

**Dunlap Community Unit School District 323**  
**Board of Education Meeting**  
**December 18, 2024**

**ACTION ITEM**

**TO:** Members of the Board of Education  
Dr. Scott Dearman, Superintendent

**FROM:** Dr. Matt Andrews, Assistant Superintendent of Curriculum, Instruction, & Human Resources  
Katie Cazalet, Dunlap High School Principal

**SUBJECT:** Dunlap High School 2025-26 School Year Course Selection Guide Updates

**BACKGROUND INFORMATION:**

Submitted for approval are recommendations for course additions and language changes to the Course Selection Guide section of the combined Dunlap High School Student Handbook & Course Selection Guide.

When looking at the redline version of the entire document, please note the following:

- The [Course Selection Guide](#) starts on page 48 of the document which is where language changes would begin.
  - Handbook changes occur during the second semester after a Handbook Committee Meeting comprised of teachers, parents, students, and Board members.
- Proposed new courses, changes to existing course language to better help students as they consider courses, and course deletions are included in the summary of changes listed below.

Please contact Matt or Katie with any questions.

## Course Selection Guide - Summary of Changes for SY 2025-2026

### Course Additions

- **Project Lead the Way: Aerospace Engineering**
  - **Aerospace Engineering ignites students' learning in the fundamentals of atmospheric and space flight. Aerospace Engineering is one of the specialization courses in the PLTW Engineering program. The course deepens the skills and knowledge of an engineering student within the context of atmospheric and space flight. Students explore the fundamentals of flight in air and space as they bring the concepts to life by designing and testing components related to flight such as an airfoil, propulsion system, and a rocket. They learn orbital mechanics concepts and apply these by creating models using industry-standard software. They also apply aerospace concepts to alternative applications such as a wind turbine and parachute. Students simulate a progression of operations to explore a planet, including creating a map of the terrain with a model satellite and using the map to execute a mission using an autonomous robot.**  
  
**AE Unit Summary**  
**Unit 1 Introduction to Aerospace**  
**Unit 2 Aerospace Design**  
**Unit 3 Propulsion**  
**Unit 4 Alternative Applications**
  - Course offerings would be based on receiving grant funds to pay for course materials.

### Course Description Changes

- *The course descriptions listed below either have language being added or deleted for the 2025-2026 school year.*
- *If approved, course names/descriptions will be changed throughout the coursebook to reflect consistency throughout.*

#### 352 ANIMAL/HORTICULTURE SCIENCE

Length of Course: One year

Credit Granted: One-half per semester

Recommended Prerequisite: 1 credit of biological science and 1 credit of physical science

Offered To: Juniors, Seniors

**Animal/Horticulture Science** is a yearlong course with a combination of 2 agri-science classes, Animal Science and Horticulture Science. The class will be considered a laboratory class due to the components of the Horticulture class. Students will learn about the anatomy and physiology, behavior, reproduction, production and care of plants and animals. The class will focus on the agricultural aspect of animals and plants ~~but will also investigate wild and companion animals as well as ornamental plants.~~ *replace with "and will include application and design components."*

#### 102 SCULPTURE: 3-D DESIGN

Length of Course: One semester

Credit Granted: One-half

Recommended Prerequisite: Successful completion of Art Foundations ~~with a grade of "C" or better.~~

Offered To: All Students

Course Fee: \$30

**Sculpture: 3-D Design** allows students to experience the tools of 3-D Design for communication of clear and focused ideas based on planning, research and problem solving. Studio experience includes printmaking, ceramics, plaster, wire and wood.

#### 103 PAINTING I

Length of Course: One semester

Credit Granted: One-half

Recommended Prerequisite: Successful completion of Art Foundations ~~with a grade of "C" or better.~~

Offered To: All Students

Course Fee: \$30

**Painting I** is for students interested in working two dimensionally in acrylics, watercolor, & mixed media. Various techniques & painting surfaces will be explored; along with various art movements, artists & their techniques.

#### 113 DRAWING I

Length of Course: One semester

Credit Granted: One-half

Recommended Prerequisite: Successful completion of Art Foundations ~~with a grade of "C" or better.~~

Offered To: All Students

Course Fee: \$30

**Drawing I** students will experience the tools of drawing for communication of clear and focused ideas based on planning, research and problem solving. This course focuses on black and white media with an emphasis on expanding the shading techniques taught in Art 1 with creative projects. Studio experience will include weekly sketchbook exercises, ink, graphite, and charcoal.

