designed to help students gain a more comprehensive view of the life, management skills, preparations, and accommodations that are involved with being a parent. In this course we will discuss various areas of family planning and growth; various facets of parenting situations/family systems theory will be examined. This includes concepts related to the physical, sociological, psychological, and economical aspects of the modern day families. This course is highly interactive, communicative, hands-on, and project-based; students interested in taking this course must have and utilize good time management/organizational and communication skills. This course does not count as a science credit.

Physics

Credit: 1

Grade(s): 11, 12

Recommended Prerequisite: Biology and Algebra II (or concurrent enrollment)

Physics is the study of motion, energy, and matter. This course includes such topics as energy, motion, gravity, forces, momentum collisions, light, sound, magnetism and electricity. Lab work will enable students to demonstrate the laws of physics. Students interested in technology driven careers such as engineering, electronics and computers would benefit from the course as well as any science related fields. This must be taken in two consecutive terms. The course is intended to prepare students for post-secondary science education. Next Course: Advanced Biology, Bio-Med, Human Anatomy & Physiology, Forensics, Ecology & Field Biology, Earth Science, AP Biology*, AP Chemistry*, AP Environmental Science*, AP Physics 1*

Project Lead The Way: Biomedical Science*

The rigorous and relevant four-course PLTW Biomedical Science sequence allows students to investigate the roles of biomedical professionals as they study the concepts of human medicine, physiology, genetics, microbiology, and public health. Students engage in activities like investigating the death of a fictional person to learn content in the context of real-world cases. They examine the structures and interactions of human body systems and explore the prevention, diagnosis, and treatment of disease, all while working collaboratively to understand and design solutions to the most pressing health challenges of today and the future. Each course in the Biomedical Science sequence builds on the skills and knowledge students gain in the preceding courses.

Course 1: Principles of Biomedical Science (PBS)*

Credit: 1.0

Grade(s): 9, 10, 11, 12

Recommended Prerequisites: Biology

In the rigorous and project-based Principles of Biomedical Science course, students are provided foundational knowledge and skills in fields such as biology, anatomy & physiology, genetics, microbiology, and epidemiology as well as engage students in how this content can be applied to real-world situations, cases, and problems.

Next course: HBS*

Course 2: Human Body Systems (HBS)*

Credit: 1.0

Grade(s): 10, 11, 12

Recommended Prerequisites: Biology and Principles of Biomedical Science. In the Human Body Systems course, students are exposed to a rigorous and project-based course that examines the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases, and often play the role of biomedical professionals to solve medical mysteries.

Next course: Medical Interventions*

Course 3: Medical Interventions*

Note: Not available until 2025-26

Credit: 1.0

Grade(s): 11, 12

Recommended Prerequisites: Biology, PBS, HBS

Medical Interventions (MI) allows students to investigate the variety of interventions involved in the prevention, diagnosis, and treatment of disease as they follow the lives of a fictitious family. A "How-To" manual for maintaining overall health and homeostasis in the body, the course will explore how to prevent and fight infection, how to screen and evaluate the code in our DNA, how to prevent, diagnose, and treat cancer, and how to prevail when the organs of the body begin to fail. Through these scenarios students will be exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Each family case scenario will introduce multiple types of interventions, reinforce concepts learned in the previous two courses, and present new content. Interventions may range from simple diagnostic tests to treatment of complex diseases and disorders. These interventions will be showcased across the generations of the family and will provide a look at the past, present, and future of biomedical science. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important role that scientific thinking and engineering design play in the development of interventions of the future.

Next course: Biomedical Innovation*

Course 4: Biomedical Innovation*

Note: Not available until 2026-27

Credit: 1.0

Grade(s): 12

Recommended Prerequisites: Biology, PBS, HBS and Medical Interventions

In this capstone course, students apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project and may work with a mentor or advisor from a university, hospital, physician's office, or industry. Throughout the course, students are expected to present their work to an adult audience that may include representatives from the local business and healthcare community.



Jory Regnier
Social Science Division Chair

Mrs. Regnier began her teaching career at Yorkville High School in 2008 after earning her Bachelor's Degree at Saint Xavier University. In 2012 she earned her Masters Degree in Educational Leadership from Aurora University. She spent 8 years teaching in the Social Studies Department before becoming the Chair of the Social Science Division.

In addition to her role as the Social Science Division Chair, Mrs. Regnier also is the Head Varsity Softball Coach, weight room supervisor and an avid Yorkville Foxes fan. Mrs. Regnier enjoys spending time with her two children and husband, who also works at YHS. During her free time she loves to participate in sporting events and travel to visit friends and family.



Scan the QR code to the left to watch a short video featuring Jory Regnier, Social Science Division Chair, talking about the Social Science curriculum.

Social Science Course List

Class Title	Grade Level	Recommended Prerequisite
Required Courses		
Consumer Management	10, 11, 12	None
United States History or AP United States History*	11	AP Human Geography is a recommended prerequisite if a student wants to take AP United States History in 10th grade. Teacher recommendation considered
Civics or AP United States Government and Politics*	12	AP United States History is a recommended prerequisite if a student wants to take AP United States Government and Politics in 11th grade. Teacher recommendation considered
Elective Courses		
World History	9	None
World History Honors*	9	8th grade teacher recommendation and PSAT 8/9 reading score will be considered in placement
AP Human Geography*	9, 10, 11, 12	Most recent social science teacher recommendation.
Business Management	9, 10, 11, 12	None
Computer Formatting & Applications I	9, 10, 11, 12	None
Entrepreneurship	9, 10, 11, 12	Introduction to Business
Fashion Marketing	9, 10, 11, 12	None
Introduction to Business	9, 10, 11, 12	None
Accounting	10, 11, 12	None
AP European History*	10, 11, 12	Most recent social science teacher recommendation.
Contemporary Global Studies	10, 11, 12	None
Marketing	10, 11, 12	None
Sociology	10, 11, 12	None
World Geography & Cultures	10, 11, 12	None
Advanced Accounting	11, 12	Accounting
AP Psychology*	11, 12	Most recent social science teacher recommendation.

The Social Science Division of Yorkville High School, through its collective curriculum, is committed to preparing students to become informed and active citizens within the global community. Through course content students will be exposed to the skills and competencies that they will need to be successful in life after high school, with the goal of developing students that are college and career ready. Students will engage in countless opportunities to critically think, discuss, research, hypothesize, debate and challenge topics in the fields of business, economics, geography, history, political science, psychology, and sociology, in order to foster awareness of and appreciation for multiple viewpoints.

Blended Course Offerings:

- Civics
- Consumer Management
- Entrepreneurship
- Project Management
- Accounting
- Advanced Accounting

Online Course Offerings:

- Consumer Management

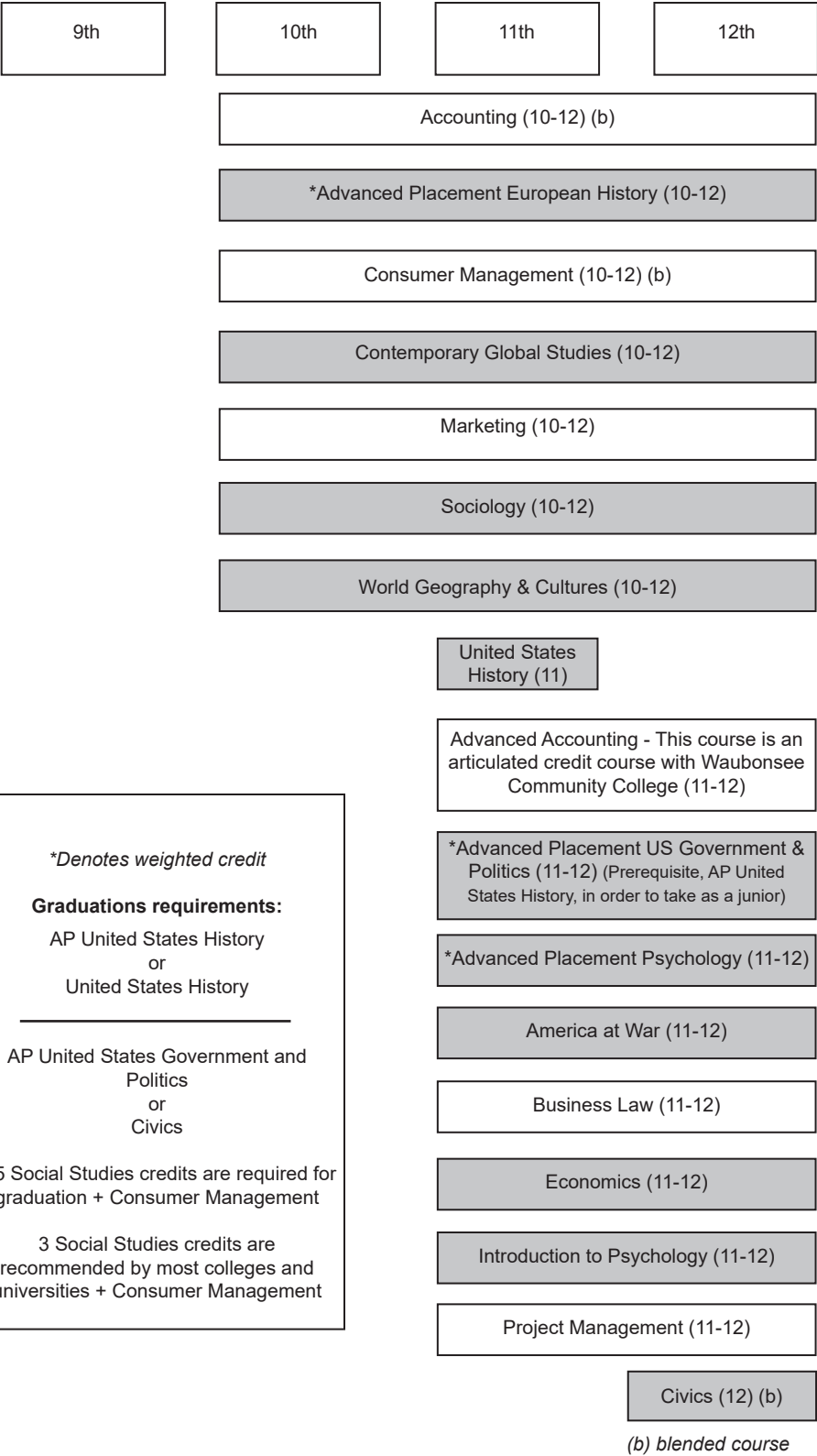
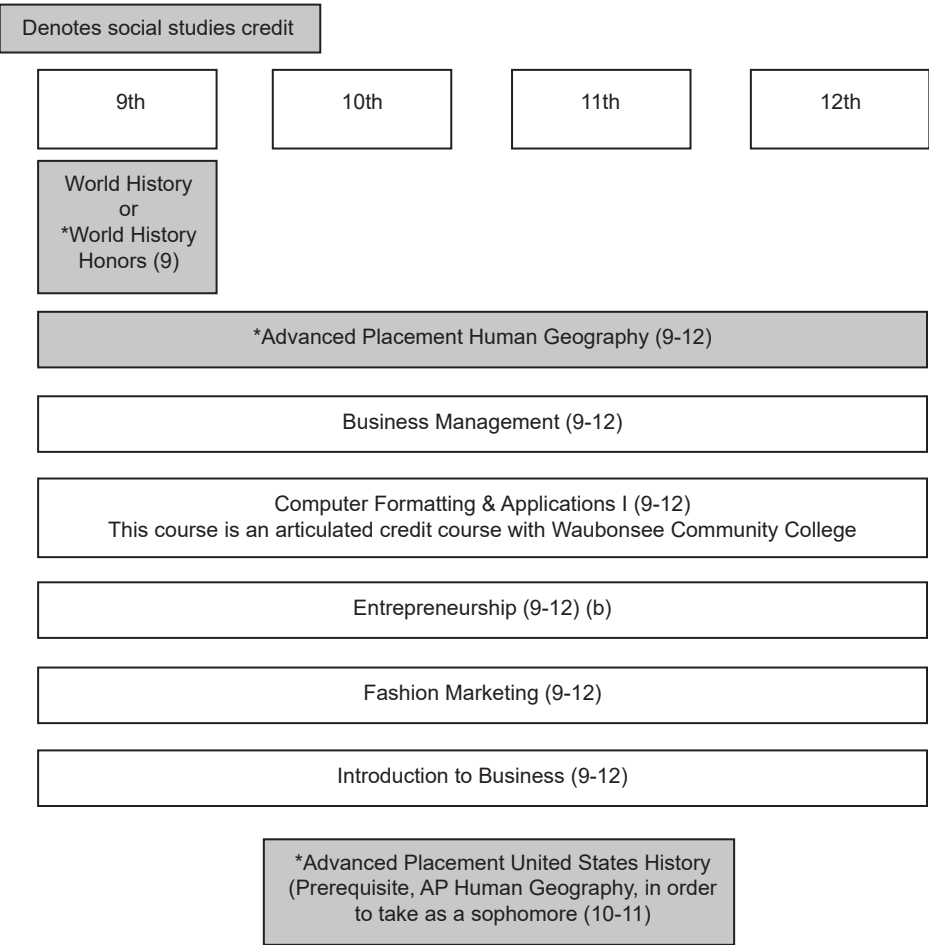


Social Science Course List (Cont.)

Class Title	Grade Level	Recommended Prerequisite
Elective Courses		
America at War	11, 12	Enrolled in or completed U.S. History
Business Law	11, 12	None
Economics	11, 12	None
Introduction to Psychology	11, 12	None
Project Management	11, 12	Introduction to Business or Business Management

*denotes honors credit

Social Science Course Sequencing



Accounting

Credit: 1

Grade(s): 10, 11, 12

Recommended Prerequisite: None

This course will cover the accounting procedures and various steps in the accounting cycle for a service business organized as a proprietorship and a merchandising business organized as a corporation. Students will learn how to analyze and record business transactions and then create and analyze financial statements. Students will also complete a simulation packet for a business using actual source documents, journals and ledgers. Students interested in any business career, including but not limited to Accounting, should enroll in this course. This course does not count towards the 2.5 Social Studies credits needed for graduation. This course will also have blended options.

Next Course: Advanced Accounting

Advanced Accounting

Credit: 1

Grade(s): 11, 12

Recommended Prerequisite: Accounting

This course is an articulated credit course with Waubensee Community College. This course will serve as a continuation of the first year Accounting course. The students will further develop the ability to record transactions for a departmentalized merchandising business. Additional topics including accounting for uncollectible accounts, inventory valuation, plant assets and depreciation, notes receivable, notes payable, accrued revenue and expenses, and corporate accounting transactions will be covered in this course. In addition, students will be preparing financial statements and analyzing accounts using financial ratios. Students will complete two simulation packets for businesses using actual source documents, journals and ledgers. This course does not count towards the 2.5 Social Studies credits needed for graduation. This course will also have blended options.

Advanced Placement European History*

Credit: 1

Grade(s): 10, 11, 12

Recommended Prerequisite: Most recent social science teacher recommendation. Students are REQUIRED to take the AP Exam to receive weighted credit for the course. Students must also earn a 'C' or better to earn weighted credit for the course. The AP European History course focuses on developing student's understanding of European history from approximately 1450 to the present. The course has students investigate the content of European history for significant events, individuals, developments, and processes in four historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, identifying causes and effects, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides several themes (interaction of Europe and the world, economic and commercial developments, cultural and intellectual developments, states and other institutions of power, social organization and development, national and European identity, and technological and scientific development) that students explore throughout the year in order to make connections among historical developments in different times and places. Next Course: AP US History* or AP Psychology*

Advanced Placement Human Geography*

Credit: 1

Grade(s): 9, 10, 11, 12

Recommended Prerequisite: Most recent social science teacher recommendation. Students are REQUIRED to take the AP Exam to receive weighted credit for the course. Students must also earn a 'C' or better to earn weighted credit for the course. The purpose of the AP course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the 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. Next Course: AP European History* or AP US History*

Advanced Placement Psychology

Credit: 1

Grade(s): 11, 12

Recommended Prerequisite: Recommendation from the most recent social science teacher. Students are REQUIRED to take the AP Exam to receive weighted credit for the course. Students must also earn a 'C' or better to earn weighted credit for the course. This course is designed to introduce students to the systematic and scientific study of the behavior and mental process of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with major subfields within Psychology. Attention is given to the ethics and methods utilized by psychologists in their science and practice, as well as the development of critical thinking skills. The course will allow students to pursue special interests in psychology through projects, activities, classroom presentations, and exposure to the psychological community. This is a challenging course and requires high levels of motivation, study skills, critical analysis, communication, and tolerance.

