

ROCK ISLAND HIGH SCHOOL COURSE CATALOG 2026-2027



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ROCK ISLAND HIGH SCHOOL CONTACT INFORMATION

District Staff

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Mr. Jeff Dase	Deputy Superintendent
Dr. Dominique Moore	Assistant Superintendent for Human Resources
Mr. Scott Vance	Assistant Superintendent for Teaching and Learning
Ms. Annaka Whiting	Chief Financial Officer

Rock Island High School Main Office Staff

Dr. Patricia Ulrich	Principal
Mr. John Campbell	Assistant Principal
Ms. Katie Hartzler	Assistant Principal
Ms. Pattie Mewes	Secretary
Ms. Tari Nevener	Secretary
Ms. Theresea Terronez	Secretary

Rock Island High School Deans Complex Staff

Ms. Lorelei Andedo	Scholar Intervention
Dr. Yolanda Grandberry-Pugh	Dean
Mr. David Hobin	Dean
Ms. Andrea Parer	Scholar Intervention

Rock Island High School Athletics and Counseling Staff

Ms. Julia Churchill	Counselor
Ms. Jessica Hernandez	Registrar
Ms. Karolyn Ingle	Counselor
Ms. Kelly Preston	Counselor
Mr. Dail Rice	Counselor
Ms. Shavonne Singleton	Counselor
Ms. Carmen Trimble	Counseling Secretary

Rock Island High School Athletics Office Staff

Mr. Michael Emendorfer	Athletic Director
Ms. Dawn Maloney	Athletics Secretary

Rock Island High School Attendance Office Staff

Ms. Audrey Moody	Attendance Interventionist
Ms. Caroline Labotte	Attendance Secretary



Dr. Patricia Ulrich
Principal
Rock Island High School

Dear Students and Parents/Guardians

Welcome to the Rock Island High School Course Catalog. In this catalog, you will find all the courses offerings and opportunities available at Rock Island High School. We remain committed to our mission of preparing scholars for success in an ever-changing global society. Scholars are encouraged to explore career pathways and engage in a challenging, rigorous course of study throughout their four years of high school. Beginning in ninth grade, each student develops a personalized four-year educational pathway with their counselor, updated annually to reflect their growth and goals.

We hope you find this information helpful as you plan your scholar's high school experience together. Please do not hesitate to reach out to a counselor, administrator, or staff member if you have any questions – we are here to help

Dr. Patty Ulrich
Principal
Rock Island High School

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Rock Island-Milan School District #41
Sharon Williams, Ed.D., Superintendent

RIMSD41 STRATEGIC PLAN



1 We will provide all district team members with consistent, role-specific, ongoing professional learning and resources.



2 We will provide high-quality instruction, resources, and targeted support.



3 We will foster clear and consistent communication with all school community members.



4 We will build and maintain a community that supports all school community members.



5 We will nurture relationships and connections with all school community members.

*Learn more about our
Strategic Design Framework*



PROGRAMS OVERVIEW

Advancement via Individual Determination (AVID)

AVID is a year-long academic elective course that prepares scholars for college and career readiness. It provides scholars with multi-layered post-secondary education success. Scholars participate in academic tutorial sessions and learn strategies that enhance scholar skills and post-secondary preparedness.

Advanced Placement

The Advanced Placement (AP) Program, coordinated through the College Board, provides scholars the opportunity to earn college credit while in high school. These courses challenge scholars to higher levels of achievement, further develop skills, and build study habits that are beneficial in their postsecondary planning. The College Board, including the course syllabi and instructors, approves courses designated as AP. Scholars enrolled in AP courses are highly encouraged and expected to take the AP exam in May. Scholars are required in the fall to designate if they will take the AP exam. A fee is required for each test taken. Depending on the AP exam results and college the scholar chooses to attend, he/she can earn college credit.

Area Career Center (ACC)

The United Township Area Career Center offers high school juniors and seniors the opportunity to take specialized career and technical education classes. Programs include Welding, Drafting/Design, Manufacturing Technology, Building Trades, Woodworking, Auto Body, Auto Mechanics, Law & Public Safety, Barbering, Early Childhood Education, Fire Science, Graphic Arts, and ECHO (Extended Campus Health Occupations), providing hands-on training to prepare scholars for future careers. For additional information please visit uths.net/area-career-center/home.

Credit Recovery

The Rock Island High School credit recovery program is an educational strategy that allows high school scholars to retake a previously failed course to earn a passing grade and credit toward graduation. Credit recovery can be obtained through online courses or through summer school. This option is designed to help scholars remain on pace toward graduation without falling behind. The goal is to help scholars master the specific content they struggled with to stay on track for graduation.

Dual Credit

In partnership with Black Hawk College, Rock Island High School junior and senior scholars have an opportunity to earn dual credit (high school and college credits). Rock Island High School Administration and counselor approval is required prior to enrollment in any dual credit course. These courses are offered to our scholars at the high school or online. To count for dual credit, the course must be taken during our regularly scheduled school day. Tuition and other fees are the responsibility of the scholar and his/her family (tuition may be covered for qualified participants).

Dual Enrollment

In partnership with Black Hawk College and Western Illinois University, Rock Island High School junior and senior scholars have an opportunity to earn college credit. Dual enrollment occurs when scholars take college courses on campus or virtually. Scholars receive college credit for the course upon successful completion of the course but do not receive credit toward high school graduation. Scholars will conference with a college representative who will contact the high school counselor and Rock Island High School Administration for approval. Registration and tuition fees are the responsibility of the scholar and his/her family.

Multi-Language

The Rock Island-Milan District offers opportunities for English Learners to develop high levels of academic attainment in English and to meet the same academic content and scholar academic achievement standards that all scholars are expected to attain.

Seal of Biliteracy

A public school district or nonpublic school may establish the State Seal of Biliteracy program to recognize high school graduates who have attained a high level of proficiency in English and in one or more languages. This recognition must be designated on a student's transcript and high school diploma with a receipt of the State Seal of Biliteracy, provided that all conditions and requirements for the program have been met. For more information visit isbe.net/sealofbiliteracy.

Student Services

The Student Services Department of the Rock Island-Milan School District provides support services to all scholars in the school community. Services include health, counseling, psychological, social work, speech and language therapy and special education services. The focus of these services is to help scholars develop a sense of self, to develop confidence in their ability to interact positively with others, to manage conflict in appropriate ways, and to make positive choices. The goal of the Student Services office is to make sure the Rock Island-Milan School District provides optimum educational programming for scholars with disabilities that is beneficial for not only the scholars but their families as well.

iJAG

Iowa Jobs for America's Graduates (iJAG) partners with the Rock Island-Milan School district to deliver career development programming, including leadership training, career education, individualized guidance, and employer engagement. For additional information please visit ijag.org.

Performance Instrumental Music

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

group performance includes experience in solo preparation, duets, trios, and experience in Instrumental Music.

Vocal Music

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

Thurgood Marshall Learning Center (TMLC)

TMLC is a multi-categorical alternative program located in a separate building. Scholars in this program are in need of a more highly structured environment that can provide for their educational needs. The program serves junior high and senior high school level scholars. Placement is made according to the Rock Island-Milan School District placement procedures and follows documented efforts to serve the scholar in a less restrictive environment. Each scholar will have an education plan, which will include a management plan for the individual student. This management plan includes: the recent behavior that caused placement, and behavior goals the scholar needs to achieve to exit the program.

Xello

Xello is an online college/career exploration tool that is available to grade 7-12 Rock Island-Milan School District scholars. You can access Xello through the Clever Login. Xello includes activities to help scholars figure out how their interests and strengths connect to college and career. There are also opportunities to deeply explore details about various postsecondary institutions and pathways as well as learn about the features of hundreds of careers.

COURSE SELECTION

Scholars and their parents/guardians should carefully consider the information within this course catalog in order to make informed decisions about their course of study as well as their post Rock Island High School plans. Rock Island High School Counselors are also available to assist scholars with their course selections.

Scholars should review graduation requirements before making decisions regarding course selection.

This document lists the available courses at Rock Island High School. Although a course may be listed, it may not be offered unless a sufficient number of scholars register for the course.

GRADUATION REQUIREMENTS

Department	Minimum	Recommended
English	4	4
Math	3	4
Science	2	3
Social Studies	3	3
World Language		2 or more
PE	2	3
Health	.5	.5
Computer Literacy	1	1
Electives	6.5	7
Total	22	28

Recommended credits are for scholars pursuing post-secondary opportunities

State Graduation Requirements

ACT

Illinois uses the ACT as the state’s accountability exam. All scholars enrolled in public school in Illinois are required to participate in the ACT System of Assessments. Please note that the ACT given to Rock Island High School juniors during the spring semester fulfills this graduation requirement. NO other ACT administration counts towards a scholar’s graduation requirement.

Civics (.5)

Scholars who pass their required US Government course satisfy the state one-semester civics requirement. Scholar must also pass specific assessment on Patriotism and the Principles of Representative Government in their US Government course to meet the state requirement.

Computer Literacy (1.0)

The state of Illinois requires one year of course work that includes instruction in computer literacy.

Consumer Education (.5)

Scholars are required to complete one semester of a consumer education or economics course.

Elective (1.0)

At least one elective credit must come from any of the following areas: Career and Technical Education, Fine Arts, and/or World Languages.

English (4.0)

Scholars are required to earn four (4) credits in English Language Arts for graduation.

Health (.5)

One semester of Health Education is required for graduation. The course must include a unit on Adult CPR to meet the state requirement.

Math (3.0)

Scholars must earn at least three (3) credits in Mathematics, and must include courses with Algebra I and Geometry content.

Physical Education (2.0)

Scholars are required to participate in Physical Education during each semester they are enrolled at Rock Island High School, unless they meet one of the following criteria:

- Enrolled in Marching Band
- Enrolled in Health
- Enrolled in Drivers Education
- Have a Physical Education Waiver for one of the following reasons:
 - Competition in a school sponsored inter-scholastic sport. (Grades 9-12)
 - Need to enroll in a course(s) which are specifically required for admission to their college of choice (Grades 11 and 12)
 - Need an additional academic course to complete graduation requirements due to a failure or transfer (Grades 11-12).

Science (2.0)

Scholars must complete two credits of science. See your counselor for additional options and laboratory requirements.

Social Studies (3.0)

Scholars need three (3) credits in social studies in order to graduate. Those courses consists of:

- World History (1.0)
- US History (1.0)
- Consumer Economics (.5)
- US Government (.5)

FAFSA

Scholars in Illinois are required to complete the Free Application for Federal Student Aid (FAFSA) or the FAFSA Non-Participation form their senior year.

EARLY GRADUATION

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

- Requests for early graduation shall be initiated **during the second semester of the junior year up until summer registration before their senior year**. Scholars must have at least 18.5 credits entering their senior year and must have taken the state school day ACT in order to qualify.
- The scholar shall complete an early graduation application, which shall include a listing of the reasons for early graduation, to the appropriate counselor.
- The counselor shall review the application, assess the scholar's credits, and determine whether early graduation is possible. If the scholar is eligible for further consideration, the request shall be forwarded to the Rock Island High School Administration with the counselor's recommendations.
- The Rock Island High School Administration approves or denies the request.
- The scholar must take two senior English semester courses during the fall of their senior year.
- Scholars who are granted permission for early graduation are eligible to participate in graduation exercises. An early graduation meeting will be held during the first semester of senior year to provide early graduates information regarding graduation and other important dates.
- **Early graduates may not participate in winter sports.**

COURSE REGISTRATION

Skyward registration opens in mid-January and will be available for at least two (2) weeks. Scholars will be allowed time in homeroom to enter course requests, but are encouraged to work on entering requests at home with their parents and/or guardians.

Rock Island High School counselors will meet with scholars by grade level to review their course selections.

Course requests worksheets can be found online on the counseling page of the RIHS website.

GRADING AND REPORTING

To ensure clarity across all departments, a standardized grading scale is used at RIHS. Grades will be calculated as follows:

- Assessments (70%)
 - Exams
 - End of Unit Projects
 - Essays
 - Portfolios
- Learning Opportunity (30%)

- Quizzes
- Labs
- Skill Checks
- Homework
- In Class Work

The following grading scale will be implemented across all courses at Rock Island High School:

LETTER GRADE	PERCENTAGE RANGE
A	90%-100%
B	80%-89%
C	70%-79%
D	60%-69%
F	0%-59%

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

GRADE	REGULAR COURSE	WEIGHTED COURSE
A	4.0	5.0
B	3.0	4.0
C	2.0	3.0
D	1.0	2.0
F	0.0	0.0

Rock Island High School weights all AP courses, Honors Chemistry and Pre-Calculus, fourth year world language courses, and the Engineering Design and Development course.

Beginning in the 2027-2028 school year all dual credit, honors, fourth year World Language Courses and AP courses offered at RIHS will be weighted.

Scholars and families are encouraged to access grades utilizing Skyward. Progress reports are posted every 4 ½ weeks. The final grade report of each semester identifies credits earned and grades used to determine cumulative GPA. During the first and third quarters, parent/guardians are encouraged to attend parent/teacher conferences. All grade reports are posted in Skyward. Parents/guardians who need assistance accessing Skyward should contact RIHS main office or district tech support. Questions regarding academic performance should be directed to the classroom teacher.

Honor Roll

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

CRIMSON	GOLD
3.00-3.49	3.50-4.00

Class Rank

Class rank is based solely on weighted cumulative GPA. Class rank is computed for junior and senior scholars and is available from the counseling department. Scholars may not receive weighted credit for courses taken over the summer or independent study courses. All other courses are 4.0 courses.

Only those courses designated as weighted courses at Rock Island High School shall earn weighted credit for scholars transferring into Rock Island High School. Scholars with a 4.0 cumulative weighted and unweighted grade point average will be recognized at the graduation ceremony.

Scholar Responsibilities

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

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

Student Schedules

Rock Island High School offers a seven-course period day with a homeroom and scholars are expected to be enrolled in a fully scheduled day. Senior scholars may submit to the principal a written request to take fewer than six credit-bearing courses. A student's program selection requires the joint approval of parents/guardians and a counselor. All courses are 0.5 of a unit of credit per semester unless the course description states differently. Because of scheduling, lack of enrollment, or teacher availability, a course listed as an elective may not be taught every semester or every year. Once schedules have been established, scholar requests for changes will be honored within the first ten days of the semester. **IHSA Eligibility requires that scholars must be passing five credit courses at all times. For the benefit of athletes, RIHS requires that all student-athletes must maintain at least five credit-bearing courses at all times during the school year.**

Student Schedule Changes

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

Schedule Change:

- Missing a course
- Did not take/pass the prerequisite
- Previously passed the course
- Incorrect course on schedule

Withdrawal from a Course:

- Scholars may withdraw from an elective course within the first ten days of the semester without penalty, provided they are able to retain six credit-bearing courses.
- Withdrawal from a course after the first ten days of the semester will result in a failure for the semester and the loss of credit. The scholar will be placed in study hall.

Course Level Change Request:

- A course level change is when a scholar requests to increase or decrease the rigor in the same course (i.e. Honors Geometry to Geometry, Physical Education to Applied Personal Fitness, English 9 to Honors English 9, US History to AP US History).
- Scholars are highly encouraged to communicate with the teacher, parent/guardian, and counselor as soon as there are any questions regarding their placement in course.
- Course level change requests will be honored within the first fifteen days of the semester if the request can be accommodated based on availability.

****The RIHS Administration has the ability to override this policy when extenuating circumstances are presented. ****

Summer School

Unless permission is granted by Rock Island High School Administration, scholars may be able to obtain/recover up to 1.0 credit during the summer school session. Since each day of summer school is equivalent to four days during the academic year, regular attendance is mandatory. Summer school credit will be calculated into GPA for courses earning letter grades (not applicable to Pass/Fail)

Attendance Requirements

Scholars shall attend school as full-time scholars for at least three years to be eligible for graduation. A full-time scholar is defined as one carrying seven credit-bearing courses. Scholars

participating in approved vocational-occupational work programs are considered full-time. **Rock Island High School requires that all student-athletes must maintain at least five credit-bearing courses at all times during the school year.**

Successful academic performance and attendance in school are highly correlated with one another. We encourage parents/guardians to stress the importance of attendance to their children, so they may receive the most benefit from their courses. Questions about attendance, should be directed to the attendance office.

Audit

Scholars may audit (no grade or credit given) a course with written permission from the Rock Island High School Administration. Scholars transferring in late without grades during the semester may have to audit courses for the remainder of that semester.

Cancellation of a Course

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

ALTERNATIVE LEARNING OPTIONS

Rock Island High School scholars are able to take courses and earn credit towards graduation in several non-traditional ways, including:

- Independent Study
 - Scholars may apply for permission to take an Independent Study Course based on the following:
 - To meet unique educational needs that cannot be met in a regular course offering
 - Due to a scheduling conflict which will not allow a scholar to take a necessary course
 - The Principal or designee will determine eligibility based on these guidelines:
 - Scholars must have at least sophomore standing (5.5 credits) to be granted permission to take an independent study course.
 - Scholars cannot complete independent study courses to meet graduation requirements and will be allowed to take only one independent study during their high school career.
 - Scholars must be in good standing at Rock Island High School and must show good character through honorable dealings with staff, good attendance, lack of tardiness, and absence of disciplinary referrals.
 - Scholars must demonstrate the ability to work independently and must also have demonstrated the initiative and self-discipline that will allow them to be successful with limited assistance from the instructor.