#### 117 PHOTOGRAPHY II

Length of Course: One semester

Credit Granted: One-half

Recommended Prerequisite: Successful completion of Photo I ~~with a grade of "C" or better.~~

Offered To: Sophomore, Juniors, Seniors

Course Fee: \$80

**Photography II** is a course for students that have completed Photography I and want to pursue photography as an artistic medium. Students will have the opportunity to explore various creative photographic processes including: sepia toning, double-exposures, panoramics, solarization,

color-toning, creating negative images, and using texture screens. Student work will be displayed in a variety of Art Shows during the spring semester. Manual 35mm. film cameras are available for use.

### **376 COOPERATIVE EDUCATION CLASSROOM | 377 COOPERATIVE EDUCATION WORK**

Length of Course: One year

Credit Granted: One and one-half per semester

Recommended Prerequisite: None

Offered To: Juniors, Seniors

**Cooperative Education** is a ~~capstone-course yearlong, blended course~~, designed to assist students in the development of effective skills and attitudes through practical, advanced instruction in ~~school and out of the classroom~~, and on the job through cooperative education. Students are released from school for their paid cooperative education work experience and participate in 200 minutes per week of related classroom instruction. Classroom instruction focuses on providing students with job survival skills and career exploration skills related to the job and improving students' abilities to interact positively with others. For skills related to the job, refer to the skill development course sequences, the task list or related occupational skill standards of the desired occupational program. The course content includes the following broad areas of emphasis: further career education opportunities, planning for the future, job-seeking skills, personal development, human relationships, legal protection and responsibilities, economics and the job, organizations, and job termination. A qualified career and technical education coordinator is responsible for supervision. Written training agreements and individual student training plans are developed and agreed upon by the employer, student and coordinator. The coordinator, student, and employer assume compliance with federal, state, and local laws and regulations. This course meets the requirement for consumer education instruction as required by the School Code of Illinois (Section 27-12.1.)

*\*\*Proposing that the Coop Class runs as a blended class.*

### **312 NUTRITION and WELLNESS OCCUPATIONS**

Length of Course: One Semester

Credit Granted: One-half

Recommended Prerequisite: None

Offered To: All students

Course Fee: \$15

**Nutrition and Wellness Occupations** will concentrate on expanding students' knowledge and experiences with nutrition concepts, food science, and healthy lifestyles. Nutritional analysis, nutrient functions, food allergies, diet and disease, menu analysis, energy and wellness, meal planning & management, nutritional needs across the lifespan, impacts of science and technology on nutrition and wellness issues, and food safety and sanitation management are topics covered in this course through theory, projects, and laboratory experiences. Students will gain experience in preparing a variety of communications to teach the importance of nutrition and wellness. ~~\*\*Additional topics: -one day per month tour/internship for students (for practical experience);~~ basic food preparation principles, use and care of equipment and appliances and consumer influence in the marketplace. Students will also explore careers and employment in the food and nutrition field; work with PE teachers for wellness tips; goal of this course is to promote overall, lifelong nutrition and wellness to students.

### **~~254 CULTURES OF THE FRENCH-SPEAKING WORLD~~**

~~Length of Course: One semester~~

~~Credit Granted: One-half~~

~~Recommended Prerequisite: None~~

~~Offered To: All Students~~

~~**Cultures of the French-Speaking World** is a semester-long course focusing on cultural competency and current challenges in the world's French-speaking countries as well as basic conversational French. Students will be required to give oral presentations, do independent research, participate in graded discussions, and analyze products, practices, and perspectives from various French speaking countries. This course is an elective credit due to basic use of French.~~

~~\*This course would qualify as one of the eight courses required for Illinois Global Scholar certification.~~

~~This course has not had the minimum number of registrants since it was proposed prior to 2019~~

### **~~274 CULTURES OF THE SPANISH-SPEAKING WORLD~~**

~~Length of Course: One semester~~

~~Credit Granted: One-half~~

~~Recommended Prerequisite: None~~

~~Offered To: All Students~~

~~**Cultures of the Spanish-Speaking World** is a semester-long course focusing on cultural competency and current challenges in the world's Spanish-speaking countries as well as basic conversational Spanish. Students will be required to give oral presentations, do independent research, participate in graded discussions, and analyze products, practices, and perspectives from various Spanish-speaking countries. This course is an elective credit due to basic use of Spanish.~~

