

EAST AURORA HIGH SCHOOL COURSE CATALOG

2026-2027



EASTHIGH.D131.ORG/COURSE-CATALOG     **EASD131**
#ReachYourFullPotential



EAST AURORA HIGH SCHOOL

Mrs. Jennifer Mitchell, Interim Principal

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Aurora, IL 60505

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Dear Parents/Guardians and Students,

Welcome to the 2026-2027 school year! The enclosed course catalog is an essential tool for planning a successful high school career and helping our students reach their full potential. Please take time to review all the course information carefully before making your selections.

At East Aurora High School, we're proud to offer a wide variety of courses designed to challenge students and equip them with the knowledge and skills they need for their future. All freshmen and sophomores are enrolled in Pre-Advanced Placement (AP) courses, which prepare them for success in our Advanced Placement (AP) courses. Over the past several years, we've expanded our AP offerings, giving students more opportunities to earn college-level credit.

We also have a number of courses that allow students to earn college credit or job credentials before they even graduate. Our partnerships with Waubensee Community College and Fox Valley Career Center provide valuable hands-on experience and real-world skills. Beyond our core academic classes, students can explore their passions through a variety of electives in subjects like Career and Technical Education, Family and Consumer Science, Fine and Performing Arts, Business, and World Languages.

We also have a wide range of PE courses to fit different interests and are honored to house a distinguished NJROTC unit that students can join.

The entire East Aurora High School faculty and staff encourage all students to explore their interests, engage in new experiences, and challenge themselves with our rigorous course offerings. We recommend that students and parents work together with teachers and counselors to ensure a successful four-year high school journey.

I wish each of you a successful 2026-2027 school year and look forward to seeing all our students thrive.

Sincerely,

Jennifer Mitchell
Principal
East Aurora High School

Reach your full potential!

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Developing a 4-Year Plan

Sample

FRESHMAN YEAR

Fall Semester		Spring Semester	
English	0.5	English	0.5
Math	0.5	Math	0.5
Science	0.5	Science	0.5
PE, Health, NJROTC or Band	0.5	PE, Health, NJROTC or Band	0.5
Elective/Social Studies Elective	0.5	Elective/Social Studies Elective	0.5
Reading Elective	0.5	Reading Elective	0.5
Total Credits Earned	3	Total Credits Earned	3

SOPHOMORE YEAR

Fall Semester		Spring Semester	
English	0.5	English	0.5
Math	0.5	Math	0.5
Science	0.5	Science	0.5
PE, Drivers Ed, NJROTC, Band	0.5	PE, Drivers Ed, NJROTC, Band	0.5
Reading Elective	0.5	Reading Elective	0.5
Elective	0.5	Elective	0.5
Total Credits Earned	3	Total Credits Earned	3

JUNIOR YEAR

Fall Semester		Spring Semester	
English	0.5	English	0.5
Math	0.5	Math	0.5
American History	0.5	American History	0.5
PE, Drivers Ed, NJROTC, Band	0.5	PE, Drivers Ed, NJROTC, Band	0.5
Reading Elective	0.5	Reading Elective	0.5
Elective	0.5	Elective	0.5
Total Credits Earned	3	Total Credits Earned	3

SENIOR YEAR

Fall Semester		Spring Semester	
English	0.5	English	0.5
American Government or Consumer Ed	0.5	American Government or Consumer Ed	0.5
PE, Drivers Ed, NJROTC, Band	0.5	PE, Drivers Ed NJROTC, Band	0.5
Fine and Performing Arts, World Language, Career Technical Ed Elective	0.5	Fine and Performing Arts, World Language, Career Technical Ed Elective	0.5
Elective/Social Studies Elective	0.5	Elective/Social Studies Elective	0.5
Elective	0.5	Elective	0.5
Total Credits Earned	3	Total Credits Earned	3

Graduation Requirements

COURSE REQUIREMENTS

Subjects	Required Credits
English ¹	4
Math ²	3
Science	2
American history	1
American Government & Civics ³	0.5
PE/NJROTC/Band	3
Consumer Education	0.5
Health	0.5
Drivers Ed	0.5
Electives: Minimum of the following:	7
•Social Studies.....1 Credit	
•Fine and Performing Arts, World Language, or Career & technical Education.....1 Credit	
•Reading ⁴Up to 3 Credits	
Appropriate Illinois State mandated testing ⁵	Must be taken
Total Credits Needed to Graduate	22
Notes: 1. Students must complete 2 years of writing intensive courses, one of which must be an English class: classes that satisfy this requirement are marked in the course descriptions. 2. Math credits must include 1 year of Algebra I and 1 year of a Geometry content course. 3. Per ILCS 5/27-22, all students enrolled in this course must take and pass the US Constitution Test. 4. Reading courses are offered in grades 9-11 at three levels (Strategic, College Prep, and Honors). Students who score at the 70th percentile or below on the MAP Reading or a SAT Suite (PSAT 8/9, PSAT 10, PSAT-NMSQT, or SAT) equivalent score will be placed into a Reading course. Students who would benefit, must take and pass a Reading course each year. Students will be re-evaluated every year for placement into one of the three levels. 5. Mandated state testing must be taken per Illinois School Code before graduation. 6. The FAFSA or FAFSA waiver must be completed.	

TESTING

All students are required to comply with all State of Illinois Testing Laws in order to graduate. The State of Illinois requires that all students be tested in English/reading, math, and science one time during high school in order to graduate. All high school students must take the ACT college-entrance exam on the state testing date in the spring of their junior year. The ACT assesses English, reading, and math. Additionally, students must take the Illinois Science Assessment (ISA) during the year that they take Biology. The US Constitution Test is a graduation requirement. All students will take and must pass the US Constitution Test in their American Government & Civics class. While enrolled in Physical Education courses, students are required to complete FitnessGram testing. FitnessGram assesses flexibility, cardiovascular endurance, and muscular strength and endurance. Students will take this assessment twice each semester that they are enrolled in PE to measure student improvement in these areas.

DRIVERS EDUCATION

The classroom portion of Drivers Education is required for graduation. Students can elect to take the driving portion of the course for an additional fee. Drivers Education is scheduled for students according to age. Freshmen are **NOT** eligible for Drivers Education. A student must have passed 8 classes in the previous 2 semesters to qualify for Drivers Education per Illinois law.

EARLY GRADUATION

Senior students who have completed all graduation requirements and have the minimum graduation credits may request early graduation, but they will not receive their diplomas until May. It is the responsibility of the students to notify their counselor of their intent to work towards early graduation.

MINIMUM COURSE LOADS

All students are required to take six subjects per semester including physical education (NJROTC or Band may be substituted for PE), an enrichment/intervention, and lunch.

SCHEDULE CHANGES

Students will receive their course requests for the following year in the spring. They will be given a window of time to request changes. There will be no automatic changes once this window has closed. Any changes after this time would be at the discretion of the administration, the counseling staff, and the academic department chair. By state law, there can be absolutely no course change after the 10th day of the semester.

Grading

SEMESTER CREDITS

In high school, the academic year is split into two semesters: fall and spring. Students earn final grades in each semester. It is important to understand how credits are earned. Students earn 0.5 credits for every semester class in which they earn a passing grade. A passing grade is a letter grade of at least a D or an earned percentage of 59.5 or better.

GRADE PROMOTION

To be promoted to the next grade level, the following minimum number of credits is needed by the beginning of a new school year:

- a. To be classified as a **Sophomore**, a student must have earned a minimum of **5.5 credits**.
- b. To be classified as a **Junior**, a student must have earned a minimum of **11 credits**.
- c. To be classified as a **Senior**, a student must have earned a minimum of **16 credits**.

There may be additional requirements to promote to the next grade level based on board policy and/or state testing requirements. If students do not meet the minimum number of credits to promote to the next grade level during the school year, they may have the opportunity to earn additional credits through summer school or outside of the school day. Students interested in these options should talk to their counselor.

CLASS RANK

Students are ranked based on the **weighted grade point average** of all students in the class.

Valedictorian (ranked 1st) and Salutatorian (ranked 2nd) are based on the 7th semester class rankings.

GRADE POINT AVERAGE AND WEIGHTED GRADES

In high school, students will earn points beginning with their first semester. These points accumulate throughout a student's time in high school. This is called a **Grade Point Average (GPA)**.

A student's grade point average is determined by dividing the total points earned by the number of classes taken. Only courses which are one semester in length will be calculated in the GPA. AP & Honors grade weight will be calculated as part of the GPA. Courses issued pass or fail grades are not calculated in the grade point average. Only final semester grades count towards a student's GPA, not progress report or quarter grades.

STANDARD COURSES
Unweighted GPA
A= 4 points
B= 3 points
C= 2 points
D= 1 point
F= 0 points

ADVANCED PLACEMENT & HONORS COURSES
Weighted GPA
A= 5 points
B= 4 points
C= 3 points
D= 2 points
F= 0 points

College and Career Readiness

CAREER PLANNING

East Aurora High School provides students with many opportunities to prepare themselves for entrance into specific careers. Students are encouraged to discuss with their counselors the sequence of courses that will provide them with the training needed for preparation for their desired career. Students are also encouraged to take advantage of the resources of the EAHS College and Career Center and to work directly with a Counselor.

COLLEGE PLANNING

Colleges vary greatly in their admission requirements. In order to provide more options, students should carefully plan a four-year program.

Most universities recommend the following track of high school courses:

- 4 years of English
- 3 years of Social Studies
- 4 years of Math (through intermediate and college algebra)
- 3 years of Science
- 2 years of World Language
- 1 year of Fine Arts/Pre-professional or Vocational Electives

College-bound students should plan their schedules accordingly. Students who are planning to apply to highly selective colleges and universities should follow the above guidelines and consider four years of mathematics, science, and world language.

COLLEGE ENTRANCE TESTING

Most colleges and universities require that students take an entrance exam, either the ACT or SAT, to complete their application; schools use the results of these exams to make admissions decisions. Many students choose to take these exams multiple times to improve their scores. East Aurora High School provides multiple opportunities for students to take these assessments during the officially designated all school testing days in both the fall and the spring. Freshman will take the PSAT 8/9, Sophomores will take the PSAT/NMSQT in the fall and the PSAT 10 in the spring, and Juniors will take the PSAT/NMSQT in the fall and the SAT in the spring. The SAT satisfies the state requirement of a College and Career Readiness Exam to qualify for graduation in Illinois.

Students who are interested in applying to college should speak to their counselor ensure that the schools chosen match their needs and interests and to discuss any required entrance exams.

CAREER CLUSTERS & SCHOOLINKS

The National Career Clusters Framework as designated by the US Department of Education contains 16 Career Clusters that encompass 79 Career Pathways.

Those 16 Career Clusters are:

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering &
- Mathematics
- Transportation, Distribution & Logistics

East Aurora High School utilizes a platform called SchoolLinks to help students navigate the challenging world of career planning and exploration. SchoolLinks is an online college and career resource available to all East High students. SchoolLinks provides students the resources to help them make informed decisions about their college and career pursuits. With a database of information on hundreds of different colleges and post-secondary programs, students can use SchoolLinks comprehensive search and matching tools to create a list of schools that fit their personal and academic interests.

SchoolLinks also helps facilitate the college application process by directly linking an account to students' EA counselor and teachers, allowing them to submit nearly all application materials, letters of recommendation, and other supporting documents (including official transcripts) electronically. SchoolLinks also has extensive information on different career paths and professional industries. With a variety of different vocational tests and assessments available to all students, SchoolLinks can help students identify a number of different career opportunities in which they might be interested. Counselors utilize the results of those assessments to advise students during course selection to ensure that students are considering appropriate career pathways.

SchoolLinks also directly links to appropriate college, trade school, or training programs connected to those pathways. The career component of SchoolLinks is equally as important for those students that are college bound as it is for students that plan to go directly into the working world following their graduation from EAHS.

COLLEGE ATHLETICS

Students interested in participating in intercollegiate athletics and those who are being considered for an athletic scholarship to any National Collegiate Athletic Association (NCAA) Division I or Division II college or university athletic program must complete core course requirements. NCAA Division I is the highest level of intercollegiate athletics and tends to be large public and private universities. NCAA Division II is an intermediate level of intercollegiate athletics and tends to be smaller public schools and many private institutions. Core Course Requirements: NCAA Division I and II require 16 core courses. Following the suggested guidelines for college preparatory coursework should satisfy NCAA standards.

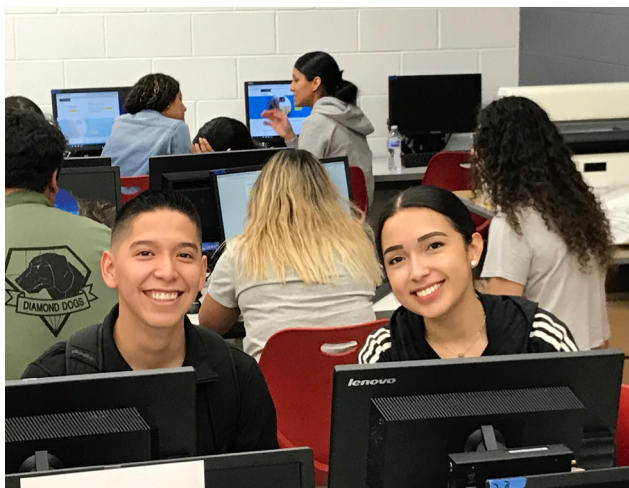
Grade-Point Average: Only core courses approved by the NCAA Clearinghouse will be used in the calculation.

Student athletes should speak to their counselor upon entering high school and to look at the high school's list of NCAA-approved core courses on the Eligibility Center's website to make certain their courses are approved as NCAA courses. This information can be found at www.ncaaclearinghouse.net. It is recommended that students apply for the Clearinghouse by the end of their sophomore year if they are planning on participating in a sport at a Division I or Division II school.



TEST SCORES

All SAT and ACT scores must be reported directly to the NCAA Eligibility Center by the testing agency. When registering for the SAT or ACT, use the Eligibility Center code of 9999 to make sure the score is reported to the Eligibility Center.





NEW! *District 131 College and Career
Pathway Endorsements*

What is a Career Pathway?

According to the Illinois Career Pathways Dictionary, a career pathway is a combination of rigorous and high-quality education, training, and other services that aligns both vertically and horizontally across secondary education, adult education, workforce training and development, career and technical education, and postsecondary education systems, pathways, and programs. Collaborative partnerships with these entities, business and industry, and other community stakeholders, serve as the foundational structure for high-quality and sustainable career pathways. A career pathway also includes multiple entry and exit points to facilitate individuals to build their skills as they progress along a continuum of education and training and advance in sector-specific employment.

What is a College and Career Pathway Endorsement (CCPE)?

The Postsecondary Workforce Readiness Act establishes a voluntary system for school districts to award College and Career Pathway Endorsements on high school diplomas. The endorsement simultaneously demonstrates students' readiness for postsecondary programs and entry-level professional learning experiences in a selected career interest area. The endorsement also incentivizes career exploration and acceleration, particularly in high-demand career fields. College and Career Pathway Endorsements reflect that a student has completed an individualized learning plan, engaged in a career-focused instructional sequence, participated in work-based learning, and demonstrated readiness for college-level reading and math.



College and Career Pathway Endorsement Framework



INDIVIDUAL PLAN

Each student completing an endorsement must have an individualized plan, which includes college planning linked to early understanding of career goals, financial aid, resume, and personal statement.

PROFESSIONAL LEARNING

Awareness, exploration, and preparation activities that provide opportunities for students to interact with adults in their workplace

9th	10th	11th	12th
At least 2 career exploration activities or 1 intensive experience		60 cumulative hours of paid or credit supervised career development experience with a professional skills assessment	
At least 2 team-based challenges with adult mentoring			

Through these experiences, a student gains essential employability and technical competencies in their identified sector.

CAREER-FOCUSED INSTRUCTIONAL SEQUENCE

Two years of secondary coursework, or equivalent competencies, that articulate to a postsecondary credential with labor market value. Must include at least 6 hours of early college credit.

9th	10th	11th	12th
Orientation / Introduction			
		Skill Development	
		Capstone / Advanced Courses	

ACADEMIC READINESS

Ready for non-remedial coursework in reading and math by high school graduation through criteria defined by district and local community college

What are the requirements for a student to earn a College and Career Pathway Endorsement?

The College and Career Pathway Endorsements framework requires:

An individualized learning plan: Each student completing an endorsement must have an individualized plan, which includes college planning linked to early understanding of career goals, financial aid, resume, and personal statement.

Professional learning: Students participate in career awareness, exploration, and preparation activities that provide opportunities to interact with adults in their workplace

At least two career exploration activities or one intensive experience.

At least two team-based challenges with adult mentoring

60 cumulative hours of a paid or for-credit, supervised career development experience culminating with a professional skills assessment

Career-focused instruction: Students complete two years of secondary coursework, or equivalent competencies, that articulate to a postsecondary credential with labor market value. Must include at least six hours of early college credit

Academic readiness: Students are ready for non-remedial coursework in reading and math by high school graduation through criteria defined by the school district and local community college

How does a student express interest in earning a CCPE?

Students interested in earning a College and Career Pathway Endorsement must meet with their Counselor and inquire in detail about the interested pathway and how to complete the pathway.

What Pathways are currently available at East Aurora High School?

Elementary and Secondary Education

Manufacturing-Welding

College and Career Readiness Maps

The following maps offer suggestions of when courses should be taken in order to complete the CCPE. Not following the maps could lead to not completing the necessary courses to earn the endorsement

Elementary and Secondary Education Human & Public Services

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Career Focused Courses	Family and Child Development			
			Introduction to Teaching	
Science	Biology	Chemistry	Student Choice	Student Choice
Social Science	World History	Elective of Choice	US History	American Government/ Personal Finance
Math	Choose 1: Algebra I Geometry	Choose 1: Geometry Algebra II	Algebra II/ Higher Level Math (Student choice)	Student Choice
English	English I	English II	English III	English IV

Manufacturing and Welding

Manufacturing, Engineering, Technology and Trades

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Career Focused Courses	Intro to Manufacturing			
	Engineering			
			Welding Technology I	
			Welding Technology II	

Science	Biology	Chemistry	Student Choice	Student Choice
Social Science	World History	Elective of Choice	US History	American Government/ Personal Finance
Math	Choose 1: Algebra I Geometry	Choose 1: Geometry Algebra II	Algebra II/ Higher Level Math (Student choice)	Student Choice
English	English I	English II	English III	English IV



EAST AURORA HIGH SCHOOL
CERTIFICATIONS
2025-2026

NJROTC FAA Drone Pilot Certification

EAHS NJROTC Drone Team—a program led by the East Aurora NJROTC designed to provide hands-on aviation education and FAA Part 107 drone certification training to East Aurora High School students.

Program Overview

- **Location:** EAHS NJROTC Virtual (Google Classroom), Field House, NJROTC spaces, and adjacent airspace
- **Mission:** Deliver aviation and drone operations education with opportunities for FAA certification
- **Frequency:** Meets twice a week Tuesday and Thursdays, starting beginning of the school year.
- **Eligibility:** Open to all **EAHS students** (must have a valid Student ID). NJROTC membership is not required
- **Supervision:** Facilitated by NJROTC instructors using NJROTC-owned drone equipment
- **Accountability:** Membership roster and weekly attendance maintained. Students may be dismissed for leaving EAHS or causing intentional equipment damage

Curriculum & Certification

All participants receive **lifetime access** to the FAA 107-aligned online course provided by The Drone Coach. This comprehensive training includes:

- Minimum age and requirements to operate sUAS in the U.S.
- Controlled vs. uncontrolled airspace
- Understanding Classes B, C, D, E, and G airspace
- Sectional chart interpretation in the National Airspace System
- Weather theory and real-world interpretation (METAR/TAF)
- Radio communications and pilot phraseology
- Flight dynamics, load factors, and center of gravity
- Emergency procedures and crew resource management (CRM)
- Physiological factors and decision-making for safe operations

FAA Part 107 License Details

- **Cost:** \$175.00
- **Covered 100% by NJROTC** for actively participating cadets
- The FAA Part 107 license enables students to legally operate drones for **commercial purposes**, enhancing resumes, opening job opportunities in public safety, construction, cinematography, agriculture, and logistics.

Program Impact

Over the past three years, **19 EAHS students have earned their FAA 107 drone pilot certifications** through this program—equipping them with real-world credentials before graduation.

We're excited to expand this opportunity to the wider student body and would greatly appreciate your support in making Drone Team a permanent, district-approved enrichment program.

Early College Opportunities

WCC COURSES

Students who are eligible may enroll in classes offered on campus at Waubensee Community College. Students must use the bus provided for these courses. Counselors will discuss the array of courses available to students, and help them select courses by interest and career path. This option provides students the students the campus experience, with college instructors, and early college credit. Students who are interested should speak with their counselor about the option and how it fits into their post-secondary plans.

AP CAPSTONE DIPLOMA PROGRAM

The AP Capstone Program is a diploma program that provides students with the independent research, collaboration and communication skills that are valued by universities. AP Capstone requires students to complete two prerequisite courses, AP Seminar and AP Research. Students who complete this program earn one of two awards, which are valued by institutions of higher on the AP Seminar and AP Research exams, as well as a score of 3 or higher on four additional AP exams of the student's choosing. Students that complete only AP Seminar and AP Research and earn AP exam scores of 3 or above are awarded the AP Seminar and Research Certificate.

AP COURSES

East Aurora High School offers 28 Advanced Placement courses that are open to all students. These classes are regulated by the College Board and must meet national standards in order to qualify as AP. Students are encouraged to participate in the national AP exams, which take place annually in May. Illinois public colleges and universities must provide course credit to students who score at least a 3 (out of 5) on an AP exam.

East High offers the following AP courses:

2-D Drawing	German Language and Culture
3-D Art and Design	Human Geography
African American Studies	Macroeconomics
Art History	Microeconomics
Biology	Music Theory
Calculus AB	Physics 1
Chemistry	Physics 2
Chinese Language and Culture	Precalculus
Computer Science	Psychology
Computer Science Principles	Research
Cybersecurity 1:	Seminar
Networking Fundamentals	Spanish Language and Culture
English Language and	Spanish Literature and Culture
Composition	Statistics
English Literature and	United States Government and
Composition	Politics
Environmental Science	United States History
European History	
French Language and Culture	

FOX VALLEY CAREER CENTER

Juniors and Seniors are eligible to enroll in classes offered by the Fox Valley Career Center. All students must use the bus provided for those courses which are taught at FVCC. The second year may include internships, on-the-job training and work-based experience. Students can receive college credit from Waubensee Community College for course work taken at Fox Valley Career Center if they meet the established guidelines. Students are exposed to postsecondary opportunities and can explore the various career advantages with the instructor. Please see pages for specific course descriptions.

ARTICULATED AND DUAL CREDIT PROGRAM

East High offers articulated credit courses in some academic areas through Waubensee Community College, except where noted. Students who earn a grade of "B" or better in these courses will earn both high school credit and credit at the partnering college. We also offer dual credit courses in some academic areas through Waubensee Community College. These courses, taught by EAHS teachers, offer students high school credit and college credit that may transfer to other colleges and universities. Parents and/or students who desire more information about eligibility and enrollment procedures for either the articulated or dual credit program should contact the student's counselor.

DUAL CREDIT COURSES

Automotive Shop Operations - CTE355/CTE356
Health Occupations Clinical - CNA Program CTE525/CTE526
Introduction to Teaching - CTE511/CTE512
Medical Terminology - SCI565/SCI566
Business Information Systems - BUS225/BUS226
Welding Technology I & II - CTE285/CTE286

ARTICULATED CREDIT COURSES

Auto Mechanics Occupations II A
Computer-Aided Drafting
Early Childhood Occupations I & II
Introduction to Technical Drafting

SEAL OF BILITERACY

East Aurora Schools District 131 is proud to offer the official Seal of Biliteracy to East Aurora High School students who have met all requirements as stipulated by Illinois State Board of Education and East Aurora School District 131. The Seal of Biliteracy is awarded to graduating seniors who have attained proficiency in two or more languages. Students who do not meet the requirements for the Seal of Biliteracy are afforded the opportunity to meet requirements for a Commendation Toward Biliteracy. Both the Seal and Commendation encourage students to pursue biliteracy, honor the skills our students attain, and provide evidence of language competency that is attractive to future employers and college admissions offices. Our vision is to help students recognize the value of their academic success and see the tangible benefits of being bilingual.