- Scholars must coordinate with the independent study teacher, a designated meeting time to review course work and to ensure that adequate progress is being made toward course completion.
 - Scholars must keep a log of their time spent working in a course and must have a final signature of approval from the instructor in order to be awarded credit.
 - Independent study courses must last the duration of one full semester to be awarded .5 semester credit.
 - **Independent study courses will not be awarded weighted credit, and they may not meet NCAA Eligibility guidelines.**
- CORRESPONDENCE (see form in appendix I)
 - The course is given by an institution accredited by the North Central Association of Colleges and Secondary Schools.
 - The scholar is a fourth or fifth year senior.
 - The scholar assumes responsibility for all fees.
 - The scholar makes all preliminary preparations with counselor in advance of taking the course.
 - The Building Principal or designee approves the course in advance.
- EdOptions (Virtual School)
 - Scholar meets with counselor to register for a course as enrichment, for special circumstances that require an adjusted schedule, or for other circumstances as approved by the Principal or designee.
 - Counselor approves eligibility based on: scholar's academic, discipline, and attendance records.
 - Upon completion of the course, the grade will be placed on the transcript as a transfer credit.
 - There are no additional costs to the scholar for Edmentum Virtual School.
- EDMENTUM (formerly PLATO)
 - Edmentum Courseware is utilized as a credit recovery program and in some instances to take a course for the first time. Scholars taking a course(s) for the first time via Edmentum must have written approval from the building principal. Edmentum Courseware is offered during the school day, after school, during fall/spring (pending no snow days need to be made up) intersession, and during summer school. **Taking a course via Edmentum to recover credit does not meet NCAA eligibility requirements.**
 - Scholars taking Edmentum Courseware credit recovery courses must meet with a counselor to determine what course(s) is/are needed to assist in meeting graduation requirements.
 - Scholar needs to meet with the counselor to complete registration materials.

- Scholars who fail to complete a credit recovery assignment may not be allowed to take another without administrative permission.
- Determination of Edmentum Courseware Grade by Percentages (unless otherwise specified):
 - Learning Modules 10%
 - Mastery Tests 30%
 - Unit Post Tests 50%
 - Final Test 10%
 - Scholars are assigned Pass/Fail grades (earning 60% or greater for the course grade is passing) if they are taking Edmentum Courseware as credit recovery.
 - Scholars will make up the percentage difference from the previous RIHS course failed Edmentum Courseware totaling 60% to pass the credit recovery course.
 - Scholars must get approval from the Principal in order to take an Edmentum course for credit the first time. In the instance that scholars take a course on Edmentum Courseware for the first time (not as credit recovery), counselors will indicate pathway on the registration form. Scholars are granted the letter grade earned upon completion of the course.

Dual Enrollment

In partnership with Black Hawk College and Western Illinois University, Rock Island High School junior and senior scholars have an opportunity to earn college credit.

Dual enrollment occurs when scholars take college courses on campus or virtually. **Scholars receive college credit for the course upon successful completion of the course but do not receive credit toward high school graduation.**

Scholars will conference with a college representative who will contact the high school counselor and Rock Island High School Administration for approval. Registration and tuition fees are the responsibility of the scholar and his/her family.

WIU offers an automatic scholarship to all dual enrollment scholars to reduce the cost of tuition. This is subject to change based upon WIU's tuition changes. Scholars should see their counselor for details.

Scholars must meet the following minimum requirements to enroll in WIU Dual Credit

- Three (3) completed semesters of coursework in high school.
- 2.75 GPA or higher on a 4.0 scale.

WIU offers courses online, live streamed, on the Macomb or Quad Cities campuses and at select high schools.

Dual Credit

In partnership with Black Hawk College, Rock Island High School junior and senior scholars have an opportunity to earn dual credit (high school and college credits). Rock Island High School Administration and counselor approval is required prior to enrollment in any dual credit course. These courses are offered to our scholars at the high school or online. To count for dual credit, the course must be taken during our regularly scheduled school day. **A course taken outside of the regularly scheduled school day will count as dual enrollment but not dual credit.**

A scholar may enroll in the college level courses only after he/she has completed all the prerequisites and registration requirements needed for each course. Tuition and other fees are the responsibility of the scholar and his/her family (tuition may be covered for qualified participants). Scholars should check with their counselor at the time of registration for the latest information regarding dual credit courses.

Work Related Training

Rock Island High School offers a robust selection of "work-related" courses designed to bridge the gap between the classroom and the professional world.

- East Moline Area Career Center
 - Rock Island High School scholars MUST be in good academic standing as a junior (11.0 credits) or senior (16.5 credits) in order to enroll in an ACC course.
 - Scholars interested in enrolling in an Area Career Center course must meet with the counselor or the Special Services Case Manager to determine eligibility and to complete the designated ACC application.
 - Most Rock Island High School scholars attend the Area Career Center in the afternoon, using 6th period as travel time and 7th and 8th periods as ACC course time. In the event a course is offered in the morning, Rock Island High School scholars will use 1st and 2nd periods as ACC course time and 3rd period as travel time.
 - Rock Island High School scholars earn 1.0 elective credit per semester for any course taken at the Area Career Center if awarded a passing grade. These credits factor into elective credits required for graduation.
 - Scholars are expected to follow the Area Career Center yearly calendar. Because not all calendars are the same, there will be days when scholars are expected to attend the ACC when Rock Island High School is not in session.
 - Rock Island High School provides bus transportation to the Area Career Center in the afternoons. Scholars with a valid driver's license have the option of driving to

the Area Career Center with parent/guardian permission. All scholars attending the ACC must complete a form outlining transportation options. This form MUST be signed by a parent/guardian. **Transportation is available during RIHS intersessions.**

- Vocational - Rock Island High School's vocational program consists of technical & career education courses as well as Project Lead the Way courses.
- Scholars can obtain dual credit for several technical & career courses.
- Scholars have the opportunity to apply for elective college credit through universities who accept Project Lead the Way courses based on end of the year PLTW exam scores (university score requirements vary).
- Tuition and other fees are the responsibility of the scholar and his/her family. Scholars should check with their counselor at the time of registration regarding the latest information.

Career Clusters and Pathways

Rock Island High School Scholars are encouraged to continually reflect on their post-secondary and career aspirations. Information about career clusters and pathways has been provided to assist scholars in thinking about their strengths and interests.

Career Clusters are groups of occupations and industries that have in common a set of foundational knowledge and skills. There are 16 nationally recognized clusters.

- **Agriculture, Food & Natural Resources** focuses on the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products resources.
- **Architecture and Construction** focuses on designing, planning, managing building, and maintaining the built environment.
- **Arts, A/V Technology & Communications** focuses on designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.
- **Business Management & Administration** focuses on planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations
- **Education & Training** focuses on planning, managing and providing education and training services and related learning support services.
- **Finance** focuses on services for financial and investment planning, banking, insurance, and financial management.
- **Government & Public Administration** focuses on executing governmental functions to include governance; national security; foreign service; planning; revenue and taxation; regulation; and management and administration at the local, state, and federal levels.

- **Health Science** focuses on planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.
- **Hospitality & Tourism** encompasses the management, marketing and operations of restaurants and other food services, lodging, attraction, and recreation events and travel-related services.
- **Human Services** prepares individuals for employment in career pathways that relate to families and human needs.
- **Information Technology** involves building linkages in IT occupations frameworks for entry-level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services.
- **Law, Public Safety, Corrections & Security** involves planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.
- **Manufacturing** involves planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.
- **Marketing, Sales & Service** involves planning, managing, and performing marketing activities to reach organizational objectives.
- **Science, Technology, Engineering & Mathematics** involves planning, managing, and providing scientific research and professional technical services (e.g., physical science, social science, engineering), including laboratory and testing services, and research and development services.
- **Transportation, Distribution & Logistics** involves planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.

Each career cluster contains numerous Career Pathways. Career Pathways are programs of academic and technical study that prepare scholars for a full range of postsecondary options within each of the 16 clusters. Currently there are 79 nationally recognized pathways. When selecting your high school courses, consider the types of courses that support your interest in a particular Career Cluster. Keep in mind that a strong foundation in the core subjects is essential in all Career Clusters and required for completing high school graduation. These would include foundational courses in English Language Arts, Math, Science, Social Studies, PE/Health, and World Languages. More information on career pathways and RIHS course work can be found in the Appendix of this catalog.

Career and College Pathway Endorsement (CCPE)

The Postsecondary and Workforce Readiness Act includes a process for school districts to award College and Career Pathway Endorsements to high school graduates. Students earn endorsements by completing an individualized learning plan, a career-focused instructional sequence, and professional learning opportunities. Rock Island High School offers three (3) Career and College Pathway Endorsement Programs. Information for each specific endorsement is listed below.

- **Education (General Education and Early Childhood Education)**
 - Individual Plan
 - Two (2) years of secondary coursework
 - Education Internship Course (Required)
 - Education Internship Field Experience (Required)
 - Early College Credits (Minimum 6 hours required)
 - **EARLY CHILDHOOD EDUCATION** Pathway
 - ECE 100: Introduction to Early Childhood Education
 - ECE 200: Growth and Development of the Young Child
 - **GENERAL EDUCATION** Pathway
 - EDUC 202: Multicultural and Social Foundations of Education
 - EDUC210: The Exceptional Child
 - Two (2) required team-based challenges: A group problem-based learning project relating to an individual's career area of interest that involves a problem relating to employers within that area, including mentoring from adults with expertise in that area, and requires the individual to present the outcomes of the project.
 - Lesson Differentiation Challenge
 - Community Partnership Challenge
 - Two (2) required career exploration activities
 - Career exploration is an activity such as a job shadow, attendance at a career exposition, or employer site visit providing an individual with the ability to engage directly with employers to gain knowledge of one or more industry sectors or occupations
 - Career Development Experience (60 hours required - Ed Internship Field experience)
 - Career development experiences are a supervised work experience relating to an individual's career area of interest that:
 - Occurs in a workplace or under other authentic working conditions;
 - Is co-developed by an education provider and at least one employer in the relevant field;
 - Provides compensation or educational credit to the participant;

- Reinforces foundational professional skills including, at a minimum, those outlined in the Essential Employability Skills framework;
 - Includes a Professional Skills Assessment that assesses skill development and is utilized as a participant feedback tool; and
 - Takes place for a minimum of 60 total hours.
 - Two (2) Career Exploration Experiences:
 - Quarterly College Visits to Explore Education Programs and Career Pathways
 - Education Related Career Exploration - Staff Interviews
 - **ALL:** Education Internship Field Experience - placement with RIMSD41 teacher for daily, on-site experiences while enrolled in Education Internship course
- **Health Sciences and Technology (Nursing)**
 - Individual Plan
 - Two (2) years of secondary coursework – including a minimum 6 early college credit hours
 - Exploring Medical Careers (recommended)
 - Medical Terminology (recommended) (3 Blackhawk College credits)
 - Anatomy and Physiology (REQUIRED)
 - Basic Nursing Assistant course (REQUIRED) (8 Blackhawk College credits)
 - Basic Nursing Assistant field experience (40 hours) (REQUIRED)
 - Two (2) team based challenges: A group problem-based learning project relating to an individual’s career area of interest that involves a problem relating to employers within that area, including mentoring from adults with expertise in that area, and requires the individual to present the outcomes of the project.
 - Activities of Daily Living (ADL) Challenge
 - Infection Control and Prevention Challenge
 - Two (2) Career Exploration Experiences: Career exploration is an activity such as a job shadow, attendance at a career exposition, or employer site visit providing an individual with the ability to engage directly with employers to gain knowledge of one or more industry sectors or occupations.
 - Geriatric Patient Care Guest Speaker Experience-Friendship Manor
 - Unity Point College of Nursing Tour
 - Career Development Experiences (Minimum 60 hours): Career development experiences are a supervised work experience relating to an individual’s career area of interest that:
 - Occurs in a workplace or under other authentic working conditions;

- Is co-developed by an education provider and at least one employer in the relevant field;
 - Provides compensation or educational credit to the participant;
 - Reinforces foundational professional skills including, at a minimum, those outlined in the Essential Employability Skills framework;
 - Includes a Professional Skills Assessment that assesses skill development and is utilized as a participant feedback tool; and
 - Takes place for a minimum of 60 total hours.
 - All: Completion of the required 40 hours Basic Nursing Assistant clinical experience at Friendship Manor, Rock Island, IL.
 - Options for additional 20 required hours:
 - Additional 20 hours of clinical experience;
 - Nursing apprenticeship
- **METT (Welding)**
 - Individual Plan
 - Two (2) years of secondary coursework – including a minimum of six (6) early college credit hours.
 - Shielded Metal Arc Welding (REQUIRED) (6 Blackhawk College Credits)
 - Occupational Welding (REQUIRED) (6 Blackhawk College Credits)
 - Basic Precision Measurement (REQUIRED) (2 Blackhawk College Credits)
 - Essentials of Technical Math (REQUIRED) (2 Blackhawk College Credits)
 - Two (2) team based challenges: A group problem-based learning project relating to an individual’s career area of interest that involves a problem relating to employers within that area, including mentoring from adults with expertise in that area, and requires the individual to present the outcomes of the project.
 - Weld of the Week
 - Air Tight Cube
 - Two (2) Career Exploration Experiences: Career exploration is an activity such as a job shadow, attendance at a career exposition, or employer site visit providing an individual with the ability to engage directly with employers to gain knowledge of one or more industry sectors or occupations.
 - SJ Smith Demo
 - Building Trades Expo
 - Career Development Experiences (Minimum 60 hours): Career development experiences are supervised work experience relating to an individual’s career area of interest that:
 - Occurs in a workplace or under other authentic working conditions;

- Is co-developed by an education provider and at least one employer in the relevant field;
- Provides compensation or educational credit to the participant;
- Reinforces foundational professional skills including, at a minimum, those outlined in the Essential Employability Skills framework;
- Includes a Professional Skills Assessment that assesses skill development and is utilized as a participant feedback tool; and
- Takes place for a minimum of 60 total hours.
- Options:
 - Welding Workplace Experience (Apprenticeship)
 - Welding employed

Course Offerings By Department

AVID

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

AVID I (AVID1/AVID2)

Grade Level: 9

Credits Earned: 1.0

Year Course

Prerequisites: Application Process

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

AVID II (AVID3/AVID4)

Grade Level 10

Credits Earned 1.0

Year Course

Prerequisite: AVID I or Application Process

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

AVID III (AVID5/AVID6)

Grade Level 11

Credits Earned 1.0

Year Course

Prerequisite: AVID II or Application Process

Scholars will continue to refine and adjust their academic learning plans, goals and activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth. Scholars will develop an increased ability to self-monitor, self-regulate, and manage time. They will continue to develop their portfolio. Lastly, scholars will narrow down their college and career interests, based on personal interests and, goals and continue to prepare for college entrance exams and the application process. AVID III includes weekly tutorials, career exploration, guest speakers and field trips.

AVID IV (AVID7/AVID8)

Grade Level 12

Credits Earned 1.0

Year Course

Prerequisite: AVID III or Application Process

Description: Scholars participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth. In senior year, scholars will continue to refine their academic learning plans and goals, create legacy projects including service learning projects/mentoring, as well as develop an increased ability to self-advocate, self-monitor, self-regulate, and manage time. Scholars will expand their portfolio to include: a social issue project and detailed reflections. Lastly, scholars will prepare for college and career readiness through the use of inquiry based collaborative study groups

utilizing higher order thinking and questioning techniques. AVID IV includes weekly study groups, career exploration, guest speakers, and field trips.

BUSINESS EDUCATION

BUSINESS TECHNOLOGY & COMPUTER CONCEPTS (BUS15/BUS16)

Grade Level: 9-12

Credits Earned: 0.5 or 1.0

One or Two Semesters

Prerequisite: None

Description: This orientation-level course will provide an overview of all aspects of business management, marketing and also includes ethics, concepts, functions, and skills required for meeting the challenges of operating a business in a global economy. Topics covered will include the various forms of business ownership as well as the basic functions of finance, management, personal finance, marketing, administration, and production. Scholar activities include a stock market simulation and other current business topics. Scholars will be introduced to a wide range of careers in various business fields.

KEYBOARDING & DIGITAL TOOLS (BUS17)

Grade Level 9-10

Credits Earned 0.5

Semester Course

Prerequisite: None

Description: This course is designed to develop computer skills and touch typing technique. Scholars will format documents such as emails, reports, tables, and lists. An overview of Google Suite, online applications, and other technology will allow scholars to collaborate, improve communication skills, and create information. Grades are based on typing speed, daily work, and tests.