~~\*This course would qualify as one of the eight courses required for Illinois Global Scholar certification.~~

~~This course has run inconsistently since it was added prior to 2019. Additionally, it usually runs with less than 20 students. As numbers in other Spanish classes continue to increase, classes can become closed to registration once the maximum number is hit. Removing Cultures would allow more flexibility in the schedule to add another section of a more popular course.~~

### **402 INTERMEDIATE ALGEBRA**

Length of Course: One year

Credit Granted: One-half per semester

Recommended Prerequisite: Applied Geometry or Geometry

**Intermediate Algebra** is for the student who has successfully completed Geometry or Applied Geometry, but is not planning to immediately attend a four year college. Topics addressed include: expressions and functions, systems of equations, linear & quadratic equations, matrices, geometry review, ~~basic trigonometry~~ with real world applications. **\*\* Basic trigonometry is not taught in Intermediate Algebra**

#### **421 ALGEBRA II**

Length of Course: One year

Credit Granted: One-half per semester

Recommended Prerequisite: Algebra I or Algebra I (H), and concurrent enrollment in or completion of Geometry or Geometry (H)

**Algebra II** deals with quadratic equations with one and two unknowns. Other topics include logarithms, factoring, sequences and series, conic and natural application of problems. It is recommended that only students who received a letter grade of "A" or "B" in Algebra II and teacher recommendation take **PRE-CALCULUS (AP)Trig/Pre-Calc (H)**.

#### **445 STATISTICS**

Length of Course: One Year

Credit Granted: One-half per semester

Recommended Prerequisite: Algebra II

**Statistics** is a course designed to give students a thorough preparation for college level statistics regardless of intended field of study. It will involve an in-depth study of patterns and exploration of data, normal distribution, bivariate data, transformations, sampling and experimentation, probability, discrete analysis, margins of error, ~~Chi-square test, significance tests~~ and least square regression line. **\*\*This change is more inclusive of all the tests presented within the course.**

#### **502 JAZZ BAND**

Length of Course: One year

Credit Granted: One quarter per semester

Recommended Prerequisite: Enrollment in band *and orchestra. ~~(except piano, bass, and guitar)~~*.

Offered To: All students

**Jazz Band** focuses on the basic fundamentals of Jazz Music, proper sound production, improvisation, history, and sight-reading in relation to his/her particular instrument. The student will perform in one or two big bands and will also participate in festivals, contests, and concerts. Students may repeat the course each year. These students would be expected to obtain a higher degree of skill and to complete progressively more difficult assignments relating to basic course content.

#### **~~503 MUSIC THEORY I~~**

~~Length of Course: One semester~~

~~Credit Granted: One-half~~

~~Recommended Prerequisite: Basic music theory concepts and knowledge including, but not limited to: key signatures, scales, note identification, and basic aural skills. Instructor can provide a placement test if needed to determine skill level.~~

~~Offered To: Sophomores, Juniors, Seniors~~

~~**Music Theory** is the study of writing and analyzation of music.~~

#### **~~504 MUSIC THEORY II~~**

~~Length of Course: One semester~~

~~Credit Granted: One-half~~

~~Recommended Prerequisite: Minimum grade of a C in Music Theory I or teacher recommendation~~

~~Offered To: Sophomores, Juniors, Seniors~~

~~**Music Theory II** is a continuation of the advanced study of writing and analysis of music in preparation for collegiate study in music.~~

**\*\*Have not met the minimum number of registrations for at least the last six school years.**

#### **399 DIGITAL ELECTRONICS (Project Lead the Way)**

Length of Course: One year

Credit Granted: One-half per semester

Recommended Prerequisite: ~~Completed~~ Algebra I ~~and Introduction to Engineering Design (IED), and currently enrolled in a mathematics course.~~

Offered To: Sophomores, Juniors, Seniors

Course Fee: \$65.00

**Digital Electronics (DE)** is a course that introduces applied digital logic, a key element of careers in engineering and engineering technology. This course explores the smart circuits found in watches, calculators, video games, and computers. Students use industry-standard problems, export their designs to a printed circuit auto-routing program that generates printed circuit boards, and use appropriate components to build their designs. Students use mathematics and science in solving real-world engineering problems. This course covers several topics, including analog and digital fundamentals, number systems and binary addition, logic gates and functions, Boolean algebra and circuit design, and decoders, multiplexers and demultiplexers.