Advanced Placement United States Government and Politics

Credit: 1

Grade(s): 11, 12

Recommended Prerequisite: US History teacher recommendation, AP United States History is a recommended prerequisite for 11th grade students only. Students are REQUIRED to take the AP Exam to receive weighted credit for the course. Students must also earn a 'C' or better to earn weighted credit for the course. The course work focuses on advanced thinking and writing skills. It requires familiarity with the various institutions, groups, beliefs, and ideas that make up the United States political landscape. The focus of the course will be on the Constitutional underpinnings of the U.S. Government, political beliefs and behaviors of political parties and interest groups, institutions and policy processes of national government, and civil rights and civil liberties. This course fulfills the Civics graduation requirement.

Advanced Placement United States History

Credit: 1

Grade(s): 10, 11

Recommended Prerequisite: Recommendation from the most recent social science teacher. AP Human Geography is a recommended prerequisite for 10th grade students only. Students are REQUIRED to take the AP Exam to receive weighted credit for the course. Students must also earn a 'C' or better to earn weighted credit for the course. This is a reading and writing intensive course. An important objective of the course is to prepare students for the AP American History Examination. Students will learn how to read, analyze, interpret, and reflect on historical documents from throughout American History, as this course covers our history in greater depth. There will be an emphasis on writing essays throughout this course. This course satisfies the U.S. History graduation requirement. Next Course: AP United States Government and Politics*, AP European History* or AP Psychology*

America at War

Credit: 0.5

Grade(s): 11, 12

Recommended Prerequisite: Successful completion of or enrollment in U.S. History. America at War is a survey of United States military history from 1775 through World War I. America at War is a survey of United States military history and the interaction between society and military institutions, technology and techniques, from 1775 to World War I. The course will acquaint students with the historical, technological, political, social, economic and cultural impact of the military in American History through lectures, readings, discussions, and films. The course will focus on such questions as how changing "styles" of warfare, the composition of the military establishment (militias, citizen armies, paid professionals, mercenaries), and transformations in military technology, have influenced government and society. Conversely, it will also investigate how political and societal changes have influenced the nature of warfare in American and world history.

Business Law

Credit: 0.5

Grade(s): 11, 12

Prerequisite: None

This course provides a thorough introduction to business law for students interested in pursuing a career in the business field. The course will cover various aspects of business and law, including the sources of our laws, the court system, and criminal and civil law. In addition, it will cover the fundamentals of contract law, including the requirements of contracts, contractual obligations and their enforcement. Students interested in any business or legal careers should enroll in this course. This course does not count towards the 2.5 Social Studies credits needed for graduation.

Business Management

Credit: 0.5

Grade(s): 9, 10, 11, 12

Prerequisite: None

This course will introduce students to the nature and purpose of business and develop their knowledge and skills for managing a business. Course topics will include the various aspects of management, ethics and social responsibility, decision-making and communication skills, motivation and leadership skills, and managing conflict and stress in the workplace. This course does not count towards the 2.5 Social Studies credits needed for graduation.

Civics

Credit: 0.5

Grade(s): 12

Prerequisite: None

In this course students will learn about the founding of the United States Government and the democratic process at the local, state, and federal levels. Throughout the semester, students will learn how to become active citizens in our democracy by participating in classroom activities and events outside of school in the surrounding community. Students will be required to complete and pass the Service Learning Project as part of the graduation requirement. In their studies they will learn about the origins of government, different government systems, voting and elections, offices, and functions of our government. This course is also offered in a blended format. This course is required for graduation.

Computer Formatting and Applications

Credit: 0.5

Grade(s): 9, 10, 11, 12

Prerequisite: None

This is an articulated credit course with Waubensee Community College. Working with a word processor, an electronic spreadsheet and presentation software has become standard in many jobs today and at most levels of education. While using Google Docs, Sheets, Slides and/or Microsoft Word, Excel and PowerPoint, this course teaches students the basic skills of all three including: creating formulas; using functions in spreadsheets; formatting letters, reports and newsletters; and creating professional presentations. This course is designed to educate students for the "real world" and to increase student success in their core classes by teaching the proper techniques needed for these platforms. This course does not count towards the 2.5 Social Studies credits needed for graduation. Next Course: AP Computer Science Principles

Consumer Management

Credit: 0.5

Grade(s): 10, 11, 12

Recommended Prerequisite: None

This course provides students with the necessary knowledge to be responsible consumers in a free market economy. This course will cover the following primary topics: career decisions, pay and taxes, budgets and banking, credit management, and investing and consumer responsibilities. Students will complete a career project, checking account simulation, and other consumer related activities. Students will complete a career project, checking account simulation, and other consumer related activities. They will also create a cover letter and resume. This course does not count towards the 2.5 Social Studies credits needed for graduation. This course will also have blended and online options. This course is required for graduation.

Contemporary Global Studies

Credit: 0.5

Grade(s): 10, 11, 12

Prerequisite: None

Contemporary Global Studies is an elective course that focuses on local, national, and international issues that affect students' lives. Course topics are broad and ever changing along with the world we live in, but there is a focus on media literacy, economics and demographics, government/politics, conflict, and social issues. This course uses a variety of multimedia sources to support class discussion. Students will participate in group and individual projects/presentations and will engage with primary source materials. Students who take this class must be prepared to work independently and in small groups. This course will allow students to foster an understanding of the increasingly interconnected world in its current time and place.

Economics

Credit: 0.5

Grade(s): 11, 12

Prerequisite: None

This course investigates the principles that drive decision-makers, both consumers and producers, in our national and global marketplaces. Students specifically examine the major components of the US economic system, such as opportunity costs, trade-offs, production and consumption practices, money and banking, savings and investment, personal finance, business management and labor, business cycles, and economic relationships between nations. The study of Economics helps prepare students to make rational economic choices both in their own lives and in their participation in policy decisions as citizens of a city, state, nation, and the world. Learning is enhanced through the study of current events, economic simulations, and class activities.

Entrepreneurship

Credit: 0.5

Grade(s): 9, 10, 11, 12

Prerequisite: Introduction to Business

Entrepreneurship takes concepts learned in Introduction to Business and applies them from the perspective of an entrepreneur. Students will learn how to identify business opportunities as well as how to start and manage a business. Students will be expected to produce, market and sell their products or services. They will identify their target market, frame their value proposition, and devise a pitch to appeal to potential customers. Students will learn how to record key financial transactions to produce basic financial statements. Students will create a professional business plan to reflect all aspects of running a business including marketing, distribution, store location and physical layout, inventory tracking, and human resources. They will determine the best form of legal ownership, analyze the economic environment within which their business operates, and consider ethical dilemmas involved in running a business. Students will work collaboratively as they problem-solve and apply real-life business strategies and analysis. This course does not count towards the 2.5 Social Studies credits needed for graduation. This course will also have blended options.

Fashion Marketing

Credit: 0.5

Grade(s): 9, 10, 11, 12

Prerequisite: None

This course is designed to enhance the students' knowledge of the global fashion industry. It is intended for students interested in the fields of fashion, retailing and visual merchandising. This course will serve to complement other Family and Consumer Science courses as well as Business courses the student may take in high school or college. A wide variety of active learning projects are included throughout the curriculum to strengthen the students' understanding of the fashion industry. As a marketing class, students will present and share their project findings. This course is highly interactive, communicative, hands-on, and project-based; students interested in taking this course must have and utilize good time management/organizational and communication skills. This course does not count as a science credit.