COMPUTER CONCEPTS I (BUS29)

Grade Level 9-12

Credits Earned 0.5

Semester Course

Prerequisite: None

Description: Computer Concepts I is an orientation-level course designed to develop awareness and understanding of application software and equipment used by employees to perform tasks in business marketing and management. Scholars will apply problem-solving skills to hands-on, real-life situations using a variety of software applications. Specific units of instruction include: word processing, spreadsheet, database applications, presentations/graphics, and integration activities. Data entry skills upon entering high school

will greatly assist the student's success in this course. ***This course counts toward the completion of the computer requirement for graduation.***

COMPUTER CONCEPTS II (BUS31/32)

Grade Level 10-12

Credits Earned 0.5 or 1.0

One or Two Semesters

Prerequisite: None

Description: Computer Concepts II is a skill-level course that includes advanced skills, concepts, and terminology related to information processing. Building on the skills developed in Concepts I, scholars will learn advanced features of the Microsoft Office Suite, digital photography techniques, photo editing, and introduction to coding skills. Scholars will prepare letters, reports, brochures, and forms. Scholars will create data directories and learn file maintenance techniques. Scholars will learn to locate and retrieve information from hard copy and electronic sources to prepare a variety of business documents. Scholars will apply proper grammar, punctuation, spelling, and proofreading practices. Accuracy will be emphasized. Workplace skills, as well as communication skills, will be taught and integrated throughout this course. ***This course counts toward the completion of the computer requirement for graduation.***

ACCOUNTING I (BUS25/26)

Grade Level 10-12

Credits Earned 1.0

Year Course

Prerequisite: None

Description: Accounting I provides the chance to learn how money works in business. Through the use of working papers and automated accounting software, scholars will get hands-on experience analyzing transactions and understanding how financial statements are prepared. By the end of the course, scholars will know their way around assets, liabilities, and owner's equity.

ACCOUNTING II (BUS27/BUS28)



Grade Level 11-12

Credits Earned 1.0

Year Course

Prerequisite: Accounting I

Description: Accounting II goes beyond the basics of Accounting I by diving into advanced topics, such as: managing payroll, analyzing complex financial statements, understanding the world of taxes, etc. Through the use of working papers and automated accounting software,

scholars will understand how businesses make financial decisions and the strategies they use to maximize profits. This course is articulated credit with Accounting at Black Hawk College.

WEB PAGE DESIGN I (BUS85/86)

Grade Level 10-12

Credits Earned 1.0

Year Course

Prerequisite: Computer Concepts I

Description: Web Page Design I is a skill-level course designed to prepare scholars to plan, design, create and maintain web pages and sites. Scholars will learn the fundamentals of web page design using HTML, HTML editors (including Dreamweaver), and graphic editors, as well as programming tools such as JavaScript. Scholars will work in a project-based environment to create working websites. Scholars will use image-editing programs to enhance websites. ***This course counts toward the completion of the computer requirement for graduation.***

COMPUTER OPERATIONS & PROGRAMMING I (BUS91)

Grade Level 10-12

Credits Earned 0.5

Semester Course

Prerequisite: Successfully completed Computer Concepts I with a C or better

Description: Computer Operations & Programming I is a skill-level course designed to develop computer programming and program design skills through the use of Python. Scholars will be exposed to the fundamentals of system analysis and design and the systems development life cycle. Instruction will include basic programming tools that are common to many programming languages. These may include input/output statements, constants, assignment statements, string and numeric variable types, conditional processing, and branching and looping control structures. Scholars will learn programming techniques such as counting, averaging, rounding, and generation of random numbers to develop a good programming technique. Scholars will apply what they learn to create programs and applications that solve real world business related problems. Scholars will create programs to store, locate, and retrieve data.

INCubator@RIHS (BUS89/90)

Grade Level 11-12

Credits Earned 1.0

Year Course

Prerequisite: None

Description: Entrepreneurship and Enterprise (INCubatoredu@RIHS) is for highly motivated scholars with good attendance and is designed to get scholars excited about becoming true entrepreneurs. Scholars will have the opportunity to create and fully develop their own product or service. Real-world entrepreneurs and business experts will serve as coaches and mentors guiding scholar teams through the process of ideation, market research, and business

plan development. Attendance is essential for this course. Over the course of the year, scholar teams will learn about marketing, accounting, human resources, as well as the legal aspects of running a business to get them geared up for Pitch Week. Pitch Week helps to further fire the entrepreneurial spirit by putting scholar teams in front of actual investors to pitch their innovative ideas. The team that wins the Final Pitch wins \$5,000. Scholars enrolled in this course are expected to compete in all course requirements, including pitch contests, and must be enrolled in the class for the entire year.

COOPERATIVE WORK TRAINING (CWT) (BUS01/02)

Grade Level 11-12

Varied Credit

Year Course

Prerequisite: Application through Counselor AND Coordinator AND Employed by 1st Day of School

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

ON THE JOB TRAINING (OJT)

Grade Level 11-12

Varied Credit

Year Course

Prerequisite: Scholars must be enrolled in a CWT course.

Course Codes:

- BUS03 (Periods 5-8) Semester 1 (1.0 Credit)
- BUS04 (Periods 5-8) Semester 2 (1.0 Credit)
- BUS05 (Periods 7-8) Semester 1 (1.0 Credit)
- Bus06 (Periods 7-8) Semester 2 (1.0 Credit)
- BUS07 (Period 8) Semester 1 (0.5 Credit)
- BUS08 (Period 8) Semester 2 (0.5 Credit)

Description: OJT is the credit earned for working. Scholars will attend one half-day in school and one-half day of on-the-job training supervised by the teacher-coordinator. Scholars will be required to provide proof of employment (current paystub) on the first day of class. Scholars must work a minimum of 15 hours per week at a coordinator approved site. If a scholar misses more than 9 days of school in a semester, he or she will receive an F for OJT. Exceptions to attendance include: field trips and college visits. If a scholar loses a job, he or she will have two

weeks to find other employment or they will be placed in study hall during scheduled OJT courses and risk failing.

CAREER & TECHNICAL EDUCATION

IJAG I (VOC9A/VOC9B)

Grade Level: 9

Credits Earned: 1.0

Year Course

Prerequisite: Recommendation of counselor and interview with instructor.

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

IJAG II (VOC1A/VOC1B)

Grade Level 10

Credits Earned 1.0

Year Course

Prerequisite: Successful completion of iJAG I and interview with instructor.

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

IJAG III (VOC83/VOC84)

Grade Level 11-12

Credits Earned 1.0

Year Course

Prerequisite: Interview with instructor

Description: This career exploration and preparation program provides an educational hands-on approach in exploring personal strengths and weaknesses. Scholars will work to build strengths in academic areas, time management, learn about personality and temperament, understand communication models for personal and career use, and identify values and

understand the relationship between personal actions and consequences that follow. Scholars will make connections to their career interests, abilities and aptitudes by determining their education and career goals. Scholars will be able to demonstrate core competency attainment. All scholars are expected to participate in the scholar led Career Association. The program format involves individual assignments, team building activities/projects, academic remediation, service learning and guest speakers. Field trips may be included. An interview with the instructor will be held prior to admittance to the course.

EDUCATION INTERNSHIP (EDU101/EDU102)

Grade Level 11-12

Credits Earned Variable

Semester or Year Course

Prerequisite: None

Description: Scholars enrolling in this course should have an interest in pursuing a career in the education field. Education Interns will learn the foundations of education as well as gain hands-on experience. Topics explored in this course include the roles of educators, teacher preparation, learning theories, multicultural education, the classroom environment, assessing learning, and the role of school in the community. Interns will work directly with district educators to observe and carry out a variety of classroom tasks and activities, including assisting scholars with classwork, teaching small groups, and leading classroom discussions. Interns must exhibit good citizenship, regular attendance, and initiative within their classroom placement. By participating in this internship, scholars will receive elective credit towards graduation requirements. This class may be taken both junior and senior year.

INTRODUCTION TO EARLY CHILDHOOD EDUCATION (ECE 100)



Grade Level 11-12

Credits Earned 0.5 (3 BHC credits)

Semester Course

Prerequisite: Appropriate placement score in English and Reading. Concurrently enrolled and/or completed Education Internship.

BHC Dual Credit: This course is offered during the fall semester

Description: An exploration of child development within a socio-cultural context, such as gender, family, race, ethnicity, language, ability, socio-economics, religion, and society; including an in-depth study of physical, social/emotional, cognitive, language, and aesthetic development; an examination of current research and major developmental theories. Emphasis is on the stages of development and understanding these factors in working with children. This course includes a child study of a child under 6 years of age.

GROWTH & DEVELOPMENT OF THE YOUNG CHILD (ECE 200)



Grade Level 11-12

Credits Earned 0.5 (3 BHC credits)

Semester Course

Prerequisite: Appropriate placement score in English and Reading. Concurrently enrolled and/or completed Education Internship.

BHC Dual Credit: This course is offered during the fall semester

Description: An exploration of child development within a socio-cultural context, such as gender, family, race, ethnicity, language, ability, socio-economics, religion, and society; including an in-depth study of physical, social/emotional, cognitive, language, and aesthetic development; an examination of current research and major developmental theories. Emphasis is on the stages of development and understanding these factors in working with children. This course includes a child study of a child under 6 years of age.

MULTICULTURAL & SOCIAL FOUNDATIONS OF EDUCATION (EDU202)



Grade Level 11-12

Credits Earned 0.5 (3 BHC credits)

Semester Course

Prerequisite: Concurrently enrolled and/or completed Education Internship

BHC Dual Credit: This course is offered during the fall semester

Description: A study of the social, linguistic, and cultural factors that affect the educational experiences, practices & environments in America. This course broadens scholars' understanding of the diverse nature of the contexts that either enhance or negate one's educational experiences. **(Field Experience: 10 hours required)**

THE EXCEPTIONAL CHILD (EDUC210)



Grade Level 11-12

Credits Earned 0.5 (3 BHC credits)

Semester Course

Prerequisite: Appropriate placement score in English and Reading. Concurrently enrolled and/or completed Education Internship.

BHC Dual Credit: This course is offered during the spring semester

Description: This survey course provides an overview of educational and evidence-based strategies supporting children with exceptional cognitive, social, physical, and emotional needs. Identification, intervention, strategies, methods, and programs to meet the needs of children are presented. Study of applicable federal and state laws and requirements conducted, including: Individuals with Disabilities Education Act, Individualized Family Service Plan, Individualized Educational Programs, and inclusive programming.

GRAPHIC DESIGN I (VOC19/VOC20)

Grade Level: 10-12

Credits Earned: 1.0

Year Course

Prerequisite: Art Forms

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

GRAPHIC DESIGN II (VOC20/VOC21)

Grade Level: 11-12

Credits Earned: 1.0

Year Course

Prerequisite: Graphic Design I

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

SHIELDED METAL ARC WELDING (BHC1/BHC2)



Grade Level: 11-12

Credits Earned: 1.0 (6 BHC credits)

Year Course

BHC Dual Credit

Description: Scholars will learn basic Shielded Metal Arc welding skills, with shop and OSHA safety being a focus. There will be a concentration on learning how to ARC weld in flat, horizontal, vertical up and overhead positions, while creating lap, corner, butt and fillet welds in each position. Pipe and boss welds will also be taught after the basic welds have been mastered. Embedded in the class will be lessons on the many hand tools and hand held power tools used while welding to prepare metal. Additional lessons on metals, measurement, welding symbols and blueprint reading will be a part of the class. This is a dual credit class with Black Hawk College. Tuition and fees for the dual credit will be the responsibility of the scholar and their family. Scholars will be required to provide some of their own safety equipment (jeans, covered shoes, and welding gloves). **Scholars must earn a C or higher to obtain credit from Black Hawk.**

OCCUPATIONAL WELDING (BHC13/BHC14)



Grade Level: 11-12

Credits Earned: 2.0 (8 BHC credits)

Year Course (2 Periods)

BHC Dual Credit

Prerequisite: Shielded Metal Arc Welding

Description: This is the advanced welding course. In this course, scholars will learn the basics of MIG and TIG welding as well as Oxy-Acetylene welding and cutting, and Plasma Cutting. Safety will be emphasized and build on knowledge from previous courses. Scholars will learn how to weld MIG and TIG processes in flat, horizontal, vertical-up and overhead positions while creating lap, corner, butt/groove, and fillet/T welds in each position. Various welding processes and gases will be introduced throughout the class for welding on a variety of metals. Metal working procedures such as cutting, bending and drilling will be taught, along with how to use power tools and equipment in the shop. Scholars will have projects to reiterate material covered in class. This is a dual credit class with Black Hawk College. Tuition and fees for the dual credit will be the responsibility of the scholar and their family. Scholars will be required to provide their own safety equipment (jeans, covered shoes and welding gloves). **Scholars must earn a C or higher to obtain credit from Black Hawk.**

BASIC PRECISION MEASUREMENT (BHC7)



Grade Level: 11-12

Credits Earned: 0.5 (2 BHC credits)

Semester Course

BHC Dual Credit

Prerequisite: Enrolled in the welding program

Description: Measuring techniques required for machine operations in industry.

Course Objectives:

Upon completing this course, scholars should be able to:

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

This course, taken along with Essentials of Technical Math, will allow welding scholars to receive certification in welding. This course is intended for scholars enrolled in the welding program and scholars must be either junior or senior status. Tuition and fees are the responsibility of the scholar and his/her family. **Scholars must earn a C or higher to obtain credit from Black Hawk**

ESSENTIALS OF TECHNICAL MATH (BHC9)



Grade Level: 11-12

Credits Earned: 0.5 (2 BHC credits)

Semester Course

BHC Dual Credit

Prerequisite: Enrolled in the welding program

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

Course Objectives:

Upon completing this course, scholars should be able to:

- Perform arithmetic operations with real numbers including scientific notation.
- Perform arithmetic operations to evaluate algebraic expressions and formulas.

- Convert between metric and English units of measurement.
- Solve problems in technology using elementary geometric terms, concepts, and formulas.
- Solve problems in technology using right angle and oblique trigonometry

All problem solving will be done with and without the use of a graphing calculator. This course is intended for scholars enrolled in the welding program and scholars must be either junior or senior status. Tuition and fees are the responsibility of the scholar and his/her family. ***Scholars must earn a C or higher to obtain credit from Black Hawk***

WELDING WORKPLACE EXPERIENCE (VOC41/VOC42)

Grade Level: 12

Credits Earned: 1.5

Year Course (2 Periods)

Prerequisite: Occupational Welding

Description: This course provides scholars with work experience in the welding machine technologies, or metalwork fields. Goals are typically set cooperatively by the student, teacher, and employer. These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that scholars encounter in the workplace with emphasis on soft skills, critical thinking and problem solving.

EXPLORING MEDICAL CAREERS (VOC57)

Grade Level: 9-10

Credits Earned: 0.5

Semester Course

Prerequisite: None

Description: This course offers a practical overview to introduce scholars to the health care field. Scholars will explore different aspects of health care such as professions (nursing, nurse aide, physician, physical therapist, etc.), health care providers (hospitals, clinics, nursing homes, etc.), the history of medicine and health care, as well as the life skills required in all health occupations. Other content includes wellness, anatomy, physiology, and life stages. This course is recommended, but not required, for scholars wanting to enroll in Occupational Health or Medical Terminology. Field trips, speakers, and job-related experiences will be utilized to enhance the curriculum.

MEDICAL TERMINOLOGY (BHC11)



Grade Level: 11-12

Credits Earned: 0.5 (3 BHC credits)

Semester Course

BHC Dual Credit

Prerequisite: 80 or higher on Accuplacer Reading Test

Description: This course presents the principles of medical word construction through identification of root words, prefixes, suffixes, combining forms, and methods of building medical terms. Emphasis is placed on correct medical word spelling, pronunciation and definition, while introducing terminology specific to various body systems. The course is intended to prepare scholars to classify medical information for use in a variety of health care professions. This is a Dual Credit course with Black Hawk College earning 3 cr. hrs. Scholars must earn a C or higher to obtain credit from Black Hawk Tuition and fees are the responsibility of the scholar and his/her family.

BASIC NURSING ASSISTANT PROGRAM (BHC15/BHC16)



Grade Level: 11-12

Credits Earned: 2.0 (8 BHC credits)

Year Course (2 Periods)

BHC Dual Credit

Prerequisite: 2.5 GPA

Description: This is a yearlong course designed to prepare the scholar to become a Nursing Assistant. Scholars will attain the knowledge and understanding of the skills to function as a responsible member of the health team. This course includes theory, laboratory practice, and clinical experience. This course centers around 80 in-course theory hours and then the focus of the 40-hour clinical rotation will be caring for patients in a long-term care facility. With successful completion, the scholar will be able to take a state exam to become a Certified Nursing Assistant. It is a dual credit course with Black Hawk College. If at the semester the scholar does not have a "C" or higher, he/she will not be able to continue enrollment in the course. Scholars must obtain a "C" both semesters and complete 40 clinical hours to earn college credit. Clinical days will vary. Scholars must have good attendance. A strict attendance policy needs to be adhered to by all scholars. Scholars may miss no more than 9 classes and are required to attend 5 assigned clinical days. Additional costs may be associated with this course of study. Information regarding fees and course requirements are available through the instructor. Tuition and fees are the responsibility of the scholar and his/her family. **When 9 classes are missed, the scholar will be dropped from**

the program at semester. If the 9 classes missed occurs during the second semester, the scholar will remain in the class the remainder of the school year- but will no longer be eligible for dual credit or to apply to take the state exam in May and must still pay tuition fees to Black Hawk.

BASIC NURSING WORKPLACE EXPERIENCE (VOC43/VOC44)

Grade Level: 12

Credits Earned: 1.5

Year Course (2 Periods)

Prerequisite: Basic Nursing Assistant Program

Description: This course provides scholars with work experience in the nursing field. Goals are typically set cooperatively by the student, teacher, and experience coordinator/employer. Scholars may have a classroom component with activities, involving further study of the field or discussion regarding experiences that scholars encounter in the workplace.