**\*\*There is no prerequisite listed on PLTW's website for this class. We have been waving the prerequisites for years and should update the guide to reflect this.**

#### **396 PLTW Capstone ~~ENGINEERING DESIGN & DEVELOPMENT~~ (Project Lead the Way)**

Length of Course: One Year

Credit Granted: One-half per semester

Recommended Prerequisite: Successful completion of at least two (2) Project Lead the Way courses and currently enrolled in a mathematics course

Offered to: Seniors

Course Fee: \$65.00

**Engineering Design & Development (EDD)** course will require students to work in teams to research, design, test and construct a solution to an open-ended engineering problem. The product development life cycle and a design process are used to guide and help the team to reach a solution to the problem. The team presents and defends their solution to a panel of outside reviewers at the conclusion of the course. The EDD course allows students to apply all the skills and knowledge learned in previous Project Lead the Way courses. The use of 3D design software helps students design solutions to the problem their team has chosen. This course also engages students in time management and teamwork skills, a valuable set for the students in the future. *\*\*The "Engineering Design and Development" name has been officially changed to "PLTW Capstone" by PLTW.*

**~~628 PHYSICS II (AP)~~**

~~Length of Course: One year~~

~~Credit Granted: One-half per semester~~

~~Prerequisite: Physics I (AP), Algebra II (H) or higher, concurrent with Pre-Calculus (AP) or higher~~

~~Offered to: Seniors~~

~~Physics II (AP) class is Algebra II-Based is challenging equivalent to a second semester college course in Algebra II based physics. The course covers fluid mechanics, thermodynamics, electricity and magnetism; optics; atomic and nuclear physics. Completion of AP Physics I is necessary for enrollment. \*\* Has never met the minimum number of registrations for the course to run.~~

**Social Studies**

**Department Course Sequence**

<u>Course</u>	<u>Years Offered:</u>	<u>Length in Semesters</u>
Geography	9, 10, 11, 12	1
Human Geography (AP)	10, 11, 12	2
World History 1	9, 10, 11, 12	1
World History 2	9, 10, 11, 12	1
World History 3	9, 10, 11, 12	1
World History (AP)	10, 11, 12	2
U.S. History	11, 12	2
U.S. History (AP)	11, 12	2
U.S. History Blended	11, 12	2
Civics	10, 11, 12	1
US Government & Politics (AP)	10, 11, 12	1
Economics	11, 12	1
Sociology	11, 12	1
Global Events	10, 11, 12	1
Psychology (AP)	11, 12	2
Modern U.S. History	11, 12	1
PSY 110 Intro to Psychology (DC)	11, 12	1
SOC 110 Intro to Sociology (DC)	11, 12	1
Humanities Capstone Blended	11, 12	1

*\*\*Add sophomores to Global Events*

**705 HUMANITIES CAPSTONE BLENDED**

Length of Course: One Semester

Credit Granted: One-half

Recommended Prerequisite: Completion of 7 course that qualify as globally focused

Offered To: Juniors, Seniors

**Humanities Capstone** is a course for students pursuing completion of the Illinois Global Scholar project and subsequent certification. This course will require a sophisticated, college ready use of core standards in making a claim, conducting and analyzing research, synthesizing resources, and supporting arguments.

Students will select and design a course of study in conjunction with a mentoring teacher who will facilitate the investigation of a global issue, the production of an artifact (paper, film, work of art, or infographic) that reflects learning, and the communication of findings to individuals impacted by the global issue or concern. Final products can be designed as papers, documentaries, galleries, service projects, oral histories, etc. Completion of the capstone course meets the 4th requirement toward Global Scholar Certification.

*Due to the nature of the course requirements, this course will be offered in a blended format (in-person and remote). Students will be monitored by the Capstone instructor, but must realize that there will be a significant amount of work completed outside the regular classroom hours.*

\*Completion of the capstone course meets the 4th requirement toward Global Scholar Certification. This course would qualify as one of the eight courses required for Illinois Global Scholar certification and must be taken as a part of the certificate program.