Introduction to Business

Credit: 0.5

Grade(s): 9, 10, 11, 12

Prerequisite: None

Introduction to Business is a foundational level course for students to study business-related areas such as finance, accounting, marketing, management and human resources. Students will have the opportunity to invest in stocks and bonds, understand financial statements, create campaign ads, and understand human resources from hiring to firing. Students will also study basic economic concepts. Students will be exposed to business math, including return on investment, profit calculations, and cost of investments. Students will learn business vocabulary and will acquire knowledge and skills necessary to be successful in business. This course does not count towards the 2.5 Social Studies credits needed for graduation. Next Course: Entrepreneurship, Project Management

Introduction to Psychology

Credit: 0.5

Grade(s): 11, 12

Prerequisite: None

This introductory course is designed to help students analyze the behavioral and mental processes of human beings. Studying psychology will help students understand contemporary psychological perspectives, psychological research, biology and behavior, human growth and brain development, learning, mental wellness and illness. In addition to the content of psychology, students will consider psychological issues that face our society. Basic areas to be covered include psychological theory and experimentation, personality and development, biological/neurological basis for behavior and thinking, behavior in a social and cultural context, emotions/stress, motives, and psychological disorders and their related therapies. Next Course: AP Psychology*

Marketing

Credit: 0.5

Grade(s): 10, 11, 12

Prerequisite: None

Marketing is a foundation course to broaden students' knowledge of the business world. Included in this course will be understanding what marketing is and how it works, the role of wholesalers, and how prices and competition affect our businesses. This is an important foundational class for students interested in a business career. This is a good background class to take for anyone in the business area. After taking this course, students will have a better understanding of the effort and time involved in the development and distribution of a product. Areas involved with a product such as the research, advertising, promotion and selling will be studied. This course does not count towards the 2.5 Social Studies credits needed for graduation.

Project Management

Credit: 0.5

Grade(s): 11, 12

Prerequisite: Introduction to Business or Business Management.

This course focuses on the basic principles of project management, including concepts from the initiating, planning, executing, monitoring and controlling, and closing process groups. Students will be introduced to fundamentals from the ten project management knowledge areas: integration, scope, time, cost, quality, human resources, communications, risk, procurement, and stakeholder management. This course does not count towards the 2.5 Social Studies credits needed for graduation. This course will also have blended options.

Sociology

Credit: 0.5

Grade(s): 10, 11, 12

Prerequisite: None

Sociology is an introductory course in the field of social science. This course establishes criteria for analyzing social problems and the organization of social institutions, as well as the study of human behavior in the group setting. Students will gain a better understanding of their role in society and how improvements in social conditions can be made. Other topics include the contributions of the early sociologists, cultural diversity, social and cultural change over time, social values and roles, social deviance, and relevant social issues.

United States History

Credit: 1

Grade(s): 11

Prerequisite: None

Students in United States History study the major political, social, economic, and military events that have shaped this nation. The course covers material from the Civil War through the modern era. The course does not merely trace these events, but is a study to determine the reason for the significance of such events throughout our nation's history. This course emphasizes the nation's successes and failures to demonstrate to our students the need for positive participation in our democracy as well as a global knowledge of our position in the world. There is an emphasis on relating these events to our world today. This course is required for graduation. Next Course: Civics or AP United States Government and Politics*

World Geography and Cultures

Credit: 1

Grade(s): 10, 11, 12

Prerequisite: None

In World Geography and Cultures, students will use inquiry-based methods to analyze the geography, culture, economy, and politics in several major world regions: Latin America, Africa, Asia, and Eastern Europe. The focus of the course is to discover the shaping factors of contemporary societies. Students will develop a knowledge of and appreciation for the contributions of the many cultures to our global society today. In addition, the course will include skill development in the areas of reading, writing, communication and research. Next Course: United States History or AP United States History*

World History

Credit: 1

Grade(s): 9

Prerequisite: None

World History is a thematic history course that focuses on historical content from various parts of the world as well as the development of contemporary inquiry skills. Throughout this course, students will investigate the impact the environment and historical events have played in various civilizations. This course will show students how the study of human civilizations can be examined through religious, social, cultural, geographic, economic, and political lenses. The aim of the curriculum is twofold: to help students understand the complex world in which they live by developing insights into the thoughts and feelings of people within their own civilization and help them relate the past to the present and future.

Next Course: World Geography & Cultures, AP Human Geography*, or AP European History

World History Honors*

Credit: 1

Grade(s): 9

Prerequisite: 8th grade teacher recommendation and PSAT 8/9 reading score will be considered in placement. World History Honors is a history course that will cover the study of human civilizations through the examination of various religious, social, cultural, geographic, economic, and political lenses. Material in this course is presented thematically, offering students a chance to make historical and contemporary connections between various civilizations. This course will extend learning by challenging the students to analyze, evaluate, and assess historical concepts, in addition to developing their contemporary inquiry skills. The intention of this course is to prepare students for future AP coursework through document analysis, AP writing, and in-depth discussions.

Next Course: AP Human Geography* or AP European History*





Jeannine Pacetti

Student Support Services
Division Chair

Prior to her position as Division Chair for Student Support Services at Yorkville High School, Mrs. Pacetti served as a school counselor (2 years). Mrs. Pacetti spent her prior professional career in a variety of education and healthcare settings where she utilized her state licensure(s) as a teacher, professional counselor, and registered dietitian. Mrs. Pacetti holds two Master degrees, attending Aurora and Northern Illinois University, where she earned her Master of Arts in educational leadership and counseling, respectively.

Mrs. Pacetti graduated with a Bachelor of Science in family and consumer sciences from Illinois State University, plus post-graduate work at Loyola University Chicago. Mrs. Pacetti and her husband have one child, a Yorkville High School graduate, and resides in Yorkville.



Scan the QR code to the left to watch a short video featuring Jeannine Pacetti, Student Support Services Division Chair talking about the Student Support Services curriculum.

Student Support Services Course List

Class Title	Grade Level	Prerequisite
Advisory	9, 10, 11, 12	None
Field Experience	11, 12	Completion of application process
I.C.E. Class	11, 12	Age 16, application and interview
I.C.E. on the Job	11, 12	Age 16

Student Support Services is comprised of school counselors, deans, school social workers, school psychologists, school nurses, and Rtl team members. This group of educational and mental health professionals work with students, staff, family, and the community in order to support the personal and academic goals of all students.

Blended Course Offerings for Student Support Services:

- I.C.E Class (blended only)

Advisory

Credit: None

Grade(s): 9, 10, 11, 12

Advisory is designed to enable all Yorkville High School students the opportunity to access services to ensure success throughout high school. The intent of the Advisory period is to increase student-to-teacher connection and to provide supportive services to our students through a developmental academic and socio-emotional curriculum. All students will be enrolled in Advisory. Advisory will meet 2 times per week and assist a student in obtaining academic, social, and emotional success in high school. Advisory is non-credit bearing.

Field Experience

Credit: 0.5 per semester (can be repeated)

Grade(s): 11, 12

Prerequisite: Students must be 16 and complete the application process. The Field Experience Program will provide students with the opportunity to prepare for career success outside high school through personalized, realistic learning experiences. Students will gain valuable work experience in an area of their interest, create a network of contacts, and learn valuable, transferable, self-management, and job-related skills while earning school credit towards graduation. This unique program allows for supervised field experience which will help students with post-secondary decision making and successful matriculation into student's postsecondary experience.

I.C.E. Class (Interrelated Cooperative Education)

Credit: 0.5 per semester (can be repeated)

Grade(s): 11, 12

Recommended Prerequisite: Student must be 16, complete an application & interview prior to enrolling in the course. Students must concurrently enroll in I.C.E. On The Job. Interrelated Cooperative Education targets two groups of students: students who are undecided about a career path and who would benefit from a work based experience in the community, and students who have a career plan and would like to explore their options in a field relating to Business, Family and Consumer Science, Trade and Industrial Technology, Health, or Agriculture. I.C.E. Class provides instruction in a variety of areas: developing career awareness and related skills necessary to make viable career choices; interpersonal, teamwork, and leadership skills; and good employee skills. This will only be offered as a blended course.

I.C.E. on the Job

Credit: 0.5 per semester (can be repeated)

Grade(s): 11, 12

Recommended Prerequisite: Student must be 16, complete an application & interview prior to enrolling in the course. This class is taken concurrently with "I.C.E. Class". It permits seniors and juniors to earn money and gain valuable experiences through coordinator approved related occupations (jobs). Students must work outside of school working a minimum of 15 hours per week. Students with enough credits may be dismissed early to go to work.





Tara Olsen

Art, World Language, and EL
Division Chair

Mrs. Olsen began her teaching career at Yorkville High School in 2019, however has been teaching since 2001. Over the years, she has taught Spanish levels I-III honors and has sponsored the Student Council, the school pep club, and the Spanish Club. In addition to her role as the Division Chair for Art, World Language, and EL, Mrs. Olsen is the current sponsor for the Spanish club at YHS, oversees Hispanic Heritage month activities, and coordinates testing for the Seal of Biliteracy and EL Access testing.