BILINGUAL AND ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM

East Aurora High School offers courses specifically designed for students who have been identified as English learners by the Illinois Division of Language Learning. Through the program, students will become proficient in English while satisfying graduation requirements across all content areas. In ESL courses, English Learners receive explicit language instruction as well as development of language arts skills. In addition, English Learners have access to content area courses including math, science, and social studies in Spanish or in a sheltered English instruction environment. Recommendation for placement is based on the assessment of English language skills.

SPECIAL EDUCATION PROGRAM

District 131 offers special education programs and services to meet the unique needs of high school students up to 22 years of age determined to be eligible for special education services based upon an identified disability. These services are mandated by the Illinois State Board of Education and the federal government. The district provides a free and appropriate education in a least-restrictive environment for students who have any of the following exceptional characteristics: visual impairment, hearing impairment, physical and health impairment, speech and/or language impairment, specific learning disability, behavior/emotional disorder, mental impairment, or multiple impairments. A comprehensive case study review and multidisciplinary staffing conference are used to determine if a disability exists and if the student is eligible for special education services. On the basis of this assessment process and parent/guardian participation, students receive educational services in a setting which is as much like the academic program for non-disabled students as appropriate (i.e. in the least restrictive environment).

E-LEARNING CREDIT RECOVERY PROGRAM

East Aurora High School provides students an opportunity to recover credits through an online virtual learning environment. In addition, ELearning is offered through night school and summer school. Courses are taken in an eLearning setting with intensive teacher interventions and support provided.

Early College Prep Program at Waubensee Community College

East Aurora High School provides students with many opportunities to prepare themselves for entrance into specific careers. Students are encouraged to discuss with their counselors the sequence of courses that will provide them with the training needed for preparation for their desired career. Students are also encouraged to take advantage of the resources of the EAHS College and Career Center and to work directly with the College and Career Counselor.

New classes for the next semester at Waubensee Community College can be found at <https://www.waubensee.edu/programs-courses/>. During the Advise and Sign meeting, please indicate to your counselor if you are interested in the Early College Prep Program.

Below are courses that have been offered at WCC for our Early College students, however please note the courses are added each semester offering more selections for your student. Please speak with your counselor to learn more about these offerings.

WCC ANT 101 CULTURAL ANTHROPOLOGY

Cultural Anthropology provides an introduction to social and cultural anthropology, emphasizing the socio-culture and psychological characteristics of various cultures: hunters, tribesmen, chiefdoms, peasants and industrial societies. Emphasis is placed on cultural universals, integration of social institutions and the continuing adaptation of man to his environment.

WCC ART 120 BASIC DRAWING

This course encompasses drawing of natural and artificial forms as well as interpretive and inventive processes. Line, shape, value, mass, proportions, and volume are explored emphasizing the use of black and white media. The course also includes vocabulary development, individual and class critiques, and exposure to contemporary and historical drawings.

WCC ART 100 ART APPRECIATION

This course is designed to encourage visual literacy and develop analytical skills of the non-art major. Students are introduced to the vocabulary and media of art through discussion and manipulation of materials. This course is also intended to develop an understanding and awareness of the contributions artists make to society. Participation in this course may include independent visit to galleries and/or museums which may require admission fees.

WCC AST 100 INTRODUCTION TO ASTRONOMY

This course is a descriptive, nonlaboratory survey course in astronomy. Although the course is considered non-mathematical, some basic arithmetic is required. Topics include earth and sky, the structure and evolution of the solar system, stars, galaxies and the universe.

WCC BIO 100 INTRODUCTION TO BIOLOGY

This general survey course deals with selected concepts and theories in biology at various scales, including the organization, function, heredity, evolution and ecology of living things. Through experiments that exemplify this content, students will understand the components of the scientific method, and sound experimental design. Biological issues with personal and social implications are introduced to allow students to make informed decisions regarding issues in daily life and society with a biological basis.

WCC BIO 200 NUTRITION

This course provides an overview of the physiological requirements and metabolism of the six major classes of nutrients: amino acids, carbohydrates, fats, vitamins, minerals, and water, which are determinants of health and diseases in human populations. The contemporary nutrition issues will be discussed through nutritional assessment of various situations.

WCC BUS 100 INTRODUCTION TO BUSINESS

This course provides the foundation for developing concepts, attitudes and philosophies about business operations. The following topics are introduced: management, marketing, accounting, finance, securities markets, economics, ethics and social responsibility, human resources, advertising and promotion, distribution and international business.

WCC CRJ 100 INTRODUCTION TO CRIMINAL JUSTICE

A survey and analysis of the criminal justice system, including an historical and philosophical overview of the development, with special emphasis on the system's primary components and the relationship of these components in the administration of criminal justice in the United States.

WCC ECE 115 CHILD GROWTH AND DEVELOPMENT

This course provides a foundation in the theory and principles of child development from the prenatal through adolescent stages. Students examine the theories of Piaget, Erikson, Vygotsky, Skinner and others in an in-depth study of children's physical, social, emotional, cognitive, language and aesthetic development. Emphasizing implications for early childhood education practice, child development is also explored in the context of gender, family, culture and society.

WCC ENG 101 FIRST YEAR COMPOSITION 1

This course focuses on the writing and revising of academic essays or writing projects and is the first in a two-course sequence. First-Year Composition I develops awareness of writing processes; provides strategies for inventing, organizing, and editing; stresses a variety of uses for writing while analyzing audiences, purposes, or contexts in texts; and emphasizes critical skills in reading, thinking, and writing. Academic writing is distinguished from various discourse communities by formality, conventions, and multi-sourced content.

WCC ESC 100 SURVEY OF EARTH SCIENCE

This course is designed to introduce science, the earth sciences, and to acquaint the student with earth systems. Emphasis is on geology, meteorology, climatology, geomorphology and environmental change, with lesser emphasis on the principles of astronomy and oceanography.

WCC COM 100 FUNDAMENTALS OF SPEECH COMMUNICATION

This basic course in speech communication serves three primary goals: introduction to the theories of human communication, classroom experiences in a variety of communication situations, and evaluation of individual communicative behavior.

WCC GEO 103 ENVIRONMENTAL GEOLOGY

This course examines human interaction with geologic processes and hazards, including earthquakes, volcanoes, mass wasting and flooding. Environmental concerns to be discussed include the occurrence and availability of geologic resources (energy, water and minerals), land use planning, groundwater pollution and remediation, environmental health and law. The course is intended for non-science or potential environmental sciences majors.

WCC MTH 107 BASIC STATISTICS

This course focuses on statistical reasoning and the solving of problems using real-world data rather than on computational skills through the use of technology-based computations with an emphasis on interpretation and evaluation of statistical results. Topics include data collection processes, descriptive methods using quantitative and qualitative data, bivariate data, correlation, and least squares regressions, basic probability theory, probability distributions (normal distributions and normal curve, binomial distribution), confidence intervals, and hypothesis tests using p-values.

WCC PHL 120 INTRODUCTION TO WORLD RELIGIONS

This course gives a philosophical introduction to the comparative study of the major world religions including Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam.

WCC SOC 100 INTRODUCTION TO SOCIOLOGY

Introduction to Sociology is a survey course introducing students to the scientific study of our social world. The emphasis is on the three primary theoretical frameworks (functionalism, conflict theory, and symbolic interaction) and major concepts foundational to sociology including culture and socialization as well as various forms of stratification and social inequality. Students will leave the class able to utilize sociological research and evidence-based theories to explain social phenomena.

WCC PSY 100 INTRODUCTION TO PSYCHOLOGY

This course provides a survey of the study of psychological phenomena such as mental processes and behavior, emphasizing the scientific methods and ethical standards of contemporary psychological investigation. Topics include an introduction to the psychological content domains of: biology of behavior, sensation and perception, learning, memory, cognition, motivation, emotion, life-span development of behavior, personality, abnormal behavior and its therapies, social behavior and individual differences.

WCC SGN 101 AMERICAN SIGN LANGUAGE

This course is an introduction to American Sign Language (ASL). The course explores American Sign Language (ASL) sign vocabulary and grammatical structures and also serves as a basic introduction to Deaf culture.

WCC ART 110 DESIGN I

This course is a studio class exploring the fundamentals of the formal systems and basic elements of visual organization through two-dimensional design principles and theories using a variety of media.

WCC ACC 101 INTRODUCTION TO ACCOUNTING

This introductory accounting course emphasizes the development of a firm foundation in fundamental accounting procedures using the accounting cycle of a small business organized as a sole proprietorship. Topics include: transaction analysis, financial statements, the accounting cycle of service and merchandising firms, accounting for bank accounts, cash funds, accounts receivable, notes receivable, notes payable, inventory, long-term assets and introduction to accounting for corporations.

WCC PSC 220 COMPARATIVE GOVERNMENT

This course offers a comparative examination of political systems and institutions, placing an emphasis on: common governmental problems, causes of political instability and revolution, and the techniques of political analysis. The impact of historical, economic, political, and social factors are included in this analysis. Global examples are studied, including both Western European and non-Western political systems and institutions.

WCC PHL 110 INTRODUCTION TO CRITICAL THINKING

This course focuses on the practical value of critical thinking in a variety of personal, professional and social situations. Students study such things as the structure of arguments, the critical analysis and evaluation of arguments, inductive and deductive reasoning, formal and informal logical fallacies, problem solving and decision making, and rhetorical strategies. Specific topics may include critically analyzing advertisements, political speech, debate techniques, gender stereotypes, human psychology, journalistic reporting, criminal investigations, etc.

Clubs and Activities

At East Aurora High school there are a wide variety of athletics, clubs, and activities available. Students should choose an activity that suits their interests, and help prepare them for the future.

Anime Club
 Art Club
 ASL (American Sign Language) Club
 Auroran (Newspaper)
 Bible Club
 Bilingual Honor Society
 BPA (Business Professionals of America)
 Chess Club
 Class Councils
 Culinary Club
 DECA (Business and Leadership)
 Drama/Thespian Club
 Dubois African American Honor Society
 FCCLA (Family, Career, & Community Leaders of America)
 Educators Rising
 Film-Video Club
 French National Honor Society
 German National Honor Society
 GSA (Gay-Straight Alliance)
 Hispanic National Honor Society
 HERO (Home Economics Related Occupations)
 Jazz Ensemble
 Key Club
 Korean Culture Club
 Latin Jazz Ensemble
 L.E.A.P
 Literary Magazine
 Marching Band

Math National Honor Society
 Mathletes
 Tri-M Music Honor Society
 Musicals
 National Honor Society
 NJROTC Academic Team
 NJROTC Color Guard
 NJROTC Drill Team
 NJROTC Dance, Drum and Bugle Corps
 NJROTC Physical Fitness Team
 NJROTC Rifle Team
 PeaceJam
 Outdoor Adventure Club
 Quill and Scroll
 R.A.P. Club
 Restaurant Management
 Scholastic Bowl
 Science (ECO) Club
 Science National Honor Society
 Skills USA (Career and Technical)
 Snowball
 Spanish National Honor Society
 Speculum (Yearbook)
 Speech Activities
 Stage Design
 Student Athlete Society
 Student Council
 Tabletop Gaming
 Tomcat Athletic Leaders
 Video Gaming Club

Athletics

Badminton
 Baseball
 Basketball
 Bowling

Cheerleading
 Cross Country
 Dance Team
 Football

Golf
 Indoor Track
 Outdoor Track
 Soccer

Softball
 Tennis
 Volleyball
 Wrestling



EAST AURORA HIGH SCHOOL

ENGLISH

DEPARTMENT

2025-2026



The English Department consists of courses in English and journalism. Courses are offered at the regular and honors levels with the availability of both AP Language and AP Literature at the upper grades. The curriculum seeks to focus on the rigorous Common Core objectives in reading, writing, speaking, listening, and language. Learning experiences focus on critical and analytical reading; narrative, expository, and argument writing; large and small group speaking; and conventional and stylistic language usage. Students read a variety of anchor texts and work towards becoming skilled at both written and oral communication in an effort to prepare for these tasks in both college and careers. Four full years of English is required, and some specialized courses are offered as elective credit.

ENGLISH

9

Pre-AP English I
(Regular, Honors)



10

Pre-AP English II

AP Seminar: English 10



11

American Literary
Themes
(Regular, Honors)

AP English
Language &
Composition



12

ONE SEMESTER COURSES:
Creative Speaking Honors
Cinema Studies Honors
Writer's Workshop

Rhetoric
Humanities Honors
British Literature Honors
Survivor Literature
Reading & Writing for College
Latin American Literature

AP English
Literature & Composition
AP English
Language & Composition

OTHER DEPARTMENTAL COURSES MAY BE TAKEN OUT OF SEQUENCE FOR ELECTIVE CREDIT

Creative Writing

Journalism

Yearbook
Production

**PRE-AP ENGLISH I
(ALL LEVELS) ENG101/ENG102,
ENG111/ENG112**

Grade: 9

Credit: 1.0

This course is designed to emphasize and prepare students for close, critical reading and analytical writing. The course helps students observe small details to better understand the work as a whole in texts such as the short story, the novel, drama, and poetry. Throughout the study of texts, students will focus on the author's choices, the effect of language, and the conventions of English for accuracy and style. As writers, students will focus on the foundational skill of crafting complex sentences and build to producing well-organized paragraphs and, eventually, longer analytical pieces. As a Pre-AP course, this course will share a set of four common classroom routines across curricula with the other Pre-AP courses: close observation and analysis, evidence-based writing, higher-order questioning, and academic conversations. Meets writing intensive course requirement.

NCAA Approved.

**PRE-AP ENGLISH II
(ALL LEVELS) ENG201/ENG202,
ENG211/ENG212**

Grade: 10

Credit: 1.0

Pre-AP English II spotlights the recursive moves that matter in preparing students for the rigors of college-level reading and writing. Pre-AP English II requires students to apply those same practices to a new host of complex texts—the types of texts they will soon encounter in AP English courses, college classes, and on the SAT. As readers, students develop a vigilant awareness of how the poet, playwright, novelist, and writer of nonfiction alike can masterfully manipulate language to serve their unique purposes. As writers, students compose more nuanced essays without losing sight of the importance of well-crafted sentences and a sense of cohesion. Meets Writing Intensive Course Requirement. **NCAA Approved.**

**AP SEMINAR: ENGLISH 10
ENG221/ENG222**

Grade: 10

Credit: 1.0

AP Seminar is a foundational course that engages students in cross curricular conversations where they can explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students will synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision so they can craft and communicate evidence based arguments. During the course, students will complete a team project, an individual paper and presentation, and a written end-of-course exam.

NCAA Approved.

**AMERICAN LITERARY THEMES
(ALL LEVELS) ENG301/ENG302,
ENG311/ENG312**

Grade: 11

Credit: 1.0

This course chronicles themes that have existed since the beginning of the nation while emphasizing reading and writing skills needed beyond high school. Students will explore texts in multiple genres that portray the fundamental multiculturalism of America. Juniors will discuss and write about what constitutes, in a democratic society, individual freedom and the right to speak and to create. As students study American writers and artists, they will examine The American Dream as a paradigm of our national character. Students will continue their study of argumentative writing and will learn to compose essays that analyze a writer's persuasive techniques. Students will also study structures of language. The course will link the skills learned in

class with the SAT which all students will take in April. Meets Writing Intensive Course Requirement.

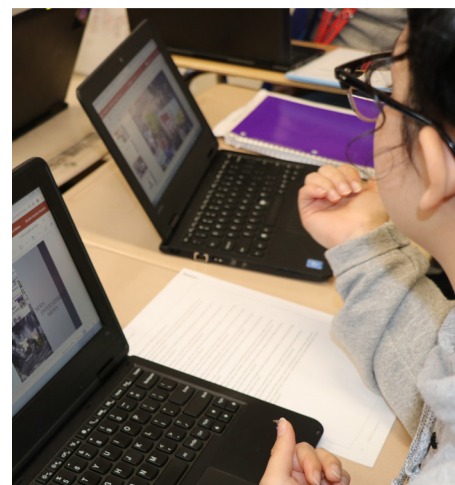
NCAA Approved.

**AP ENGLISH LANGUAGE
AND COMPOSITION
ENG501/ENG502**

Grade: 11-12

Credit: 1.0

This is a college level course for juniors or seniors, and students may obtain college credit by earning a qualifying score on the Advanced Placement exam. Students are expected to become proficient in the areas of reading, rhetorical and literary analysis, argumentation, writing, grammar and usage, oral communication, and research as they are used at the collegiate level. The course addresses a variety of British and American texts, with an emphasis on non-fiction. The complexity and regularity of the writing assignments, ranging from process essays to a research paper, requires students to assume an increasing degree of independence as the year progresses. Students also engage in independent reading and intensive vocabulary study throughout the year. Teachers will expect that students make regular contributions to discussion. Students enrolled in this course are expected to take the Advanced Placement exam in May. Meets Writing Intensive Course Requirement. **NCAA Approved.**



RHETORIC ENG401/ENG402

Grade: 12

Credit: 1.0

This course is designed for seniors to focus on the essential reading, writing, and other rhetorical skills that students will need for work in college and in their careers. Specifically, students develop their ability to write with clarity and purpose; read with comprehension while demonstrating the ability to critically analyze what they read; engage others in public discussion about issues generated by the reading; closely attend to the thoughts and ideas generated by others; and develop materials designed for a wider audience in both print and multimedia formats. Non-fiction reading is emphasized, though a variety of genres in short fiction are also included. In addition to reading, writing, listening and speaking skills, students in this class also engage in independent readings of self-selected texts. As well as reading traditional literature for this course, students have the opportunity to apply their analytical skills to other forms of communication. Meets Writing Intensive Course Requirement. **NCAA Approved.**

HUMANITIES HONORS ENG411/ENG412

Grade: 12

Credit: 1.0

This senior level course focuses on what are regarded as the "traditional humanities". Among these are the arts of literature, painting, music, sculpture, and architecture and the discipline of philosophy. These subjects are not studied in isolation but within the context of important developments in science, technology, economics, politics and general history. The class is chronological in arrangement, beginning with prehistory, the early cultures of Greece and Rome, and Middle Ages, and the Renaissance are covered in the fall semester. Man's cultural achievement in Baroque, Neo-Classic, and Romantic periods, along with the twentieth century, are studied in the spring semester. A major piece of research writing and the presentation of findings are

accomplished here as well. Meets Writing Intensive Course Requirement. **NCAA Approved.**

BRITISH LITERATURE HONORS ENG421/ENG422

Grade: 12

Credit: 1.0

Honors British Literature is a yearlong senior course designed to examine the human condition, specifically our role as individuals, citizens, and leaders. Students will read texts from a variety of genres, ranging from the epic poem Beowulf (the first written English text) to more contemporary texts like *Brave New World*. Each thematic unit emphasizes a particular component of humanity/society, with the material serving as a vehicle to develop skills that promote student success both in and out of the classroom. Students will form meaningful connections between course concepts and the modern world and identify ways to improve our own society. They will write strong arguments, discern relevant evidence, compose logical explanations, strengthen their command of language, and present ideas verbally and in different contexts, including informal discussions, Socratic Seminars, and formal presentations to their peers. Meets Writing Intensive Course Requirement. **NCAA Approved.**

SURVIVOR LITERATURE ENG431/ENG432

Grade: 12

Credit: 1.0

This senior level course challenges students to formulate a definition of what it means to be a 'survivor'. This will be done through the reading of several novelist works of non-fiction dealing with the Holocaust, Slavery, WWI, September 11th, and natural disasters. Students will also write a process essay at the completion of each of these texts. Daily discussion is a large focus of the course. Additionally, there will be multiple opportunities for community service related to the classroom learning. Meets Writing Intensive Course Requirement. **NCAA Approved.**

READING & WRITING FOR COLLEGE ENG471/ENG472

Grade: 12

Credit: 1.0

Transitional English Placement

This course builds on both students' experience-based and academic-based knowledge to develop skills in reading, critical thinking and analysis, and writing that will enhance their success in college-level courses across a variety of majors and career pathways. The course will integrate study of nonfiction readings with alongside the writing process. Attention will be given to writing for different audiences and purposes. This course allows students with a C or better to bypass any remedial English courses and/or placement tests upon admission to the community college. Student must meet state prerequisites to be enrolled. Meets Writing Intensive Course Requirement. **NCAA Approved.**

LATIN AMERICAN LITERATURE ENG481/ENG482

Grade: 12

Credit: 1.0

This year long course for seniors will examine Latin American Literature as it has developed over time. This study will compare the values and points of view of various contributors throughout history. Through close examination of various texts, students will be able to understand the various narratives and concerns expressed through Latin American Literature and how those ideas relate to ongoing discourse in our society. Classroom discussion and various forms of written responses to the texts will be central to students' work. **NCAA Approved.**

CREATIVE SPEAKING HONORS ENG445/ENG446

Grade: 12

Credit: 0.5

Senior students in this one semester course study the aspects of effective interpersonal communication and apply these skills through the performance of speeches. Students will engage in structured discussion

opportunities and will have a variety of occasions for public speaking, including spoken-word poetry, professional interviews, and debate. As the students shift from one speaking occasion to another, they will attend to changes in audience needs, technique, format, and emphasis. Students will also participate in the critical assessment of their own speech performance and the performances of others. Students should note that performances will take place live, in front of the class. **NCAA Approved.**

CINEMA STUDIES HONORS ENG455/ENG456

Grade: 12 **Credit: 0.5**

This one semester senior course develops skills in analysis, criticism, and appreciation of literature and film. The course emphasizes the major historical movements of film and the art of filmmaking. Students learn about the formal elements of film: Mise en scène, cinematography, editing, and sound. Students also study film reviews, screenplays based on novels and short stories, and the principles of adaptation. Analytical, review, and comparative/contrast writing assignments are included. Meets writing intensive course requirements. **NCAA Approved.**

WRITER'S WORKSHOP ENG465/ENG466

Grade: 12 **Credit: 0.5**

This one semester writing course for seniors will serve the needs of students who have a personal interest in further developing their writing skills. Students in this class work on composing narrative, argument, and expository writing. Both creative and professional pieces are a focus. Writing style, organization, and diction are emphasized. The six traits of writing are applied, and MLA style is examined as students' link research skills to writing. A major component of the course is sharing writing with peers and providing a critical assessment of both the student's own writing and the writing of others. Meets Writing Intensive Course Requirement. **NCAA Approved.**

AP ENGLISH LITERATURE & COMPOSITION ENG511/ENG512

Grade: 12 **Credit: 1.0**

This is a college level course for seniors, and students may obtain college credit by earning a qualifying score on the Advanced Placement exam. This course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the way's writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. Several higher level pieces of process writing accompany the reading. Students enrolled in this course are expected to take the Advanced Placement exam in May. Meets Writing Intensive Course Requirement. **NCAA Approved.**

CREATIVE WRITING ENG345/ENG346

Grade: 9-12 **Credit: 0.5**

This elective class introduces and focuses on the craft of creative writing itself and how it can help students communicate thoughts, represent complex ideas, inspire others, and reflect on personal experiences. This course will challenge students to read and analyze works in various genres of creative writing then express their own thoughts in similar styles to create stories, poems, scripts, and more. Students in this course will also have the chance to publish their work in the school's literary magazine and have it entered into the Upstate Eight literary competition.

JOURNALISM ENG355/ENG356

Grade: 9-12 **Credit: 0.5**

This elective class introduces students to the basic concepts of news writing and newspaper publication. After completing the class, students will be able to conduct interviews and use this information effectively in a story. Students will learn to compose and revise stories for publication. Students will have the opportunity to understand newspapers more thoroughly, begin writing for the school paper, and develop confidence in their ability to write. Students will take this course while also taking another English course. Journalism may be taken for a semester or the entire year. This course may be repeated for elective credit.