DRIVER EDUCATION

DRIVER EDUCATION

Grade Level: 10-12

Credits Earned: 0.5

Semester Course

Prerequisite: Scholars must be a sophomore in good standing (5.5 credits)

Course Codes:

- DRED1-Semester 1 Must be 16 years of age on or before January 31st
- DRED2-Semester 2 Must be 16 years of age on or before August 31st
- DRED3-Semester 1 Behind the Wheel
- DRED4-Semester 2 Behind the Wheel

Description: Driver Education is a one-semester course involving a three-phase program. Scholars enrolled will be participating in the classroom, on a simulator, and street instructional phases at the same time. The classroom phase is a study of textbook material, state curriculum guides, and other resources pertinent to the safe operation of the automobile. Scholars accumulating fifteen absences (excused, unexcused, field trips, etc.) will result in an "F" for the classroom phase in accordance with the state law requirement. Street instruction consists of at least three hours behind the wheel in a specially equipped driver education car. Simulation instruction requires 12 hours in a simulator. Scholars passing Driver Education will receive 0.5 credits. Scholars are required to pay the Illinois license fee (currently \$20.00). A fee will be charged for the Behind the Wheel instruction (currently \$100.00) Course fees are subject to change, due to State legislation.

State Requirements to Obtain a Driver’s License:

1. Pass classroom phase.
2. Pass driving simulation.
3. Must be at least 16 years of age.
4. Have your permit for at least 9 months.
5. Drive 50 hours with a parent/guardian (at least 10 of the 50 hours must be at night).

DRIVER EDUCATION NOTES

Classroom Course

- Priority given to sophomores in good standing at time of registration and based on seat availability
- Receives credit and a grade

Behind the Wheel Course

- Priority given to sophomores in good standing at time of registration and based on seat availability
- See course description for additional information
- Does not receive credit
- Receives a pass/fail grade

ENGLISH LANGUAGE ARTS

ENGLISH 9 (ENGF3/ENGF4)

Grade Level: 9

Credits Earned: 1.0

Year Course

Prerequisite: None

Description: Scholars will read closely a variety of diverse literature, including excerpts, short stories, drama, and nonfiction, to enhance critical thinking skills as they write to analyze given texts; use evidence to make claims and determine the purpose behind how authors structure text and develop ideas; develop writing through inquiry in a research project; and develop arguments through text analysis to develop their own arguments in writing.

ENGLISH LAB (ENGF5/ENGF6)

Grade Level 9

Credits Earned 0.5 or 1.0

Semester or Year Course

Prerequisite: None

Description: English Lab is a writing and reading support class. Scholars are enrolled in this course while they are also taking English 9. Class time will concentrate on writing and reading

strategies which supplement work being done in English 9 with the goal of increasing reading fluency. Course placement is determined by grades in English/reading, MAP test scores, teacher recommendation and/or administrator discretion. Scholars will earn elective credit.

HONORS ENGLISH 9 (ENGF1/ENGF2)

Grade Level 9

Credits Earned 1.0

Year Course

Prerequisite: None

Description: Placement based upon the Accelerated Placement Act/MAP scores/8th grade course grades & demonstration of skills. This course is a year-long course offered to academically accelerated 9th grade scholars. The course will help scholars develop more mature communication skills and will acquaint them with the life-enriching benefits of the study of literature. Scholars will also study grammar, usage, vocabulary, and writing. (Also includes the same content as English 9.)

ENGLISH 10 (ENG11/ENG12)

Grade Level 10

Credits Earned 1.0

Year Course

Prerequisite: None

Description: Building upon skills learned and reinforced in English 9, scholars will closely read a variety of diverse literature, including poetry, nonfiction, drama, to analyze these texts and determine how authors develop complex characters and ideas; work more in depth to determine authors' purposes as the analyze authors' use of rhetoric and word choice to develop ideas and claims; research multiple perspectives to develop a position in their writing; and determine how authors use craft and structure to determine characters and ideas

HONORS ENGLISH 10 (ENG15/ENG16)

Grade Level 10

Credits Earned 1.0

Year Course

Prerequisite: Honors English 9

Description: Recommendation: Grade of C or higher in Honors English 9 is highly recommended. This course is a year-long course offered to academically accelerated 10th grade scholars. Scholars will investigate various types of world literature and, through analysis, come to an appreciation of different cultural philosophies. Scholars will utilize the writing process to compose essays in a variety of styles, including the research paper. (Also includes the same content as English 10).

ENGLISH 11 (ENG61/ENG62)

Grade Level 11

Credits Earned 1.0

Year Course

Prerequisite: None

Description: Continuing to reinforce and develop skills learned in English 10, scholars will closely read a variety of diverse literature, including poetry, excerpts, drama, and nonfiction, to determine how authors develop and relate elements of a given text; determine how authors use figurative language or rhetoric to advance a point of view or purpose; research multiple perspectives to develop a position in a given task; and determine how authors use narrative techniques to craft fiction writing.

JOURNALISM (ENG81/ENG82)

Grade Level 10-12

Credits Earned 1.0

Year Course

Prerequisite: None

Description: Recommendation: Grade of C or higher in previous English courses *10th graders need a recommendation from their English 9 teacher*. Scholars will study the methods, ethics, and fundamentals of journalistic writing. They will write and edit news, features, and sport stories, along with editorials and writing for the yearbook. Scholars will be introduced to and utilize desktop publishing for production. Scholars will do all of the writing, photography, designs, and layouts for the school newspaper, *The Crimson Crier*, the school yearbook, *The Watchtower*, and journalistic activities for the RIHS Athletic Department. In this course scholars create and plan the yearbook, as well as video projects for Rock Island High School's social media.

AP ENGLISH LANGUAGE & COMPOSITION (APENG1/APENG2)



Grade Level 11

Credits Earned 1.0

Year Course

Prerequisite: English 10/Honors English 10

*5.0 Weighted Course

Description: Recommendation: Grade of C or higher in Honors English 10 is highly recommended. The AP English Language and Composition course is modeled after college freshman rhetoric and composition courses. AP English Language, therefore, emphasizes reading, critical analysis, and literature study and appreciation. Literature (primarily nonfiction) from various eras and genres such as humanities, biography, philosophy, history, and political science will be studied. Scholars will also study visual rhetoric such as photographs,

advertisements, and political cartoons. Focus will be on various modes of discourse and will require scholars to understand audience, purpose, tone, context, and style. Scholars must come into the course expecting an intensive writing experience. **Scholars enrolled in this course are expected to take the AP exam in May and are expected to remain in the course for the entire year. Teacher, parent/guardian, and administrative approval are required to drop this course at semester.**

PRINCIPLES OF SPEECH COMMUNICATION (BHC17)



Grade Level 12

Credits Earned 0.5 (3 BHC Credits)

Semester Course

Prerequisite: Enrollment in BHC Dual Credit Program

BHC Dual Credit

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

ENGLISH 12 (ENG45/ENG46)

Grade Level 12

Credits Earned 1.0

Year Course

Prerequisite: None

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

GLOBAL AWARENESS & ELA (ENG71/ENG72)

Grade Level 12

Credits Earned 1.0

Year Course

Prerequisite: Recommended grade of B- or C in previous English courses (not recommended for scholars with already strong English skills)

Description: Global Awareness and ELA is a year-long course intended for senior scholars who are interested in continuing their education in college, but they want to reinforce their skills to better ensure college, career, and life success. **Scholars must maintain a C or better each quarter in this *year-long class to earn a *State portability code** that will replace remedial classes that otherwise would be required for 100 level coursework at BHC. Because of the state portability code, regular attendance and senior standing is highly recommended. Global Awareness and ELA will also enable scholars to find success on “day one” in college courses. Course text selections and writings are organized around themes, critical issues and concepts that direct scholar focus to global ideas that foster critical thinking, reading, and writing skills. Metacognition and essential skill competences are integrated throughout instruction and embedded in course activities. Quarter-long units include: Global Climate Change, Investigating Your Passions, Facing Adversity, and Defining Success.

AP ENGLISH LITERATURE & COMPOSITION (APENG3/APENG4)



Description: Recommendation: Grade of C or higher in AP Language and Composition is highly recommended. In AP Literature and Composition, scholars must read, write, and speak at advanced levels. British poetry and prose, studied chronologically and analyzed critically, enable scholars to understand the development of modern English literature and language. Writing focuses mainly on exposition, with emphasis on process, content, clarity, and form. Scholars will do extensive reading outside of class and present oral reports each quarter. Additionally, scholars use research skills and the MLA format for written and oral projects. The literature and writing content of this year-long course helps prepare scholars for the AP Literature and Composition exam in May. **Scholars enrolled in this course are expected to take the AP exam in May and are expected to remain in the course for the entire year. Teacher, parent/guardian, and administrative approval are required to drop this course at semester.**

ENGLISH 101 (BHC5)



Grade Level 12

Credits Earned 0.5 (3 BHC Credits)

Semester Course

BHC Dual Credit

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

Description: The first of two courses in the one-year composition sequence, English 101 introduces scholars to college-level writing as a process of developing and supporting a thesis in an organized essay. English 101 requires scholars to read and think critically, use appropriate style and voice, and observe the conventions of Standard English and citation. Scholars must earn a "C" or better in order to qualify for English 102 in the spring. Tuition and fees are the responsibility of the scholar and his/her family.

ENGLISH 102 (BHC6)



Grade Level 12

Credits Earned 0.5 (3 BHC Credits)

Semester Course

BHC Dual Credit

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

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

Grade 12 Electives

Seniors may select two of the following semester elective courses to fulfill the grade 12 required year English credit.

AFRICAN AMERICAN LITERATURE (ENG59)

Grade Level 12

Credits Earned 0.5

Semester Course

Prerequisite: None

Description: This semester course offers insight into the social issues, struggles, and personal relationships in African American culture as shown through fictional and nonfictional literature created by African Americans. Scholars will complete a variety of assignments that improve their reading, writing, and speaking skills to develop a well-rounded understanding of the English Language and African American Literature.

CONTEMPORARY LITERATURE (ENG55)

Grade Level 12

Credits Earned 0.5

Semester Course

Prerequisite: None

Description: Scholars will analyze nonfiction or literature that addresses the struggles of young adults, whether they are trying to discover identity, determine ethics and honor, or overcome the obstacles imposed on them in their society or environment. Scholars will be expected to work cooperatively and independently, to read outside of class and write for a variety of purposes, and to present in front of their peers. Assessments may be essay, objective, or project-based.

CREATIVE WRITING (ENG55)

Grade Level 12

Credits Earned 0.5

Semester Course

Prerequisite: None

Description: Scholars will explore various authors and their works, study literature and narrative techniques, and conduct research, through independent reading, that they will then apply to their own writing. Writing may include, but is not limited to various types of poems, a play, a short story, or a children's book. Written assessments will vary based on scholar choice but will evaluate imagery, mood, characterization, and other varied narrative elements. This course will also include intensive editing process, including workshopping and sharing writing with peers.

MODERN WORLD LITERATURE (ENG53)

Grade Level 12

Credits Earned 0.5

Semester Course

Prerequisite: None

Description: Scholars will analyze novels by authors from around the world. Through these readings, analysis (written and verbal), and potential research, scholars will broaden their awareness of other cultures from the past into more contemporary times. Scholars will be expected to work cooperatively and independently, to read outside of class, to present in front of their peers, and write for a variety of purposes. Assessments may be essay, objective, or project-based.

WORLD MYTHOLOGY (ENG57)

Grade Level 12

Credits Earned 0.5

Semester Course

Prerequisite: None

Description: This is a semester course, where scholars read (in and outside of class) and discuss various mythological legends from history and literature. During reading and discussion, scholars compare and contrast world myths and show their continued relevance in today's world. Scholars conduct research, develop a presentation project, and write essays.

FAMILY & CONSUMER SCIENCE

FOODS & NUTRITION I (HOM01)

Grade Level: 9-12

Credits Earned: 0.5

Semester Course

Prerequisite: None

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

FOODS & NUTRITION II (HOM03)

Grade Level 10-12

Credits Earned 0.5

Semester Course

Prerequisite: Foods and Nutrition I

Description: Recommendation: Grade of C or better in Foods I is highly recommended. This course is the second level of study in Foods & Nutrition. Safety and sanitation practices will be encouraged throughout the semester with a focus on time management and food preparation skills. Scholars will develop skills in using equipment to produce nutritious and attractive meals. Course content includes foodservice careers, international foods, kitchen design, and the preparation of yeast breads, pies, cakes, casseroles, and meats. This course is a prerequisite for Culinary Arts.

CULINARY ARTS (HOM31)

Grade Level 11-12

Credits Earned 0.5

Semester Course

Prerequisite: Foods and Nutrition I and II

Description: Recommendation: Grade of C or better in Foods and Nutrition I and II is highly recommended. This course is designed to help scholars become aware of career proficiencies required in food preparation occupations. Emphasis is given to the development of competencies related to employability. Course content includes a review of sanitation and safety, menu planning, and food production. Upon completion of this course scholars should have entry-level skills needed for employment in institutional or commercial establishments.

ADULT LIVING (HOM35)

Grade Level 11-12

Credits Earned 0.5

Semester Course

Prerequisite: None

Description: This course is designed to help scholars gain an understanding of the basic personal finance skills that are relevant to the lives of teens as they transition to young adults. The goal is to build a solid foundation for financial independence. Scholars will discover the following: how they can manage their spending to meet financial goals, control their personal credit and debt, boost their personal earning capability, put their personal assets to work to build personal wealth, use financial services in a sensible and wary manner, and protect their personal property and financial resources.

FINE ARTS

THEATRE ARTS I (ART21)

Grade Level: 9-12

Credits Earned: 0.5

Semester Course

Prerequisite: None

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

THEATRE ARTS II (ART23)

Grade Level 9-12

Credits Earned 0.5

Semester Course

Prerequisite: Theatre Arts I

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

THEATRE ARTS III (ART25)

Grade Level 10-12

Credits Earned 0.5

Semester Course

Prerequisite: Theatre Arts I and II

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

Music Program

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

NON-PERFORMANCE COURSES

MUSIC THEORY (ART39)

Grade Level 11-12

Credits Earned 0.5

Semester Course

Prerequisite: Must be involved in the music program

Description: Music Theory requires that a scholar have an understanding of basic music. They must already be capable of reading music. This course is for scholars who may be considering majoring in music in college or furthering their musical knowledge beyond the basics.

MUSIC APPRECIATION (BHC3)



Grade Level 11-12

Credits Earned 0.5 (3 BHC Credits)

Semester Course

Prerequisite: Enrollment in BHC Dual Credit Program

BHC Dual Credit

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

PERFORMANCE COURSES INSTRUMENTAL MUSIC PROGRAM

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

MARCHING BAND (ART31)

Grade Level 9-12

Credits Earned 0.5

Semester Course (FALL)

Prerequisite: Enrollment in band both semesters of previous year or private lessons the previous year. Placement of scholars in the marching band is based on audition, enrollment, and/or performance.

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

CONCERT BAND (ART29)

Grade Level 9-12

Credits Earned 0.5

Semester Course (FALL)

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

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

CONCERT BAND (ART30)

Grade Level 9-12

Credits Earned 0.5

Semester Course (SPRING)

Prerequisite: Enrollment by audition

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

JAZZ BAND (ART27/ART28)

Grade Level 9-12

Credits Earned 0.5 to 1.0 (May enroll for one year)

Semester or Year Course

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

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

SYMPHONIC BAND (ART32)

Grade Level 10-12

Credits Earned 0.5

Semester Course

Prerequisite: Enrollment by audition

Description: Scholars not previously enrolled in a band course must have private lessons to be eligible for approval. Symphonic band is the top-level band at the high school. In order to be in this band, a scholar must audition in the spring and be selected for this band. The band performs three times in the spring semester. Participation in concert festival is required.

MARCHING BAND PERCUSSION (ART47)

Grade Level 9-12

Credits Earned 0.5

Semester Course (FALL)

Prerequisite: Enrollment in band both semesters of previous year or private lessons the previous year. Placement of scholars in the marching band percussion is based on audition, enrollment, and/or performance

Description: Scholars not previously enrolled in a band course must have private lessons to be eligible for approval. Marching Band Percussion is available to 9-12 grade scholars who have previous experience playing percussion or will be moved to marching band percussion (oboes, bassoons, etc.). The program includes the exploration, preparation, and performance of music written for competitive marching band and percussion ensembles. All scholars will participate in a Marching Band camp held at the high school in July and Fall Break, as well as all Marching Band related activities, which take place during first semester. The band will rehearse band material and percussion ensembles throughout the semester. Course requirements include performance in all concerts and special events. All scholars enrolled in

band will participate in pep band performances for basketball games. Scholars have the option to audition for the ILMEA All-District band.

PERCUSSION ENSEMBLE (ART48)

Grade Level 9-12

Credits Earned 0.5

Semester Course (SPRING)

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

Description: Percussion is available to scholars who have previous experience playing a percussion instrument. The program includes the exploration, preparation, and performance of music written for percussion. Course requirements include performance in all concerts and special events, sectionals, rehearsals, and other appearances of the band. All scholars enrolled in Percussion will participate in pep band performances at basketball games. Scholars enrolled in Percussion are also eligible to enroll in the jazz band course. Percussion scholars have the option to participate in Solo/Ensemble contest.

CONCERT ORCHESTRA (ART41/ART42)

Grade Level 9-12

Credits Earned 1.0

Year Course

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

Description: Concert Orchestra is open to any student, grade 9-12, who has experience playing a stringed instrument. The focus of this ensemble is to develop and refine scholars' musical experiences and technique through performance of music written for string orchestra. While focusing on traditional orchestra music, it is the intent of this class to expose scholars to a wide variety of music from the past and present and from many cultures. Concert Orchestra performs several evening concerts each year that are required for participation. In addition to regular performances at RIHS, additional performance opportunities include ILMEA Honors orchestra and SEISTA Honors Orchestra. Fee is \$40 per year.