Mrs. Olsen earned her bachelor's degree from Illinois State University in Secondary Spanish Education, her Master's in Curriculum and Instruction from Olivet Nazarene University, and her EL certification from the University of St. Francis. Outside of school, Mrs. Olsen loves spending time with her husband and 2 kids.

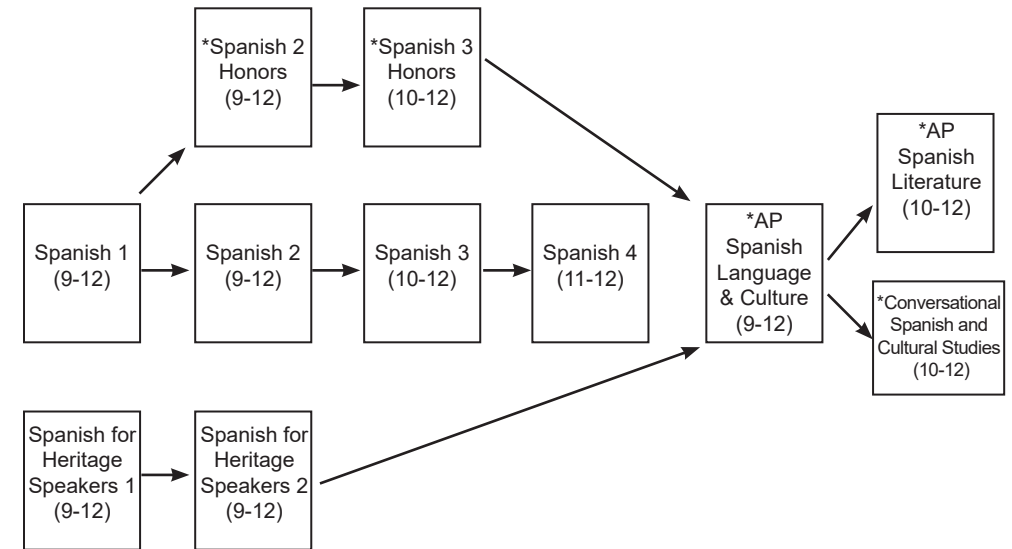


Scan the QR code to the left to watch a short video featuring Tara Olsen, Art, World Language, and EL Division Chair, talking about the Art curriculum.

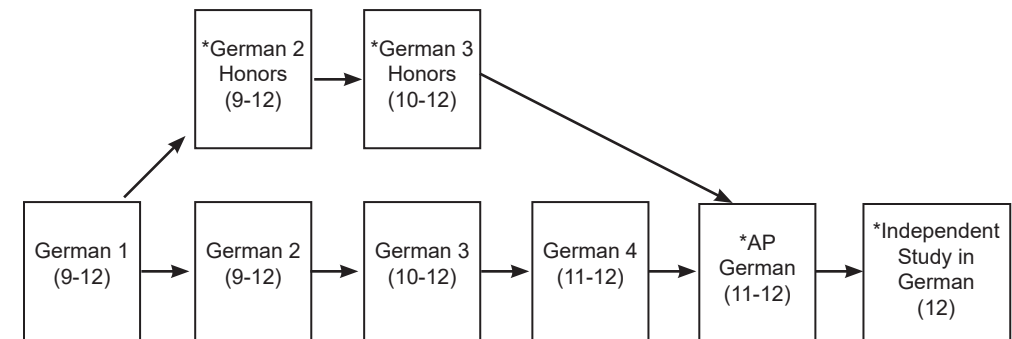
World Languages Course List

Class Title	Grade Level	Recommended Prerequisite
German I	9, 10, 11, 12	None
German II	9, 10, 11, 12	German I
German II Honors*	9, 10, 11, 12	German I; teacher recommendation
German III	10, 11, 12	German II
German III Honors*	10, 11, 12	German II Honors or German II; teacher recommendation
German IV	11, 12	German III or German III Honors
AP German *	11, 12	German III, German III Honors or German 4; teacher recommendation
German V/Independent Study	12	German IV or AP German; teacher recommendation
Spanish I	9, 10, 11, 12	None
Spanish II	9, 10, 11, 12	Spanish I
Spanish II Honors*	9, 10, 11, 12	Spanish I; teacher recommendation
Spanish III	10, 11, 12	Spanish II
Spanish III Honors*	10, 11, 12	Spanish II Honors or Spanish II; teacher recommendation
Spanish IV	11, 12	Spanish III, Spanish III Honors, or Spanish for Heritage Speakers II
AP Spanish Language and Culture*	9, 10, 11, 12	Spanish III/Spanish III Honors, Spanish IV, Spanish for Heritage Speakers II, or Dual Language program; teacher recommendation
AP Spanish Literature*	10, 11, 12	AP Spanish Language & Culture
Conversational Spanish and Cultural Studies*	10, 11, 12	AP Spanish Language & Culture
Spanish for Heritage Speakers I	9, 10, 11, 12	Teacher recommendation or Proficiency Exam
Spanish for Heritage Speakers II	9, 10, 11, 12	Heritage I or placement based on Proficiency Exam

World Languages Course Sequencing



**denotes weighted grade*



Learning another language prepares students to be global citizens and creates opportunities for exploration of the world at large. World Language courses focus on building communication skills via reading, writing, speaking, and listening. While students learn vocabulary, grammar and language structure, the focus is on learning to communicate in the language in various situations. Courses at each level incorporate cultural traditions and modern practices. Because language is a skill learned over time, a student should earn a C or better in the previous class to be sufficiently prepared for the next level of language instruction.

German I

Credit: 1

Grade(s): 9, 10, 11, 12

Prerequisite: None

German I students will have the opportunity to learn basic expressions used in common everyday situations. Practice in communication via listening, speaking, reading and writing will be emphasized. The students will be exposed to contemporary life in German-speaking countries, which makes the culture more meaningful and alive. Next Course: German II or German II Honors with Teacher Recommendation

German II

Credit: 1

Grade(s): 9, 10, 11, 12

Prerequisite: German I

German II students will review and add to their proficiency in communication in the four basic skills learned in German I: listening, speaking, reading and writing. Students will increase their knowledge and appreciation of the diverse cultures in German-speaking countries. Students will have opportunities to apply their skills and to develop proficiency for use in authentic German situations. Next Course: German III or German III Honors with Teacher Recommendation

German II Honors*

Credit: 1

Grade(s): 9, 10, 11, 12

Prerequisite: German I and teacher recommendation

German II Honors students will review and increase their proficiency in the four basic skills, listening, speaking, reading and writing. Students will further deepen their knowledge and appreciation of the diverse cultures in German-speaking countries. Students will have opportunities to apply their skills in greater depth and to develop proficiency for use in authentic German situations. At the honors level, grammatical concepts and vocabulary usage are explored in greater depth, which means the overall pace is accelerated. In addition, students are expected to produce more language with higher accuracy and complexity. Next Course: German III Honors*

German III

Credit: 1

Grade(s): 10, 11, 12

Prerequisite: German II

German III students will review and continue the concepts begun in German I and German II. Communication via reading, writing, listening, and speaking skills will also be practiced further in each thematic unit. Students will work with authentic materials, build their critical thinking skills, and further their ability to express their own ideas. German culture and current topics of interest will be studied throughout the year through discussion, readings and online sources. Students will be encouraged to use German in the classroom. Next Course: German IV or AP German with Teacher Recommendation*

German III Honors*

Credit: 1

Grade(s): 10, 11, 12

Prerequisite: German II Honors* or German II and teacher recommendation

German III Honors students will review and continue the concepts begun in prior levels at an accelerated pace. Communication via reading, writing, listening, and speaking skills will also be practiced further in each thematic unit and increased complexity will be encouraged. German culture and current topics of interest will be studied throughout the year through discussion, readings and online sources. Students will work with authentic materials, build their critical thinking skills, and further their ability to express their own ideas. Students will be encouraged to use German in the classroom. At the honors level, grammatical concepts and vocabulary usage are explored in greater depth, which means the overall pace is accelerated. In addition, students are expected to produce more language with higher accuracy and complexity. German III Honors is designed as a pre-AP preparation course. Next Course: AP German

German IV

Credit: 1

Grade(s): 11, 12

Prerequisite: German III or German III Honors

German IV students will continue to develop communication skills learned in earlier levels. Students will study topical issues and the culture of the German-speaking world which will offer the opportunity to explore cross-curricular and global topics. Extended conversation will be emphasized. Students are expected to use German in the classroom. Next Course: AP German

Advanced Placement German*

Credit: 1

Grade(s): 11, 12

Prerequisite: German III Honors or German IV and teacher recommendation

Students are REQUIRED to take the AP Exam to receive weighted credit for the course. AP German Language is a college-level class offered in high school. Students will apply interpersonal, interpretive, and presentational modes of communication in authentic situations. Students will view culture within contemporary and historical contexts. An appreciation and awareness of products, practices, and perspectives associated with German speaking cultures are developed. The course work requires advanced critical thinking, analysis and applied language skills while employing advanced reading, writing, listening, speaking, vocabulary, and grammar skills. Students will prepare for, and are expected to take, the AP exam in the spring. Next Course: German V

German V:

Advanced Independent Study of German

Credit: 1

Grade(s): 11, 12

Prerequisite: German IV or AP German* recommendation of the teacher. This course may be completed independently depending on enrollment and approval of the instructor. Students will use German to research and discuss topics of current and historical interest. Students will continue to develop their skills in writing, reading, speaking, and listening, and improve their knowledge of German-speaking countries and their place in the world. Students are expected to use German in the classroom.