YEARBOOK PRODUCTION ENG331/ENG332

Grade: 9-12 **Credit: 1.0**

Yearbook Production is a yearlong elective course focused on the publication of East Aurora High School's yearbook. Throughout the course, students work together to produce a book which records the history of academics, athletics, and social events during the year and which captures the spirit of the high school and the community. Writing and studying in a newsroom atmosphere, members of the yearbook staff develop their skills in journalistic reporting and writing, graphic design, editing, desktop publishing, and yearbook photography. Every participant is expected to act as a responsible student journalist, to engage in classroom activities, to report on school events, to design yearbook pages, to write copy, and to meet assigned deadlines. Students will take Yearbook Production while also taking another English class. This course may be repeated for elective credit.

WCC ENG101 FIRST YEAR COMPOSITION 1

Grade: 12

Credit: 1.0

This course focuses on the writing and revising of academic essays or writing projects and is the first in a two-course sequence. First-Year Composition I develops awareness of writing processes; provides strategies for inventing, organizing, and editing; stresses a variety of uses for writing while analyzing audiences, purposes, or contexts in texts; and emphasizes critical skills in reading, thinking, and writing. Academic writing is distinguished from various discourse communities by formality, conventions, and multi-sourced content. This course is offered at WCC.

WCC COM100 FUNDAMENTALS OF SPEECH COMMUNICATION

Grade: 12

Credit: 1.0

This basic course in speech communication serves three primary goals: introduction to the theories of human communication, classroom experiences in a variety of communication situations, and evaluation of individual communicative behavior. This course is only available at WCC.

EAST AURORA HIGH SCHOOL

MATH

DEPARTMENT

2025-2026



The Mathematical Department is almost entirely comprised of courses that fulfill a mathematics credit that is necessary for graduation. In addition to the traditional subjects such as Algebra and Geometry, students have options such as Applied & Technical Mathematics and a variety of Advanced Placement options. Most courses in the department are taught using College Preparatory Mathematics as the primary resource, which places an emphasis on discovery-based learning and cooperative grouping. It is recommended that students have their own calculator for all math classes.

9

**Pre-AP Algebra I
(Regular, Honors)**



9-10

**Pre-AP Geometry with Statistics
(Regular, Honors)**



10-11

**Pre-AP Algebra II
(Regular, Honors)**



11-12

**Applied & Technical Math
STEM Applications
Applications of
Data Analysis**

**AP Precalculus
AP Calculus AB
AP Statistics
AP Computer Science A**

OTHER DEPARTMENTAL COURSES

**AP Computer
Science Principles**

PRE-AP ALGEBRA I
(ALL LEVELS) MAT101/MAT102,
MAT111/MAT112

Grade: 9 **Credit: 1.0**

This course emphasizes the following essential practices for building math muscle and confidence: building conceptual understanding, building procedural fluency, creating, analyzing, and using mathematical models, and crafting mathematical arguments. In Pre-AP Algebra I, students will: work with their peers to build math knowledge, persevere through challenges and making important conceptual connections, use authentic applications of math to model real-world problems, and acquire the tools needed for making, testing, refuting, and supporting mathematical arguments. The instructional areas of focus will be: an emphasis on linear function and linear equations, a focus on authentic applications, and a concentration on creating mathematical arguments.

NCAA Approved.

PRE-AP GEOMETRY WITH
STATISTICS (ALL LEVELS)
MAT201/MAT202, MAT211/
MAT212

Grade: 9-10 **Credit: 1.0**

Pre-AP Geometry with Statistics has a central focus on measurement that provides students with a holistic and comprehensive view of geometry as the study of shape and space. This course leverages transformations to deepen students' knowledge of similarity and congruence. Since transformations are functions, they afford students a rich opportunity to connect algebra and geometry meaningfully, leading to a more sophisticated understanding of functions specifically and mathematics more broadly. To address concerns of disjointed conceptual development and lack of sophisticated knowledge of statistics and probability, this course includes a unit that provides time for a sustained and focused examination of topics that are essential for quantitative literacy. **NCAA Approved.**

PRE-AP ALGEBRA II
(ALL LEVELS) MAT301/MAT302,
MAT311/MAT312

Grade: 10-11 **Credit: 1.0**

This course is designed to solidify and extend the conceptual understanding and procedural fluency of functions and data analysis from previous courses in the Pre-AP sequence. The course builds on linear, quadratic, and exponential functions to define logarithmic, polynomial, rational, square root, and trigonometric functions. Students develop quantitative literacy by weaving data sets, contextual scenarios, and mathematical modeling throughout. Additional understanding of functions aids students in making sense of real-world scenarios and makes students critical consumers of day-to-day mathematics that surround them. The course also prepares students for higher-level coursework in both mathematics and science.

NCAA Approved.

AP PRECALCULUS
MAT561/MAT562

Grade: 11-12 **Credit: 1.0**

Successful completion of Pre-AP
Algebra 2 recommended

AP Precalculus is a college level course that invites a diverse group of students to prepare for college mathematics and improves student readiness to succeed in STEM courses and majors in college. In AP Precalculus, students explore everyday situations and phenomena using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world. Topics of study include: Polynomial and Rational Functions, Exponential and Logarithmic Functions, Trigonometric and Polar Functions, Functions Involving Parameters, Vectors, and Matrices. Students enrolled in this course are expected to take the Advanced Placement exam in May. **NCAA Approved.**

GENERAL MATH
MATSPS311/MATSPS312

Grade: 11-12 **Credit 1.0**

Teacher recommendation required

This General Math course reinforces and expands students' foundational math skills, such as arithmetic operations using rational numbers; area, perimeter, and volume of geometric figures, congruence and similarity angle relationships, the Pythagorean theorem, the rectangular coordinate system, sets and logic, ratio and proportion, estimation, formulas, solving and graphing simple equations and inequalities.

CONSUMER MATH
MATSPI311/MATSPI312

Grade: 11-12 **Credit 1.0**

Teacher recommendation required

This Consumer Math course reinforces general math topics (such as arithmetic using rational numbers, measurement, ratio and proportion, and basic statistics) and applies these skills to consumer problems and situations. Applications typically include budgeting, taxation, credit, banking services, insurance, buying and selling products and services, home and/or car ownership and rental, managing personal income, and investment.

STEM APPLICATIONS
MAT441/MAT442

Grade: 12 **Credit: 1.0**

Transitional Math Placement

This math course focuses on essential algebraic skills to prepare students for college and STEM careers requiring advanced algebra or calculus. It emphasizes conceptual understanding and real-world applications of functions—including linear, polynomial, rational, radical, and exponential—through authentic modeling. This course allows students with a C or better to bypass any remedial math courses and/or placement tests upon admission to the community college. Students must meet state and WCC prerequisites to be enrolled. **NCAA approved.**

APPLICATIONS OF DATA ANALYSIS MAT431/MAT432

Grade: 12 **Credit 1.0**
Transitional Math Placement

This course involves students' understanding and use of numbers in operation sense, estimation, measurement, and quantitative reasoning in authentic contexts. Basic statistical measures and their uses are also included. Algebraic reasoning is one of multiple problem-solving tools utilized in the course when making a task easier. This includes creating expressions, equations, and functions to solve problems that are more career focused and personal to a student's life. Constructing, evaluating, and using models, especially functions, are essential to this component of the course. This course allows students with a C or better to bypass any remedial math courses and/or placement tests upon admission to the community college. Student must meet state prerequisites to be enrolled. **NCAA Approved.**

COLLEGE PREPARATION MATH MAT321/MAT322

Grade: 11-12 **Credit: 1.0**
This course solidifies mathematical literacy through the use and extension of algebraic, geometric, and statistical concepts. Course content includes algebraic operations, solutions of equations and inequalities, number sets, coordinate geometry, functions and graphs, probability and statistics, and data representation.

AP CALCULUS AB MAT501/MAT502

Grade: 12 **Credit 1.0**
(Successful completion of Precalculus recommended)

This is a college level course for seniors, and students may obtain college credit by earning a qualifying score on the Advanced Placement exam. AP Calculus AB is primarily concerned with developing students' understanding of the concepts of calculus and providing experience with its methods and applications. This course includes the study of functions, limits and continuity, derivatives and their applications, definite integrals and their applications, transcendental functions, and plane analytic geometry. Successful completion of this course prepares students for additional college-level calculus courses. Students enrolled in this course are expected to take the Advanced Placement exam in May.

NCAA Approved.

AP STATISTICS MAT511/MAT512

Grade: 11-12 **Credit 1.0**
(Successful completion of Algebra II recommended)

This is a college level course for seniors, and students may obtain college credit by earning a qualifying score on the Advanced Placement exam. This course is intended to introduce students to the major concepts and tools necessary for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, sampling and experimentation, anticipating patterns and statistical inferences. Students will work on projects involving hands-on gathering and analysis of real-world data. Ideas and computations in this course have immediate links and connections with actual events. Successful completion of this course prepares students for additional college-level courses. Students enrolled in this course are expected to take the Advanced Placement exam in May. **NCAA Approved.**

AP COMPUTER SCIENCE PRINCIPLES MAT521/MAT522

Grade: 9-12 **Credit: 1.0**

AP Computer Science Principles teaches students programming while emphasizing problem solving and logic development. Other topics explored in this course are the impact of computer science and the use of computational tools in data analysis. Students are taught to use computer tools to solve problems pertaining to computer science. Successful completion of this course prepares students for additional college-level courses in computer science. Students enrolled in this course are expected to take the Advanced Placement exam in May.

NCAA Approved.

AP COMPUTER SCIENCE A MAT531/MAT532

Grade: 11-12 **Credit: 1.0**
(Successful completion of Algebra II recommended)

This course introduces students to the major topics of Computer Science. This course is the equivalent of a first semester college level course in Computer Science and includes the study of object-oriented program design, program implementation, program analysis, data structures, algorithms, and an overview of the computer science environment. Successful completion of this course prepares students for additional college-level courses in computer science and satisfies the math elective credit. Students enrolled in this course are expected to take the Advanced Placement exam in May.

NCAA Approved.

APPLIED & TECHNICAL MATHEMATICS MAT421/MAT422

Grade: 11-12

Credit: 1.0

This course is intended for students looking to bolster their algebra skills for a future in vocational or technical work. This course includes the study of linear equations, unit conversions, surface area, and volume. Students will learn to create spreadsheets, analyze data trends, and apply algebraic skills to real-world situation.

ALGEBRA, GEOMETRY, & ADVANCED MATH BOOST, ZZZ051/ZZZ052, ZZZ061/ZZZ062, ZZZ071/ZZZ072

Grade: 9-12 Credit: 1.0 (elective credit)

These courses are designed to help students develop the essential math skills necessary for success in their math courses. Students will identify their strengths and weaknesses, allowing for tailored instruction that meets their individual needs. In both one-on-one and small group environments, students will receive focused support to tackle challenging concepts and enhance their understanding. The course also offers opportunities to engage in exercises specifically designed to foster logical reasoning, organizational skills, and critical thinking. By the end of the course, students will be better prepared to excel in their math studies and beyond.



EAST AURORA HIGH SCHOOL

SCIENCE

DEPARTMENT

2025-2026



The East Aurora High School Science Department believes that, *"Knowledge about science should be in the form of questions be explored rather than answers to be learned."* -Anonymous. We are dedicated to a laboratory approach to science education that will involve each student in the process of discovery. This approach enables students to have practice in the kinds of analytical problem solving that will help them throughout life. Students will engage in the Science and Engineering Practices outlined in the Next Generation Science Standards (NGSS) as they do science. At the same time, students will build an integrated information base for post-secondary studies and see the Cross Cutting Concepts that run through all science disciplines. The graduation requirement for all students is two years of science. It is strongly recommended that all college bound students consider four years of laboratory science classes.

9

**Pre-AP Biology
(Regular, Honors)**



10-11

**Pre-AP Chemistry
(Regular, Honors)**



11-12

**Microbiology Honors
Human Structures Honors
Physics**

**AP Biology
AP Chemistry
AP Environmental Science
AP Physics 1
AP Physics 2**

**ONE SEMESTER
COURSES:
Forensic Science
Medical Terminology**

**PRE-AP BIOLOGY
(ALL LEVELS) SCI101/SCI102,
SCI111/SCI112**

Grade: 9 **Credit: 1.0**

The Pre-AP Biology course emphasizes the integration of content with science practices—powerful reasoning tools that support students in analyzing the natural world around them. This ability is one of the hallmarks of scientific literacy, and it cultivates a more sustainable pathway to numerous college and career opportunities in science as well as numerous natural and social sciences. This course focuses deeply on the foundational biology knowledge and skills that matter most in preparing students for subsequent coursework in science. This course concentrates on the core areas of ecological systems, evolution, cellular systems, and genetics. Rather than understanding content topics in isolation, students will make meaningful connections between the structures, processes, and interactions that exist across biological systems—from cells to ecological communities. In Pre-AP Biology, students will: actively participate in analyzing real world phenomena, apply science practices to construct and revise their knowledge, regularly collaborate with their peers in dialogue, investigations, and problem solving. **NCAA Approved.**

**PRE-AP CHEMISTRY
(ALL LEVELS) SCI201/SCI202,
SCI211/SCI212**

Grade: 10 **Credit: 1.0**

Pre-AP Chemistry focuses on students developing a deep conceptual understanding of matter and energy at the molecular level by asking students to explain their macroscopic observations using particulate-level reasoning. Students will begin their exploration of matter by observing and measuring macroscopic properties of everyday materials and progress throughout the course to explore deeper and more detailed perspectives of the particle nature of matter. Pre-AP Chemistry motivates students to be active participants in applying critical thinking and mathematical skills as they engage

in context driven mathematics, data analysis, modeling, and productive collaboration with their peers.

NCAA Approved.

PHYSICS SCI301/SCI302

Grade: 11-12 **Credit: 1.0**

This course is the study of the laws and principles that govern matter and energy using mathematical models. Major concepts include motion, forces, energy, waves, magnetism, and electricity. Problem solving, critical thinking, and inquiry are emphasized. Students will engage in class discussion, perform problem analysis, conduct laboratory investigations, and produce both individual and group projects. Students need a scientific calculator. **NCAA Approved.**

AP PHYSICS 1 SCI531/SP532

Grade: 11-12 **Credit: 1.0**

Suggested successful completion of Algebra 1 and Geometry to enroll in this course. This course covers the material typical in the first semester of an introductory physics course at a college level in preparation for the Advanced Placement Physics 1 exam. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits. Laboratory experiments, problem solving, and written explanations of physics concepts are emphasized in all units studied. Students enrolled in this course are expected to take the Advanced Placement exam in May. Students need a scientific calculator. **NCAA Approved.**

AP PHYSICS 2 SCI541/SCI542

Grade: 11-12 **Credit: 1.0**

Suggested successful completion of Algebra 1 and Geometry to enroll in this course. This course covers the material typical in the second semester of an introductory physics course at a college level in preparation for the Advanced Placement Physics II exam. It will be beneficial to students wishing

to satisfy a college physical science requirement and will deal with optics, modern fluids, thermodynamics, electrostatics, resistor capacitor circuits, and electromagnetism. Laboratory experiments and problem solving are emphasized in all units studied. Students enrolled in this course are expected to take the Advanced Placement exam in May. Students need a scientific calculator. **NCAA Approved.**

AP BIOLOGY SCI511/SCI512

Grade: 11-12 **Credit: 2.0**

Suggested successful completion of Algebra 1, Biology and Chemistry to enroll in this course. This course covers the material typically covered in a freshmen college level biology course in preparation for the Advanced Placement Biology exam. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions. Students enrolled in this course are expected to take the Advanced Placement exam in May. Course meets 1.5 periods. **NCAA Approved.**

AP CHEMISTRY SCI521/SCI522

Grade: 11-12 **Credit: 2.0**

Suggested successful completion of Algebra II and Chemistry to enroll in this course. This course covers the material typically covered in a freshmen college level general chemistry class in preparation for the Advanced Placement Chemistry exam. The sequence covers the following areas: chemical bonding, structure of matter, kinetic theory, solutions, acid base reactions, oxidation-reduction, electrochemistry, molecular geometry, thermodynamics, equilibrium, and an introduction to organic chemistry. Experiments reinforce these units; problem solving is emphasized. Students enrolled in this course are expected to take the Advanced Placement exam in May. Course meets for 1.5 periods. **NCAA Approved.**

AP ENVIRONMENTAL SCIENCE SCI551/SCI552

Grade: 11-12 **Credit: 1.0**

Suggested successful completion of two years of high school laboratory science and Algebra 1. This course covers the material typically covered in a freshmen college level environmental course (the most common science course for non-majors) in preparation for the Advanced Placement Environmental exam. In this course, students will initially delve into the natural world to discuss ecosystems, biodiversity, population ecology, and earth systems. The second part of the course is very human-focused, covering how our society uses land and water resources, human energy use, pollution, and ultimately, changes in the global climate. Students will conduct laboratory investigations in all units to experience these topics and use scientific methods and critical thinking during investigations to make informed decisions and solve scientific problems related to this planet we call home. Students enrolled in this course are expected to take the Advanced Placement exam in May. Scientific calculators are recommended for students. **NCAA Approved.**

FORENSIC SCIENCE I SCI445/SCI446

Grade: 11-12 **Credit: 0.5**

This course involves components from all of the other sciences: biology, chemistry, and physics, as they relate to the law. Major topics include the history of forensic science, crime scenes, physical evidence, DNA analysis, fingerprints, hairs and fibers, and drugs. Emphasis will be placed on the developing and understanding of relevant scientific concepts through the use of case studies, research, laboratory, and activities.

NCAA Approved.

FORENSIC SCIENCE II SCI455/SCI456

Grade: 11-12 **Credit: 0.5**

This course will enable students to develop an understanding of the following Forensics areas: DNA analysis, Toxicology, Entomology, Hair and Fiber analysis, and bullet trajectory and ballistics. Students will use problem solving, critical thinking, and inquiry to explore these areas. This course will involve laboratory activities, projects, textbook material, models, diagrams, and journal writings. Students must demonstrate proficiency in Forensic Science (I) before taking this course.

NCAA Approved.

MEDICAL TERMINOLOGY SCI565/SCI566

Grade: 11-12 **Credit: 0.5**

Dual Credit with Waubonsee Community College

This course is designed to teach word elements of roots, combining forms, suffixes, and prefixes, definitions, spelling and the use of correct abbreviations of medical terms. The course content is organized around body systems and emphasizes the terminology and application related to health information technology.

HUMAN ANATOMY & PHYSIOLOGY HONORS SCI411/SCI412

Grade: 11-12 **Credit: 1.0**

This course will enable students to develop an understanding of the relationships between the structures and functions of the human body. Students will also learn the mechanisms for maintaining homeostasis within the human body. Students will use problem solving, critical thinking, and inquiry to explore human body systems. This course will involve laboratory activities, projects, dissections, textbook material, models, diagrams, journal writings, and clinical studies. **NCAA Approved.**

HONORS MICROBIOLOGY SCI421/SCI422

Grade: 11-12 **Credit: 1.0**

This course studies the classification and identification of microbes, survival patterns, and economic implications including food preparation, preservatives, spoilage, and disease. Provides background in basic and applied microbiology with emphasis on the role microorganisms play in human health and life. Problem solving, critical thinking, and inquiry are emphasized. **NCAA Approved.**

WCC AST100 INTRODUCTION TO ASTRONOMY

Grade: 11-12 **Credit: 1.0**

This course is a descriptive, non-laboratory survey course in astronomy. Although the course is considered non-mathematical, some basic arithmetic is required. Topics include earth and sky, the structure and evolution of the solar system, stars, galaxies and the universe. This course is only available at WCC.



WCC BIO100 INTRODUCTION TO BIOLOGY

Grade: 11-12

Credit: 1.0

This general survey course deals with selected concepts and theories in biology at various scales, including the organization, function, heredity, evolution and ecology of living things. Through experiments that exemplify this content, students will understand the components of the scientific method, and sound experimental design. Biological issues with personal and social implications are introduced to allow students to make informed decisions regarding issues in daily life and society with a biological basis. This course is only available at WCC.

WCC GEO103 ENVIRONMENTAL GEOLOGY

Grade: 11-12

Credit: 1.0

This course examines human interaction with geologic processes and hazards, including earthquakes, volcanoes, mass wasting and flooding. Environmental concerns to be discussed include the occurrence and availability of geologic resources (energy, water and minerals), land use planning, groundwater pollution and remediation, environmental health and law. The course is intended for nonscience or potential environmental sciences majors. This course is only available at WCC.

WCC BIO200 NUTRITION

Grade: 11-12

Credit: 1.0

This course provides an overview of the physiological requirements and metabolism of the six major classes of nutrients: amino acids, carbohydrates, fats, vitamins, minerals, and water, which are determinants of health and diseases in human populations. The contemporary nutrition issues will be discussed through nutritional assessment of various situations. This course is only available at WCC.

WCC ESC100 SURVEY OF EARTH SCIENCE

Grade: 11-12

Credit: 1.0

This course is designed to introduce science, the earth sciences, and to acquaint the student with earth systems. Emphasis is on geology, meteorology, climatology, geomorphology and environmental change, with lesser emphasis on the principles of astronomy and oceanography. This course is only available at WCC.

EAST AURORA HIGH SCHOOL

SOCIAL STUDIES

DEPARTMENT

2025-2026



Social Studies is the integration of the social sciences and humanities to promote civic competence and teaches the understanding of different cultures, attitudes, and behaviors in our world today. Courses emphasize the role of the United States and the skills necessary for citizenship in American democracy. We live in a global society where mature social concepts, both on domestic and international levels, are necessary for peace and progress. Within the discipline, both regular and honors classes are available. Several AP courses are offered for students beginning in the freshman year of high school. Two and one-half years of Social Studies are required for graduation, which includes one year of American History, one semester of Government/Civics, and one year of a Social Studies elective. All students enrolled in Government/Civics will take the required Constitution test.