*\*\*Proposing to change the Humanities Capstone to be taught as a blended course or independently. Much of the work is project based and done outside of the classroom. Would give students flexibility in their schedule to potentially take another course while they are taking the capstone course.*

**386 Health Occupations** – Participants in this program will gain a knowledge-based understanding of a wide variety of health care careers through classroom instruction, lab activities, job shadowing, and clinical experiences. Upon successful completion, students will be eligible to sit for the State of Illinois Nursing Assistant exam and work as a CNA in any healthcare setting. This program is one semester in length. Students will earn 7 ICC credit hours and 1.5 elective high school credits upon completion.

~~DHS 385: HLTH 112 Nursing Assistant Training (5 credit hours)~~  
~~DHS 383: HLTH 116 Nursing Assistant Alzheimer (1 credit hour)~~  
~~DHS 388: ICC 104 Intro to Health Careers (1 credit hour)~~  
CNA 112: Certified Nursing Assistant (7 credit hours)

\*\*ICC course numbers have changed

## Language Changes

*\*\*Below are proposed changes to the course selection guide.*

## Study Habits

~~Classes are approximately 49 minutes in length. It is reasonable to expect approximately 30 minutes of homework per subject per day. It is hoped that each student will spend the amount of time on his or her studies that will make it possible to do the work that he/she is capable of doing. In order for success in high school, it is recommended that students use a planner (electronic or paper) to organize not only academic work, but also extra-curricular and commitments outside of school. Students are encouraged to communicate with teachers/coaches/sponsors when questions arise and extra clarifications are needed.~~

~~\*\*This document is very lengthy. We don't feel that the above paragraph is necessary. This information should be covered in course syllabi.~~

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Students may add or change a Dunlap High School course up to the 7th day *for academic reasons only*, subject to enrollment requirements and availability. Students who choose to drop a first semester course without replacement or penalty may do so **PRIOR to November 1st, and/or a second semester course PRIOR to March 15th**, provided the student will maintain their full-time student status and the course the student intends to drop is not a **low enrollment class** as indicated in the course selection guide. If a student is allowed to drop a course after the drop period, a grade of "WF" (zero) shall be recorded for the semester and calculated into their grade point average (GPA). All ICC dual credit classes will adhere to ICC drop dates. All students and parents of students taking ICC dual credit classes will receive an email from their school counselor notifying them of the drop dates allowed for those classes. Academically acceptable criteria for a class change request may include the results of summer school (success & failure), college requirements (juniors/seniors only), DHS graduation requirements, counselor error, unfulfilled prerequisite classes, and/or unsatisfactory Accuplacer test results for ICC dual credit classes.

Counselors will meet with each class yearly to discuss the ~~registration~~ *course selection* process. Students will have the best opportunity for obtaining the courses they need if they make carefully considered decisions at the time they submit their course requests for the next school year. Academic counselors have been assigned to each student to assist them in this process. Students are encouraged to consult their counselor, parents, and the curriculum guide when making class selections. Other resources are available, such as Xello, which is discussed in more detail on page ~~60~~ *49*. Students are also encouraged to research the admissions requirements for any postsecondary program of interest. Before finalizing the registration process students are required to meet with their counselor to discuss their requests. Early planning cannot be over-emphasized. Students and parents are responsible for their course selection decisions. Dunlap High School will expect students to honor their class choices. Ultimately, class selection and schedule changes are at the discretion of the high school administration.

**Course prerequisites are meant to help the selection of appropriate courses and levels. Students who have not met course prerequisites based on the level of previous coursework should speak with their teachers and counselor to see if placement would be appropriate.**

Students are required to take a minimum of four (4) core classes each semester in addition to a physical education class unless exempted. *If a student is exempt from Physical Education, they must add another class for a total of five courses, in order to maintain full time student status.* Students are recommended to take **five (5) core classes each semester** but may take more if desired or necessary. All students are required to be in attendance for six (6) class periods except for work-based learning, online or off-site dual credit courses (which includes D2 or Strong Start) and Co-op students.

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## The Advanced Placement Program

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

Dunlap High School offers a variety of Advanced Placement courses. These courses are intended for highly qualified students. Participation in Advanced Placement allows students the opportunity to pursue college-level studies while still in high school. Through this program, students may earn college credit and/or advanced placement depending on their Advanced Placement testing results. AP testing is offered at Dunlap High School each May only for subjects that we offer during a particular school year. Fees are set by the College Board (around ~~\$100~~ *99*) and are subject to change. Testing is optional.