CHAMBER ORCHESTRA (ART43/ART44)

Credits Earned 1.0

Year Course

Prerequisite: Auditioned ensemble. Music is distributed in orchestra classes at the Junior High Schools and High School in the middle to end of Quarter 4.

Description: Chamber Orchestra is open to scholars who play a stringed instrument and have successfully auditioned into the orchestra. Wind and percussion scholars wishing to perform

with the orchestra must be enrolled in the band and are placed in the orchestra as needed. The focus of this ensemble is to develop and refine scholars' musical experiences and technique through performance of masterworks written for string and symphonic orchestra. While focusing on traditional orchestra music, it is the intent of this class to expose scholars to a wide variety of music from the past and present and from many cultures. Chamber Orchestra performs several evening concerts each year that are required for participation. In addition to regular performances at RIHS, performance opportunities include ILMEA Honors orchestra, SEISTA Honors Orchestra, and performances in the community. Fee is \$40 per year.

Vocal Music Program

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

CONCERT CHOIR (ART35/ART36)

Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: None

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

SYMPHONIC CHOIR (ART37/ART38)

Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: Audition/Previous experience in band, choir or orchestra

Description: Scholars who have experience in Band, Choir, or Orchestra are strong candidates. This is an auditioned choir of male and female singers who perform a variety of choral music. Time is spent to continue development of choral techniques and music reading skills. Two or more concerts per semester plus opportunities to participate in state contests and festivals. Symphonic Choir periodically combines with Chamber Singers to form a larger group for performances. This course requires some rehearsals and performances beyond the

school day, including sectional rehearsals at 7 AM in August/September and February/March, to prepare for state-level festivals and contests.

CHAMBER SINGERS (ART45/ART46)

Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: Audition

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

Visual Arts Program

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

ART FORMS (ARTS1)

Grade Level 9-12

Credits Earned 0.5

Semester Course

Prerequisite: None

Description: Art Forms is a semester art course that is a prerequisite for all other art courses in the high school. Scholars will learn and apply the elements and principles of art and design to each project. Units covered will include drawing and painting with line, value, shape, form, texture, color, and space. Historical and contemporary artists will be analyzed in depth.

ART STUDIO I (ARTS5)

Grade Level 9-12

Credits Earned 0.5

Semester Course

Prerequisite: Art Forms

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

ART STUDIO II (ARTS7)

Grade Level 10-12

Credits Earned 0.5

Semester Course

Prerequisite: Art Studio I

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

ART IDEAS (ARTS10)

Grade Level 11-12

Credits Earned 0.5

Semester Course

Prerequisite: Art Studio II

Description: Art Ideas is a course to provide insight for professional art school or college. Scholars will survey the history of art and prepare a portfolio of their work for college or professional use.

AP STUDIO ART 2-D DESIGN/DRAWING (APART09/APART10)



Grade Level 11-12

Credits Earned 1.0

Year Course

Prerequisite: Art Studio II

*5.0 Weighted Course

Description: Recommendation: C or better in Art Studio II is highly recommended. AP Studio Art: 2-D Design is a course to provide insight and preparation for professional art school or college. Scholars will be exposed to various media, materials, and applications to create a 29-piece portfolio for college or professional art. The AP Studio Art portfolios are designed for

scholars who are seriously interested in the practical experience of art. AP Studio Art is not based on a written exam. **Scholars are required to submit a portfolio intended to address two-dimensional (2-D) design issues for evaluation at the end of the school year.** Design involves purposeful decision making about how to use the elements and principles of art in an integrative way. *This course may be taken more than once. Scholars can take it twice and turn in a portfolio to AP under Design or Drawing.*

CERAMICS I (ARTS13)

Grade Level 10-12

Credits Earned 0.5

Semester Course

Prerequisite: Art Forms

Description: This course is designed for the scholar that enjoys working with clay. Scholars will be introduced to several hand-building methods of clay construction, such as pinch, coil, and slab. A variety of decoration methods on the clay will be demonstrated as well as glazing techniques. Scholars will be required to sketch their designs and complete reaching based on clay methods and history of ceramics.

CERAMICS II (ARTS15)

Grade Level 10-12

Credits Earned 0.5

Semester Course

Prerequisite: Ceramics I

Description: Recommendation: Grade of C or better in Ceramics I is highly recommended. This course is designed for the scholar that enjoys working with clay. Discussions and demonstrations will be given prior to all projects. Scholars will expand on their hand-building, wheel-throwing, and glazing experiences. Scholars will be allowed ample time to research new ideas, critique the art of accomplished artists, and develop their own aesthetic.

AP STUDIO ART 3-D DESIGN/DRAWING (APART11/APART12)



Grade Level 11-12

Credits Earned 1.0

Year Course

Prerequisite: Ceramics I and II

*5.0 Weighted Course

Description: Recommendation: C or better in Ceramics II is highly recommended. AP Studio Art: 3-D Design is a year-long course for scholars who are committed to creating a 20-25 image 3-D portfolio to be evaluated by the AP College Board. Scholars will use found objects and classroom materials to create pottery and sculpture, while developing their personal aesthetic. Scholars are not only using clay for their projects; they will also be sketching, planning, and creating artwork. Work outside of this course is required. The AP portfolio focuses on breadth, concentration, and quality of the artwork.

MATHEMATICS

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

PRE-ALGEBRA (MATF1/MATF2)

Grade Level: 9

Credits Earned: 1.0

Year Course

Prerequisite: None

Description: This course is recommended for scholars who need more work in foundational topics in math before taking Algebra I. Topics include basic properties of rational and irrational numbers, basic operations on rational numbers, order of operations, exponents, algebraic expressions, ratio, proportions, and the coordinate plane in order to prepare scholars for Algebra I.

ALGEBRA I (MATF3/MATF4)

Grade Level 9

Credits Earned 1.0

Year Course

Prerequisite: None

Description: This course introduces scholars to the vocabulary, the manipulative skills, and the basic study of algebra. Topics include solving and graphing linear equations and inequalities,

solving and graphing systems of linear equations and inequalities, polynomials and factoring, and solving and graphing quadratic equations.

MATH LAB (MLAB1/MLAB2)

Grade Level 9

Credits Earned 0.5 or 1.0

Semester or Year Course

Prerequisite: None

Description: Math Lab is a math support class. Scholars are enrolled in this course while they are also taking Algebra I. Scholars will be given opportunities to work on fundamentals necessary to succeed in higher level math courses. Time will be allotted for re-teaching and previewing math concepts being studied in Algebra I. Course placement is determined by grades in math, MAP test scores, teacher recommendation, or administrator discretion. Scholars will earn elective credit.

GEOMETRY (MATH5/MATH6)

Grade Level 10-12

Credits Earned 1.0

Year Course

Prerequisite: Algebra I

Description: This course will cover various Geometry topics and principles, including coordinate and spatial geometry, introductory trigonometry, angles, parallel lines, congruent and similar triangles, polygons and other figures, circles, the Pythagorean Theorem, etc. Scholars will focus on problems that serve to review Algebra skills and continue to develop critical thinking skills through various problem-solving and real-world situations.

HONORS GEOMETRY (MATH7/MATH8)

Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: Algebra I/ Honors Algebra I

Description: Recommendation: Grade of C or better in Algebra I is highly recommended. Scholars in this course study topics in our traditional geometry course in greater depth and with greater rigor. They will also study additional properties about three-dimensional figures, and will learn about additional solids, as well as more about the common solids.

ALGEBRA II (MATH9/MATH10)

Grade Level 11-12

Credits Earned 1.0

Year Course

Prerequisite: Geometry

Description: Scholars in Algebra II must have successfully completed Geometry prior to taking this course. This course will include the study of various functions, quadratic formula, logarithms, trigonometry, probability, statistics, linear regression, and matrices. (TI 84 Plus calculators are recommended for this course – a classroom set will be provided for use during course).

HONORS ALGEBRA II (MATH11/MATH12)

Grade Level 10-12

Credits Earned 1.0

Year Course

Prerequisite: Honors Geometry/Geometry

Description: Recommendation: Grade of C or better in Geometry is highly recommended. Scholars in Honors Algebra II will study the topics stated above in Algebra II with greater depth and vigor. (TI 84 Plus calculators are recommended for this course – a classroom set will be provided for use during course).

PRE-CALCULUS (MAT63/MAT64)

Grade Level 11-12

Credits Earned 1.0

Year Course

Prerequisite: Algebra II

Description: Recommendation: Grade of C or better in Algebra II is highly recommended. Pre-Calculus is a course for juniors and seniors with a desire and ability to further their math education to either take Calculus as seniors or prepare for freshman college math. The emphasis in the course is working with functions and their applications. In addition to studying exponential, logarithmic, circular, and trigonometric functions, the scholar is introduced to mathematical induction, limits, vectors, and Analytical Geometry. The graphing calculator is used as an aid to help the scholar visualize practical functions. (TI 84 Plus calculators are recommended for this course – a classroom set will be provided for use during course).

HONORS PRE-CALCULUS (MAT25/MAT26)

Grade Level 11-12

Credits Earned 1.0

Year Course

Prerequisite: Honors Algebra II

*5.0 Weighted Credit

Description: Recommendation: Grade of C or better in Algebra II is highly recommended.

Honors Pre-Calculus is a course for juniors and seniors who have taken the honors series of classes and intend on taking AP Calculus. Scholars will study functions including linear, polynomial, rational, and exponential. In addition to studying these functions, they will go in greater depth with logarithmic, circular, and trigonometric functions. The scholar is introduced to mathematical induction, limits, vectors, and Analytical Geometry. The graphing calculator is used as an aid to help the scholar visualize practical functions. (TI 84 Plus calculators are recommended for this course – a classroom set will be provided for use during course).

CALCULUS (MATH65/MATH66)

Grade Level 12

Credits Earned 1.0

Year Course

Prerequisite: Pre-Calculus

Description: Recommendation: Grade of C or better in Pre-Calculus is highly recommended.

Calculus is a senior year course designed to culminate a four-year course of study in mathematics and prepare the college bound scholar for their first course of college mathematics. Topics of study include the study of functions, graphs, limits, derivatives, application of the derivatives, integrals, and application of integrals. (TI 84 Plus calculators are recommended for this course – a classroom set will be provided for use during course).

AP STATISTICS (APMAT1/AMMAT2)



Grade Level 10-12

Credits Earned 1.0

Year Course

Prerequisite: Algebra II

*5.0 Weighted Credit

Description: Recommendation: Grade of C or higher in Algebra II is highly recommended.

This course represents a college-level mathematics course for which scholars are expected to take the AP exam in May. Depending on the results of the AP exam and college the scholar chooses to attend, he/she may earn college credit. The purpose of this course is to introduce the scholars to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Scholars are exposed to four broad conceptual themes: Exploring Data, Planning a

Study, Anticipating Patterns, and Statistical Inference. **Scholars enrolled in this course are expected to take the AP exam in May and are expected to remain in the course for the entire year. Teacher, parent/guardian, and administrative approval are required to drop this course at semester.**

AP COMPUTER SCIENCE A (APMAT3/APMAT4)



Grade Level 11-12

Credits Earned 1.0

Year Course

Prerequisite: Algebra II/Pre-Calculus

*5.0 Weighted Credit

Description: Recommendation: Grade of C or higher in Algebra II/Pre-Calculus highly recommended. AP Computer Science is equivalent to a first semester, college-level course in computer science. The course introduces scholars to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using JAVA language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science course curriculum is compatible with many CS1 courses in colleges and universities. Scholars are capable of earning three college credits by successfully passing the AP Computer Science A exam. **Scholars enrolled in this course are expected to take the AP exam in May and are expected to remain in the course for the entire year. Teacher, parent/guardian, and administrative approval are required to drop this course at semester.**

AP CALCULUS (APMAT5/APMAT6)



Grade Level 12

Credits Earned 1.0

Year Course

Prerequisite: Algebra II/Pre-Calculus

*5.0 Weighted Course

Description: Recommendation: Grade of C or higher in Honors Algebra II highly recommended. This course represents a college-level mathematics course. Scholars who sign up for this course will be expected to take the AP exam in May. Scholars should have demonstrated mastery through Honors Integrated Math III before attempting this

course. Course content includes the study of: functions, graphs, limits, derivatives and second derivatives in Cartesian and polar coordinates, application of derivatives, computation of derivatives, integrals, application of integrals, computation of integrals, the Fundamental Theorem of Calculus, numerical approximations, polynomial approximations and series, series of constants, and Maclaurin and Taylor series. (TI 84 Plus calculators are recommended for this course – a classroom set will be provided for use during course). **Scholars enrolled in this course are expected to take the AP exam in May and are expected to remain in the course for the entire year. Teacher, parent/guardian, and administrative approval are required to drop this course at semester.**

PRE-ALGEBRA FOR COLLEGE (MAT077/MAT078)

Grade Level 11-12

Credits Earned 1.0

Year Course

Prerequisite: Geometry or unique circumstances will be determined only at the administrator's discretion

Description: This course is designed as a review of the basic operations of arithmetic and an introduction to algebra. It provides scholars with needed techniques and enables scholars to reason and make the connections that are involved in the learning of mathematics. It will emphasize the connections between verbal, numerical, symbolic, and graphical representations.

MATH LITERACY FOR COLLEGE I (MATH092)

Grade Level 11-12

Credits Earned 0.5

Semester Course

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

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

MATH LITERACY FOR COLLEGE II (MATH092)

Grade Level 12

Credits Earned 0.5

Semester Course

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

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

For those scholars interested in STEM (Science, Technology, Engineering, and Math) careers, you may want to check out PLTW (Project Lead the Way).

MULTI-LANGUAGE

ML STUDY SKILLS (ELL1S/ELL2S)

Grade Level: 9-12

Credits Earned: 1.0

Year Course

Prerequisite: For current MLs

Description: For current MLs who have not yet reached an ACCESS or WIDA Online Screener Composite Score of 3.5. The course is designed to aid scholars to assist in English Language Acquisition and the development of academic study skills. It is designed to support the language demands of the non-sheltered instructional environments. This course is administered in a sheltered-instructional environment. This is a graded course.

NEWCOMER ENGLISH (ELL01/ELL02)

Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: WIDA Screener or ACCESS score of 2.4 or lower

Description: This course is designed for scholars who have been enrolled in a U.S. school for less than 2 calendar years who have tested at a 2.4 or less on either the WIDA Screener or ACCESS Literacy Composite. This course prepares multilingual teenagers with the academic language and literacy skills they need to study cross-curricular subjects and literature from around the world, participate in academic discussions, and apply themselves in and out of the classroom. This course is delivered in a sheltered-instructional environment.

ML ENGLISH LEVEL A (EDGE)

Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: WIDA Screener or ACCESS Score of 2.4 or lower; unique circumstances must have Principal and EL Coordinator approval.

Course Codes:

- 9th Grade: ELL091/ELL092
- 10th Grade: ELL101/ELL102
- 11th Grade: ELL111/ELL112
- 12th Grade: ELL121/ELL122

Description: This course is designed for scholars enrolled in a US school for two years or more and for those who have tested at a 2.4 or less on either the WIDA Screener or ACCESS Literacy Composite. Instruction is provided for scholars who need intensive assistance developing reading, writing, listening, speaking, and study skills to enhance success in English Language Arts courses. This course is delivered in a sheltered-instructional environment.

ML ENGLISH LEVEL B & C (EDGE)

Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: WIDA Screener or ACCESS Score of 2.5-3.5 or completion of EL English Foundation & Level A; unique circumstances must have Principal and EL Coordinator approval.

Course Codes:

- 9th Grade: ELL093/ELL094
- 10th Grade: ELL103/ELL104
- 11th Grade: ELL113/ELL114
- 12th Grade: ELL123/ELL124

Description: This course is an English Language Arts course for ML scholars who have tested at less than 3.5 on the WIDA ACCESS test. This course is scheduled according to grade level and focuses on literacy acquisition. This course targets English Language Arts skills and standards for scholars who need significant support in cognitive academic skills in the English Language Arts areas of reading, writing, listening, and speaking. This course is delivered in a sheltered-instructional environment.

ML US GOVERNMENT (ELL19)

Grade Level 9-12

Credits Earned 0.5

Semester Course

Prerequisite: Recommendation of ML teacher, with principal approval; and/or WIDA score

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

ML CONSUMER ECONOMICS (ELL20)

Grade Level 9-12

Credits Earned 0.5

Semester Course

Prerequisite: Recommendation of ML teacher, with principal approval; and/or WIDA score

Description: This course provides scholars of limited English proficiency content instruction in consumer economics, as well as additional English support. Scholars in this course will look at the basic principles of economics and the application to student's daily lives. Scholars will explore the roles of government, business, and consumers in the economy, with special focus on consumer skills and financial literacy. This course prepares scholars to make good economic choices in their lives. This course is administered in a sheltered-instructional environment.

ML WORLD STUDIES (ELL23/ELL24)

Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: Recommendation of ML teacher, with principal approval; and/or WIDA score

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

ML US HISTORY (ELL18/ELL21)

Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: Recommendation of ML teacher, with principal approval; and/or WIDA score

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

ML BIOLOGY I (SCIA/SCIB)

Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: Recommendation of ML teacher, with principal approval; and/or WIDA score

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

ML EARTH SCIENCE (SCIC/SCID)

Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: Recommendation of ML teacher, with principal approval; and/or WIDA score

Description: This yearlong course focuses on the Earth's origin, composition, changes taking place, weather patterns, Earth's place in space, and the mapping of significant geographic locations on Earth. Attention is also given to the sun, its composition, and nuclear fusion. Stellar evolution, the solar system, constellations, and galaxies will also be covered. Additional focus is given to the relationship between humans and their environment and includes various environmental issues. This course is supported by labs and activities and is administered in a sheltered instructional environment.