SOCIAL STUDIES

9

Pre-AP World History and
Geography
(Regular, Honors)

AP Human Geography



10

Modern European
History Honors

AP European
History



11

American History
(Regular, Honors)

AP United States
History



12

ONE SEMESTER COURSE:
American Government/Civics
(Regular, Honors)

ONE SEMESTER COURSE:
AP United States
Government & Politics
AP Microeconomics

OTHER DEPARTMENTAL COURSES

ONE SEMESTER COURSES:
Criminal Law
Current Issues
Psychology
Sociology
Latin American History Honors

Mexican History
AP Psychology
AP African American Studies

**PRE-AP WORLD HISTORY
AND GEOGRAPHY**
**(All Levels) soc101/SOC102,
SOC111/SOC112**

Grade: 9 **Credit: 1.0**

This course is a foundation course for the Social Studies, providing opportunities for students to develop an understanding of key concepts, historical patterns, themes, and skills. Big ideas that will serve as the underlying foundation for the units are: Geography and Populations, The State, Economic Systems, Culture, and Social Structures. Units include: Geography and World Regions, The Early Modern Period, c. 1450 to c. 1750, The Modern Period, c. 1750 to c. 1914, The Modern Period, c. 1914 to the present. Specific skills developed in this course include analysis of evidence, disciplinary reasoning, and developing arguments. Areas of focus will include evaluating evidence, explaining historical and geographic relationships, and incorporating evidence. As in other Pre-AP courses, an emphasis is placed on the principles of close observation and analysis, evidenced-based writing, higher-order questioning, and academic conversation. This course meets the Social Studies elective requirement. **NCAA Approved.**

AP HUMAN GEOGRAPHY
SOC501/SOC502

Grade: 9-12 **Credit: 1.0**

The purpose of the AP course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Students enrolled in this course are expected to take the Advanced Placement exam in May. **NCAA Approved.**

**MODERN EUROPEAN
HISTORY HONORS**
SOC211/SOC212

Grade: 10 **Credit: 1.0**

The study of European History since 1450 introduces students to cultural, economic, political, and social development that played a role in shaping the world in which they live. The course will emphasize the changes in world governments through the French Revolution, Russian Revolution, World Wars, and Terrorism. Students will develop an understanding of some of the principal themes in modern European History, an ability to analyze historical evidence, and historical interpretation, and an ability to express historical understanding in writing. The course is weighted as honors. This course meets the Social Studies elective requirement. **NCAA Approved.**

AP EUROPEAN HISTORY
SOC511/SOC512

Grade: 10 **Credit: 1.0**

The study of European History since 1450 introduces students to cultural, economic, political, and social development that played a fundamental role in shaping the world in which they live. First semester topics range from the late-Medieval Period through the French Revolution, including study of the Renaissance, Reformation, Scientific Revolution and the Enlightenment. Second semester topics cover The Industrial Revolution to the Rise of Nation States, the great World Wars to Contemporary Europe. Students will develop an understanding of some of the principal themes in modern European History, an ability to analyze historical evidence and historical interpretation, and an ability to express historical understanding in writing. This course is weighted as honors. This course will prepare students for the AP European History exam. Students enrolled in this course are expected to take the Advanced Placement exam in May. This course meets the Social Studies elective requirement. **NCAA Approved.**

AMERICAN HISTORY
SOC301/SOC302

Grade: 10-11 **Credit: 1.0**

This sequence fulfills the graduation requirement of one year of U.S. History as established by the State of Illinois. The course covers content spanning the inception of the United States through the present day. The overriding goal of this course is to give students the opportunity to understand how the current domestic and international status of the U.S. developed. It is also designed to help students identify causes and effects, events and philosophies, and how these led to the contemporary situation, and provide them with a historical basis for decision-making. The course begins with a review period of the inception of the United States through the Reconstruction era. First semester material involves in depth analysis beginning with the Civil War and spans the Gilded Age, Progressive Era, and both World Wars. Second semester covers the Cold War, Civil Rights Movement, Vietnam War, and contemporary issues. This course meets the writing intensive requirement as set by the school district. **NCAA Approved.**

**AMERICAN HISTORY
HONORS SOC311/SOC312**

Grade: 11 **Credit: 1.0**

This sequence fulfills the graduation requirement of one year of U.S. History as established by the State of Illinois. The course covers content spanning the inception of the United States all the way up through contemporary day. The overriding goal of this course is to give students the opportunity to understand how the current domestic and international status of the U.S. has transformed a colonial territory into a country of progressiveness. It is designed to help students identify causes and effects, events and philosophies, traditions of past practice, and legislative alterations for modernity. These ideologies in turn led to the contemporary situations, and provide evidence for historical decision making. First semester begins with a

review period of early colonization/ Pre-Revolution through Civil War Reconstruction; second semester begins with the Gilded Age and covers the World Wars, Vietnam and existing issues. This course meets the writing intensive requirement as set by the district.

AP UNITED STATES HISTORY SOC521/SOC522

Grade: 11

Credit: 1.0

The Advanced Placement (AP) United States History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. History. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory courses. Students should learn to assess historical materials, their relevance to a given interpretive problem, reliability, and importance and to weigh the evidence and interpretations presented in historical scholarship. This course should thus develop skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. The scope of the course spans from Pre Columbian America to the Cold War. This course is weighted as honors. This course will meet the writing intensive requirement. Students enrolled in Advanced Placement are expected to take the Advanced Placement Exam in May. This course meets the graduation requirement for U.S. History. **NCAA Approved.**

AMERICAN GOVERNMENT/ CIVICS SOC415/SOC416

Grade: 12

Credit: 0.5

This course is required for graduation and meets the Civics requirement as established by the State of Illinois. This course is designed for seniors and deals with the study of political behavior in the United States. Topics in the course include the fundamental

concepts and structure of federal, state, and local government; methods of selecting candidates for office; methods by which individuals and groups may influence government officials; and mechanics of voting. This course also involves comparisons with other governments through the contrasting of political socialization and cultures. This course is weighted as honors.

AMERICAN GOVERNMENT/ CIVICS HONORS SOC415/SOC416

Grade: 12

Credit: 0.5

This course is required for graduation and meets the Civics requirement as established by the State of Illinois. This course is designed for seniors and deals with the study of political behavior in the United States. Topics in the course include the fundamental concepts and structure of federal, state, and local government; methods of selecting candidates for office; methods by which individuals and groups may influence government officials; and mechanics of voting. This course also involves comparisons with other governments through the contrasting of political socialization and cultures. This course is weighted as honors. Students participate in the Chicago Metro History Fair.

NCAA Approved.

AP UNITED STATES GOVERNMENT AND POLITICS SOC535/SOC536

Grade: 12

Credit: 0.5

This course fulfills the school graduation and Civics requirements as established by the state of Illinois. This Advanced Placement course in United States Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Course activities include reading periodicals

and daily newspapers, as well as a college textbook and supplementary readings. Students will be required to integrate information obtained from readings, discussions, and lectures to answer detailed multiple-choice questions as well as write analytical and argumentative essays. This course is weighted as honors. Students enrolled in Advanced Placement are expected to take the Advanced Placement Exam in May and participate in readings, discussions, and lectures to answer detailed multiple-choice questions as well as write analytical and argumentative essays. This course is weighted as honors. Students enrolled in Advanced Placement are expected to take the Advanced Placement Exam in May. **NCAA Approved.**

LATIN AMERICAN HISTORY HONORS SOC465/SOC466

Grade: 10-12

Credit: 0.5

Latin American History Honors explores the Latino experience from the pre-colonial period to the contemporary era. This course includes cultural perspectives to help students understand and interpret important events in Latin American history. Students will reflect on identity, movements, and immigration issues based on analysis of primary sources such as films, music, literature, art and historical documents. Students will discuss the multiple and changing identities of Latinos in America and analyze key events to understand and the role of Latin Americans in the world. This course is weighted as honors and meets the social studies elective requirement.

NCAA Approved.

MEXICAN HISTORY **SOCBI221/SOCBI222,** **SOCSSH221/SOCSSH222**

Grade: 10-12 **Credit: 1.0**

This year-long course investigates the geography, culture and history of Mexico from prehistory to the present, beginning with the indigenous Olmec culture and concluding with the current relationship between Mexico and the United States. Students will analyze primary and secondary texts and show their understanding through writing, speaking, and visual media. This course uses a project-based learning approach and focuses on various skills such as collaborative presentations, argumentative writing, and debates. The course meets the Social Studies elective requirement.

AP AFRICAN AMERICAN STUDIES **SOC551/SOC552**

Grade: 10-12 **Credit: 1.0**

AP African American Studies is a year-long course that focuses on the contributions of African Americans in the shaping of American society and culture. This course highlights the historical origins, political struggles, cultural developments, while also allowing students to explore the issues facing African Americans today. Students enrolled in this course are expected to take the Advanced Placement exam in May. This course meets the Social Studies elective requirement. **NCAA Approved.**

AP MICROECONOMICS **SOC515/SOC516**

Grade: 12 **Credit: 0.5**

AP Microeconomics is an introductory college-level microeconomics course. Students cultivate their understanding of the principles that apply to the functions of individual economic decision-makers by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like scarcity and markets; costs, benefits, and marginal analysis; production choices and behavior; and market inefficiency and public policy. Students

enrolled in this course are expected to take the Advanced Placement exam in May. This course meets the Social Studies elective requirement. **NCAA Approved.**

CRIMINAL LAW **SOC425/SOC426**

Grade: 10-12 **Credit: 0.5**

This course examines the foundation of the criminal law system in American society. A case study approach is taken for students to study criminal laws and constitutional rights. This course examines both the criminal and civil legal institutions with an emphasis placed on argumentative debate relating to different legal issues. Topics studied include An Introduction to Law, Crime Against the Person and Property, Torts and Civil Action, Interaction with Police (the 4th Amendment), and Courtroom Procedures and Defenses (Mock Trial). This course meets the Social Studies elective requirement. **NCAA Approved.**

SOCIOLOGY **SOC455/SOC456**

Grade: 10-12 **Credit: 0.5**

Sociology is the study of groups and group behavior in society. The course includes an examination of the following topics: culture, social values, socialization; how individuals behave in groups; attitudes and changing attitudes; abnormal behavior in society and its treatment; social problems of present-day American Society. Students explore sports and their role in society, religion and its function, the family as a foundation for society, and education. The class utilizes a myriad of different activities, readings, and assessments to investigate and understand the society within which we live. This course meets the Social Studies elective requirement. **NCAA Approved.**

PSYCHOLOGY **SOC445/SOC446**

Grade: 10-12 **Credit: 0.5**

The course includes an examination of the following topics: study of human behavior; human learning and motivation; thinking and problem solving; perception; the relative importance of heredity and environment in human behavior; theories of personality. This course will introduce topics typically covered in an introductory level college psychology course. Students will learn how psychology applies to their lives by partaking in class discussions and group projects. Upon completion of this course, students should have a better understanding of themselves and the wide variety of people around them. This course meets the Social Studies elective requirement. **NCAA Approved.**

AP PSYCHOLOGY **SOC541/SOC542**

Grade: 11-12 **Credit: 1.0**

The purpose of the year-long Advanced Placement course in Psychology is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. This course includes an examination of the following topics; study of human behavior; human learning and motivation; thinking and problem solving; perception; the relative importance of heredity and environment in human behavior; theories of personality. Students should possess strong reading skills. This course is weighted as honors. The course meets the Social Studies elective requirement. Students enrolled in this course are expected to take the Advanced Placement Exam in May. This course meets the Social Studies elective requirement. **NCAA Approved.**

CURRENT ISSUES SOC435/SOC436

Grade: 10-12 **Credit: 0.5**

Current Issues is an elective, project based course for juniors and seniors interested in contemporary affairs. Students will use magazines, daily newspapers and/or Internet resources as sources for study. Classroom discussions will also examine current events and issues. Topics will change each semester to reflect current events. We will explore various domestic and world issues such as: politics, foreign relations, terrorism, drug use, gun control, immigration, poverty and more. Public speaking is an expectation of this course. This course meets the Social Studies elective requirement. Course may be repeated twice for credit.

NCAA Approved.

WCC ANT101 CULTURAL ANTHROPOLOGY

Grade: 10-12 **Credit: 1.0**

Cultural Anthropology provides an introduction to social and cultural anthropology, emphasizing the socio-culture and psychological characteristics of various cultures: hunters, tribesmen, chiefdoms, peasants and industrial societies. Emphasis is placed on cultural universals, integration of social institutions and the continuing adaptation of man to his environment. This course is only available at WCC.

WCC PHL120 INTRODUCTION TO WORLD RELIGIONS

Grade: 10-12 **Credit: 1.0**

This course gives a philosophical introduction to the comparative study of the major world religions including Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam. This course is only available at WCC.

WCC SOC100 INTRODUCTION TO SOCIOLOGY

Grade: 10-12 **Credit: 1.0**

Introduction to Sociology is a survey course introducing students to the scientific study of our social world. The emphasis is on the three primary theoretical frameworks (functionalism, conflict theory, and symbolic interaction) and major concepts foundational to sociology including culture and socialization as well as various forms of stratification and social inequality. Students will leave the class able to utilize sociological research and evidence-based theories to explain social phenomena. This course is available at WCC.

WCC PSY100 INTRODUCTION TO PSYCHOLOGY

Grade: 10-12 **Credit: 1.0**

This course provides a survey of the study of psychological phenomena such as mental processes and behavior, emphasizing the scientific methods and ethical standards of contemporary psychological investigation. Topics include an introduction to the psychological content domains of: biology of behavior, sensation and perception, learning, memory, cognition, motivation, emotion, life-span development of behavior, personality, abnormal behavior and its therapies, social behavior and individual differences. This course is available at WCC.

WCC PSC220 COMPARATIVE GOVERNMENT

Grade: 10-12 **Credit: 1.0**

This course offers a comparative examination of political systems and institutions, placing an emphasis on: common governmental problems, causes of political instability and revolution, and the techniques of political analysis. The impact of historical, economic, political, and social factors are included in this analysis. Global examples are studied, including both Western European and

non-Western political systems and institutions. This course is available at WCC.

WCC PHL110 INTRODUCTION TO CRITICAL THINKING

Grade: 10-12 **Credit: 1.0**

This course focuses on the practical value of critical thinking in a variety of personal, professional and social situations. Students study such things as the structure of arguments, the critical analysis and evaluation of arguments, inductive and deductive reasoning, formal and informal logical fallacies, problem solving and decision making, and rhetorical strategies. Specific topics may include critically analyzing advertisements, political speech, debate techniques, gender stereotypes, human psychology, journalistic reporting, criminal investigations, etc. This course is available at WCC.

EAST AURORA HIGH SCHOOL

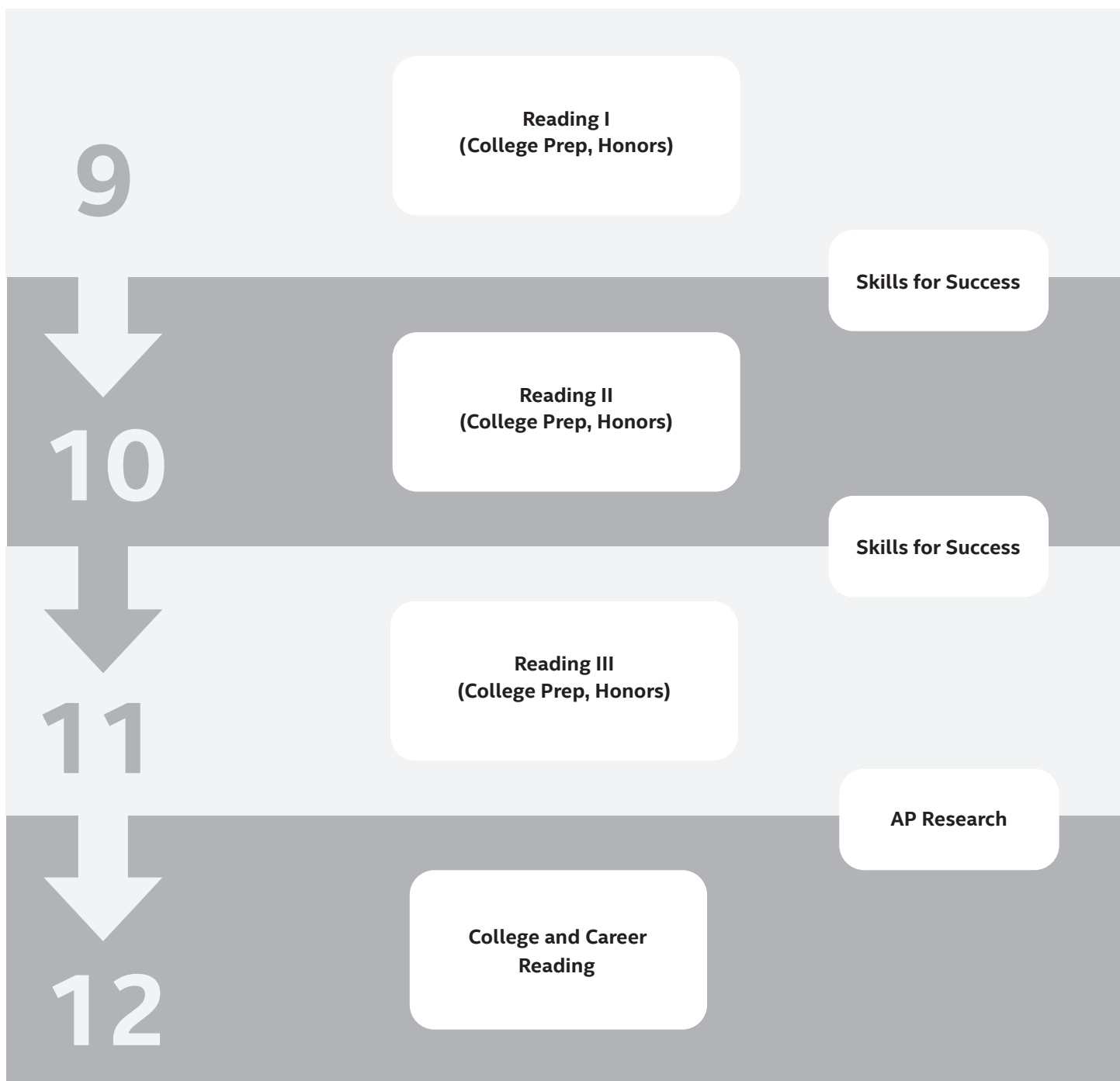
READING

DEPARTMENT

2025-2026



At East Aurora High School, we believe the ability to fluently read and comprehend complex informational text at a high level is the most essential skill necessary for success in today's 21st century workforce. We are committed to providing the instruction necessary to ensure all students can demonstrate reading, writing, speaking and listening levels which make them College and Career Ready. While enrolled in Reading courses at East Aurora High School, students will develop research based literacy skills and strategies, as well as note-taking and study skills designed to promote academic success in all secondary and post-secondary coursework as well as on high stakes testing such as the ACT and/or SAT.



COLLEGE PREP READING I RDG111/RDG112, RDGB111/RDGB112

Grade: 9

Credit: 1.0

College Preparatory Reading I is a year-long course designed for freshman students to enhance their literacy skills and improve their ability to learn from and synthesize complex, thought-provoking informational texts. Students who have demonstrated average reading ability on standardized tests will benefit from this course. Through intensive reading, writing, and direct strategy instruction, students will improve their abilities to think critically, problem solve, construct viable arguments, identify main idea, cite textual evidence, annotate, and apply note taking and test taking strategies. These skills will directly transfer to other courses and will impact students' abilities to learn through text in all areas. Students will be placed in this course using NWEA MAP and PSAT assessment data.

COLLEGE PREP READING II RDG211/RDG212, RDGB211/RDGB212

Grade: 10

Credit: 1.0

College Preparatory Reading II is a year-long course designed for sophomore students to continue to enhance their literacy skills and improve their ability to learn from increasingly complex, thought provoking informational texts. Students who have demonstrated average reading ability on standardized tests will benefit from this course. Through intensive reading, writing, and direct strategy instruction, students will use relevant media and current events, as well as anchor texts, to continue to improve their abilities to summarize, identify main idea and cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as make inferences drawn from the text. Students will also work to enhance their abilities to identify author's purpose, bias, and source credibility when analyzing informational text. These skills are essential to success in higher level courses both in high school and beyond. Students will be placed in this course using NWEA MAP and PSAT assessment data.

COLLEGE PREP READING III RDG311/RDG312, RDGB311/RDGB312

Grade: 11

Credit: 1.0

College Preparatory Reading III is a year-long course designed for juniors looking to prepare for the rigors of college-level reading, writing, and critical thinking through the analysis of complex informational texts. Students who have demonstrated average reading ability on standardized tests will benefit from this course. In addition to increasing their reading speed and comprehension, students will develop the vocabulary, rhetorical analysis, and test-taking skills crucial for SAT success and college readiness. Students will be placed in this course using NWEA MAP and PSAT assessment data.

HONORS READING I RDG121/RDG122, RDGB121/RDGB122

Grade: 9

Credit: 1.0

Honors Reading I is a year-long course designed for freshman students who have shown above average reading abilities to stretch their literacy skills and deepen their ability to learn from and synthesize complex, thought-provoking informational texts. Students will be challenged through intensive reading, writing, and direct strategy instruction, and will improve their abilities to think critically, problem solve, construct viable arguments, identify main idea, cite textual evidence, annotate and apply note taking and test taking strategies. This course will position students to be successful in Honors level and Advanced Placement level coursework. Students will be placed in this course using NWEA MAP and PSAT assessment data.

HONORS READING II RDG221/RDG222, RDGB221/RDGB222

Grade: 10

Credit: 1.0

Strategic Reading II is a year-long course designed for sophomore students to continue to enhance their literacy skills and improve their ability to learn from increasingly complex, thought-provoking informational texts. Students who have demonstrated a need to improve reading ability as measured by standardized tests will benefit from this course. Through intensive reading, writing, and direct strategy instruction, students will use relevant media and current events, as well as anchor texts, to continue to improve their abilities to summarize,

identify main idea and cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as make inferences drawn from the text. Students will be placed in this course using NWEA MAP and PSAT assessment data.

HONORS READING III **RDG321/RDG322, RDGB321,RDGB322**

Grade: 11 **Credit: 1.0**

Honors Reading III is a year-long course designed for juniors who have demonstrated above average reading ability and are looking to prepare for the rigors of college-level reading, writing, and critical thinking through the analysis of complex informational texts. In addition to increasing their reading speed and comprehension, students will develop the vocabulary, rhetorical analysis, and test-taking skills crucial for SAT success and college readiness. This course will position students to be successful in Honors level and Advanced Placement level courses. Students will be placed in this course using NWEA MAP and PSAT assessment data.

AP RESEARCH **RDG503/RDG504**

Grade: 11-12 **Credit: 1.0**

AP Seminar is a prerequisite for this course AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of 4000– 5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense. At the end of the project, students will submit their academic paper and present and defend their research findings. There is no end-of course exam. **NCAA Approved**

COLLEGE AND CAREER READING RD41

Grade: 12 **Credit: 1.0**

College & Career Reading is a year-long reading course designed for senior students who wish to improve all aspects of their reading performance, including reading comprehension, vocabulary knowledge, study skills, and reading rate. Students utilize a wide range of materials to progress at their own rate as they acquire workplace and college-ready reading skills.

SKILLS FOR SUCCESS **CCR101/CCR102, CCR201/CCR202** **CCR301/CCR302**

Grade: 9-11 **Credit: 1.0**

This course provides instruction that aligns to college readiness and college and career exploration. Offering students authentic learning opportunities and certifications related to post-secondary careers. This includes multiple work-related experiences simulating job-readiness skills such as note-taking, resume writing, interviewing practicums, navigating job searches, and general career etiquette. This course also includes general test preparation for the ACT test.

EAST AURORA HIGH SCHOOL

BILINGUAL EDUCATION

DEPARTMENT

2025-2026



Students who speak a language other than English are eligible to receive services, including ESL classes, Spanish Native Instruction classes, Sheltered classes or a combination, based on their English proficiency levels. Students are assessed in English Language Development using either the state-mandated WIDA Screener upon enrollment or the ACCESS 2.0 online assessment in January/February each year. ESL classes and Sheltered classes provide instruction in English with support. Spanish Native Instruction Bilingual classes are taught in Spanish. The purpose of the Bilingual Program at the high school is to provide students with rigorous instruction in core content areas that is equal to the offerings in general education. Simultaneously, students will build their levels of English proficiency. It is our hope to have students transition out of bilingual services as soon as appropriate. While in the program, students will receive instruction that helps prepare them for their education completely in English. Upon graduation, students will be ready for the next step in their future career endeavors.

ESL I: LANGUAGE AND LITERACY DEVELOPMENT **ESL101/ESL102**

Grade: 9-12 **Credit: 1.0**
(English Credit)

This year-long course is for students entering the high school with little or no knowledge of English. Prerequisite is placement into ESL I through language screening. Students learn beginning reading and speaking skills through intensive vocabulary instruction, the application of reading strategies and critical thinking within structured discussion. Writing instruction reinforces critical thinking and also targets grammar, mechanics, sentence structure and paragraph development. The course is aligned to the Common Core State Standards.

ESL II: DEVELOPING LANGUAGE & LITERACY **ESL201/ESL202**

Grade: 9-12 **Credit: 1.0**
(English Credit)

This year-long course is for students ready to further develop their English skills. Prerequisite is placement into ESL II through screening or teacher recommendation, or the successful completion of ESL I. Students study vocabulary related to academic core content, apply reading strategies to increasingly complex texts, continue to practice critical thinking within structured discussion, and begin to adhere to standard writing conventions. The course is aligned to the Common Core State Standards.

ESL III: EXPANDING LANGUAGE & LITERACY **ESL301/ESL302**

Grade: 9-12 **Credit: 1.0**
(English Credit)

This year-long course is for students who are expanding their knowledge of English. Prerequisite is placement into ESL III through screening or teacher recommendation or the successful completion of ESL II. Students study vocabulary highly specific to academic core content, apply reading strategies to complex texts, expand critical thinking skills through discussion, and adhere to standard writing conventions. The course is aligned to the Common Core State Standards.