~~Changes to Outside Courses for summer 2023 will be reviewed for the Course Selection Guide for the 2024-25 school year. \*For college-level Dual Credit courses, please see page 52. \*\*No longer needed. Students bring outside courses for summer to counselors for approval.~~

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## Outside Courses for High-School Credit

Courses not taken at Dunlap High School (i.e. summer school, night schools, correspondence courses, etc.) by a student currently enrolled will be counted for graduation credit, so long as they are approved in advance by the student's DHS guidance counselor. Approval is given for courses which

have been previously failed and for courses which are not offered at Dunlap High School during the summer term and are listed on the Illinois State Board of Education (ISBE) Virtual Course Catalog website: <https://www.isbe.net/virtualcourses>. Additionally, the [Illinois Virtual Schools and Academy](#) is an ISBE-accredited and sponsored site and students may take classes here as well. There may be additional cases (i.e., conflicts in scheduling) where approval is given for courses taken outside of Dunlap High School, and these will be determined on a case by case basis. The student will be responsible for filling out the [Dunlap High School Outside Courses Approval Form \(Non-Dual Credit\)](#). All financial responsibilities including, but not limited to, transportation, course tuition, fees, enrollment, application, and materials are placed upon the student seeking approval. Upon completion of the class, the student must provide their counselor with an official transcript from the approved institution.

Classes that are listed on the ISBE Illinois Virtual Course Catalog website: <https://www.isbe.net/virtualcourses> and which coincide with a high school graduation requirement will be accepted *on a case by case basis*, as satisfying a high school requirement, including core course requirements. Also, accredited high school courses offered elsewhere will be considered for credit, including elective and core course requirements, if approved by the high school counselor, by completing the Dunlap High School Outside Courses Approval Form (Non-Dual Credit).

*\*\*Updating language to maintain consistency throughout the guidebook and to reflect current practices*

### **Community Service Credit**

*Students may earn .50 elective credit each school year by completing 80 hours of documented community service between June-May. Community Service is defined as unpaid and non-compensated work that directly benefits others and is not completed during the school day or as part of a course requirement. Work or service performed for compensation or personal benefit of any kind, whether monetary, quid pro quo, discounts, etc., is not considered community service and will not qualify for Community Service credit. Additionally, for the purposes of this credit, students may not count hours worked/served at a business or other entity owned by the student's immediate family or relatives. Pre-approval from the high school counselor is highly encouraged to ensure the service performed will qualify for credit. Documentation of hours and a 1-page reflection must be submitted to the high school counselor prior to the last day of school the academic year in which Community Service credit is sought. Please check with your counselor for additional community service details.*

~~*Students may earn .50 elective credit each school year by completing 80 hours of certified community service work and appropriate paperwork between June-May. Pre-approval from the high school counselor is required in order to receive credit. Please check with your counselor for additional community service details.*~~