Spanish I

Credit: 1

Grade(s): 9, 10, 11, 12

Prerequisite: None

Spanish I students will have the opportunity to learn basic expressions used in common everyday situations. Practice in communication via listening, speaking, reading and writing will be emphasized. The students will be exposed to contemporary life in Spanish-speaking countries, which makes the culture meaningful and alive. Next Course: Spanish II or Spanish II Honors with Teacher Recommendation

Spanish II

Credit: 1

Grade(s): 9, 10, 11, 12

Prerequisite: Spanish I

Spanish II introduces and expands intermediate grammatical points, vocabulary and common expressions. The course builds upon first year content and further develops communication skills in reading, writing, speaking, and listening. The content explores the cultures of various Spanish-speaking countries and prepares students to use Spanish in authentic situations. Next Course: Spanish III or Spanish III Honors with Teacher Recommendation

Spanish II Honors*

Credit: 1

Grade(s): 9, 10, 11, 12

Prerequisite: Spanish I with teacher recommendation.

Spanish II Honors introduces and expands intermediate grammatical points, vocabulary and common expressions. The course builds upon first year content and further develops communication skills in reading, writing, speaking, and listening. The content explores the cultures of various Spanish-speaking countries and prepares students to use Spanish in authentic situations. At the honors level, grammatical concepts and vocabulary usage are explored in greater depth, which means the overall pace is accelerated. In addition, students are expected to produce more language with higher accuracy and complexity. Next Course: Spanish III Honors

Spanish III

Credit: 1
Grade(s): 10, 11, 12
Prerequisite: Spanish II
Spanish III continues to build students' communication skills and language complexity via reading, writing, speaking, and listening. Students will be introduced to and expand advanced grammatical points, vocabulary, and common expressions while learning more about the culture and history of Spanish-speaking countries. The students will apply their language skills and cultural knowledge to authentic situations. This level focuses on producing original thoughts and more elaborate responses. Next Course: Spanish IV

Spanish III Honors*

Credit: 1
Grade(s): 10, 11, 12
Prerequisite: Spanish II Honors* or Spanish II with teacher recommendation
Spanish III Honors continues to build students' communication skills and language complexity via reading, writing, speaking, and listening. Students will be introduced to and expand advanced grammatical points, vocabulary, and common expressions while learning more about the culture and history of Spanish-speaking countries. The students will apply their language skills and cultural knowledge to authentic situations. This level focuses on producing original thoughts and more elaborate responses. At the honors level, grammatical concepts and vocabulary usage are explored in greater depth, which means the overall pace is accelerated. In addition, students are expected to produce more language with higher accuracy and complexity. Next Course: Spanish IV or AP Spanish with teacher recommendation

Spanish IV

Credit: 1
Grade(s): 11, 12
Prerequisite: Spanish III or Spanish III Honors*
Spanish IV students will continue to develop communication skills learned in earlier levels. Students will study topical issues and the culture of the Spanish-speaking world which will offer the opportunity to explore cross-curricular and global topics. Extended conversation will be emphasized. Students are expected to use Spanish in the classroom. Next Course: AP Spanish

Advanced Placement Spanish Language and Culture*

Credit: 1
Grade(s): 9, 10, 11, 12
Prerequisite: Spanish III Honors*, Spanish IV, or Heritage 2 and teacher recommendation. Students are REQUIRED to take the AP Exam to receive weighted credit for the course. AP Spanish Language & Culture is a college-level class offered in high school. Students will apply interpersonal, interpretive, and presentational modes of communication in authentic situations. Students will view culture within contemporary and historical contexts. An appreciation and awareness of products, practices, and perspectives associated with Spanish speaking cultures are developed. The course work requires advanced critical thinking, analysis and applied language skills while employing advanced reading, writing, listening, speaking, vocabulary, and grammar skills. Students will prepare for, and are expected to take, the AP exam in the spring.

Advanced Placement Spanish Literature*

Credit: 1
Grade(s): 10, 11, 12
Prerequisite: AP Spanish Language & Culture
Students are REQUIRED to take the AP Exam to receive weighted credit for the course. AP Spanish Literature is a college-level class offered in high school. Students continue to develop their interpretive, interpersonal, and presentational skills in Spanish language as well as critical reading and analytical writing as they explore short stories, novels, plays, essays, and poetry from Spain, Latin America, and U.S. Hispanic authors along with other non-required texts.

Conversational Spanish and Cultural Studies*

Credit: 1
Grade(s): 11, 12
Prerequisite: AP Spanish Language & Culture and/or AP Spanish Literature
Conversational Spanish and Cultural Studies is a dual credit college-level class offered in high school. Students continue to develop their interpretive, interpersonal, and presentational speaking skills in the Spanish language as well as learn about important historical events that impacted the language and culture of the Spanish speaking world. There will be a continuation of AP themes from AP Spanish Language and Culture and AP Spanish Literature as well as a focus on global cultural perspectives on current and historical events. All modes of communication will be demonstrated and assessed. Upon successful completion of the course, students will receive three credit hours on their college transcript with Waubensee Community College. This is a non-IAI course. If transferring to another school, this course credit will most likely transfer but students need to consult specific colleges individually to figure out exactly how it would be counted (Gen Ed, Elective, etc.).

Spanish for Heritage Speakers I

Credit: 1
Grade(s): 9, 10, 11, 12
Prerequisite: Proficiency Exam and teacher recommendation
This course is designed to develop literacy skills and oral fluency in Spanish while building a pride and knowledge base in the heritage culture. This will be developed through participating in communicative activities which incorporate a variety of literary, cultural, and current topics. Students in this course are expected to speak and understand Spanish at a native or near native fluency. Next Course: Spanish for Heritage Speakers II

Spanish for Heritage Speakers II*

Credit: 1
Grade(s): 9, 10, 11, 12
Prerequisite: Spanish for Heritage Speakers I and teacher recommendation
This course builds upon Spanish for Heritage 1. It is designed to enhance literacy skills and oral fluency in Spanish at a more advanced level while building a pride and knowledge base in the heritage culture. This will be developed through participating in communicative activities on a variety of literary, cultural, and current topics. The focus will be an in-depth study of academic Spanish language. Students in this course are expected to speak and understand Spanish at a native or near native fluency. Next Course: Spanish 4 or AP Spanish Language

Indian Valley Vocational Center Course List

Class Title	Grade Level	Recommended Prerequisite	Course Fee*
Health Sciences and Technology Pathway			
Certified Nurse Assistant	11, 12	None	\$200
Health Occupations	11, 12	None	\$81
Sports Medicine 1	11, 12	None	\$90
Sports Medicine 2	12	70% or higher in Sports Medicine 1	\$112
Manufacturing, Engineering, Technology & Trades			
Auto Body Repair 1	11, 12	None	\$110
Auto Body Repair 2	11, 12	70% or higher in Auto Body Repair 1	\$110
Automotive Technology 1	11, 12	None	\$87
Automotive Technology 2	11, 12	70% or higher in Automotive Technology 1	\$187
Aviation Mechanics	12	3.0 GPA, C or higher in Algebra II & Physics	**
Construction Trades	11, 12	None	\$70
Welding & Fabrication	11, 12	None	\$150
Information Technology Pathway			
Computer Programming 1	11,12	Solid foundation of basic math skills, including geometry	\$115
Computer Programming 2	12	70% or higher in Computer Programming 1	\$115
Computer Technology 1	11, 12	None	\$75
Computer Technology 2	12	70% or higher in Computer Technology 1	\$100

*Course fees are based on the 23-24 rate and are subject to change.