ESL: LANGUAGE & LITERACY DEVELOPMENT **ESL311/ESL312**

Grade: 9-12 **Credit: 1.0**
(English Credit)

This year-long course is for English learners who are expanding their knowledge of English through instruction of basic language skills, integrating reading, writing, speaking and listening. Placement is based on graduation course requirements with EL/Bilingual Division Chair and Counselor approval. This course is aligned to Common Core State Standards.



EAST AURORA HIGH SCHOOL

SPECIALIZED PROGRAMS

DEPARTMENT

2025-2026



East Aurora High School offers special education services to meet the varied needs of its students. The degree of contact by department staff may range from minimal service on a consultation basis to a full instructional program. Students entering at the freshman level who have previously been determined to be eligible under the Individuals with Disabilities Education Act (IDEA) will be scheduled at their 8th grade annual review conference before entering the high school. Students currently at the high school are encouraged to attend their annual review conferences and be active participants in the process. Students' classes are determined for the following year through the IEP process staff recommendations. Programming and courses offered with the Special Education Department include both academic and life skill classes designed to address the specific goals and objectives of students with disabilities. An IEP (Individual Education Program) is required for enrollment in any special education course.

COOPERATIVE WORKPLACE TRAINING I SPESPI301/SPES- PI302, SPESPS301/SPESPS302

Grade: 11-12

Credit: 1.0

Students study job opportunities and qualifications, interview techniques, money management, taxes, insurance, buying goods and services, employer employee relations, and retirement. All students must concurrently be enrolled in Cooperative Work Training (CWT) Lab I. Students will be able to employ job-seeking skill set prospective job sites. Students have the opportunity to go to a job 2 days a week at the high school and get paid for their work. Students learn about all kinds of appropriate job expectations and how to be a good employee. IEP team recommendation required.

COOPERATIVE WORKPLACE TRAINING II SPESPI401/SPES- PI402, SPESPS401/SPESPS402

Grade: 12

Credit: 1.0

Students study and/or reviews job opportunities and qualifications, interview techniques, money management, taxes, insurance and buying goods and services. Employer-employee relations and retirement are also studied. Students will be able to employ job-seeking skills at prospective job sites. Students have the opportunity to go to a job two days a week at the high school and get paid for their work. Students learn about appropriate job expectations and how to be a good employee. IEP team recommendation and successful completion of Cooperative Work Training Related I are required.



COOPERATIVE WORKPLACE TRAINING LAB I & II SPESPI311/SPESPI312, SPESPS311/ SPESPS312, SPESPI411/SPESPI412, SPESPS411/SPESPS412

Grade: 11-12

Credit: 1.0

Students will be able to obtain elective credit for verified employment outside school hours. Students' employers work in conjunction with the cooperative work program to evaluate students' job performance and eligibility for elective credit. Students will be concurrently enrolled in Co-op Work Training Related I or II. IEP team recommendation is required.

CULINARY I FUNDAMENTALS CTESPI105/CTESPI106

Grade: 9-12

Credit: 0.5

This entry level lab-based course teaches students food preparation skills while preparing nutritious and appealing foods that meet a variety of individual dietary needs. Students master safety, sanitation and environmentally conscious methods of food handling, recipe conversion skills, storing and preparing foods while maintaining responsible lab usage and team collaboration while preparing foods within the lab.

EAST AURORA HIGH SCHOOL

PHYSICAL EDUCATION, HEALTH & DRIVERS EDUCATION

DEPARTMENT

2025-2026



The Physical Education, Health, and Drivers Education division consists of both mentally and physically challenging academic classes. While Drivers Education and Health are one semester each, the Physical Education curriculum offers twelve different classes including Physical Education Leaders Honors I and II. The Physical Education department curriculum offers multiple performance-based assessment opportunities while Health and Drivers Education introduce real life situations that enhance lifelong learning skills. The entire division focuses on learning experiences set for skill development and improvement through critique and reflection. An important objective for the division is to improve quality of life of the whole person through Physical Education, Health, and Drivers Education. All three classes are graduation requirements as one class of Health, one class of Drivers Education and six classes of Physical Education are required by the state of Illinois.

PHYSICAL EDUCATION, DRIVERS EDUCATION, AND HEALTH

9

Health and Freshman
Physical Education



10

Drivers Education and
Sophomore Physical Education or
Athletic Conditioning



11

ONE SEMESTER COURSES:

Team Sports
Individual Sports
Recreational Sports
Fitness
Lifetime Health and Fitness
IHSA Officiating
Discover Dance
Yoga
Outdoor Education
Athletic Conditioning

PE Leaders I
Honors



12

PE Leaders II
Honors

DRIVERS EDUCATION MAY REPLACE ONE SEMESTER OF PE STARTING
SOPHOMORE YEAR. A STUDENT MAY ALSO TAKE DRIVERS EDUCATION
DURING JUNIOR OR SENIOR YEAR, BUT WOULD NEED TO TAKE A PE CLASS TO
REPLACE THE DRIVERS ED SOPHOMORE YEAR.

Students must pass six (6) semesters of Physical Education, one (1) semester of Health, and one (1) semester of Drivers Education to be eligible to graduate. Students will be enrolled for one semester of health during their freshman year and one semester of driver education their sophomore year, as long as they meet the prerequisites. The remaining semesters, students will be enrolled in physical education classes unless a student is enrolled in band or NJROTC.

If a student is medically waived from physical activity, a doctor's note listing physical restrictions must be on file in the nurse's office. This is required to be in compliance with the School Code of Illinois.

East Aurora Board of Education provides for physical education waiver in grades 11 and 12 for the following reasons:

- The student has on-going participation in interscholastic athletics at the varsity level.
- The student provides written evidence from a college, university, or institution of higher education that a specific course is required for admission and the student's schedule does not allow for the addition of this course.
- The student lacks course credit in an area of study required for graduation and the student's schedule does not allow for the addition of this required course.

Students who believe they qualify for a PE waiver should see their counselor to discuss.

FRESHMAN PHYSICAL EDUCATION PHY105/PHY106

Grade: 9 **Credit: 0.5**

In this introductory course to physical education, students will learn the basic foundations of fitness and nutrition. The course will be broken down into four units. In the first unit, students will learn all the Fitness Components (6 Health-Related and 5 Skill Related) and different ways to test and practice each. They will also study the heart and how to track their heart rate during exercise. The second unit will consist of learning the Exercise Principles and how to apply them to different exercise programs. During these two units, the students will simultaneously be learning basic muscle anatomy, movement patterns, as well as auxiliary exercises. They will be introduced to different types of exercise programs, while tracking their workouts in a personal fitness log. The third unit includes basic nutrition, including how to read nutrition labels, track meals in a food log, as well as how to calculate BMR. Students will then combine the knowledge, skills, and strategies they have acquired through the first three units to set a personal fitness goal and write a plan on how they will achieve this goal. This project based learning plan will serve as the students' final project for the course. Students will be required to complete FitnessGram fitness testing a minimum of two times per semester.

SOPHOMORE PHYSICAL EDUCATION PHY205/PHY206

Grade: 10 **Credit: 0.5**

This is an introductory course to present the possible offerings students will be able to choose from in their junior and senior years. This course will introduce and provide students the foundations to a wide variety of sports and activities. The course will emphasize skill development in sports/activities, gain general knowledge of rules and strategies and prepare them for competitive game play/activity. Units include: team building activities, fitness components, floor hockey, volleyball, soccer, ultimate Frisbee, ultimate football, speedball, kickball, bags, table tennis, basketball, among other units. One day a week, every week, students will participate in fitness based activities with a focus on cardiovascular development, muscular strength and endurance, as well as flexibility. This course may be

repeatable for credit. Students will be required to complete FitnessGram fitness testing a minimum of two times per semester.

ATHLETIC CONDITIONING PHY341/PHY342

Grade: 10-12 **Credit: 0.5**

Athletic Conditioning is an advanced class that is focused on increasing athletic performance. This will be achieved through the use of strength training, functional training, and injury prevention training throughout the semester. Students must be a member of a school sports team, have a recommendation from their head coach, PE teacher, or Division Chair approval, and have passed Freshman PE

JUNIOR/SENIOR PHYSICAL EDUCATION BLOCKS

Grade: 11-12 **Credit: 0.5**

We offer our Juniors and Seniors the ability to choose their own classes upon successful completion of the Freshman and Sophomore classes. Students can choose from the eight offered classes (and Athletic Conditioning if applicable). These courses will build upon Freshman and Sophomore PE curricula and emphasize fitness and lifelong activities. No matter what students choose, they will be active, involved, and self-aware of lifelong physical fitness. Students will be required to complete FitnessGram fitness testing a minimum of two times throughout the semester.

TEAM SPORTS PHY301/PHY302

Grade: 11-12 **Credit: 0.5**

This class offers the opportunity for students to participate in a variety of team sports. The students will review skills and rules through drills and mini games to compete in games. Students will learn in game strategies and adjustments in order to successfully compete in the games. Students are expected to self-officiate their games to demonstrate their knowledge of the rules of each game.

Team Sport Units Semester 1

Soccer, Softball, Flag Football, Team Handball, and/or Floor Hockey

Team Sport Units Semester 2:

Basketball, Volleyball, Mat Ball/Kick

Ball, Ultimate Frisbee/Football, and/or Softball

One day a week, every week, students will participate in fitness based activities with a focus on cardiovascular development, muscular strength and endurance, as well as flexibility.

Students will be required to complete FitnessGram fitness testing a minimum of two times per semester.

INDIVIDUAL SPORTS PHY311/PHY312

Grade: 11-12 **Credit: 0.5**

This class will provide an alternative to the traditional team sports model. Students will play more individual life-long sports/activities such as Tennis, Badminton, Bowling, Table Tennis, and Bags, among other units. Students are expected to self-officiate their games to demonstrate their knowledge of the rules of each game.

Individual Sport Units Semester 1:

Tennis, Badminton, Disc Golf, Table Tennis, and/or Bowling

Individual Sport Units Semester 2:

Bowling, Pickleball, Spike Ball, Tennis, and/or Golf.

One day a week, every week, students will participate in fitness based activities with a focus on cardiovascular development, muscular strength and endurance, as well as flexibility.

Students will be required to complete FitnessGram fitness testing a minimum of two times per semester.

RECREATIONAL SPORTS PHY321/PHY322

This class will provide opportunities to experience lifelong recreational games. Students will play some nontraditional games/activities. The students will participate in ultimate Frisbee, spike ball, volleyball, bags, and other units throughout the semester. Students are expected to self-officiate their games to demonstrate their knowledge of the rules of each game.

Recreational Sport Units Semester 1

Golf
Volleyball
Badminton
Hiking
Bowling

Recreational Sport Units Semester 2

Bowling
Bags
Spike Ball
Hiking
Tennis

One day a week, every week, will be a fitness day with a focus on cardiovascular development, muscular strength and endurance, and flexibility.

Students will be required to complete FitnessGram fitness testing a minimum of two times throughout the semester.

FITNESS (INDIVIDUAL AND GROUP) PHY331/PHY332

Grade: 11-12 **Credit: .5**

This class offers the opportunity to increase a student's level of fitness in various ways. The group fitness unit offers students an alternate way to get in shape. Units will include an introduction to Step Aerobics, Yoga, Pilates, Hiking, and/or HIIT workouts, as well as exercises to engage in both in and out of the weight room. The course will offer a more traditional approach to fitness. Students will build upon the understanding of basic muscles anatomy and how to work them; students will also learn and implement how to create a comprehensive personal workout plan.

Students will be required to complete FitnessGram fitness testing a minimum of two times per semester.

LIFETIME HEALTH & FITNESS PHY391/PHY392

Grade: 11-12 **Credit: .5**

Lifetime Health and Fitness seeks to achieve health and wellness for a lifetime through, a combination of participation in recreational activities, weight and fitness training, as well as building upon wellness concepts. Lifetime Health and Fitness integrates health and skill related fitness and health education concepts into a variety of activities and classroom experiences. The overall goal is to educate students to be well rounded, life-long learners who understand the relationship between a healthy mind and body. This course introduces students to those physical activities that can provide life-long participation. Students will build upon the basic fundamentals of strength training, aerobic training, and overall fitness training and conditioning. With a focus on life beyond high school, students learn strategies for both maintaining good health and preventing illness and disease. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in Health, both mental and physical, fitness, wellness, and movement activity for a lifetime.

Students will be required to complete FitnessGram fitness testing a minimum of two times per semester.

IHSA OFFICIATING CLASS PHY371/PHY372

The IHSA is looking for men and women who want to return something to their sport, their school, and their community by becoming licensed athletic officials. Candidates must be at least 17 years old, in good physical condition, and able to make decisions on their feet and stick to them. Students will learn the skills required to obtain IHSA officiating certification in the following sports: Football, Volleyball, Basketball, Wrestling, Baseball, Softball, and Track and Field. Students will receive an IHSA certification for any and all of the sports they chose, to officiate not only IHSA but also park district and other community organized events. This will allow for future employment in our community and give students an opportunity where it was not available prior. Students will also receive their Standard First Aid CPR/AED certification.

OUTDOOR EDUCATION PHY361/PHY362

Outdoor Education is designed to give students an opportunity to study and experience activities that they can pursue for a lifetime. These activities will enhance fitness levels, improve interpersonal skills, and increase an awareness and appreciation of nature, self and others. Students learn to manage conflicts, communicate, and cooperate with their peers in a more effective manner. Outdoor learning provides students with hands-on experiences in nature and these hands-on experiences cultivate a love of nature and the get them interested in our natural resources. Activities include archery, orienteering, rock climbing, fishing, and sport nutrition/fitness. Students will also receive their Standard First Aid CPR/AED certification.

DISCOVER DANCE PHYR381/PHYR382

Grade: 11-12 **Credit: .5**

In Discover Dance students will explore different dance genres including, ballet, modern dance, and Zumba. Students will learn a different form of physical fitness, which motivates students to exercise. This form of fitness can improve the physical, mental, and emotional well-being. In addition, students will learn how to sculpt their muscular structure from a dance perspective. Students will increase both confidence and leadership skills by giving them a leadership position. Students will be required to complete FitnessGram fitness testing a minimum of two times per semester.

This course takes place at the Resilience Education Center.

YOGA PHYR385/PHYR386

Grade: 11-12

Credit: .5

In Yoga, students will be introduced to yoga styles and yoga-inspired workouts, focusing on the anatomical alignment, physical strength, flexibility, coordination, and concentration in order to improve students' physical, mental, and emotional well-being, as well as to provide an outlet for students to experience yoga and its many benefits. This class will also provide techniques to help with stress management and relaxation in order to meet the demands of a variety of stressors. Students will be required to complete FitnessGram fitness testing a minimum of two times per semester.

This course takes place at the Resilience Education Center.

TOMCAT MORNING PROWL PHY305/PHY306

Grade: 11

Credit: 0.5

Tomcat's Morning Prowl is a hybrid physical education course designed for students who wish to fulfill their physical education requirements during the zero-hour time slot. This course meets two to three days per week for direct instruction and activity, while also incorporating independent work two to three days per week. Students will attend in-person sessions for direct instruction and group activities. Students will also complete independent fitness activities outside of the school building. This course aims to enhance students' overall well-being across the psychomotor, affective, and cognitive domains. Students will enhance their fitness through a combination of in-person and independent fitness activities, cultivate positive attitudes towards physical activity, promote mental well-being, develop skills in planning and executing workouts, take ownership of their health, develop their cognitive understanding of fitness principles, and analyze fitness data from Polar heart rate monitors and the Polar Flow application to inform training decisions. This course offers a variety of activities aimed at increasing students' heart rates to enhance cognitive function throughout the academic day. Activities include individual and group fitness, strength and conditioning, and student-centered social and emotional guidance. This course is repeatable for up to four semesters. In-person dates will be provided at the beginning of the semester, as well as the Polar heart rate monitors.

PE LEADERS I HONORS PHY351/PHY352

Grade: 11

Credit: 1.0

This is a full year honors level Physical Education class. This class can only be taken junior year, but students that are interested should apply in the spring of their sophomore year. Throughout the year the class will focus on team building, leadership characteristics, developing teaching skills, as well as working with in-district elementary schools. The class will cover most of the units taught within the Physical Education Department, including both traditional and non-traditional sports and activities. Students will be required to teach a unit to the class as a member of a group and working with elementary schools. After the year Junior Leaders can become Senior Leaders as long as they pass the course and demonstrate responsibility. Students will be required to complete FitnessGram fitness testing a minimum of two times per semester.

In order to qualify as a P.E. leader, students must have a GPA of 2.75 or higher, obtain a B or higher in previous P.E. classes, two teacher recommendations: 1 P.E., 1 non-P.E., and submit a written request for admission. See a P.E. teacher for application.

PE LEADERS II HONORS PHY451/PHY452

Grade: 12

Credit: 1.0

This is a full year honors level Physical Education class that can only be taken after completing the Junior Leaders course with a B or higher. Senior Leaders will work with several Physical Education teachers within East Aurora. As a Senior Leader, students will assist teachers by taking attendance, equipment set up and take down, class demonstrations, and serve as positive class leaders. Weekly self-evaluations will be completed by Senior Leaders to show their reflection on their strengths and weaknesses. Senior Leaders may also be assigned various readings and reflections.

Students will be required to complete FitnessGram fitness testing a minimum of two times per semester.

HEALTH PHY115/PHY116

Grade: 9

Credit: 0.5

Graduation Requirement

This course is designed to address the Physical, Mental/Emotional, and Social aspects of health. Emphasis is placed on prevention, maintenance and improvement through self-responsibility and decision making in areas of: achieving wellness, nutritional eating and exercising toward a healthy lifestyle, building healthy relationships, understanding and preventing disease, drug use and abuse, environmental influences, first aid and CPR, and making healthy choices. Many different styles of teaching are used to address the learning needs of students.

DRIVERS EDUCATION PHY215/PHY216, PHY215L/PHY216L

Grade: 10-12

Credit: 0.5

Driver Education is a three-phase program that includes classroom, simulation, and behind the wheel. Through these phases' students will learn all aspects of responsible driving including the Rules of the Road, vehicle operation, and general road safety. The classroom portion is required for graduation. Sophomore academic status, 16 years of age by the end of the semester enrolled in Driver Education, and must have passed 8 courses the 2 semesters prior to enrolling in Driver Education. A lab fee of \$100.00 is charged for the behind the wheel phase. An additional \$20.00 fee is required to be paid to the Secretary of State for the Learner's Permit. Students enrolled in Driver Education cannot have any current driving violations or court dates regarding driving issues. Credit will be granted after successfully completing the classroom portion. Only students that complete both phases; classroom and behind-the wheel are eligible to apply for an Illinois Driver's License before age 18.



EAST AURORA HIGH SCHOOL

CAREER AND TECHNICAL EDUCATION

DEPARTMENT

2025-2026



The Career and Technical Education Department believes that education is a process of life-long learning for all students and is a rapidly changing school curriculum of hands-on learning activities. The Department's courses and curriculum provide students with learning and activities focused on the following areas: engineering, manufacturing, auto mechanics, electronics, welding, computer science, coding and multimedia design, culinary arts, health occupations, and child development. A variety of one semester orientation courses that follow the outcomes per the Illinois Plan are open for students to explore, followed by many year-long courses where students will gain specific skills. Several courses in the department offer dual credit options or industry certifications.

**Introduction to
Technical Drafting
(One Semester Course)**

**Introduction to
Manufacturing
(One Semester Course)**

**Introduction to
Electronics
(One Semester Course)**

Blueprint Reading

Engineering

**Advanced Electronics
& Computer Repair**

INTRODUCTION TO TECHNICAL DRAFTING CTE275/CTE276

Grade: 9-11 **Credit: 0.5**

This course introduces students to drafting fundamentals. The course covers drafting equipment usage, materials, an introduction to CADD(Computer Aided Drafting and Design), and techniques used as a means of technical communication. Drafting techniques are studied and drawings are made with emphasis on description through multi-view, pictorial, architectural, and CADD drawings. The course will also focus on product design process and product design cycle.

INTRODUCTION TO ELECTRONICS CTE165/CTE166

Grade: 9-11 **Credit: 0.5**

This course is designed to acquaint the student with the fundamental theory behind direct and alternating current electricity, common electronic equipment, and electric circuits. The course consists of laboratory practice, discussion, and experiments. Simple DC and AC electrical components, motors, generators, inductors, and capacitors will be studied and manipulated to show effects of circuit variables. Each student will be required to construct a simple electrical device. This course has a \$10 lab fee.

INTRODUCTION TO MANUFACTURING CTE175/CTE176

Grade: 9-11 **Credit: 0.5**

This course provides an overview of manufacturing systems and processes. Students will be exposed to a variety of manufacturing concepts including controlling production, resource planning, value chain management and professional roles in manufacturing. Students will explore career paths in the manufacturing environment and discuss the impact of manufacturing on Illinois, national and global economies and the environment.

ENGINEERING CTE371/CTE372

Grade: 9-12 **Credit: 1.0**

Articulated Credit with Waubonsee Community College

This course covers general architectural techniques, construction methods, home styles, architectural drawings, assembly drawings, and sheet metal layout. The course will also focus on the design process using traditional and CADD techniques to produce a set of residential drawings.

BLUEPRINT READING CTE173/CTE174

Grade: 9-11 **Credit: 0.5**

Blueprint Reading courses provide students with the knowledge and ability to interpret the lines, symbols, and conventions of drafted blueprints. They generally emphasize interpreting, not producing, blueprints, although the courses may provide both types of experiences. The Blueprint Reading course will use examples from a wide variety of industrial and technological applications.

ADVANCED ELECTRONICS & COMPUTER REPAIR CTE261/CTE262

Grade: 10-12 **Credit: 1.0**

This course is designed to acquaint the student with fundamentals of electronic communication, amplitude modulation, frequency modulation, receivers, and transmitters, electrical/electronic systems, repair and maintenance and analysis of AC/DC circuits, solid state devices, analog, and digital circuits and microprocessors. Students are introduced to solid-state circuitry and solid-state electronics through laboratory practice, discussion, and experiments. Students must have demonstrated proficiency in Introduction to Electronics.

**Web Page and
Interactive Media I and II
(One Semester Each)**

**Multimedia &
Animation
(One Semester Course)**

**Gaming & Design
Operations**

**Computer Operations
& Programming**

**Media Arts Design &
Technology
(One Semester Course)**

**AP Cybersecurity 1:
Networking
Fundamentals**

WEB PAGE AND INTERACTIVE MEDIA I CTE115/CTE116

Grade: 9-12

Credit: 0.5

Web Design & Development is a project-based course that will prepare students to plan, design, create, and maintain web pages and sites. Students will learn the fundamentals of web page design using HyperText Markup Language (HTML) and Cascading Style Sheets (CSS). Students will create their own live homepages to serve as portfolios of their creations; learn how web pages are developed and viewed on the Internet; analyze and fix errors in existing websites; add hyperlinks, tables, images, iframes, and lists to web pages; and create their own multi-page websites.

WEB PAGE AND INTERACTIVE MEDIA II CTE215/CTE216

Grade: 9-12

Credit: 0.5

Web Design & Development II is a skill-level course for students who have completed Web Design & Development I. Students will expand upon the skills learned in Web Design I in a project-based environment. Students will delve into more advanced HTML and CSS coding and learn to incorporate JavaScript, the Document Object Model, and jQuery making their sites more advanced and interactive. Students will learn the various ways that data is taken from web pages and will incorporate data collection into their sites. Students will collaboratively and independently design, develop, and implement functional and responsive web pages.

MULTIMEDIA AND ANIMATION CTE295/CTE296

Grade: 9-12

Credit: 0.5

This course introduces students to three areas: coding in Python and JavaScript, physical computing with micro:bit and MakeCode, and animation with Adobe Animate. Topics explored throughout this course include: Turtle Graphics Coding in Python; Designing and Communicating Solutions; Physical Computing with micro:bit; using conditionals, control structures, and top down design; Vector Animation; Animated Images; HTML5 Greeting; and Designing Interactive Media content.

GAMING & DESIGN OPERATIONS CTER391/CTER392

Grade: 9-12

Credit: 1.0

Game Design introduces students to the fundamentals of designing a game using the most widely accessed and preferred editing game engine in the world, Unity. This course will prepare students with industry related skills needed for the workplace and higher education. Students will understand the design planning process, including storyboarding; be knowledgeable of industry related careers; explore legal and ethical issues in game design; and be able to navigate the Unity environment to create 2D and 3D games.