ML PRE-ALGEBRA (ELL9/ELL10)

Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: Recommendation of ML teacher, with principal approval; and/or WIDA score

Description: This course emphasizes (1) social and academic English proficiency through the instruction of mathematics and (2) the mathematical knowledge and skills necessary for college, career, and civic life. This course is administered in a sheltered-instructional environment. Topics include basic properties of rational and irrational numbers, basic operations on rational numbers, order of operations, exponents, algebraic expressions, ratio, proportions, and the coordinate plane in order to prepare scholars for Algebra I.

ML ALGEBRA IA (ELL11/ELL12)

Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: Recommendation of ML teacher, with principal approval; and/or WIDA score

Description: This is the second course in the sheltered-instructional environment for ML mathematics. Scholars will continue to build on topics covered in Pre-Algebra, while being introduced to Algebra I vocabulary, the manipulative skills, and the basic theory of algebra. Emphasis is placed on operations, problem solving, and basic equations. This curriculum will mirror the first semester of Algebra I and great care will be taken to ensure scholars receive proper accommodations and modifications during this course.

ML ALGEBRA IB (ELL13/ELL14)

Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: Recommendation of ML teacher, with principal approval; and/or WIDA score

Description: This is the third course in the sheltered-instructional environment for ML mathematics. This course will pick up where Algebra IA left off, continuing to teach the vocabulary, the manipulative skills, and the basic theory of algebra. Equations, inequalities, and word problems are introduced and reviewed. Integers, polynomials, and algebraic fractions are studied. Emphasis is placed on operations, problem solving, and equations. This curriculum will mirror the second semester of Algebra I and great care will be taken to ensure scholars receive proper accommodations and modifications during this course.

ML GEOMETRY (ELL15/ELL16)

Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: Recommendation of ML teacher, with principal approval; and/or WIDA score

Description: This is the fourth course in the sheltered-instructional environment for ML mathematics. This course will emphasize the basic structure of Plane Geometry and the practical applications of geometrical topics. Algebraic skills are reviewed and strengthened as algebraic methods are applied to solving geometric problems.

PHYSICAL EDUCATION

HEALTH EDUCATION (PE01)

Grade Level: 10

Credits Earned: 0.5

Semester Course

Prerequisite: None

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

PHYSICAL EDUCATION (PE27/PE28)

Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: None

Description: Scholars will be provided an opportunity to enhance the fundamentals and knowledge of a variety of sports and activities learned during their freshman year, with an emphasis on developing lifetime skills. In addition, the curriculum will cover such areas as cardiovascular fitness, exercising safely, weight control, and other areas of wellness. They will include individual and team sports, wellness, and recreational activities. Activities offered include but not limited to: Soccer, Speedball, Flag Football, Tennis, Golf, Softball, Ultimate Frisbee, Jogging, Basketball, Weight Training, Volleyball, Badminton, Pickle Ball, Dance / Rhythms, Floor Hockey, Volley-Tennis, and Aerobic Exercise.

APPLIED PHYSICAL FITNESS EDUCATION (PE30/PE31)

Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: None

Description: Fitness minded scholars have the option of taking this course rather than the traditional physical education course. Scholars will be introduced to and assessed on a variety of weight-lifting exercises and techniques. Scholars will also participate in and be assessed on numerous types of speed/agility, jumping, cardiovascular drills, and exercises.

ADVANCED PHYSICAL EDUCATION (PE33/PE34)

Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: Athlete, Coach Recommendation

Description: Student-Athletes that have been selected by their coach have the option of taking Advanced Physical Education. The scholars in this class will concentrate on proper weight lifting techniques and improving their cardiovascular fitness levels. (To be in this class scholars will need a recommendation of a coach or teacher).

Sophomore student-athletes are encouraged to take the early bird section if you are unable to take PE during the regular school day due to Health and Driver Education. Early Bird section offering is subject to scholar need and teacher availability

PROJECT LEAD THE WAY

“Project Lead the Way” is the nation's leading provider of science, technology, engineering, and math (STEM) programs. Through world-course K-12 curriculum, high-quality teacher professional development, and outstanding partnerships, PLTW is helping scholars develop the skills needed to succeed in the global economy. PLTW’s success in preparing scholars with the knowledge and skills they need to succeed has been recognized by colleges and universities, Fortune 500 businesses, and numerous national organizations including Change the Equation, the Social Impact Exchange, and more.” (<https://www.pltw.org/about-pltw>).

INTRODUCTION TO ENGINEERING DESIGN (VOC81/VOC82)

Grade Level: 9-12

Credits Earned: 1.0

Year Course

Prerequisite: Must be enrolled in Algebra I or higher level math course

Description: This is a Project Lead the Way foundation course (PLTW). Using industry standard, three-dimensional modeling software, scholars utilize a problem-solving model to

improve existing products and/or invent new ones and learn how to effectively communicate their ideas and solutions to peers and members of the professional community. The major focus of the IED course is to expose scholars to the design process, teamwork, research and analysis, engineering standards, and technical documentation. Strong math skills are recommended.

PRINCIPLES OF ENGINEERING (VOC85/VOC86)

Grade Level 10-12

Credits Earned 1.0

Year Course

Prerequisite: Must have successfully completed Introduction to Engineering Design and must be enrolled in Geometry or higher level math course.

Description: Recommendation: Grade of C or higher in Algebra I highly recommended. This is a Project Lead the Way course that exposes scholars to major concepts they will encounter in a post-secondary engineering course of study. Topics include mechanisms, energy, statics, materials, and kinematics. Scholars will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, document their work and communicate solutions. Strong math skills are recommended.

CIVIL ENGINEERING & ARCHITECTURE (VOC67/VOC68)

Grade Level 11-12

Credits Earned 1.0

Year Course

Prerequisite: Must have successfully completed Introduction to Engineering Design and must be enrolled in Geometry or higher level math course.

Description: Recommendation: Grade of C or higher in Algebra I highly recommended. This Project Lead the Way course is the study of the design and construction of residential and commercial building projects. The course includes an introduction to many of the varied factors involved in building and site design and construction including building components and systems, structural design, storm water management, site design, utilities and services, cost estimation energy efficiency, and careers in the design and construction industry. Scholars use industry standard 3D architectural modeling software to facilitate site and building design and technical documentation.

ENGINEERING DESIGN & DEVELOPMENT (VOC69/VOC70)

Grade Level 12

Credits Earned 1.0

Year Course

Prerequisite: Must have successfully completed Introduction to Engineering Design and Principles of Engineering

*5.0 weighted credit

Description: Recommendation: Grade of C or higher in Geometry highly recommended.

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

SCIENCE

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

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

Biological Science Program

BIOLOGY I (SCIF1/SCIF2)

Grade Level: 9-10

Credits Earned: 1.0

Year Course

Prerequisite: None

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

HONORS BIOLOGY I (SCIH1/SCIH2)

Grade Level 9

Credits Earned 1.0

Year Course

Prerequisite: None

Description: Placement based upon the Accelerated Placement Act/MAP scores/8th grade course grades & demonstration of skills. Honors Biology is designed for scholars with exceptional abilities who achieve at high levels. This course involves lecture-discussion, presentations, and laboratory activities. The curriculum includes interrelationships of living organisms, levels of biological organization, human biology, social implications, biochemistry, evolution, ecology, and genetics. Extensive laboratory work and problem solving are essential components to this course, as well as student-researched lab reports. Scholars will also have the opportunity to take part in lab dissections and learn about the proper use of various lab technology.

EARTH SCIENCE (SCI09/SCI10)

Grade Level 10-12

Credits Earned 1.0

Year Course

Prerequisite: None

Description: Focus is placed on the interrelationship between humans, their environment, and the earth. In addition to ecosystems, scholars will study Geology, Meteorology, Oceanography, and Astronomy. Aimed at both college and non-college bound scholars this course is a laboratory-based course. Special activities include guest speakers, mapping the Earth, growing crystals, weather forecasting, hurricane tracking, and stream table labs.

ANATOMY & PHYSIOLOGY (SCI37/SCI38)

Grade Level 11-12

Credits Earned 1.0

Year Course

Prerequisite: None

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

AP BIOLOGY (APSCI1/APSCI2)

AP[®]

Grade Level 11-12

Credits Earned 1.0

Year Course

Prerequisite: Biology I

*5.0 Weighted credit

Description: Recommendation: Successful completion of Chemistry is highly recommended. A “C” average in science, English, and math is also recommended. AP Biology prepares scholars for college and challenges them to investigate biological concepts at advanced levels. Lectures, in-depth lab investigations, and other activities provide a study of evolution, biochemistry, genes and expression, cells and energy, biotechnology, and ecology. A field trip will focus on ecology, which will include the grass prairie reserves near Albany and Fulton, Illinois. **Scholars enrolled in this course are expected to take the AP exam in May and are expected to remain in the course for the entire year. Teacher, parent/guardian, and administrative approval are required to drop this course at semester.**

AP ENVIRONMENTAL SCIENCE (APSCI3/APSCI4)

AP[®]

Grade Level 11-12

Credits Earned 1.0

Year Course

Prerequisite: Biology I

*5.0 Weighted credit

Description: Recommendation: Successful completion of Chemistry is highly recommended. A “C” average in science, English, and math is also recommended. AP Environmental Science is the equivalent to a first-semester college course in environmental science. AP Environmental Science provides scholars with the scientific background needed to understand how the Earth works and how we, as human beings, fit into that process. At the end of the course, it is expected that scholars will be able to identify and analyze environmental problems as well as the risks associated with these problems and understand what it is to be a steward in the environment, studying how to live their lives in a more sustainable manner. **Scholars may be concurrently enrolled in other junior/senior science courses. AP Environmental Science is a year-long course. Scholars enrolled in this course are expected to take the AP exam in May and are expected to remain in the course for the entire year. Teacher, parent/guardian, and administrative approval are required to drop this course at semester.**

Physical Science Program

CHEMISTRY (SCI21/SCI22)

Grade Level 10-12

Credits Earned 1.0

Year Course

Prerequisite: None

Description: Scholars will consider the properties and chemical nature of matter. Topics include: the periodic table, atomic and molecular structure, molecular bonding, basic nomenclature, conditions affecting reaction rates, balancing equations, basic stoichiometry, equilibrium, and nuclear chemistry. Scholars need a basic calculator, as there is math involved in this course.

HONORS CHEMISTRY (SCI01/SCI02)

Grade Level 10-12

Credits Earned 1.0

Year Course

Prerequisite: Biology I

*5.0 Weighted credit

Description: Recommendation: A "C" average in science, English, and math is also recommended. Scholars will consider the properties and chemical nature of matter. In addition to general chemistry material, topics include: atomic theory, advanced nomenclature, molecular geometry, advanced stoichiometry, limiting reagents, kinetic theory, and oxidation-reduction reactions. The course moves at a faster pace than general chemistry and involves a higher-level mathematics.

AP CHEMISTRY (APSC7/APSC8)



Grade Level 11-12

Credits Earned 1.0

Year Course

Prerequisite: General Chemistry or Honors Chemistry. Previously passed or concurrently enrolled in Algebra II. All courses should be passed with at least a C average or permission of the instructor.

*5.0 Weighted credit

Description: Recommendation: Physics/AP Physics I. Following the curricula recommended by the College Board, AP Chemistry courses usually follow high school chemistry and second-year algebra. Topics covered may include atomic theory and structure; chemical bonding;

nuclear chemistry; states of matter; and reactions (stoichiometry, equilibrium, kinetics, and thermodynamics). AP Chemistry laboratories are equivalent to those of typical college courses. This is a weighted course.

PHYSICS (SCI17/SCI18)

Grade Level 10-12

Credits Earned 1.0

Year Course

Prerequisite: Biology I and Algebra I

Description: Recommendation: A “C” average in science, English, and math is highly recommended. This is a general introduction to physics for scholars actively interested in how the world operates. Graphical, mathematical, and laboratory approaches are used to explore the basic ideas of physics. Topics include principles of measurement; force and motion, work, energy, and the conservation laws; states of matter; heat, waves, sound, and light. The course may be taken concurrently with Chemistry, AP Biology, Earth Science, Anatomy, and Physiology. Calculators with trig functions are recommended.

AP PHYSICS (APSCI5/APSCI6)



Grade Level 11-12

Credits Earned 1.0

Year Course

Prerequisite: Biology I and Algebra I

*5.0 Weighted credit

Description: Recommendation: Successful completion of Chemistry is highly recommended. A “C” average in science, English, and math is also recommended. AP Physics 1: Algebra-Based is the equivalent to a first-semester college course in Algebra based Physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work energy, and power. Calculators with trig functions are recommended. AP Physics is a year-long course. **Scholars enrolled in this course are expected to take the AP exam in May and are expected to remain in the course for the entire year. Teacher, parent/guardian, and administrative approval are required to drop this course at semester.**

For those scholars interested in STEM (Science, Technology, Engineering, and Math) careers, you may want to check out PLTW (Project Lead the Way).

SOCIAL STUDIES

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

WORLD STUDIES (SOCF1/SOCF2)

Grade Level: 9

Credits Earned: 1.0

Year Course

Prerequisite: None

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

HONORS WORLD STUDIES (SOCFH1/SOCFH2)

Grade Level 9

Credits Earned 1.0

Year Course

Prerequisite: None

Description: Placement based upon the Accelerated Placement Act/MAP scores/8th grade course grades & demonstration of skills. This course addresses the same content described in the above World Studies course in a more exacting manner and requires scholars to complete more rigorous performance tasks and assessments. Scholars will work more with primary source documents, document-based questions (DBQ's), and above-grade-level texts.

US HISTORY (SOC09/SOC10)

Grade Level 10

Credits Earned 1.0

Year Course

Prerequisite: None

Description: This required course will provide an overview of the events, people, values, innovations, etc., which shaped our nation's history. The time period up to the Civil War will

be the subject of a short review, while the remainder of the year will focus on the Reconstruction era onward. Key historical concepts like cause and effect, chronological order, primary document use/interpretation, and standard inquiry (who, what, where, when, and why) will be used. Scholars will learn how present institutions, conditions, etc., relate to the past.

AP US HISTORY (APSOC1/APSCO2)

The AP logo consists of the letters "AP" in white, bold, sans-serif font, centered within a blue square.

Grade Level 10

Credits Earned 1.0

Year Course

Prerequisite: Prerequisites: Grade of B or higher in Honors World Studies strongly recommended or teacher recommendation required

*5.0 Weighted Credit

Description: Following the College Board’s approved curriculum designed to parallel college-level US History courses, AP US History provides scholars with the analytical skills and factual knowledge necessary to address critical problems and materials in US history. Scholars must possess strong reading and writing skills, have the ability to do independent study, and have good attendance. Scholars will use a college level textbook. **Scholars enrolled in this course are expected to take the AP exam in May and are expected to remain in the course for the entire year. Teacher, parent/guardian, and administrative approval are required to drop this course at semester.**

CONSUMER ECONOMICS (SOC15)

Grade Level 11

Credits Earned 0.5

Semester Course

None

Description: This semester-long course is required for graduation. It covers economic principles and several personal finance topics to help scholars become financially independent and prepared for a successful future. Topics include taxes, banking, credit, budgeting, career planning, and more.

US GOVERNMENT & POLITICS (SOC13)

Grade Level 11

Credits Earned 0.5

Semester Course

Prerequisite: None

Description: This course is required for graduation and provides a basic study of the Presidency, Congress, the judicial process, the United States Constitution, citizenship rights and responsibilities, federal national politics, and the Bill of Rights.

AP US GOVERNMENT & POLICTICS(APSOC3)



Grade Level 11

Credits Earned 0.5

Semester Course

Prerequisite: None

*5.0 Weighted Credit

Description: Following the College Board's approved curriculum designed to parallel college-level US Government and Politics courses, this course provides scholars with an analytical perspective on government and politics in the United States, involving both the study of general concepts used to interpret US politics and the analysis of specific case studies. The goal of the course is to increase understanding of the American government and political system, its processes, framework, traditions, and values. **Scholars will use a college level textbook. Scholars enrolled in this course are expected to take the AP exam in May and are expected to remain in the course for the entire year. Teacher, parent/guardian, and administrative approval are required to drop this course at semester.**

PSYCHOLOGY I (SOC07)

Grade Level 10-12

Credits Earned 0.5

Semester Course

Prerequisite: None

Description: This elective course will provide scholars a general understanding of the basic concepts in psychology. The emphasis will be on the relationship of psychological theories and techniques. It will cover some of the general components of psychology including the history and research methods used to study the topic. It will also cover the categories of sleep, dreams, hypnosis and psychological disorders. It is a subject for scholars with an interest in the why and how behavior affects them and others around them.

PSYCHOLOGY II (SOC08)

Grade Level 10-12

Credits Earned 0.5

Semester Course

Prerequisite: Psychology I

Description: This elective course is designed for scholars that want to continue learning about psychology beyond the basics of Psychology I but are unsure if they want to take AP psychology. We will be looking into areas of psychology including: sensation and perception, learning, memory and intelligence. The course offers many opportunities for scholars to have fun learning in class with many activities and opportunities for classroom participation.