IVVC course fees are paid directly to IVVC.

**Course fees are based on the tuition cost of the school (Aviation Mechanics works with Kishwaukee Community College and Esthetics courses are offered at several sites across Illinois).

Class Title	Grade Level	Recommended Prerequisite	Course Fee*
Health Sciences and Technology Pathway			
Culinary Arts 1 w/management certification	11, 12	None	\$129 \$214
Culinary Arts 2 w/ Management certification	12	Culinary Arts 1	\$114 \$199
Arts & Communications Pathway			
Graphic Design 1	11, 12	Graphic Design	\$71
Graphic Design 2	12	70% or higher in Graphic Design I	\$86
Human & Public Services Pathway			
Cosmetology 1	11, 12	None	\$1,000+
Cosmetology 2	12	70% or higher in Cosmetology 1	\$1,000+
Emergency Medical Responder	11, 12	None	\$148
Emergency Medical Technician-EMT Basic	12	None	\$152
Esthetics & First Aide	11, 12	None	**
Fire Science 1	11, 12	None	\$95
Fire Science 2	12	70% or higher in Fire Science	\$70
Law Enforcement 1	11, 12	None	\$160
Law Enforcement 2	11, 12	70% or higher in Law Enforcement 1	\$160
Teaching Methods 1	11, 12	None	\$70
Teaching Methods 2	12	70% or higher in Teaching Methods 1	\$57

These elective courses are offered at various sites. Some courses may require the student to provide transportation. For such a course where the student is required to provide transportation and he/she is unable to do so, the student will be required to select another course.

IVVC Classes meet either in the morning or the afternoon and students are not available for three periods of the YHS School Schedule. Student fees may vary from program to program based upon textbook cost, tools required, and lab fees.

Auto Body Repair 1 & 2

Credits: 2.5

Grades: 11, 12

This is a comprehensive program for collision repair and automotive paint refinishing. It also encompasses safety practices and safety equipment, as well as EPA standards. First year students will get a basic knowledge of collision repair, from damage assessment to the final detailing of the vehicle. Second year students will continue with the previous year's topics and get advanced training on structural repairs, as well as estimating repairs. All students will have the opportunity to work hands on in a body shop environment that will show them the process of taking a repair from the estimate to the delivery of the vehicle back to its owner.

Automotive Technology 1 & 2

Credits: 2.5

Grades: 11, 12

This program prepares students to service and maintain high tech vehicles by way of classroom instruction and lab work. First year students will learn the fundamentals of safety, lubrication, tire and wheel servicing, engine design, and automotive braking systems. Second year students move on to diagnostic functions on the car's computer systems, engine theory, and perform alignments using our state-of-the-art equipment. All students have the opportunity to learn how to provide service writer and parts person functions as the IVVC shop strives to provide a professional shop-like atmosphere.

Aviation Mechanics

Credits: 2.5

Grade: 12

Prerequisite: Counselor recommendation, minimum GPA 3.0, C or Better in Algebra I & II and Physics. First semester, students will complete theory instruction online at IVVC 2 days a week and will attend Lewis University in Romeoville for lab instruction 3 days a week. Students will explore aerodynamics, aircraft design, stability, control, federal aviation administration regulations and publications, weight and balance and ground handling of aircraft. Second semester, students will complete theory instruction online at IVVC 3 days a week and will attend Lewis University in Romeoville for lab instruction 2 days a week. Students will explore riveting and sheet metal repair, including aluminum, forming and layout and oxyacetylene welding operation, corrosion, and corrosion control.

Certified Nurse Assistant

Grade: 11, 12

Transportation to clinical site is required.

This course follows the guidelines of the Illinois Department of Public Health to achieve a certificate as a Certified Nurse Assistant. Forty hours of hands-on clinical time is required. A fingerprint criminal background check is also required. Students in this program are expected to participate in routine activities on a daily basis that involve physical movement and enhance health-related fitness. They will work cooperatively in groups demonstrating decision making, leadership skills and responsible behaviors. Students must be able to do heavy lifting, pushing and pulling.

Computer Programming 1 & 2

Grade: 11, 12

Strongly Recommended: A solid foundation of basic math skills, including geometry SIS #: 10152A001 (1st Year) & 10152A002 (2nd Year)

Computer Programming is a bottom to top course in the software development process. Students begin with programming fundamentals and evolve into deconstructing complex real-world programming problems. Students learn using C++ in a multitude of computer science fields such as: program design, gaming design, and micro-controllers. We will use world class development tools such as QT and the Unreal Engine to bring student's thoughts to life. Consistent focus in this course will result in a stronger logic/object-oriented mindset that will foster greater mathematical and scientific understanding in other subjects or areas of life. No prior courses are required to attend Computer Programming, but a strong foundation in math or related field is strongly recommended.

Certification you may be eligible to receive upon successful completion: C++, MOS Excel – Microsoft Standards, MOS Word – Microsoft Defined Standards, Game Design as defined by industry standards, IT-PMI**, Business Level Novice**

**Dependent upon future career aspirations

Related Careers – Computer/Electrical Engineering, Computer Programmer (C++, Java, Python), Game Environment Developer, Unreal Engine Developer, 3D/2D Model Designer, Blender Developer, Data Entry, Word Processor, Office Management Systems

Computer Technology 1 & 2

Grades: 11, 12

This is a state of the art program in computer maintenance and installation. Students work with hardware and software in a "real world" environment to maintain PCs and printers at IVVC. They also do maintenance work for other schools. New computer setup, purchase and evaluation are also a part of the course. Students will explore wired and wireless networks. Computer Technology 2 builds on the skills taught in Computer Technology 1. Students will work on advanced projects using those skills as well as serve as help desk support for the school. Internships may be available for eligible students.

Construction Trades

Grades: 11, 12

This course prepares students through exposure to residential and commercial construction. Students will explore occupational and applied mathematical skills in the areas of survey, architecture, CAD, blueprint reading, concrete form, volume and geometric design, and rough and trim carpentry including roof systems, roofing and siding, masonry, plumbing, electrical, insulation, drywall, painting, landscaping, material estimation and project bidding. This program offers both classroom and hands-on experience with OSHA 10 Certification. The student will participate in the construction of numerous projects in order to meet the course competencies as well as prepare him/her with employable skills. The student will also be prepared for advanced placement standing at the local community college or in a local approved program of apprenticeship training.

Cosmetology 1 & 2

Grades: 11, 12

This is a 1,500-hour program contracted through Hair Professionals Career College, offered at their Oswego or Sycamore site, Debutantes School of Cosmetology & Nail Technology in DeKalb, or Franklin Cosmetology Institute in Morris. Completers will have earned up to 1,000 hours towards the state licensing requirements for cosmetologists during the two-year program.

IVVC offers classes in 6 College and Career Pathways:

- Agriculture, Food & Natural Resources
- Arts & Communications
- Health Sciences & Technology
- Human & Public Services
- Information Technology
- Manufacturing, Engineering, Technology, & Trades

Contact:
YHS Guidance Division

Culinary Arts I & II

Grades: 11, 12

This program offers students a hands-on experience of the restaurant industry. They will learn how to operate a catering and quick service restaurant business. Developing strong knife skills, organizational techniques, sanitation fundamentals and understanding the flavor profiles of ingredients are core principles of the course. Students will gain real world expertise to help them meet the demands of the modern restaurant industry. Course expectations will require the use of basic math skills along with developing public speaking and presentation techniques. Labs will require the ability to work well with others in a fast-paced kitchen environment.

Esthetics and First Aid

Grade: 11, 12

Esthetics & First Aid is a stand-alone one-year course at the high school level. It satisfies two of four pre-admission requirements for the Kishwaukee College Esthetics Certificate program. Students will learn how to administer basic first aid, adult, child, and infant CPR, history of esthetics and career opportunities available to Licensed Estheticians, professionalism, proper communication, infection control, draping and the physical components of the esthetics environment. Additionally, students will learn how to examine clients' skin, using magnifying lamps or visors when necessary; evaluate skin condition and appearance; cleanse clients' skin with water, creams, or lotions; demonstrate how to clean and care for skin properly and recommend skin-care regimens.