This course takes place at the Resilience Education Center.

COMPUTER OPERATIONS AND PROGRAMMING CTE381/CTE382

Grade: 9-12

Credit: 1.0

Introduction to digital technology is designed for students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world. Exposure to foundational knowledge in hardware, software, programming, IT support, and networks are all taught with hands-on activities and project focused tasks. Various forms of technologies will be highlighted to expose students to the emerging technologies impacting the digital world. Topics explored throughout the course include: Digital Citizenship and Cyber Hygiene, JavaScript programming, History and Future of Computing, Computer Software and Hardware, JavaScript Graphics, Mobile Apps, Networks and the Internet, Computer Science Careers, and User Interface Design.

This course takes place at the Resilience Education Center.

FVCC CYBERSECURITY (COMPTIA SECURITY+)

Grade: 11, 12

Credit: 1.0

Prerequisites: Completion of a Computer Science course with a C or better at your home school. Students who enroll in Cybersecurity will be studying for the CompTIA Security+ exam. This exam is the industry standard for Cybersecurity professionals. This course includes simulations and multiple operating systems. Units in this course include: understanding attacks; defense planning; access control; cryptography; network monitoring; security policies; risk management; and social engineering. Our class will also enter Cybersecurity competitions such as the National Cyber League. Students will gain hands-on knowledge of cybersecurity tools, as well as the opportunity to earn certification for future employment.

This course is offered at the FVCC Main Campus.

MEDIA ARTS DESIGN AND TECHNOLOGY CTE495/CTE496

Grade: 10-12

Credit: 0.5

This capstone course is an intensive course that allows students the opportunity to create portfolio material in their particular area of specialization (audio/video design, web development, game development, or graphic design/ print media). Upon submission and approval of a project, students will research, plan, design, and produce or publish original work that includes advanced techniques outside of or beyond the scope of current course offerings. Students collaborate with fellow students as well as industry professionals to create the finished product. This course requires students to create their own deadlines and communicate progress. The end result of the class will be at least two original works: one to be entered in a student competition and one for a community client.

CAREER AND TECHNICAL EDUCATION: CONSTRUCTION, TRADES & AUTOS

Introduction to Woods
(One Semester Course)

Woods I

Woods II
(One Semester Course)

**Introduction to Home
Repair Construction & Trades**
(One Semester Course)

**Construction &
Building Trades I**

**Construction &
Building Trades II**

Welding Technology I

Introduction to Autos
(One Semester Course)

**Auto Shop Operations:
Brakes and Suspension**

**Auto Engine Service and
Powertrain Management**

Welding Technology II

INTRODUCTION TO AUTOS CTE255/CTE256

Grade: 9-11

Credit: 0.5

This course is designed for students to gain basic knowledge and skills to maintain automobiles. This course covers the following areas in automotive maintenance: engine tuneup, lubrication maintenance, electrical maintenance, tires and wheels, drive train maintenance, and seasonal maintenance procedures. Students must be 16 or older.

AUTO SHOP OPERATIONS: BRAKES AND SUSPENSION CTE451

Grade: 10-12 **Credit: 1.0**
**Dual Credit with Waubensee
Community College**

This semester long class meets 2 blocks each week. Students will earn 1 credit per semester. This course covers the basics of cooling system, brakes, electronics, cover starting and charging systems, batteries and tune-ups. Career options, employability and job seeking skills, desired work habits and vocational ethics will be stressed. Students must have demonstrated proficiency in Introduction to Autos.

AUTO ENGINE SERVICE AND POWERTRAIN MANAGEMENT CTE452

Grade: 10-12 **Credit: 1.0**
**Dual or Articulated Credit with
Waubensee Community College**

The class will meet 2 blocks each day for one semester. Successful students will receive Dual or Articulated Credit with Waubensee Community College, and preparation for all data certification and Toyota certifications. Topics covered include the basics of engines, exhaust systems, fuel, emissions, cooling and lubrication. Career options, employability and job seeking skills, desired work habits and vocational ethics will be stressed. Students must have demonstrated proficiency in Introduction to Autos.

INTRODUCTION TO WOODS CTE135/CTE136

Grade: 9-11 **Credit: 0.5**
This course is designed to emphasize activities in planning, design and construction as applied to common forms of woodworking. Accuracy, neatness, sound work habits, and safety are stressed and form an important part of the evaluation criteria. Students acquire knowledge and skills through demonstration, educational media and practice projects. Proper and safe use of tools, abrasives, adhesives, fasteners, and finishes is a part of the curriculum. This class is designed to allow students to become familiar with materials and processes used in woodworking. Students will learn the proper and safe operation of hand tools and some machines through required projects.

WOODS I: JOINERY & CONSTRUCTION CTE235/CTE236

Grade: 10-12 **Credit: 1.0**
In this course students will learn the basic fundamentals of each construction area by using a text, hand tools and machine tools. Students will display the safe operation of hand tools and power tools used in the manufacturing industry while completing various projects. A study of wood products, furniture design, fasteners, wood joints, and finishing processes will be covered. Safety, career opportunities, job skills, acceptable work habits, personal relationships, and entrepreneurship will be stressed. Students must have demonstrated proficiency in Introduction to Woods.

WOODS II: CABINET MAKING AND REPURPOSING CTE335/CTE336

Grade: 11-12 **Credit: 0.5**
This course is designed to have students learn at a higher level of woodworking by applying the skills they have learned to that of custom cabinet making and repurposing projects. Students will purchase, design and build a cabinet piece. Students will have the ability to be creative by using the aligned skills to maintain, refinish or repurpose items that require the use of the same application skills. The students will learn through hands-on-experience the purchasing, budgeting, profit margins, bid specs, project timelines, marketing and woodworking/home repair skills used for new and/or repurposed cabinetry projects. The course will expand their horizons on the complexity, creativity and skills used to produce a product from scratch with purposeful and useful products. Students must have demonstrated proficiency in Woods I.

INTRODUCTION TO HOME REPAIR, CONSTRUCTION, AND TRADES CTE145/CTE146

Grade: 9-11 **Credit: 0.5**
This course is designed to develop skills with hand tools and power equipment that are used at home and by the construction industry. Activities in the following areas will be done in the classroom: carpentry, masonry, drywall, plumbing, electrical, painting

and decorating, building trades' math, building materials and maintenance, and repair of the tools and equipment. Students will rotate through various modules.

BUILDING TRADES I/II CTE241/CTE242

Grade: 10-12 **Credit: 2.0**
This three hour course provides experiences related to the erection, installation, and maintenance of residential buildings and related fixtures. Planned learning activities allow students to understand fundamental principles and methods, and develop technical skills related to masonry, carpentry, and finish work. Instruction includes safety principles and practices, recognition of standard lumber sizes, foundation layout methods, building concepts and procedures, local, state, and national codes, cost estimating, and blueprint reading. Students must demonstrate success in Introduction to Home Repair before taking this course. Students must have their own medical insurance or purchase a school insurance plan. Students will be transported to construction sites.

WELDING I & II CTE285/CTE286, CTE385/CTE386

Grade: 10-12 **Credits: 0.5 or 1.0**
**Dual Credit with Waubensee
Community College**
Welding I students will learn basic oxyacetylene welding and blueprint reading. Students use basic hand tools and welding equipment. Students will develop employability skills such as safety practices, shop habits and positive working relationships. They will also explore career requirements and options for working skill. The Welding II course includes the following areas of welding: arc welding (gas mig & tig) and safety. Topics include identification, uses and physical properties of metal along with methods of fabrication. Both of these courses are dual credit courses through Waubensee Community College. Students may take Welding II without completing Welding I. Students must demonstrate success in BluePrint reading before taking this course.

Students must be 16 years old.

CAREER AND TECHNICAL EDUCATION: CHILD DEVELOPMENT, HEALTH OCCUPATIONS AND CULINARY ARTS

**Family & Child
Development**

**Early Childhood
Occupations I**

**Early Childhood
Occupations II**

**Introduction to
Teaching**

**Introduction to Health
Occupations**

**Health Occupations
Clinical**

**Culinary Restaurant
Management I & II**

**Culinary Arts I
(One Semester Course)**

**Culinary Arts II
(One Semester Course)**

**Culinary Arts III
(One Semester Course)**

**Restaurant
Management III Honors**

FAMILY & CHILD DEVELOPMENT CTE111/CTE112

Grade: 9-12 Credit: 1.0

This hands-on course explores the world of the developing child and the family dynamics. Students will examine all areas of development in children and the effect of the family in their development. This class will address the following topics: pregnancy and early child development, current issues affecting children and families, relationships, and stimulating activities for all ages.

EARLY CHILDHOOD OCCUPATIONS I CCTE211/CTE212

Grade: 10-12 Credit: 1.0

Articulated Credit with Waubensee Community College

This course is designed to provide students interested in a career in early childhood occupations with information and practical experiences needed for the development of job-related competencies. Students are provided laboratory experiences in a school-based facility. Students will be expected to develop appropriate skills in program development and in assisting with children's activities. Classroom study is concerned with the philosophy and management of childcare centers and the state and local regulations governing caregiving operations. The main learning experiences will involve actual work with children in situations that simulate those found in business and industry, as well as preparation for that activity. Employability skills relating to appropriate work behavior, maintaining a safe and healthy environment, and maintaining a business-like image are included.

EARLY CHILDHOOD OCCUPATIONS II CTE311/CTE312

Grade: 11-12 Credit: 1.0

Articulated Credit with Waubensee Community College

This course continues the learning begun in Early Childhood Occupations. The emphasis is on caring for preschoolers, elementary school students and children with special needs. Specific areas of learning include career opportunities, communication skills, human relations,

administration, and community resources. This class includes experiences with children in facilities that simulate those found in industry, and reflections on those activities. Employability skills such as adapting to change, working, and communicating with others are included. Students must have demonstrated proficiency in Early Childhood Occupations I.

INTRODUCTION TO TEACHING CTE511/CTE512

Grade: 11-12 Credit: 1.0

Dual Credit with Waubensee

Community College

Dual Credit with Waubensee

Community College

This course is for students who are considering education as a profession. Students will shadow a certified teacher in an elementary, middle, or high school. The first semester covers the foundations of teaching including: why we teach, standards and lesson planning, and current issues in education. Second semester will include clinical experiences in a classroom completing observations and some teaching. The student will leave the class with the knowledge of planning and implementing lessons that meet the needs of diverse learners. Students will make a personal plan for achieving their career goals and begin their professional portfolio. Successful completion of Family & Child Development and Counselor recommendation is required.

WCC ECE115 CHILD GROWTH & DEVELOPMENT

Grade: 11-12 Credit: 1.0

This course provides a foundation in the theory and principles of child development from the prenatal through adolescent stages. Students examine the theories of Piaget, Erikson, Vygotsky, Skinner and others in an in-depth study of children's physical, social, emotional, cognitive, language and aesthetic development. Emphasizing implications for early childhood education practice, child development is also explored in the context of gender, family, culture and society. This course is offered at WCC.

INTRODUCTION TO HEALTH OCCUPATIONS CTE221/CTE222

Grade: 9-11 Credit: 1.0

This course will be an introduction to the field of health care occupations with emphasis on the individual and job qualifications for numerous health care professions. Topics to be discussed will include personal characteristics of health care professionals, legal and ethical aspects of health care, disease transmission, and various career explorations. Lab experiences related to the many aspects of health occupations will be explored.

HEALTH OCCUPATIONS CLINICAL-CNA (2 PERIOD CLASS) CTE525/CTE526

Grade: 11-12 Credit: 1.0

Dual Credit with Waubensee

Community College

This course, approved by the Illinois Department of Public Health, is designed to prepare persons to function in the role of nurse assistant in a variety of health care settings. Content includes basic nursing procedures, food service, body mechanics, safety measures, special treatments, communication skills, and care of persons with Alzheimer's disease and related dementias. Clinical experiences are provided in longterm care facilities. CNA certification is available through the American Association of Medical Assistants for students who successfully complete the association's examination and satisfy the educational and/or experience requirements; however, no license is required to work. Students will need the following: a ride to the Rush Copley facility, \$150-\$175 to be applied towards the cost of the drug test, TB test, personal equipment and course manual. Students must provide evidence of a 2-step test for tuberculosis (TB) prior to the first clinical day.

CULINARY I FUNDAMENTALS CTE105/CTE106

Grade: 9-12 **Credit: 0.5**

This entry level lab-based course teaches students food preparation skills while preparing nutritious and appealing foods that meet a variety of individual dietary needs. Students master safety, sanitation and environmentally conscious methods of food handling, recipe conversion skills, storing and preparing foods while maintaining responsible lab usage and team collaboration while preparing foods within the lab.

CULINARY ARTS II CTE205/CTE206

Grade: 9-12 **Credit: 0.5**

This lab-based course will expand on the basic Culinary Arts I skills emphasizing time management, consumer awareness, and application of basic culinary principles. Areas of study include proteins, grains, quick breads, yeast bread and bakery products. This is a good choice for students interested in a food or hospitality career and/or interested in healthy eating for themselves and others. Students must have demonstrated proficiency in Culinary Arts I. A food handler certification is obtainable with this course. This course has a \$25 lab fee.

CULINARY ARTS III CTE305/CTE306

Grade: 10-12 **Credit: 0.5**

This lab-based course includes more challenging food preparation techniques, while also exploring U.S. regional cuisine and global perspectives of international cuisine. An internet research project is required in this course. Emphasis is put on nutritional needs, special diets, American heritage, International cuisine and garnishing. Students are involved in challenge-based learning competitions and develop innovative food products. Students must have demonstrated proficiency in Culinary Arts II. A food handler certification is obtainable with this course. This course has a \$25 lab fee.

CULINARY RESTAURANT MANAGEMENT I CTE301

Grade: 10-12 **Credit: 1.0**

This year-long honors course provides students with hands-on experience in the preparation of food service and managerial tasks. Areas of concentration include safety, sanitation, cost control, inventory control, culinary math, food preparation, culinary terminology and restaurant/catering events. This course will help prepare students, who upon completing the requirements of the Prostart program, earn the restaurant industry-recognized certificate - the Prostart National Certificate of Achievement. Students must have demonstrated proficiency in Culinary Arts I & II. This course has a \$50 lab fee.

CULINARY RESTAURANT MANAGEMENT II CTE302

Grade: 11-12 **Credit: 1.0**

This year-long honors course provides students with hands-on experience in food preparation and managerial tasks. Areas of concentration include breakfast foods, marketing, meat and poultry, baked goods and garnishing. In addition, the course includes restaurant and catering events which incorporate cost control strategies. This course will help prepare students, who upon completing the requirements of the Prostart program, earn the restaurant industry recognized certificate - the Prostart National Certificate of Achievement. Students must have demonstrated proficiency in Culinary Restaurant Management I.

This course has a \$50 lab fee.

RESTAURANT MANAGEMENT III HONORS CTE501/CTE502

Grade: 11-12 **Credit: 1.0**

Articulated Credit with Joliet Junior College and Elgin Community College This is an honors level course designed for Restaurant Management students interested in joining the food service professional's in food safety training and management. You will not only learn basic topics of food safety and management, but also controlling food service costs, hospitality & restaurant management,

hospitality human resources management, supervision, customer service, principles of food and beverage management, purchasing, hospitality accounting, bar & beverage management, nutrition, and marketing. Students will have the opportunity to earn three certifications which will open up job opportunities. Students will also complete 400 hours of industry related work experience required to earn the National Certificate of Achievement through any combination of paid employment, school-based enterprise (such as catering, fundraisers, providing meals for student community groups etc.) and relevant volunteer work.

CONTEMPORARY AND GLOBAL PASTRY ARTS CTER421/CTER422

Grade: 10-12 **Credit: 1.0**

This lab-based culinary arts class will take a global perspective in the specific area of pastry creating. This course will promote multicultural understanding through the planning and creation of pastries germane to various countries abroad. This course will expose students to a diverse palette of desserts featured across the world. Students in this course will learn about local ingredients and specialty culinary arts processes related to pastry making across the globe.

This course takes place at the Resilience Education Center.



EAST AURORA HIGH SCHOOL

FOX VALLEY CAREER CENTER

2025-2026



East Aurora High School is pleased to have a partnership with Fox Valley Career Center that allows students currently enrolled in high school to take courses at the Career Center. Juniors and Seniors are eligible to enroll in classes offered by the Fox Valley Career Center. All students who choose to enroll in these classes must use the bus transportation provided by the district to travel from the high school to the FVCC. Students will need to set aside two periods of their school day in order to enroll in these courses. The second year of coursework may include internships, on-the-job training and work-based experience. Students can receive articulated credit through Waubensee Community College or Elgin Community College, or college credit from Waubensee Community College for course work at Fox Valley Career Center if they meet the established guidelines. Students are exposed to post-secondary opportunities and can explore the various career advantages with the instructor.

FVCC FIRE SCIENCE I **FVC521/FVC522**

Grade: 11-12 **Credit: 1.25**

Dual Credit with Waubensee Community College

All first-year students (junior and senior) follow the complete IFSAC Firefighter Curriculum which includes the cognitive and psychomotor components to NFPA 1001 Firefighter 1, Hazardous Materials Awareness and Operations, Fire Service Vehicle Operator, and NIMS 100 and 700. Students will engage in simulated fire fighting activities. Drills will increase in complexity to challenge and evaluate firefighter capabilities. Drills combine students from Fire Science I, Fire Science II program to simulate real life emergency scenarios. Fire Science is a dual credit program with Waubensee Community College.

FVCC FIRE SCIENCE II **FVC531/FVC532**

Grade: 12 **Credit: 1.25**

Pre-requisite of Fire Science I, Dual Credit with Waubensee Community College

Second year students follow IFSAC NFPA 1001 Firefighter 2 Curriculum including the cognitive and psychomotor components related to a journeyman firefighter as outlined by NFPA 1001. Students will receive complete training toward NFPA 1006 Vehicular Extraction, Apparatus Pump Operator NFPA 1002, and NIMS 200-800. Students will engage in live simulated activities, progressing through graduated skills evolution. Drills are added with increasing complexity to challenge and evaluate firefighter capabilities. Drills combine students from Fire Science I, Fire Science II program to simulate real life scenarios. Fire Science is a dual credit program with Waubensee Community College.

FVCC EMT - EMERGENCY MEDICAL TECHNICIAN **FVC511/FVC512**

Grade: 12 **Credit: 1.25**

Prerequisite: Grade of B or greater in Biology OR consent from instructor.

Recommended course Junior year is Exploring Medical Careers OR Anatomy and Physiology at your home school.

The Emergency Medical Technician (EMT) education program is a National Registry course that will prepare students to become competent, entry level EMTs in order to serve in volunteer and / or professional career positions in the United States. EMT program fulfills the prescribed requirements by Illinois Department of Public Health (IDPH) and prepares students to practice the art and science of pre-hospital medicine in conjunction with medical direction. The goal is to prevent and reduce mortality and morbidity due to illness and injury. An EMT primarily provides care to patients in a pre-hospital setting and serves as a vital member of the healthcare team. This program is available to students who plan to go into the healthcare field (EMT, Paramedicine, Nursing, Physician Assistant, Nurse Practitioner, Physicians), Fire Service, or another area of emergency service like law enforcement. Upon successful completion of EMT, the student is prepared to take the National Registry EMT exam for certification. Special Requirements: All students must purchase a FVCC Uniform top, pants, ID badge, stethoscope, watch with a second hand and textbook. In addition, students must complete and pass an American Heart Association (AHA) healthcare provider BLS CPR class. As part of the EMT class, students will complete a minimum of twenty five (25) hours of emergency room clinical in the prescribed time indicated by the instructor.

The law requires all persons involved in patient care at any health agency to have a 2 step tuberculin skin test or blood draw, proof of vaccinations for MMR (mumps, measles, and rubella), hepatitis B. Optional at this time are the Covid and flu vaccine. The students must also pass a drug screen and criminal background check.

This course is offered at the Meredith Campus.

FVCC CYBERSECURITY (COMPTIA SECURITY+) **FVC541/FVC542**

Grade: 11,12 **Credit: 1.25**

Prerequisites: Completion of a Computer Science course with a C or better at your home school

Students who enroll in Cybersecurity will be studying for the CompTIA Security+ exam. This exam is the industry standard for Cybersecurity professionals. This course includes simulations and multiple operating systems. Units in this course include: understanding attacks; defense planning; access control; cryptography; network monitoring; security policies; risk management; and social engineering. Our class will also enter Cybersecurity competitions such as the National Cyber League. Students will gain hands-on knowledge of cybersecurity tools, as well as the opportunity to earn certification for future employment.

This course is offered at the FVCC Main Campus.

FVCC LAW ENFORCEMENT I **FVC551/FVC552**

Grade: 11,12

Credit: 1.25

Prerequisite: Criminal background

check The Law Enforcement program is designed to prepare people for careers in federal, state, and local law enforcement agencies, in correctional agencies and institutions, and in private security agencies. Students will be introduced to the criminal justice system, local, state, and federal agencies and their jurisdiction responsibilities. Communication skills, observation, reporting and record keeping as they pertain to law enforcement will be studied. Students will be introduced to patrolling and field operations.

Students will be involved in interviewing techniques, searches, use of force, preliminary investigations, police security, pursuit and arrest, and de-escalation. They will also be introduced to additional training for people already involved in law enforcement that lead to administration, correctional administration, forensic science, and security management. Students study the roles and activities of people regarding maintaining law and order, providing services, protecting lives and property, and conducting administration, planning and research. Students may participate in off-campus activities such as demonstrations and tours.

This course is offered at the Meredith Campus.

FVCC LAW ENFORCEMENT II **FVC561/FVC562**

Grade: 11,12

Credit: 1.25

Prerequisites: Law Enforcement I **and Instructor recommendation**

/ criminal background check 2

½ Credits The Law Enforcement

II course is an extension to Law

Enforcement I. There is heavy emphasis on report writing, crime scene investigating and processing, and patrolling and field operations. There is also a major overview and analysis of the juvenile justice system in the U.S. covering the history and philosophy of society's reaction to juvenile behavior and problems. Interaction among the police, judiciary, and corrections are examined within the context of cultural influences. Theoretical perspectives of causation and control

are introduced. Students will finish the second half of the year in the field of corrections. We will cover the history, evolution, and philosophy of punishment and treatment; operation and administration in institutional settings, and issues in constitutional law. Students will identify the structure and operations in the corrections system for adults and youth. Students will also be more involved in leadership roles for assisting with instruction for Law Enforcement I, helping demonstrate lessons, and getting introduced to supervisory roles such as the relationship between officer and sergeant.

FVCC ELECTRICAL SYSTEMS I **RESIDENTIAL WIRING** **FVC571/FVC572**

Grade: 11,12

Credit: 1.25

The primary focus of Electrical Systems I is residential wiring. The course covers a variety of wiring practices involving the use of Romex cable and conduit to construct most of the lighting and receptacle outlet circuits found in modern homes. Other topics include basic DC electrical circuits, magnetic motor control circuits and components, National Electrical Code rules, blueprint reading, and circuit breaker wiring. Students must provide their own safety glasses.

This course is offered at FVCC Main Campus.

FVCC ELECTRICAL SYSTEMS II **HVAC FVC581/FVC582**

Grade: 12

Credit: 1.25

Prerequisite: Electrical Systems I and teacher recommendation

The Electrical Systems II course is an extension of the Electrical Systems I course with a heavy emphasis on residential Air Conditioning and a goal of passing the EPA 608 refrigeration exam. Most projects will require reading schematics and circuits that are more complex. Students will learn the basics of installing a residential split A/C system including brazing copper. The course will also include work on 220 volt circuit breaker panel wiring as well as more detailed blueprint reading. Students will design, analyze data, and complete a class project that will incorporate what they learn. Students must supply their own safety glasses.

This course is offered at FVCC Main Campus.