AP PSYCHOLOGY (APSOC5/APSOC6)



Grade Level 10-12

Credits Earned 1.0

Year Course

Prerequisite: Psychology I or permission from instructor/social studies department head

*5.0 Weighted Credit

Description: This elective course is designed to give scholars a thorough understanding of the behavior and mental processes of human beings. Topics include: the biological basis of behavior, sensation and perception, states of consciousness, motivation and emotion, cognition and language, learning, memory, personality, intelligence and abnormal psychology. During the course there will be classroom activities and discussion such as building a brain out of grapefruit, taking an IQ test and conducting a child interview to name a few. The expectation is that scholars come to class prepared for daily instruction and are self-motivated. This course will help prepare scholars for college level course work. **Scholars enrolled in this course are expected to take the AP exam in May and are expected to remain in the course for the entire year. Teacher, parent/guardian, and administrative approval are required to drop this course at semester.**

SOCIOLOGY (SOC07)

Grade Level 10-12

Credits Earned 0.5

Semester Course

Prerequisite: None

Description: This course will focus on how people behave and relate in group settings. It involves the use of the scientific method in dealing with human interaction. In addition to vocabulary development, it uses a multicultural approach to analyze sociological concepts

found in case studies. Scholars will encounter information and knowledge, which can be applied to future life situations.

AP EUROPEAN HISTOY (APSOC17/APSOC18)



Grade Level 12

Credits Earned 1.0

Year Course

Prerequisite: None

*5.0 Weighted Credit

Description: This is an elective Advanced Placement course that covers a study of modern European history from 1400 to the present. Emphasis is on: Renaissance, Reformation, Louis XIV, Age of Absolutism, English Civil Wars, French Revolution, the Century of “Ism’s”, the Balance of Power, World War I, Russian Revolution, Rise and Fall of Nazism, and the Post-War World. The course will provide the college bound scholar with a head start. **Scholars enrolled in this course are expected to take the AP exam in May and are expected to remain in the course for the entire year. Teacher, parent/guardian, and administrative approval are required to drop this course at semester.**

CURRENT EVENTS (SOC33)

Grade Level 10-12

Credits Earned 0.5

Semester Course

Prerequisite: None

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

SPECIAL SERVICES

Multi-Categorical Program

The Special Services Department at Rock Island High School provides an educational program for scholars who are classified for the following program areas: Autism, Deaf-Blindness, Deafness, Emotional Disturbance, Hearing Impairment, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Speech/Language Impairment, Traumatic Brain Injury, and Visual Impairment. These scholars

have one or a combination of emotional, social, intellectual, perceptual, or physical difficulties, which make it difficult for them to succeed in the mainstream high school program. Scholar placement into the program follows a logical and consistent format prescribed by federal, state, and district policies and procedures. Scholars are referred to the program by parents, outside agencies, counselors, teachers, administrators, and other interested persons. All referrals are channeled through the Building Intervention Team and the Special Education Department Case Manager. A multi-disciplinary team determines eligibility for special education programming and/or related services, and if eligible, an Individual Education Plan (IEP) is written before a scholar is placed into the program. Annual meetings are held to determine the next year's placement and program services for each student. Multi-categorical special education courses and regular education courses are chosen based on each student's individual needs.

ADAPTIVE PHYSICAL EDUCATION (SE321/SE322)

Grade Level: 9-12

Credits Earned: 1.0

Year Course

Prerequisite: None

Description: Adaptive Physical Education is available to scholars who are unable to participate in the regular physical education courses due to a physical impairment. The Adaptive Physical Education program for the orthopedically impaired has two major aspects: 1) low organized games and recreational sports, and 2) implement physical therapy and occupational therapy programs. The level of each student's involvement is based on their physician's prescription to ensure that any medical concerns are not overlooked.

PERSONAL LEARNING SKILLS

Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: None

- SE203-Semester 1 Grade 9/10
- SE203A (1 Period)
- SE204-Semester 2 Grade 9/10
- SE204A (1 Period)
- SE205-Semester 1 Grade 11/12
- SE205A (1 Period)
- SE206-Semester 2 Grade 11/12
- SE206 A (1 Period)

Description: The purpose of this course is to study many different areas of life where more practice is needed. These areas may include a wide variety of units to study such as nutrition

and foods, shopping, laundering, independent living, map skills, transportation, and social development skills, using community-based instruction and direct instruction.

KEYBOARDING & DIGITAL TOOLS (SEBUS17)

Grade Level 9-12

Credits Earned 0.5

Semester Course

Prerequisite: None

Description: This course is designed to help scholars develop proficient keyboarding skills and gain confidence in using essential digital tools for academic, personal, and professional success. Emphasis is placed on building speed and accuracy through touch typing techniques while exploring key digital applications such as word processing, spreadsheets, presentations, and Google suite.

COMPUTER CONCEPTS (SEBUS29)

Grade Level 9-12

Credits Earned 0.5

Semester Course

Prerequisite: None

Description: Computer Concepts is an orientation-level course designed to develop awareness and understanding of application software and equipment used by employees to perform tasks in business marketing and management. Scholars will apply problem-solving skills to hands-on, real-life situations using a variety of software applications. Specific units of instruction include: word processing, spreadsheet, database applications, presentations/graphics, and integration activities.

READING ENRICHMENT I (SE171/SE172)

Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: None

Description: This course is designed to improve the decoding, comprehension, vocabulary, and written language skills of those scholars who are below grade level reading ability. This program is based on each student's performance. Skills and strategies are taught through direct instruction. This course consists of various fictional and non-fictional short stories and the introduction of novels.

ENGLISH 9 (SE101/SE102)

Grade Level 9

Credits Earned 1.0

Year Course

None

Description: Scholars will read closely a variety of diverse literature, including excerpts, short stories, drama, and nonfiction, to enhance critical thinking skills as they write to analyze given texts; use evidence to make claims and determine the purpose behind how authors structure text and develop ideas; develop writing through inquiry in a research project; and develop arguments through text analysis to develop their own arguments in writing.

ENGLISH 10 (SE103/SE104)

Grade Level 10

Credits Earned 1.0

Year Course

Prerequisite: None

Description: Building upon skills learned and reinforced in English 9, scholars will closely read a variety of diverse literature, including poetry, nonfiction, and drama to analyze these texts and determine how authors develop complex characters and ideas; work more in depth to determine authors' purposes as they analyze authors' use of rhetoric and word choice to develop ideas and claims; research multiple perspectives to develop a position in their writing; and determine how authors use craft and structure to determine characters and ideas.

ENGLISH 11 (SE105/SE106)

Grade Level 11

Credits Earned 1.0

Year Course

Prerequisite: None

Description: Continuing to reinforce and develop skills learned in English 10, scholars will closely read a variety of diverse literature, including poetry, excerpts, drama, and nonfiction, to determine how authors develop and relate elements of a given text; determine how authors use figurative language or rhetoric to advance a point of view or purpose; research multiple perspectives to develop a position in a given task; and determine how authors use narrative techniques to craft fiction writing.

ENGLISH 12 (SE109/SE110)

Grade Level 12

Credits Earned 1.0

Year Course

Prerequisite: None

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

WORLD STUDIES (SE23/SE24)

Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: None

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

US HISTORY (SE119/SE120)

Grade Level 10

Credits Earned 1.0

Year Course

Prerequisite: None

Description: US History course provides an investigation of the historical development of the United States from colonial days to present day America. Emphasis on the human side of history is presented through text notes, which explain the roles Americans have played and are playing in the building of our country. Units are developed so that the scholar is actively involved in the learning process with workbooks, homework, outside projects, reading participation, and classroom discussions.

US GOVERNMENT (SE123)

Grade Level 11

Credits Earned 0.5

Semester Course

Prerequisite: None

Description: This course is designed to provide scholars with the principles and practices of our democratic system of government and to develop scholar interest in reading, thinking, and making informed decisions about our system of government. Emphasis is on having the scholar become a responsible citizen.

CONSUMER ECONOMICS (SE121)

Grade Level 11

Credits Earned 0.5

Semester Course

Prerequisite: None

Description: This course is designed to enable scholars to understand economic concepts in a practical and meaningful way. Emphasis is on consumer problems and their solutions, wise consumer choices, and positive consumer planning in the area of budgeting, savings, insurance, and establishing good credit.

HEALTH EDUCATION (SE127)

Grade Level 10

Credits Earned 0.5

Semester Course

Prerequisite: None

Description: Health is designed to provide the basics of wellness education to assist scholars in making informed living choices.

LIFE SCIENCE BIOLOGY (SE125/SE126)

Grade Level 9-11

Credits Earned 1.0

Year Course

Prerequisite: None

Description: This course focuses on the basic structure and function of living organisms. Through presentations, discussions, cooperative learning, laboratory activities and videos, scholars will gain an understanding of biological principles and the interaction between an organism and its environment, including Earth systems. This course will prepare scholars for Earth Science.

EARTH SCIENCE (SESCI09/SESCI10)

Grade Level 10-12

Credits Earned 1.0

Year Course

Prerequisite: None

Description: This course focuses on the interrelationship between humans, their environment, and the Earth. In addition to ecosystems, scholars will discuss environmental and study Geology, Meteorology, Oceanography, and Astronomy. Scholars will develop critical thinking skills through labs, demonstrations, discussions, cooperative learning opportunities, presentations, and videos.

PRE-ALGEBRA (SE108/SE108)

Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: None

Description: Competency of basic skills is emphasized to attain a higher level of performance. Topics include basic properties of rational and irrational numbers, basic operations on rational numbers, order of operations, exponents, algebraic expressions, ratio, proportions, and the coordinate plane in order to prepare scholars for Algebra I.

ALGEBRA IA (SE111/SE112)

Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: None

Description: Scholars will continue to build on topics covered in Pre-Algebra, while being introduced to Algebra I vocabulary, the manipulative skills, and the basic theory of algebra. Emphasis is placed on operations, problem solving, and basic equations. This curriculum will mirror the first semester of Algebra I and great care will be taken to ensure scholars receive proper accommodations and modifications during this course.

ALGEBRA IB (SE113/SE114)

Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: None

Description: This course will pick up where Algebra I A left off, continuing to teach the vocabulary, the manipulative skills, and the basic theory of algebra. Equations, inequalities, and word problems are introduced and reviewed. Integers, polynomials, and algebraic

fractions are studied. Emphasis is placed on operations, problem solving, and equations. This curriculum will mirror the second semester of Algebra I and great care will be taken to ensure scholars receive proper accommodations and modifications during this course.

GEOMETRY (SE115/SE116)

Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: None

Description: This course will emphasize the basic structure of Plane Geometry and the practical applications of geometrical topics. Algebraic skills are reviewed and strengthened as algebraic methods are applied to solving geometric problems. This curriculum will mirror Geometry and great care will be taken to ensure scholars receive proper accommodations and modifications during this course.

VOCATIONAL READINESS (SE141/SE142)

Grade Level 9-10

Credits Earned 0.5 or 1.0

Semester or Year Course

Prerequisite: None

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

SECONDARY TRANSITION EXPERIENCE PROGRAM (S.T.E.P.)

Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: None

- SE151-STEP (Semester 1)
- SE152-STEP (Semester 2)

ON THE JOB TRAINING (OJT)

Grade Level 11-12

Credits Earned Varied Credit

Semester or Year Course

Prerequisite: None

- SE161-OJT7 (Semester 1)
- SE162-OJT7 (Semester 2)
- SE159-OJT7-8 (Semester 1)
- SE160-OJT7-8 (Semester 2)
- SE163-OJT8 (Semester 1)
- SE164-OJT8 (Semester 2)

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

JOB SKILLS I/II

Grade Level 9-12

Credits Earned 1.0

Semester or Year Course

Prerequisite: None

- CD021/022-Semester 1
- CD023/024-Semester 2

Description: This course is project based with functional work skills emphasized in every unit. The Job Skills course emphasizes following directions, time on task, project development, work skills development, and community involvement. Functional reading, English, and math skills are incorporated into every lesson. Scholars are encouraged to explore different types of employment to assist in career choice. The course participates in community-based training 2-3 times per month using public transportation.

SOCIAL LIFE SKILLS (SE033/SE034)

Grade Level 9-12

Credits Earned 0.5 or 1.0

Semester or Year Course

Prerequisite: None

Description: Scholars develop communication skills that will help them be successful in the work place and in adult social relationships. Scholars are encouraged to develop appropriate conversational skills while working in a small group setting. Scholars learn to follow written and verbal directions as they apply to specific projects.

RESOURCE (SE399/SE400)

Grade Level 9-12

Credits Earned 0.5 or 1.0

Semester or Year Course

Prerequisite: None

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

WORLD LANGUAGES

World Language requirements at the college and university level vary. To learn the graduation requirements for a specific college or university, consult the respective college catalog or your counselor. Four years of a world language is the equivalent to two years at the college level.

FRENCH I-GERMAN I-SPANISH I

Grade Level: 9-12

Credits Earned: 1.0

Year Course

Prerequisite: None

- French: F/L13, F/L14
- German: F/L23, F/L24
- Spanish: F/L01, F/L02

Description: Recommendation: Grade of C or higher in English is highly recommended. This is the beginning course, designed to develop oral and written communication skills in the target language. The scholar will develop a proficiency in speaking, listening, reading, and writing at a first-year level. The scholar will develop an appreciation and awareness of the culture and the importance of languages. Scholars at all levels must have the ability to memorize vocabulary, verb conjugations, and other grammar points.

FRENCH II-GERMAN II-SPANISH II

Grade Level 10-12

Credits Earned 1.0

Year Course

- French: F/L15, F/L16
- German: F/L25, F/L26
- Spanish: F/L03, F/L04

Prerequisite: French I/German I/Spanish I

Description: Recommendation: Grade of C or higher in first year French, German, or Spanish is highly recommended. This is a second-year course, designed to further develop oral and written communication skills in the target language. The scholar will develop a proficiency in speaking, reading, and writing at a second-year level. The scholar will continue to develop an appreciation and awareness of the culture and the importance of languages.

FRENCH III-GERMAN III-SPANISH III

Grade Level 11-12

Credits Earned 1.0

Year Course

- French: F/L17, F/L18
- German: F/L27, F/L28
- Spanish: F/L05, F/L06

Prerequisite: French II/German II/Spanish III

Description: Recommendations: Grade of C or higher in second year French, German, or Spanish is highly recommended. Emphasis is placed on reading comprehension with continued attention to conversational written skills. The course provides a thorough review of grammar. It offers more insights into the culture of the people and their history, literature, art, and music.

FRENCH IV-GERMAN IV-SPANISH IV

Grade Level 12

Credits Earned 1.0

Year Course

Prerequisite: French III/German III/Spanish III

*5.0 Weighted Credit

- French: F/L19, F/L20
- German: F/L29, F/L30
- Spanish: F/L07, F/L08

Description: Recommendations: Grade of C or higher in third year French, German, or Spanish is highly recommended. Emphasis is placed on oral communication skills, composition, reading

short novels in the target language, and projects using the target language. Grammar and structure are reviewed, and the study of culture and civilization continues.

SPANISH FOR HERITAGE SPEAKERS (F/L09/F/L10)

Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: Native or near native level of spoken and written Spanish to be determined by a pretest and instructor.

Description: Recommendation: This course is designed for scholars who already speak and read Spanish daily but wish to improve and develop their reading, writing and grammar skills for academic Spanish using cultural material. They will demonstrate a better understanding of grammatical usage through formal and informal writings. They will improve upon their speaking abilities by conducting formal and informal conversations based upon new vocabulary and culture. They will demonstrate the ability to comprehend basic readings and literature based on history and culture.

SPANISH FOR HERITAGE SPEAKERS II (F/L09/F/L10)

Grade Level 10-12

Credits Earned 1.0

Year Course

Prerequisite: Spanish for Heritage Speakers

Description: This course is for those who have completed Spanish for Heritage Speakers. Scholars will continue to develop and improve their reading, writing, and grammar skills for academic Spanish. Scholars will also continue to learn to appreciate the depth and diversity of “Spanish-speaking” culture throughout the world.

EAST MOLINE AREA CAREER CENTER

The East Moline Area Career Center offers high school juniors and seniors the opportunity to take specialized career and technical education classes. Programs include Welding, Drafting/Design, Manufacturing Technology, Building Trades, Woodworking, Auto Body, Auto Mechanics, Law & Public Safety, Barbering, Early Childhood Education, Fire Science, Graphic Arts, and ECHO (Extended Campus Health Occupations), providing hands- on training to prepare scholars for future careers.

RIHS scholars will receive 2.0 credits per course. Courses will cover three (3) Rock Island High School periods daily.

The programs of study for the East Moline Area Career Center are described below.

AUTO BODY REPAIR

In this program, scholars develop craftsmanship while learning the essentials of welding, metal forming and straightening, painting, finishing, cost estimation, and inventory control. They will practice straightening doors and fenders, replacing panels, aligning sheet metal parts, mixing and matching paint, and applying paint with professional techniques.

Scholars who continue into Auto Body Repair II will expand their skills by creating shop tickets, replacing door glass, and tackling custom paint jobs, preparing them for a career in a high-demand and rewarding field.