Emergency Medical Responder - EMT Basic

Grade: 11, 12

Learn to provide immediate care to an ill or injured person and to assist emergency medical service (EMS) providers. Completion of this class will provide a strong background useful in lifeguard positions, fire service, sports medicine, ski patrol, medical facilities and in preparation for the EMT-B course. Course topics include: orientation/evaluation, legal and ethical issues, the human body, lifting and moving patients, establishing an airway, patient assessment, circulation, illness and injury, childbirth and children, EMS operations, employment literacy, personal skills related to employment, interpersonal skills and group dynamics, thinking and problem solving skills, and communication skills. Ambulance ride time is an optional component of the course.

Emergency Medical Technician - EMT Basic

Grade: 12

This senior-only course covers emergency medical response and care for the sick and injured. Topics include medical terminology, legal and ethical aspects of emergency medicine, CPR, patient assessment and care of medical and trauma patients. Students also learn communication and documentation skills and demonstrate emergency management and incident command skills. This course includes a clinical component to be completed in area hospitals, as well as the opportunity to do ambulance ride-along time with local fire departments. Upon successful completion of the EMT Basic course and 18 years of age, students are eligible to take the IL State licensure exam or the National Registry of EMT certification exam. This course gives the students the skills and knowledge foundation for successful entry into emergency medical services. Students interested in a Fire Department EMT career should consider taking IVVC Fire Science their junior year and then EMT their senior year. Most fire departments require dual certification.

Fire Science 1 & 2

Grades: 11, 12

First year students—Basic Operations Firefighter: This course is a study of techniques used in firefighting. This course covers the subjects required by the Office of the State Fire Marshal for certification at the Basic Operations Firefighter level. This course also incorporates a fire department atmosphere into the training. The student's daily routine includes proper uniform, apparatus and PPE checks and station cleaning. Students will take part in classroom lectures, demonstrations, hands on practice on individual skills, training responses that incorporate these individual skills into fire ground evolutions using various props and structures. Students will also complete a project on Pride, Honor and Tradition or complete a Line of Duty Death project. This program also covers Technical Rescue Awareness, Fire Service Vehicle Operator, Hazardous Materials Awareness, National Incident Management System and Courage to be Safe.

Second year students—Advanced Technician Firefighter: Second year students begin the year working on all the required coursework to obtain their Advanced Technician Firefighter certification. This class is designed for the experienced firefighter. Some of the hands-on skills include R.I.T. evolutions, radio communication drills, forcible entry, ventilation, and assisting Technical Rescue Teams. Students will also complete the Vehicle Machinery Operations class. VMO teaches students how to deal with various auto accident incidents. Extensive hands-on tool time is given to the students to work with various tools and techniques to perform auto extrication. During the spring portion of the class, Hazardous Materials Operations is completed. This class will give the student the knowledge and skills necessary to function as a Hazardous Materials First Responder. Throughout the year, second year students will assist the first-year students during various company evolutions acting as company officers. Indian Valley Vocational Center's Fire Science Technology Class is fully certified by the Illinois Office of the State Fire Marshall (OSFM). Students of this program are eligible to take OSFM certification tests after they have received the appropriate experience or other requirements as stated by the OSFM.

Graphic Design 1 & 2

Grades: 11, 12

This course focuses on programming and skills a graphic designer uses. Students learn to use the Adobe products InDesign, Illustrator and Photoshop. We'll learn how these programs work alone, and we'll also learn how they work together to create amazing pieces of art. Marketing and branding are topics covered as students design for real-world clients in our local communities. We learn how to communicate with customers and develop excellent customer service skills. As part of our design team, you'll also work in our T-Shirt Shop designing and manufacturing apparel items. This class is mostly "hands-on." Students who are interested in taking this class should be comfortable on a computer and have a good eye for design and a desire to create ... and a good imagination is helpful too! Second year students of this class will not only become better at what they know, but they will have the opportunity to co-teach and provide one-on-one help for those new first year students.

Health Occupations

Grades: 11, 12

This course is for junior and senior students who are interested in exploring medical careers in an applied life science skill format. Students have the option of earning dual credit through WCC for COM 125 (Communication Strategies for Health Careers). The curriculum provides hands-on learning opportunities involving body systems and medical careers. Students will learn basic medical procedures associated with the health profession, including performing vital signs, injections and blood draws on a training arm. Students will also be able to job shadow at local medical facilities to see what a career in the medical field really entails. The students will learn CPR, along with basic first aid training.

Law Enforcement 1 & 2

Grades: 11, 12

Recommended: Successful completion of Speech & Keyboarding, B average or higher in English

Law Enforcement I – This course follows several college level courses and is designed to allow students to explore the various career choices within the criminal justice system, emphasizing work-related characteristics, job duties, employment potential, and career trends. It will cover the criminal justice system including an historical and philosophical overview of the development, with special emphasis on the system's primary components and the relationship of these components in the administration of criminal justice in the US. Additional topics include law enforcement philosophies and theories, case and procedural law, community policing, the importance of written and verbal communication, ethical considerations, officer safety and criminal investigation.

Law Enforcement II – This course introduces students to the fundamentals of criminal investigation. Topics include an examination of the preliminary and follow-up investigation, crime scene search, and collection and preservation of evidence, interviewing witnesses and victims, interrogation of suspects, and rules governing the admissibility of evidence in court testimony are also covered. This course will also provide students with instruction and practice in the preparation of accurate police reports suitable for use in the courtroom. Students will be introduced to firearm safety, defensive tactics and physical training. Students will also be training Law Enforcement I students in various scenarios. Students may be subject to random drug testing.

Sports Medicine 1 & 2

Grades: 11, 12

Recommended: C or higher in Biology I

This course introduces students to professions in the Sports Medicine field, including Athletic Training, Physical Therapy, Personal Training, Coaching, Massage Therapy, and the Fitness/Wellness Industry. **Sports Medicine I:** Focuses on the anatomy of the skeletal, muscular, and nervous systems, injuries to those structures, basic treatment and rehabilitation protocols, concussion recognition and management and taping techniques. Students also follow the National Academy of Sports Medicine's Certified Personal Trainer Curriculum. Students wishing to sit for the exam may do so after completion of this course (additional cost). First year students are required to perform 15 hours of professional job shadowing outside of regular class time.

Sports Medicine II: Students who have expressed a desire to continue their education in the Sports Medicine field after high school, and who have met all prerequisites can participate in IVVC's Sports Medicine internship program. Intern students spend two or three days/week at a professional site performing observation, and to some extent, participating in various tasks. Second year students assist the instructor with first year students, as well as manage class work with their internship schedule. Second year students wishing to intern should have excellent attendance and an A or B in Sports Medicine I. Intern students are required to furnish their own transportation to their job site.

Teaching Methods 1 & 2

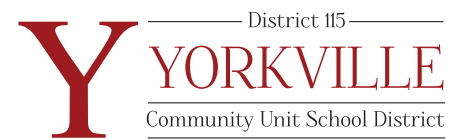
Grades: 11, 12

Teaching methods I is the first year of a two-year sequence where students will interact with children in a fully run student-taught preschool. Students will establish and enforce rules for behavior and procedures for maintaining order. Students will organize and lead activities designed to promote physical, mental and social development such as games, arts, crafts, music, storytelling and field trips. Students will teach basic skills such as colors, shapes, number and letter recognition, personal hygiene, and social skills. Students will observe and evaluate children's performance, behavior, social development, and physical health. They will read books to the entire class or to small groups. **Teaching methods II** is the second year of a two-year sequence where students will interact with children in a fully run student-taught preschool. Beyond the above-mentioned skills, students will lead and conduct parent teacher conferences with preschool parents. Students will be a positive role model for first year students and give constructive criticism to peers.

Welding and Fabrication

Grades: 11, 12

This course is designed for students who are ready to challenge themselves and become the welders and metal fabricators of tomorrow. Various welding and cutting processes are taught throughout the year and students will demonstrate these skills through hands-on activities in the shop. Production strategies and lean manufacturing skills are demonstrated, giving the students a taste of the real-world and what makes a successful business. First year students are challenged in flat and horizontal welding positions while second year students learn how to weld in the vertical and overhead positions. Career Skills, which emphasizes their professional conduct, is a significant portion of the student's grade.



2024-2025

Yorkville High School Curriculum Guide

Cultivating learners who apply skills and experiences to enrich society.