EAST AURORA HIGH SCHOOL

BUSINESS

DEPARTMENT

2025-2026



The Business Education Department consists of elective courses, such as Intro to Business and Accounting, as well as Consumer Education, which is a graduation requirement. Additionally, there are sections of Honors Consumer Education available for students to take. Coursework typically begins with foundations for a first time Business student. In Business classes, students learn to work with computers, understand finances, and gain a deeper understanding of the world around them. All Business courses take place in computer labs, so students have access to technology every day. Several Business courses have articulated credit available through Waubensee Community College or industry credentials available.

BUSINESS

**Business Information Systems
(One Semester Course)**

**Introduction to Business
(One Semester Course)**

**Introduction to
Marketing
(One Semester Course)**

Accounting I

**Small Business Ownership
(One Semester Course)**

Marketing Education

Accounting II

**Personal Finance
AP Macroeconomics
(One Semester Course)**

**INCubatoredu
Entrepreneurship**

BUSINESS INFORMATION SYSTEMS BUS225/BUS226

Grade: 10-12 Credit: 0.5

Dual Credit with WCC

This course is designed to encourage students to follow up with their beginning knowledge of technology and problem-solving skills necessary in today's workforce. Students will use advanced computer applications in Microsoft Word, Excel, PowerPoint and Publisher. Students will create flyers, newsletters, graphs, charts, and manage databases while gaining vital computer experience. This introductory computer course emphasizes technology literacy for the purposes of enhancing business decision making, providing business intelligence, and improving organizational efficiency and effectiveness. Students will find the course topics and skills learned useful in their current and future academic and business careers. Students may be eligible to earn industry certification through this course.

INTRODUCTION TO BUSINESS BUS135/BUS136

Grade: 9-11 Credit: 0.5

This course is designed to introduce students to the world of business in the 21st century. In this course, student will learn about the principles of business as well as accounting, entrepreneurship, management, marketing, new technologies and career and business. Additionally, students will learn to communicate in a professional voice, both written and oral. This course provides the foundation for developing concepts, attitudes and philosophies about business operations.

ACCOUNTING I BUS341/BUS342

Grade: 10-12 Credit: 1.0

This course is designed for students that intend to major in Business at the college level. The first semester emphasizes basic accounting theory and its application to business operations. Emphasis is also placed on journalizing, posting, and financial reporting. During the second semester, students will be asked to work through a more detailed implementation of instruction dealing with special situations involving sales, purchases, and accruals. A workbook must be purchased each semester. This course prepares students for Accounting II.

ACCOUNTING II BUS351/BUS352

Grade: 11-12 Credit: 1.0

This course is designed for students that intend to major in Accounting or other areas of Business at the college level. The course begins with a brief review of Accounting I, but the main emphasis of the course is on partnership and corporate accounting procedures. Specialized journal systems, uncollected accounting, depreciation, payroll, taxes, and financial statement analysis are also emphasized in this course.

PERSONAL FINANCE BUS305/BUS306

Grade: 11-12 Credit: 1.0

This course fulfills the graduation requirement for Personal Finance as established by the state of Illinois. It is designed to educate students on finance-related topics that directly impact their financial futures, including budgeting, investing, goal-setting, credit, banking, taxes, home-buying, car-buying, and insurance. Satisfies the Personal Finance graduation requirement.

AP MACROECONOMICS SOC505/SOC506

Grade: 12 Credit: 0.5

AP Macroeconomics is an introductory college-level macroeconomics course. Students cultivate their understanding of the principles that apply to an economic system as a whole by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like economic measurements, markets, macroeconomic models, and macroeconomic policies. Students enrolled in this course are expected to take the Advanced Placement exam in May. This course meets the consumer education elective requirement.

NCAA Approved.

INTRODUCTION TO MARKETING BUS235/BUS236

Grade: 9-11 Credit: 0.5

This course is designed to provide students with a foundation about marketing and an understanding as to how it works in our current economic system. The course will focus on the study of a product as it goes from manufacturer to retailer and is finally purchased by a consumer. Students will also be asked to complete a unit on sports marketing. This course

is recommended for students that plan to take further Marketing courses and plan to enroll in the DECA program and Marketing Education.

MARKETING EDUCATION BUS331/BUS331L, BUS332/BUS332L

Grade: 11-12 Credit: 1.0

This course is designed to provide students with the knowledge of how companies develop and market their products and services. The course is divided into five major areas of study: pre-employment skills, human relations in retailing, communications in retailing, basic marketing principles and concepts, and careers in retailing. Each student joins the Marketing Education and DECA is asked to participate in many club activities throughout the year. Students will be concurrently enrolled in Marketing Education Lab.

SMALL BUSINESS OWNERSHIP BUS335/BUS336

Grade: 10-12 Credit: 0.5

This course is designed to give students a firsthand experience of what it's like to be their own boss. Students will gain a foundational understanding of the skills and knowledge needed to own and operate a small business, covering topics such as start-up costs, product management, and taxes. The class will explore the traits of successful entrepreneurs, guide students in crafting a business plan, demystify marketing and sales, navigate the financial landscape, master operational essentials, and develop a winning pitch.

INCUBATOREDU ENTREPRENEURSHIP BUS361/BUS362

Grade: 10-12 Credit: 1.0

INCubatoredu Entrepreneurship is a full-year course offering an authentic entrepreneurship experience as students develop their own product or service startup. The class will acquaint students with the knowledge and skills necessary to own and operate their own businesses by covering topics from several fields: economics, marketing principles, human relations and psychology, business and labor law, legal rights and responsibilities of ownership, business and financial planning, finance and accounting, communication, information management, risk management and strategic management.

WCC BUS100 INTRODUCTION TO BUSINESS

Grade: 11-12

Credit: .5

This course provides the foundation for developing concepts, attitudes and philosophies about business operations. The following topics are introduced: management, marketing, accounting, finance, securities markets, economics, ethics and social responsibility, human resources, advertising and promotion, distribution and international business.

This course is available at WCC.

WCC ACC101 INTRODUCTION TO ACCOUNTING

Grade: 11-12

Credit: .5

This introductory accounting course emphasizes the development of a firm foundation in fundamental accounting procedures using the accounting cycle of a small business organized as a sole proprietorship. Topics include: transaction analysis, financial statements, the accounting cycle of service and merchandising firms, accounting for bank accounts, cash funds, accounts receivable, notes receivable, notes payable, inventory, long-term assets and introduction to accounting for corporations.

This course is available at WCC.

EAST AURORA HIGH SCHOOL

FINE AND PERFORMING ARTS

DEPARTMENT

2025-2026



The Fine Arts Department consists of courses in both verbal and instrumental music, visual art, and theatre. Within each discipline, both regular and honors courses are available, where coursework typically begins with foundations for the novice learner. As capstones, AP courses are offered in both music and art. The curriculum encompasses multiple performances-based assessment opportunities, many of which are real-world and presented to the public. Learning experiences focus on skill development, honing of craft, reflection on production, and critique. Students interact with artistic material of high and enduring quality in preparation for post-secondary arts education. Most courses fill elective credit, and many can be repeated as desired. Instrumental music courses taken with the Marching Band option also fulfill the PE graduation requirement.

FINE ARTS: VISUAL ARTS

Art & Design

Drawing &
Painting

Sculpture I

Ceramics I

Digital
Photography I

Drawing &
Painting II Honors

Sculpture II

Ceramics II

Digital
Photography II

AP Drawing

AP 3D Art and
Design

OTHER DEPARTMENTAL COURSES MAY BE TAKEN OUT OF SEQUENCE

AP Art History

ART & DESIGN

ART101/ART102, ARTR101/ARTR102

Grade: 9-12

Credit: 1.0

This one-year course is for anyone who would like to investigate the discipline of visual arts. Students will gain a strong foundation of the elements of art and principles of design. A variety of media, techniques, concepts, and materials will be explored. Major focus areas include linear perspective, still life, value & shape, color, and abstraction.

DRAWING & PAINTING I

ART211/ART212

Grade: 9-12

Credit: 1.0

The concentration of this course is to expand the student's understanding of composition through the fundamentals of drawing. Assignments will develop and reinforce the students' knowledge of the elements and principles of design as they directly apply to two-dimensional art. Methods and techniques of drawing and painting will be explored through a variety of media, from black & white to color. Formal critique will be introduced and expanded upon throughout the year.

DRAWING & PAINTING II

HONORS ART321/ART322

Grade: 10-12

Credit: 1.0

This is an advanced course in drawing and painting in which student skills, primarily in drawing and/or painting, are refined and concepts are developed. Students will also be demonstrating an understanding of the critique process informally through oral and written format. This is a class for students considering producing an art portfolio in preparation for AP Drawing.

AP DRAWING ART511/ART512

Grade: 11-12

Credit: 1.0

This is an Advanced Placement art course for students who have completed Drawing & Painting II Honors. The focus of the course is on the development of original, conceptual artwork and unique artistic style. Ethics and artistic integrity are explored and emphasized. Students are required to produce a specific amount of quality artwork that reflects the first year of college level standards and shows a sustained investigation and range of approaches. Students in this course are expected to produce an AP Studio Portfolio for submission to the AP College Board, which could possibly result in college credit. Additional cost of supplies will be based on student media choice and need.

SCULPTURE I ART231/ART232

Grade: 9-12

Credit: 1.0

This course is intended for students that want to explore 3D designs. Students will reinforce and develop their understanding of the elements and principles of design. Sculptures will be concentrated in the areas of relief and stand-alone where the student will use a variety of media while learning different methods and techniques.

SCULPTURE II ART331/ART332

Grade: 10-12

Credit: 1.0

This course is designed for students who have successfully completed Sculpture I. This is an advanced course in sculpture where student skills are refined and concepts are developed. Students will have the opportunity to continue work to refine relief and stand-alone skills in several mediums, including wood, metal, and/or stone. Students will also be demonstrating an understanding of the critique process informally through oral and written format. This is a class for students interested in producing an art portfolio in preparation for 3D AP Studio.

AP 3-D ART AND DESIGN

ART531/ART532

Grade: 11-12

Credit: 1.0

This Advanced Placement art course is for students who have completed either Sculpture II or Ceramics II. The AP 3-D Art and Design course is for students who are self-disciplined and highly motivated to develop mastery in their 3D art work. This course will develop their conceptual skill, compositional skills, and their execution of ideas. Students are required to produce a specific amount of quality artwork that reflects their first year of college level standards and shows a sustained investigation and range of approaches. Students in this course are expected to produce an AP Portfolio for submission to the AP College Board, which could possibly result in college credit. Additional cost of supplies will be based on student choice and need.

CERAMICS I

ART241/ART242, ARTR241/ARTR242

Grade: 9-12

Credit: 1.0

This year-long course is offered to students without previous art experience who are interested in ceramics. The emphasis of this class will be to explore the art medium of ceramics and clay where students will be exposed to hands-on construction and a variety of decorating, glazing, and firing techniques and will produce a number of creative pieces of stoneware. Students will study different methods and techniques of construction, functional and non-functional art forms. Along with this exploration, students will be exposed to the history and artists in this medium.

CERAMICS II ARTR341/ARTR342

Grade: 10-12

Credit: 1.0

This is a year-long, hands-on course offered to students who have completed Ceramics I. The emphasis of this class will be to explore in more detail the art medium of ceramics, clay. Students will study different methods and techniques of construction, both additive and subtractive, and carving, that they learned in Beginning Ceramics on a deeper level and will produce a number of creative pieces of stoneware. They will be using clay as a more sculptural form and continue to be exposed to the history and artists in this medium.

DIGITAL PHOTOGRAPHY I

ART151/ART152

Grade: 9-12

Credit: 1.0

Digital Photography I is a beginning level photography course that will provide students with thorough working knowledge of the aesthetic and technical principles of digital photography. Students will learn DSLR camera handling and basic operational skills. The course explores composition, creativity, and aesthetics, as well as post-processing techniques (digital photo manipulation, color correction, exposure compensation, etc.) using Adobe computer applications.

DIGITAL PHOTOGRAPHY II

ART251/ART252

Grade: 10-12

Credit: 1.0

Digital Photography II is designed to refine students' photographic skill and aesthetic judgment, building on skills from Digital Photography I. There will be more in-depth skill instruction in composition and post-processing techniques (photo manipulation, color correction, exposure compensation, etc.) using Adobe computer applications. This course will also allow students to expand photographic competency and build a greater understanding of advanced digital camera functions. Students will complete portfolio projects in a concentration area of their choice.

AP ART HISTORY

ART561/ART562

Grade: 10-12

Credit: 1.0

Advanced Placement Art History is a college level course that studies art from across cultures and across time, from 8000 B.C.E to the present. This course involves intensive study in how art has impacted society and world history, answering the central questions: What is art and how is it made? Why and how does art change? How do we describe our thinking about art? Students will develop speaking and writing skills that allow them to articulate an artwork's meaning, its maker's methodology, and the ways it reflects and affects its historical and cultural context. Students enrolled in this course are expected to take the Advanced Placement exam in May.

WCC ART120 BASIC DRAWING

Grade: 10-12

Credit: 1.0

Missing Class description

This course encompasses drawing of natural and artificial forms as well as interpretive and inventive processes. Line, shape, value, mass, proportions, and volume are explored emphasizing the use of black and white media. The course also includes vocabulary development, individual and class critiques, and exposure to contemporary and historical drawings.

WCC ART100 ART APPRECIATION

Grade: 10-12

Credit: 1.0

Missing Class description

This course is a survey of the visual arts designed to encourage visual literacy and develop analytical skills of the non-art major. Students are introduced to the vocabulary and media of art and will examine the historical, social, and technological factors that contribute to understanding the meaning of works of art. Course

note: Participation in this course may include independent visits to galleries and/or museums which may require admission fees.

WCC ART110 DESIGN I

Grade: 10-12

Credit: 1.0

Missing Class description

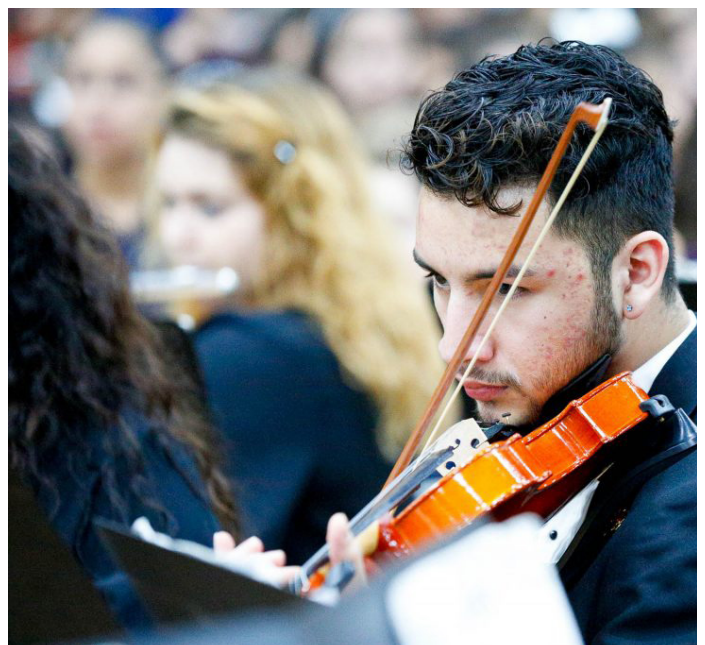
This course is a studio class exploring the fundamentals of the formal systems and basic elements of visual organization through two-dimensional design principles and theories using a variety of media.



Fine Arts: Instrumental Music

Concert Band, Symphonic Band, Symphonic Winds, Wind Symphony, and Wind Ensemble Honors are Cocurricular Courses, meaning, there are rehearsals and performances that will take place outside of the traditional school day. These band perform at no fewer than three to five formal concerts during the school year. Students in these bands are also a part of the Marching Band. All extra rehearsals and performances associated with Marching Band are required. This includes, but is not limited to, summer marching band camp, evening and Saturday marching band rehearsals, home football games, home men's and women's basketball games, and community parades and events. All extra practices and performances are required as part of this class. It is the individual responsibility of each band member to have his/her schedules free and clear of any and all conflicts that may arise concerning band performances and rehearsals. This includes informing all coaches and/or employers who may also be involved. Any student using an instrument owned by School District 131 will be required to pay a rental fee. Any student using a marching band uniform will be required to pay a cleaning fee. These courses in the Band sequence can be repeated for credit.

Symphonic Band, Symphonic Winds, Wind Symphony, Wind Ensemble Honors, and Percussion Techniques also have Non-PE credit options. These courses are designed for the high school musician who does not want to participate in the Marching and Pep Band. These courses will not satisfy the PE requirement to graduate high school. These courses are still Co-Curricular Courses, meaning there are rehearsals and performances that will take place outside of the traditional school day. These bands perform at no fewer than three formal concerts during the school year and has 6 to 10 after school rehearsals to combine the wind players with the percussion class.



FINE ARTS: INSTRUMENTAL & CHORAL MUSIC

**Beginning
Band**

**Concert
Band**

**Mixed
Chorus I**

**Symphonic
Band
(PE or Non-PE)**

**Mixed
Chorus II**

**Symphonic
Winds
(PE or Non-PE)**

**Advanced
Mixed Chorus
(SA or TB)**

**Wind
Symphony
(PE or Non-PE)**

**Honors Vocal
Ensemble**

**Wind
Ensemble Honors
(PE or Non-PE)**

OTHER DEPARTMENTAL COURSES MAY BE TAKEN OUT OF SEQUENCE

**Guitar I & II
(One Semester Each)**

Guitar Ensemble

AP Music Theory

**Percussion
Techniques
(PE or Non-PE)**

**Music Production 1 & 2
(One Semester Each)**

CONCERT BAND **FPA111/FPA112**

Grade: 9 **Credit: 1.0**
All incoming freshmen with middle school band experience will continue to work on developing their skills in Concert Band. Students will be exposed to beginning and intermediate rhythm concepts, developing their range, articulation fundamentals, making emotional connections to the music, and analysis of self, ensemble, and others. Students will develop their abilities to be a successful musician for the rest of high school and beyond. This band will perform music at a grade level of 2 to 3.5 on a 5-point scale.

SYMPHONIC BAND, NON-PE **FPA211/FPA212, FPAN211/FPAN212**

Grade: 10-12 **Credit: 1.0**
Symphonic Band is a course designed for the developing high school musician. Students will be exposed to intermediate rhythm concepts, tone development, articulation fundamentals, making emotional connections to the music, and analysis of self, ensemble, and others. Students will continue to develop skills to help them be successful musicians throughout high school. This band will perform music at a grade level of 2.5 to 3.5 on a 5-point scale.

SYMPHONIC WINDS, NON-PE **FPAN311/FPAN312**

Grade: 10-12 **Credit: 1.0**
Symphonic Winds is a course designed for the developing high school musician. Students will be exposed to intermediate rhythm concepts, tone development, balance and blend, making emotional connections to the music, and analysis of self, ensemble, and others. Students will continue to develop comprehensive musicianship skills. This band will perform music at a grade level of 2.5 to 4 on a 5-point scale.

WIND SYMPHONY, NON-PE **FPA411/FPA412, FPAN411/FPAN412**

Grade: 10-12 **Credit: 1.0**
Wind Symphony is a course designed for the advanced high school musician. Students will be exposed to intermediate and advanced rhythm concepts, tone development, balance and blend, advanced articulation concepts, making emotional connections to the music, and analysis of self, ensemble, and others. Students will continue to develop

comprehensive musicianship skills. This band will perform music at a grade level of 3.5 to 4.5 on a 5-point scale.

WIND ENSEMBLE HONORS, NON-PE **FPA421/FPA422, FPAN421/FPAN422**

Grade: 10-12 **Credit: 1.0**
Wind Ensemble is an honors level course designed for the advanced high school musician who has some degree of mastery in basic music skills. Students will be exposed to advanced rhythm concepts, tone development, balance and blend, advanced articulation concepts, making emotional connections to the music, and analysis of self, ensemble, and others. Students will develop skills that will make them successful college musicians. This band will perform music at a grade level of 4 to 5+ on a 5-point scale. This band performs no fewer than five formal concerts during the school year along with a performance at graduation.

PERCUSSION TECHNIQUES, NON-PE **FPA141/FPA142, FPAN141/FPAN142**

Grade: 9-12 **Credit: 1.0**
The Percussion Techniques class is designed to offer students who have experience with a percussion instrument the opportunity to develop a deeper understanding of the percussion instrument family and offer performance experiences that more specifically challenge and adhere to a percussionist's needs. This class will also expose students to other areas of percussion performance through marching band drum line music, indoor drum line show, and concert percussion ensemble opportunities. Students will also utilize non-traditional areas of percussion such as "found" instruments, non-traditional notation, unique voiced ensembles, and extended techniques only found in percussion-specific music. This course may also be repeated for credit.

BEGINNING BAND **FPA101/FPA102**

Grade: 9-12 **Credit: 1.0**
This course is designed for the high school student who has never played a classical band instrument before. This class will teach students how to read music, basic tone production, proper playing position, ensemble skills, dynamics, and basic marching. Students will be asked to choose a classical band instrument to learn (Flute, Clarinet, Saxophone, Trumpet, Trombone, Baritone, or Tuba). Students

will be required to purchase or rent an instrument from a music store. If a student does not have an instrument to play by the start of the third week of school, he/she will be dropped from the class. Students will perform in two concerts during the school year and march in the Memorial Day Parade.

GUITAR I FPA135/FPA136

Grade: 9-12 **Credit: 0.5**
Guitar I is a class designed for students with little or no experience playing guitar to learn the fundamentals of the instrument and how to play it in varying styles. Skills taught will include reading music, reading guitar tablature, strumming and picking techniques, chord shapes, practice habits, and using apps and games to continue learning beyond the classroom environment. No guitar experience or instrument required.

GUITAR II FPA236

Grade: 9-12 **Credit: 0.5**
Guitar II is a class for students with some experience playing guitar to learn how to better play the instrument in varying styles. A large focus of the course will be on performance in a guitar ensemble. Skills taught will include reading music, advanced strumming and picking techniques, advanced chord shapes, songwriting, and using apps and games to continue learning beyond class. This course is only available to students who have completed Guitar I or have passed a private audition with the instructor. Students are encouraged to own a guitar for at-home practice. Students enrolling in Guitar II should plan to rehearse independently outside of classroom time. The course will also feature one required concert performance.

GUITAR ENSEMBLE **FPA331/FPA332**

Grade: 10-12 **Credit: 1.0**
Guitar Ensemble is a year long, repeatable class for students who have completed Guitar II. The Guitar Ensemble will perform music of many styles including rock, pop, classical, Spanish flamenco, Mexican traditional, and beyond. Students will continue to hone the skills they have developed in Guitar 1 and 2; however, this course is performance oriented. A large focus of the course will be the preparation and rehearsal of music for concert performances. Students will be required to perform in three evening concerts throughout the year. Guitar Ensemble is an advanced course

for students committed to the study and performance of music. Students enrolling in Guitar II should plan to rehearse independently outside of classroom time. This course may be repeated for credit.

JAZZ ENSEMBLE HONORS FPA191/FPA192

Grade: 9-12 **Credit: 1.0**

This course is designed for accomplished musicians who wish to audition. The group operates year-round and performs for a variety of functions, including formal concerts, holiday events, community performances, etc. that can best be accommodated by a smaller ensemble. Students are exposed to a variety of musical styles including swing, jazz, funk, rock, Latin, and more. In addition to basic musical concepts such as rhythmic development and tone production, students will be exposed to improvisation, jazz tonalities, and jazz specific articulation concepts. This group is a premiere-performing ensemble. This course may be repeated for credit.

MIXED CHORUS I FPA151/FPA152

Grade: 9-12 **Credit: 1.0**

This course develops music literacy, performance, and personal enjoyment for students entering the vocal music sequence. It is designed to focus on rhythm, pitch, sight singing, and expression skills needed for students to be placed into advanced choral groups.

MIXED CHORUS II FPA251/FPA252

Grade: 9-12 **Credit: 1.0**

This course continues to develop music literacy and performance skills for students with previous high school choral experience. The development of vocal skills and musicianship is stressed, along with continuing work on basic techniques. Participation in 3-5 rehearsals and performances are required. This course may be repeated for credit.