- **Auto Body I**
 - Grades 11-12
 - Credits Earned 2.0
 - Year Course
 - Prerequisite: None
- **Auto Body II**
 - Grades 12
 - Credits Earned 2.0
 - Year Course
 - Prerequisite: Auto Body I

AUTO MECHANICS

Auto Mechanics introduces scholars to the tools, techniques, and knowledge needed to inspect, maintain, and repair automobiles and light trucks powered by gasoline, electricity, or alternative fuels. Scholars will learn to troubleshoot and repair engines, electrical systems, integrated computer systems, fuel systems, brakes, steering and suspension, cooling systems, lubrication, exhaust and emission controls, and powertrains. This course builds the foundation for a career in automotive repair, helping scholars develop the hands-on skills and technical knowledge needed to succeed in a high-demand, fast-paced industry.

- **Auto Mechanics I**
 - Grades 11-12
 - Credits Earned 2.0
 - Year Course
 - Prerequisite: None
- **Auto Mechanics II**
 - Grades 12
 - Credits Earned 2.0
 - Year Course
 - Prerequisite: Auto Mechanics

BARBERING

Barbering introduces scholars to the art and science behind the barber's chair. From learning the fundamentals of anatomy and hygiene to practicing real-world skills like hair cutting, shaving, shampooing, and styling, scholars will build a strong foundation in both theory and hands-on technique. Along the way, they'll explore topics like barber law, skin care, massage, and the proper use of professional tools.

Scholars will also begin earning the required hours toward their Illinois barbering license, putting them on the path to a professional career. Barbering 1 is the first step in the journey, preparing scholars for Barbering 2, where their skills (and style) get even sharper.

- **Barbering I**
 - Grades 11-12
 - Grades 11-12
 - Credits Earned 2.0
 - Year Course
 - Prerequisite: None
- **Barbering II**
 - Grades 12
 - Credits Earned 2.0
 - Year Course
 - Prerequisite: Barbering I

BUILDING TRADES

Building Trades introduces scholars to the essential techniques and knowledge used in a variety of construction and trade fields. Scholars will gain hands-on experience with surveying, concrete work, block and brick laying, plumbing, electrical work, carpentry, roofing, tin work, ceramics, and painting.

Along the way, they will also learn how to select and purchase materials, keep accurate records, and develop the practical skills needed to succeed in a high-demand, hands-on career.

- **Building Trades I**
 - Grades 11-12
 - Grades 11-12
 - Credits Earned 2.0
 - Year Course
 - Prerequisite: None
- **Building Trades II**
 - Grades 12
 - Credits Earned 2.0
 - Year Course
 - Prerequisite: Building Trades I

EARLY CHILDHOOD EDUCATION

This two-level program gives scholars hands-on experience and the credentials needed to work with young children. In ECE I, scholars participate in three site days per week, learn lesson planning, maintain an ECE I binder, and complete essential training, including Shaken Baby Syndrome, Sudden Infant Death Syndrome, and mandated reporting. ECE I aligns with the Gateways to Opportunity Level 1 Certificate, providing scholars with a strong foundation in early childhood education.

In ECE II, scholars advance their skills through four site days per week and focus on childhood development. They create a comprehensive ECE II portfolio, continue lesson planning, and complete additional training, including Gateways to Opportunity programs, Welcoming Each and Every Child, CPR and First Aid certification, and Food Handling certification. ECE II prepares scholars for the Childhood Development Associate (CDA) credential and equips them with the practical experience and knowledge needed to pursue a career in early childhood education.

- **Early Childhood Education I**
 - Grades 11-12
 - Grades 11-12
 - Credits Earned 2.0
 - Year Course
 - Prerequisite: None
- **Early Childhood Education II**
 - Grades 12
 - Credits Earned 2.0
 - Year Course
 - Prerequisite: Early Childhood I

FIRE SCIENCE

Fire Science introduces scholars to the skills and knowledge needed to prevent and extinguish fires, perform rescues, and provide emergency medical care. Scholars will gain hands-on experience with firefighting tools and equipment while learning how to operate water supply systems, handle ladders, tie knots, ventilate buildings, and carry out rescue and extraction procedures.

Along the way, they will also practice basic emergency medical techniques, including patient assessment and emergency treatment, building the foundation of life-saving skills. Fire Science is the first step toward a future in firefighting, emergency medical services, or public safety, giving scholars the confidence and experience to prepare for advanced training and careers in the field.

- **Fire Science & Firefighting I**
 - Grades 11-12
 - Grades 11-12

- Credits Earned 2.0
- Year Course
- Prerequisite: None
- **Fire Science & Firefighting II**
 - Grades 12
 - Credits Earned 2.0
 - Year Course
 - Prerequisite: Fire Science & Firefighting I

LAW & PUBLIC SAFETY

Law and Public Safety introduces scholars to the history, legal framework, and day-to-day responsibilities of law enforcement professionals. Scholars will learn crime scene investigation techniques, procedures, and the proper use of law enforcement tools, including verbal commands, physical control, and handcuffing.

The course also emphasizes communication, problem-solving, and decision-making skills. Scholars explore search and seizure methods, due process, arrest protocols, 911 dispatching, and related equipment. Instruction extends to the broader criminal justice system, covering patrolling strategies, private security, corrections, probation, and the importance of building strong community relations.

This course prepares scholars for careers in law enforcement, public safety, and the criminal justice field.

- **Law & Public Safety I**
 - Grades 11-12
 - Grades 11-12
 - Credits Earned 2.0
 - Year Course
 - Prerequisite: None
- **Law & Public Safety II**
 - Grades 12
 - Credits Earned 2.0
 - Year Course
 - Law & Public Safety I

MANUFACTURING TECHNOLOGY

Discover the world of modern manufacturing in Manufacturing Technology. In Manufacturing Technology I, scholars learn the basics of manufacturing through classroom instruction and hands-on shop experience, including the use of CAD/CAM software.

In Manufacturing Technology II, scholars advance their skills by working with engineers on real-world problems using techniques such as 3D printing, blueprint reading, CNC machining, and more. They also explore career opportunities through facility tours and industry connections. This program provides a practical introduction to the manufacturing field and prepares scholars for careers in engineering, design, and advanced manufacturing.

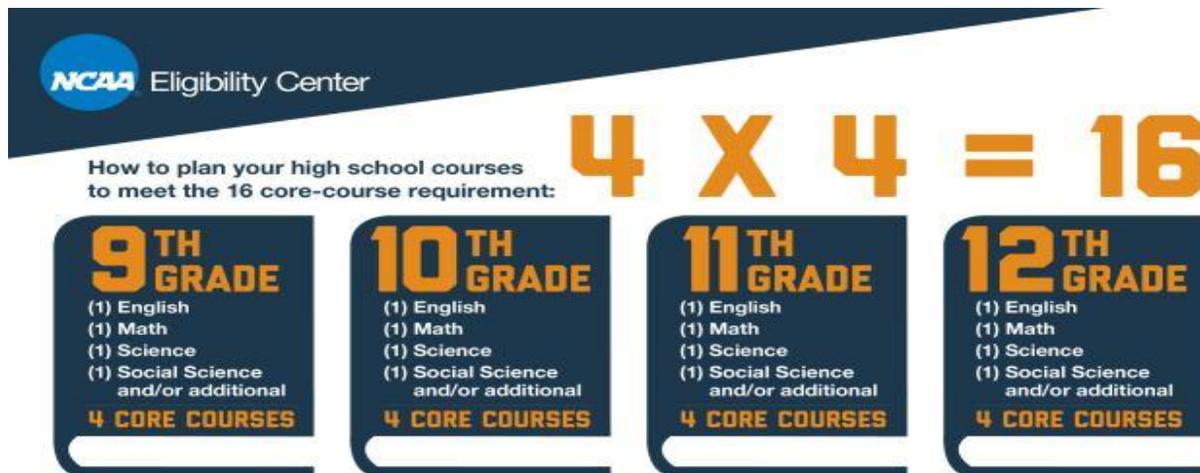
- **Manufacturing & Technology I**

- Grades 11-12
- Grades 11-12
- Credits Earned 2.0
- Year Course
- Prerequisite: None

- **Manufacturing & Technology II**

- Grades 12
- Credits Earned 2.0
- Year Course
- Prerequisite: None

COLLEGE ATHLETIC ELIGIBILITY REQUIREMENTS



National Collegiate Athletic Association (NCAA)

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

Initial eligibility standards for Division I and II are:

- Complete 16 approved core credits.
- Ten of the 16 core credits must be completed before the 7th semester (senior year) of high school.
- Seven of those 10 credits must be in English, math, or science.
- Earn a core course GPA of at least 2.3 for Division I; GPA of at least 2.2 for Division II.
- Graduate high school.

Full Qualifier: College-bound student-athletes may practice, compete, and receive athletic scholarships during their first year of enrollment at an NCAA Division I or II school.

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

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

Edmentum credit recovery courses do not qualify for NCAA eligibility.

Edmentum Ed Options courses may count toward NCAA eligibility-see counselor for details.

ROCK ISLAND HIGH SCHOOL APPROVED NCAA CORE COURSES

<u>ENGLISH</u>	<u>SOCIAL SCIENCE</u>	<u>MATHEMATICS</u>	<u>SCIENCE</u>	<u>ADDITIONAL</u>
English 9	World Studies	Integrated Math	Biology	Spanish I
Honors English 9	EL World Studies	Algebra I	Honors Biology	Spanish II
English 10	Honors World History	Algebra IA & IB	EL Biology	Spanish III
Honors English 10	US History	EL Algebra IA and IB	Global Biology	Spanish IV
English 11	AP US History	Integrated Math II	EL Global Biology	Spanish for Heritage Speakers
AP English Language Composition	EL US History	Honors Integrated Math II	Life Science/Biology	French I
English 12	US Government	Integrated Math III	Earth Science	French II
AP English Literature	AP US Government	Algebra II	Chemistry	French III
BHC English 101	EL US Government	Honors Algebra II	Honors Chemistry	French IV
BHC English 102	Psychology	Integrated Math III	AP Chemistry	German I
BHC Speech	Honors Psychology	Honors Integrated Math III	Physics	German II
African American Literature	AP Psychology	EL Math I	AP Physics	German III
Journalism	Sociology	Geometry	Anatomy & Physiology	German IV
Creative Writing	Current Events	EL Geometry	AP Biology	
World Mythology	AP European History	Pre-Calculus	AP Environmental Science	
Modern World Literature		Honors Pre-Calculus		
		AP Calculus		
		AP Computer Science		
		AP Statistics		

National Association of Intercollegiate Athletics (NAIA)

For student-athletes to be eligible to compete during their freshman year at an NAIA school, they must meet TWO of these three criteria:

1. Minimum ACT of 18 or minimum SAT of 970
2. Minimum GPA of 2.0 with qualifying test score; Minimum GPA of 2.3 without the aforementioned qualifying ACT and/or SAT test score.
3. Rank in the top 50% of graduating class.

APPENDIX I

ROCK ISLAND HIGH SCHOOL

Independent Study Application

Course Request _____ Teacher _____ Semester _____

Purpose of Independent Study (Please check one)

_____ To meet unique needs – special studies to meet unique educational needs and/or interests of students that cannot be met in a regular class offering.

_____ Scheduling conflict – exceptional circumstances that will not allow students to take a class.

Eligibility Guidelines for Independent Study

- Students must be at least sophomore standing.
- Students can NOT complete Independent Studies courses to meet graduation requirements.
- Students will be allowed to take only ONE Independent Study course during their high school career.
- Students must be in good standing at Rock Island High School and must show good character through honorable dealings with staff, good attendance, lack of tardies, and the absence of disciplinary referrals.
- Students must demonstrate the ability to work independently. Students must also have shown the initiative and self-discipline that will allow them to be successful with limited assistance from an instructor.

Independent Studies Guidelines

- **Grading:** Students will be graded on performance on work as judged by the assigned instructor. **STUDENTS WILL NOT RECEIVE WEIGHTED CREDIT FOR INDEPENDENT STUDY COURSES.**
- **Meeting Schedule:** Students and instructors will designate a meeting time to review work and ensure that adequate progress is being made.
- **Timeline:** Students will keep a log of their time spent working in this course. The instructor will initial this time log daily and collect it at the end of each week.
- **Duration:** An Independent Study course must last the duration of one full semester to earn .5 credit.

We understand these guidelines as stated above, and choose to take this Independent Study course should it be approved.

Student Date Parent/Guardian Date

Teacher Date Counselor Date

_____ Approved _____ Not Approved

Principal Date

ROCK ISLAND HIGH SCHOOL

Independent Study Time Log

Student _____ Teacher _____

Course _____ Week of: _____

Instructions: Document the time you committed to this Independent Study course.

- Record times in quarter, half, or full hour increments (.25, .5, .75, 1.00 hours).
- Briefly describe what occurred during each learning session (ie. met with the teacher, wrote papers, homework, did research, gave presentations, took tests, etc.)
- Your teacher will approve your entries and collect this page at the end of each week.

Date	Time Spent	Activities	Teacher Initials

Student Signature _____ Date _____

Created September 14, 2015

ROCK ISLAND HIGH SCHOOL
Distance Learning Application

Student name: _____ ID # _____

Current credits _____ Absences _____ Referrals _____

Please state why you are requesting a distance learning course:

Mark the following:

____ Plato Virtual School ____ Illinois Virtual School ____ Other

Name of course: _____

Based on the student's academic, discipline and attendance records. I recommend he/she be enrolled in a distance learning course.

(Counselor signature)

(Student signature)

(Principal signature)

(Parent signature)

Date _____

APPENDIX II

SAMPLE FOUR YEAR GRADUCATION PLANS

Career Education Emphasis

9th Grade

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

10th Grade

1. English 11
2. Algebra II/Math 078/Essentials of Technical Math
3. Science Elective
4. US Government/Consumer Economics
5. Physical Education
6. Elective (Career Specific)
7. Elective (Career Specific)

10th Grade

1. English 10
2. Geometry
3. Science (Chemistry/Earth Science)
4. US History
5. Health/Drivers Education
6. Elective (Art/Music/Vocational)
7. Career Ed. Elective

12th Grade

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

Honors

9th Grade

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

10th Grade

1. AP English Language & Composition
2. Honors Pre-Calculus/AP Statistics/AP Computer Science
3. AP Biology/AP Physics/Anatomy
4. World Language III
5. AP US Government/Consumer Economics
6. Physical Education
7. Elective

10th Grade

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

12th Grade

1. AP Literature & Composition/English 101 & 102
2. AP Calculus/AP Stats/AP Computer Science
3. AP Biology/AP Physics/Anatomy
4. World Language IV
5. AP European History
6. Physical Education
7. Elective

College

9th Grade

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

10th Grade

1. English 11
2. Algebra II/Math 078
3. Physics/Anatomy & Physiology/AP Environmental Science
4. World Language III
5. US Government/Consumer Economics
6. Physical Education
7. Elective (Art/Music/VOC)/AVID

10th Grade

1. English 10
2. Geometry
3. Chemistry/Earth Science
4. World Language II
5. Us History
6. Health/Drivers Education
7. Elective/AVID

12th Grade

1. Senior English Elective/English 101 & 102
2. Pre-Calculus/Calculus/Math 092 & 094
3. Science Elective (AP Biology/AP Physics/AP Environmental Science)
4. World Language IV
5. Social Studies Elective
6. Physical Education
7. Elective/AVID

APPENDIX III

Personal Four-Year Worksheet

Graduation Requirements: 22 Credits to Graduate

Year-Long Courses: 1.0 Credit

Language Arts – 4 credits
 Mathematics – 3 credits
 US History – 1 credit
 World Studies – 1 credit
 Science – 2 credits
 Physical Education – 2 credits
 Art, Music, Vocational Education,
 or World Language – 1 credit

Semester Courses: 0.5 Credit

Health Education – 0.5 credit
 Consumer Economics – 0.5 credit
 US Government – 0.5 credit
 Computer Concepts – 0.5 credit
 Computer Elective – 0.5 credit
 Elective Credits – 6.5 credits

9 th Grade Courses	Credit	10 th Grade Courses	Credit
English 9/Honors English 9	1.0	English 10/Honors English 10	1.0
Math: Algebra I/Geometry	1.0	Math: Geometry/Honors Algebra II	1.0
Biology	1.0	Chemistry/Honors Chemistry/Earth Science	1.0
World Studies	1.0	US History/AP US History	1.0
Physical Education/Marching Band	1.0	Health/Elective	1.0
Spanish I/French I/German I or Elective	1.0	Spanish II/French II/German II or Elective	1.0
Computer Concepts	0.5	Elective	1.0
Elective	0.5		
Total Credits 9 th Grade	7.0	Total Credits 10 th Grade	7.0
<i>Need 5.5 credits to be a sophomore</i>		<i>Need 11.0 credits earned to be a junior</i>	
11 th Grade Courses	Credit	12 th Grade Courses	Credit
English 11 or AP Language & Composition	1.0	Senior English Elective/English 12/AP English Literature & Composition/English 101 & 102	1.0
Math: Algebra II/ AP Calculus/AP Stats/AP Computer Science	1.0	Math Elective	1.0
Science Elective	1.0	Science Elective	1.0
Consumer Economics	0.5	Elective	1.0
US Government or AP US Government	0.5	Elective	1.0
Spanish III/French III/German III or Elective	1.0	Spanish IV/French IV/German IV or Elective	1.0
Physical Education or Marching Band	1.0	Physical Education or Marching Band	1.0
Elective	1.0		
Total Credits 11 th Grade	7.0	Total Credits 12 th Grade	7.0
<i>16.5 credits earned & must have taken state required assessment for juniors to be promoted to senior status.</i>		<i>22.0 credits needed to graduate.</i>	