*\*\*Community Service explanation expanded*

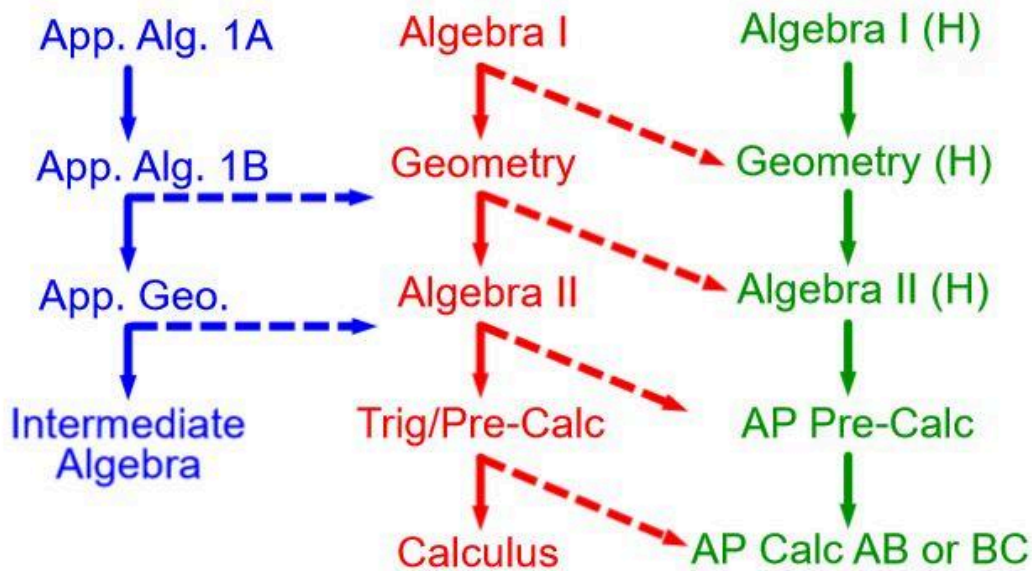
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Students may add or change a Dunlap High School course up to the 7th day, subject to enrollment requirements and availability. Students who choose to drop a first semester course without replacement or penalty may do so **PRIOR to November 1st, and/or a second semester course PRIOR to March 15th**, provided the student will maintain their full-time student status and the course the student intends to drop is not a **low enrollment class** as indicated in the course selection guide. ~~*If a student is allowed to drop a course after the drop period, a grade of "WF" (zero) shall be recorded for the semester and calculated into their grade point average (GPA). All ICC dual-credit classes will adhere to ICC drop dates. All students and parents of students taking ICC dual-credit classes will receive an email from their school counselor notifying them of the drop dates allowed for those classes. If a student is allowed to drop a DHS or ICC course after the Dunlap High School drop period, a grade of "WF" (zero) shall be recorded for the semester on their Dunlap High School transcript and calculated into their Dunlap High School grade point average (GPA). Students may still adhere to the ICC drop dates, however a dual-credit class dropped after the Dunlap High School drop period may still result in a W/F(0) on their Dunlap High School transcript. All students taking ICC dual-credit classes will receive an email from ICC's early college office notifying them of the ICC drop dates allowed for those dual-credit classes.*~~ Academically acceptable criteria for a class change request may include the results of summer school (success & failure), college requirements (juniors/seniors only), DHS graduation requirements, counselor error, unfulfilled prerequisite classes, and/or unsatisfactory Accuplacer test results for ICC dual-credit classes.

*\*\*Updating language to maintain consistency throughout the guidebook and to reflect current practices. Same language can be found on page 8 of the student handbook.*



## Math Department Course Recommended Sequence



Courses available after **Intermediate Algebra**: Transitional Algebra, Statistics, Math 110 Concepts of Math (DC), Math 111 Gen Ed. Stats (DC) or Survey of Mathematics

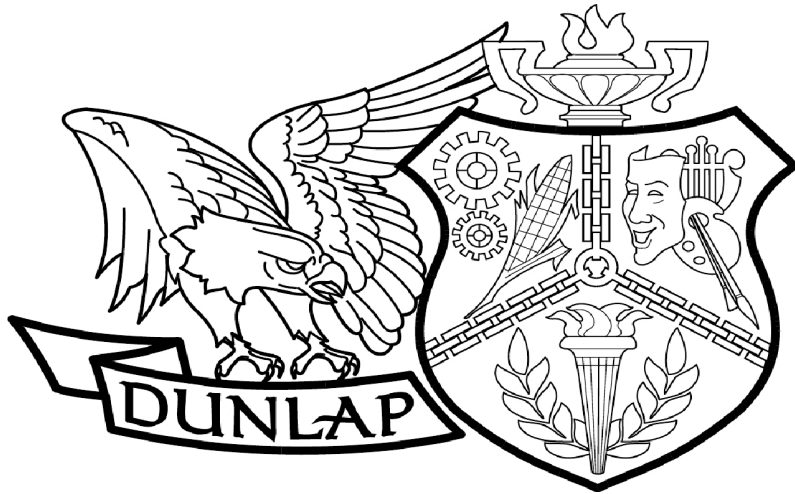
**Additional Courses available after Algebra II**: AP Stats, Math 111 Gen. Ed. Stats (DC), Statistics, Math 110 Concepts of Math (DC) or Survey of Mathematics

**Course Sequencing** is *recommended* as students are able to move between levels (applied, regular, honors/AP) based on family decision, teacher recommendation, or placement based on a "Meets" or "Exceeds" on the PSAT 8/9, PSAT 10, or SAT.

*\*\*Graphic updated to reflect changes in course titles and offerings*

# DUNLAP HIGH SCHOOL

## COURSE SELECTION GUIDE



*2025-2026 ~~2024-2025~~*