ADVANCED MIXED CHORUS FPA351/FPA352

Grade: 9-12 **Credit: 1.0**

This course works at advanced development of vocal skills and musical concepts through a variety of rigorous literature, and it builds on the concepts of previous courses in the series. Choral

experience and audition are required. Participation in 3-5 rehearsals and performances are required. This course may be repeated for credit.

HONORS VOCAL ENSEMBLE FPA451/FPA452

Grade: 9-12 **Credit: 1.0**

This advanced ensemble is designed for experienced choral students and is highly performance oriented, presenting a wide variety of choral literature from classical to contemporary. The focus is on more advanced sight reading and performance techniques. Choral experience and audition are required. Participation in 5-8 rehearsals and performances is required. This course may be repeated for credit.

AP MUSIC THEORY FPA501/FPA502

Grade: 10-12 **Credit: 1.0**

This course is designed to prepare musicians for a possible major or minor in music at the college level. Students learn the fundamentals of music theory and music history, melody and harmony, ear training and composition. This course will give students an understanding of composition, arranging, and harmonic analysis. Aspects of music appreciation are covered throughout. Participation in 3-5 rehearsals and performances is required. The goal of an AP Music Theory course is to develop a student's ability to recognize, understand, and describe the materials and processes of music that are heard or presented in a score. The student's ability to read and write musical notation is fundamental to this course. It is also assumed that the student has acquired at least basic performance skills in voice or an instrument. Students enrolled in this course are expected to take the Advanced Placement Exam in May.

MUSIC PRODUCTION 1 FPA145

Grade: 9-12 **Credit: 0.5**

In this dynamic course, you'll delve into the heart of music creation, harnessing techniques in mixing, mastering, and sound design. Learn your craft while also discovering the captivating world of podcast production. Create compelling audio experiences, cultivate your creative voice, and take your talents to new heights with the industry-standard equipment and software. Whether you dream of

crafting chart-topping hits, immersive soundscapes, or engaging podcasts, this course equips you with the skills, knowledge, and creative flair to make your aspirations a reality. Join us on an audio adventure where innovation and expression harmonize, and your talent finds its true sound.

This course takes place at the Resilience Education Center.

MUSIC PRODUCTION 2 FPA146

Grade: 9-12 **Credit: 0.5**

Pushing Boundaries with Tech-Infused Sound Creation: Building on the foundation of our first course, this advanced class takes your skills to the next level. Explore cutting-edge technology in music production, enhancing your creativity as you craft fully produced, top-tier tracks. Dive deep into advanced mixing, mastering, and sound design techniques, using industry-standard tools. Learn how to infuse technology with your creative process to construct unique, unforgettable soundscapes. Throughout the course, you'll synthesize your learnings, culminating in the creation of a fully produced track that showcases your newfound expertise and creativity. If you're ready to reshape the future of music and take your artistic journey to the next level, join us on this transformative audio adventure. This course is available to students who have completed Music Production 1.

This course takes place at the Resilience Education Center.

BROADCASTING TECHNOLOGY I/II FPA221/FPAR222, FPAR231/FPAR232

Grade: 9-12 **Credit: 1.0**

Broadcasting Technology provides students with the knowledge and skills to write and produce audio and visual broadcast programs. Students learn to communicate ethically and efficiently to prepare and produce short programs for a variety of audiences, learning the technical aspects of the operation and how to evaluate programming and assess audience reaction and impact.

This course takes place at the Resilience Education Center.

Drama I

**Technical
Theatre I**

Drama II

**Technical
Theatre II**

**Advanced
Drama**

**Honors
Performance I**

**Broadcasting
Technology**

**Honors
Performance II**

DRAMA I FPA161/FPA162

Grade: 9-12

Credit: 1.0

This is an introductory course that focuses on the basics of theater history and performance. Warm-ups, the use of observation and experience, the elements of pantomime, and the principles of improvisation are featured to provide students with fundamentals. There is also an emphasis on technical aspects of theatre, including stage direction and body positioning, stage blocking, vocal production, articulation, and backstage committees. A one-act play is performed at the end of each semester.

DRAMA II FPA261/FPA262

Grade: 10-12

Credit: 1.0

This course is designed for students who have successfully completed Drama I who wish to continue to develop their skills in improvisation, creating a character, performing monologues, and preparing a scene for performance. The course will offer a deeper look at theatrical history and build on the technical skills students are gaining in the sequence. A one-act play is performed at the end of each semester. This course may be repeated for credit.

ADVANCED DRAMA FPA361/FPA362

Grade: 10-12

Credit: 1.0

Advanced Drama is an intensified study of vocal improvement and acting techniques for the serious-minded performer who has high school drama experience. The emphasis is placed on character development and scene analysis with an explanation of directing styles. The course presents a concentrated study of theatrical period styles, including Greek, Roman, Medieval, Renaissance, Elizabethan, Restoration, naturalistic, and contemporary eras. A one-act play is performed at the end of each semester. This course may be repeated for credit.

HONORS PERFORMANCE I FPA371/FPA372

Grade: 10-12

Credit: 1.0

This course is open to students who have a serious performance intention and have completed an audition. Students will begin a study of complete theatrical history in relation to acting

techniques, including pantomime, voice, diction, and an evaluation of dramatic structure. Students will have mastered the production and directing skills needed to perform a one-act class project at the end of each semester. Out of class performances are required.

HONORS PERFORMANCE II FPA471/FPA472

Grade: 11-12

Credit: 1.0

This course is designed for seniors who have completed Honors Performance I and have a continued desire to perform theatrically in college or community life. Students continue to master acting styles with a greater emphasis placed on creativity with the writing and directing of original scripts. Students will also gain experience in the professional audition process. Out-of-class performances are required.

TECHNICAL THEATRE I FPA181/FPA182

Grade: 9-12

Credit: 1.0

This course aims to introduce practical skills in theater techniques. Focus will be placed on application of construction techniques for the scenic environment, visual language, safety principles, and tools used in the creation of scenery and properties. In addition, the course will include an introduction to the principles, application, equipment, and safety of rigging, lighting, and sound technologies for the theatre. Students will put skills to use in a project to support course productions. Out of school participation as stage crew and striking the after-school production is required.

TECHNICAL THEATRE II FPA281/FPA282

Grade: 10-12

Credit: 1.0

This course is designed for students who have completed Technical Theatre I and have a continued desire to gain skills and participate in productions. There is a greater emphasis in this course on the incorporation of design and text analysis for designers, and skills in construction, rigging, lighting, and sound will be further established. Students will again put skills to practical application in a project to support course productions. Out of school participation as stage crew and striking the after-school production is required. This course may be repeated for credit.

BROADCASTING TECHNOLOGY I/II FPA221/FPAR222, FPAR231/FPAR232

Grade: 9-12

Credit: 1.0

Broadcasting Technology provides students with the knowledge and skills to write and produce audio and visual broadcast programs. Students learn to communicate ethically and efficiently to prepare and produce short programs for a variety of audiences, learning the technical aspects of the operation and how to evaluate programming and assess audience reaction and impact.



EAST AURORA HIGH SCHOOL

NJROTC

DEPARTMENT

2025-2026



The NJROTC accredited curriculum emphasizes citizenship and leadership development, as well as our maritime heritage, the significance of sea power, and naval topics such as the fundamentals of naval operations, seamanship, navigation and meteorology. Classroom instruction is augmented throughout the year by extracurricular activities of community service, academic, athletic, drill and orienteering competitions, field meets, flights, visits to naval or other activities, marksmanship sports training, and physical fitness training. The Naval Service Training Command routinely updates the curriculum to include new texts, instructional materials and lesson plans. The curriculum is developed and revised by civilian educators and NJROTC instructors. Electronic classroom equipment, textbooks, uniforms, educational training aids, travel allowance, and a cost-share of instructors' salaries are provided by the Navy. Due to the physical training portion of NJROTC, these courses satisfy students' physical education requirement.

9

Naval Science I



10

Naval Science II



11

Naval Science III
Honors



12

Naval Science IV
Honors

STUDENTS MAY BEGIN TAKING NJROTC DURING ANY YEAR OF HIGH SCHOOL.

NAVAL SCIENCE I NJR101/NJR102

Grade: 9-12

Credit: 1.0

This introductory level course introduces students to the meaning of citizenship, the elements of leadership, and the value of scholarship in attaining life goals; promote an awareness of the importance of a healthy lifestyle, including physical fitness, a proper diet, and controlling stress; drug awareness; provide the principles of health and first aid, geography and survival skills and an overview of Naval ships and aircraft. These elements are pursued at the fundamental level. Includes introduction to the NJROTC program; introduction to Leadership, Citizenship and the American Government; introduction to Wellness, Fitness, and First Aid to include diet, exercise and drug awareness, introduction to Geography, Orienteering, Survival and Map Reading Skills; Financial Skills and introduction to the U.S. Navy.

NAVAL SCIENCE II NJR201/NJR202

Grade: 10-12

Credit: 1.0

Students enrolled in Naval Science II build on the general introduction provided in Naval Science I, to further develop the traits of citizenship and leadership, and to introduce cadets to the technical areas of naval science and the role of the U. S. Navy in maritime history and the vital importance of the world's oceans to the continued well-being of the United States. Includes ongoing instruction into Leadership; introduction to Maritime History, including the American Revolution, Civil War, the rise of the U. S. to world power status, World Wars 1 and 2, the Cold War Era and the 1990s and Beyond; introduction to Nautical Sciences to include Maritime Geography, Oceanography, Meteorology, Astronomy, and Physical Sciences.

NAVAL SCIENCE III HONORS NJR301/NJR302

Grade: 11-12

Credit: 1.0

Students enrolled in Naval Science III broaden their understanding of the operative principles of military leadership, the concept and significance of teamwork, the intrinsic value of good order and discipline in the accomplishment of objectives, and the importance of sea power and national security. Students gain a more in-depth knowledge of

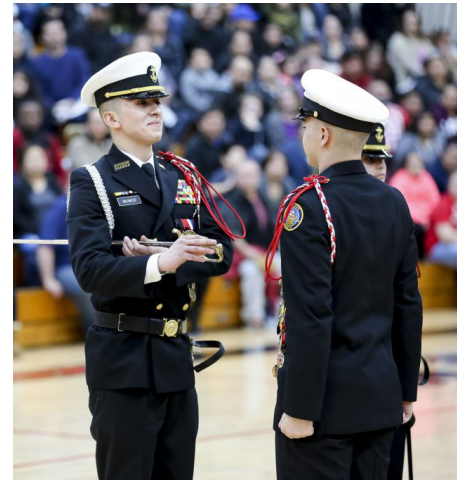
naval ships and aircraft. The course includes instruction in Sea Power and National Security, Naval Operations and Support Functions, Military Law, and International Law and the Sea. It provides introduction to Ship Construction and Damage Control, Shipboard Organization and Watch Standing, Basic Seamanship, Marine Navigation, and Naval Weapons and Aircraft.

NAVAL SCIENCE IV HONORS NJR401/NJR402

Grade: 12

Credit: 1.0

At this advanced level, instruction is focused primarily on practical leadership techniques and implementation. The intent is to assist seniors in understanding leadership and improving their leadership skills by putting them in positions of leadership, under supervision, then helping them analyze the reasons for their varying degrees of success throughout the year. Classroom activities include seminars, reading assignments, classroom presentations, and practical work with younger cadets. Seniors are mentored/guided in their preparation for life after high school to include college preparation, scholarship applications, and the variety of choices that are available to them. The course includes instruction in theoretical and applied aspects of leadership, training, and evaluation of performance. Students will become aware of the techniques used to create motivation, develop goals and activities for a work group, and the proper ways to set a leadership example. Students are provided access to ACT/SAT prep courses, guidance in selecting a college and pursuing available scholarships, and mentoring in establishing long range life goals.



EAST AURORA HIGH SCHOOL

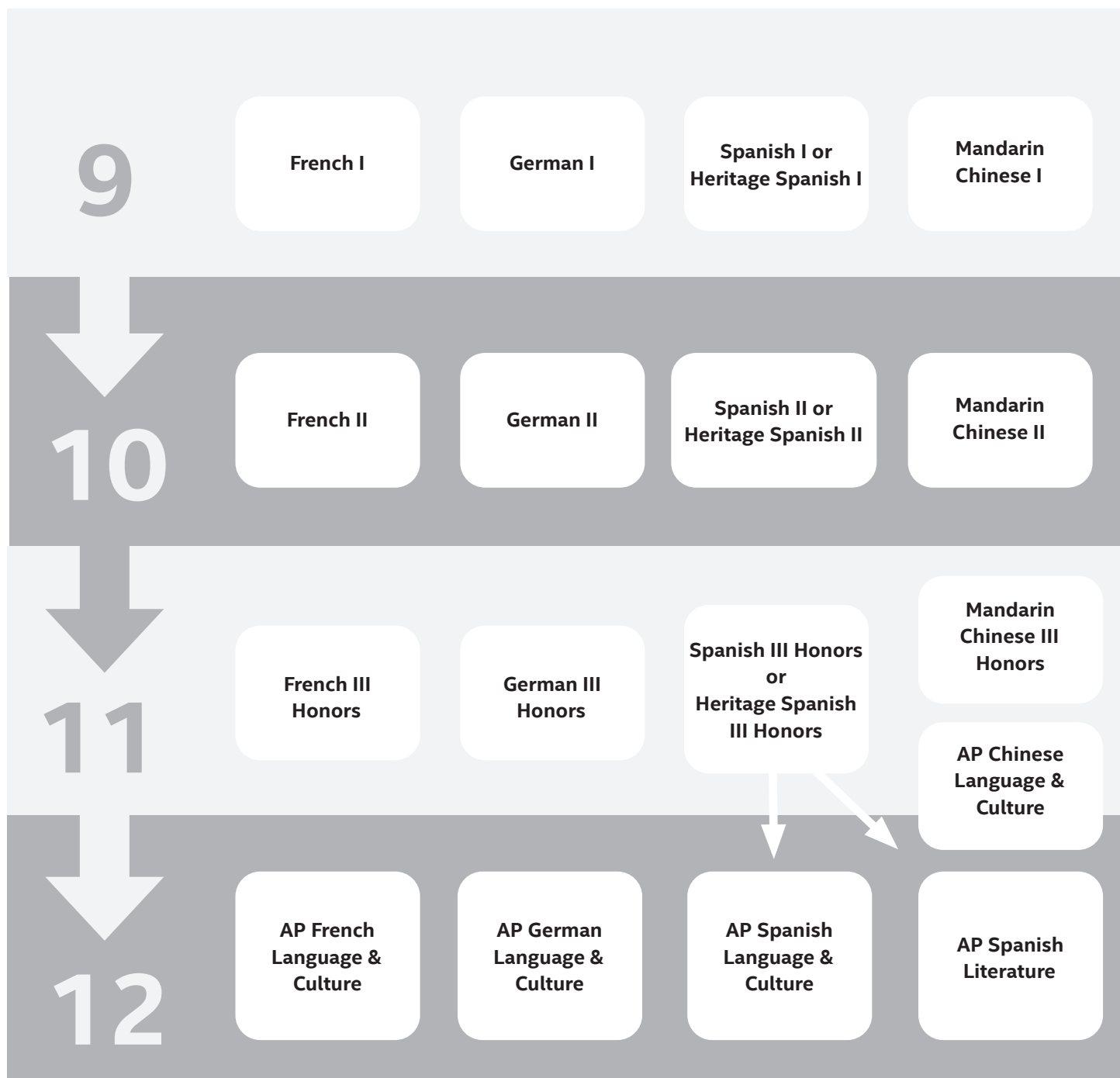
WORLD LANGUAGE

DEPARTMENT

2025-2026



The World Language Department consists of German, Mandarin Chinese, and Spanish. Spanish for Spanish Heritage is available for students whose native language is Spanish. Within each discipline both regular and honors courses are available; coursework typically begins with foundations for the novice learner. As capstones, AP courses are currently offered in French, German, and Spanish. Courses approach the study of language through four skills: listening, speaking, reading and writing. Content includes dialogues, supplementary vocabulary, pronunciation, and grammar exercises, with the culture of target language-speaking countries being central to all activities. Study of the culture allows students to make comparisons and connections to their own experiences. Performance-based assessments in speaking and writing will provide students the opportunity to use the language in practiced, familiar contexts. Interpretive listening and reading tasks are focused on the acquisition and recognition of basic stated information in the target language. All courses in the department fulfill an elective credit for graduation.



FRENCH I WLD111/WLD112

Grade: 9-12

Credit: 1.0

This course approaches the study of French through four skills: listening, speaking, reading and writing. Content includes dialogues, supplementary vocabulary, pronunciation and grammar exercises, with the culture of French-speaking countries being central to all activities. Study of the French culture allows students to make comparisons and connections to their own experiences. Performance-based assessments in speaking and writing will provide the students the opportunity to use the language in practiced, familiar contexts. Interpretive listening and reading tasks are focused on the acquisition and recognition of basic stated information in the target language. **NCAA Approved.**

FRENCH II WLD211/WLD212

Grade: 10-12

Credit: 1.0

Students enrolled in French II have demonstrated proficiency in French I. Students continue to develop their competence in French across the listening, speaking, reading and writing domains. Performance-based assessments in the speaking and writing domains provide students the opportunity to use the language in practiced, familiar contexts as well as occasional unfamiliar topics with increasing independence. Students continue to explore the cultures of the French-speaking world in new contexts. **NCAA Approved.**

FRENCH III HONORS WLD311/WLD312

Grade: 11-12

Credit: 1.0

Students enrolled in French III honors have demonstrated proficiency in French II. Students continue to develop their competence in French across the listening, speaking, reading and writing domains. Performance based assessments in speaking and writing provide the students opportunity to use French independently in familiar contexts, although there is greater emphasis on free expression. Students continue to explore the cultures of the French speaking world in new contexts. Communication in the class is primarily in French, with English instruction used to explain more complicated and involved ideas. This course is weighted as honors. **NCAA Approved.**

ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE WLD511/WLD512

Grade: 12

Credit: 1.0

Students enrolled in Advanced Placement French Language and Culture have demonstrated proficiency in French III. Students continue to develop their competence of the French language and also prepare for the AP French Language and Culture exam. Contemporary publications, historical texts, and original works of literature are studied and used as points of departure for classroom discussions. Students are expected to converse and write with grammatical accuracy and some degree of fluency. This class is conducted entirely in the target language. Students should expect to complete rigorous work reflective of a college course. Students enrolled in this course are expected to take the Advanced Placement Exam in May. This course is weighted as honors. **NCAA Approved.**

GERMAN I WLD111/WLD112

Grade: 9-12

Credit: 1.0

This course approaches the study of German through four skills: listening, speaking, reading and writing. Content includes dialogues, supplementary vocabulary, pronunciation and grammar exercises, with the culture of German-speaking countries being central to all activities. Study of the German culture allows students to make comparisons and connections to their own experiences. Performance-based assessments in speaking and writing will provide the students the opportunity to use the language in practiced, familiar contexts. Interpretive listening and reading tasks are focused on the acquisition and recognition of basic stated information in the target language. **NCAA Approved.**

GERMAN II WLD211/WLD212

Grade: 10-12

Credit: 1.0

Students enrolled in German II have demonstrated proficiency in German I. Students continue to develop their competence in German across the listening, speaking, reading and writing domains. Performance-based assessments in the speaking and writing domains provide students the opportunity to use the language

in practiced, familiar contexts as well as occasional unfamiliar topics with increasing independence. Students continue to explore the cultures of the German-speaking world in new contexts. **NCAA Approved.**

GERMAN III HONORS WLD311/WLD312

Grade: 11-12

Credit: 1.0

Students enrolled in German III honors have demonstrated proficiency in German II. Students continue to develop their competence in German across the listening, speaking, reading and writing domains. Performance based assessments in speaking and writing provide the students opportunity to use German independently in familiar contexts, although there is greater emphasis on free expression. Students continue to explore the cultures of the German speaking world in new contexts. Communication in the class is primarily in German, with English instruction used to explain more complicated and involved ideas. This course is weighted as honors. **NCAA Approved.**

ADVANCED PLACEMENT GERMAN LANGUAGE AND CULTURE WLD521/WLD522

Grade: 12

Credit: 1.0

Students enrolled in Advanced Placement German Language and Culture have demonstrated proficiency in German III. Students continue to develop their competence of the German language and also prepare for the AP German Language and Culture exam. Contemporary publications, historical texts, and original works of literature are studied and used as points of departure for classroom discussions. Students are expected to converse and write with grammatical accuracy and some degree of fluency. This class is conducted entirely in the target language. Students should expect to complete rigorous work reflective of a college course. Students enrolled in this course are expected to take the Advanced Placement Exam in May. **NCAA Approved.**

SPANISH I WLD131/WLD132

Grade: 9-12

Credit: 1.0

This course approaches the study of Spanish through four skills: listening, speaking, reading and writing. Content includes dialogues, supplementary vocabulary, pronunciation and

grammar exercises, with the culture of Spanish-speaking countries being central to all activities. Study of the Spanish culture allows students to make comparisons and connections to their own experiences. Performance-based assessments in speaking and writing will provide the students the opportunity to use the language in practiced, familiar contexts. Interpretive listening and reading tasks are focused on the acquisition and recognition of basic stated information in the target language. **NCAA Approved.**

SPANISH II WLD231/WLD232

Grade: 9-12 **Credit: 1.0**
Students enrolled in Spanish II have demonstrated proficiency in Spanish I or placed per teacher recommendation. Students continue to develop their competence in Spanish across the listening, speaking, reading and writing domains. Performance based assessments in the speaking and writing domains provide students the opportunity to use the language in practiced, familiar contexts as well as occasional unfamiliar topics with increasing independence. Students continue to explore the cultures of the Spanish-speaking world in new contexts. **NCAA Approved.**

SPANISH III HONORS WLD331/WLD332

Grade: 9-12 **Credit: 1.0**
Students enrolled in Spanish III honors have demonstrated proficiency in Spanish II. Students continue to develop their competence in Spanish across the listening, speaking, reading and writing domains. Performance based assessments in speaking and writing provide the students opportunity to use Spanish independently in familiar contexts, although there is greater emphasis on free expression. Students continue to explore the cultures of the Spanish speaking world in new contexts. Communication in the class is primarily in Spanish, with English instruction used to explain more complicated and involved ideas. This course is weighted as honors. **NCAA Approved.**

HERITAGE SPANISH I WLD141/WLD142

Grade: 9-12 **Credit: 1.0**
Students enrolled in this course already speak and understand basic conversational Spanish. This course serves as an introduction to the formal

study of Spanish for those students who have had extensive exposure to the language in non-academic settings. The course is taught in the target language, and it is expected that all students participate in Spanish. The course focuses on improvement in reading and writing with an emphasis in orthographic and grammatical rules. Students also study cultural aspects of the Spanish-speaking world. **NCAA Approved.**

HERITAGE SPANISH II WLD241/WLD242

Grade: 9-12 **Credit: 1.0**
Students enrolled in this course already speak and understand basic conversational Spanish. Students enrolled should have demonstrated proficiency in Spanish Heritage I or placed per teacher recommendation. The course is taught in the target language and it is expected that the student also participates in the target language. Students will continue to develop communication skills, study grammatical structures and learn about culture. Specific cultural emphasis will be given to Mexico, Central America, South America, and Spain. Specific communication skills will emphasize listening and speaking with increased instruction and practice in reading and writing. **NCAA Approved.**

HERITAGE SPANISH III HONORS WLD341/WLD342

Grade: 9-12 **Credit: 1.0**
Students enrolled in this course already speak and understand basic conversational Spanish. Students enrolled have demonstrated proficiency in Spanish Speaker II or have been placed per teacher recommendation. The students in the course have had extensive exposure to the language in a non-academic setting and previously acquired skills to understand and speak colloquial or standard Spanish. The course is taught in the target language and it is expected that the student also participates in the target language. The course emphasizes reading and analyzing short stories, drama, poetry, and novels from different regions of the Spanish speaking world (outlined by the College Board) in order to better prepare the students for the Advanced Placement Spanish Language and Culture and Advanced Placement Spanish Literature courses. The course also focuses on the progression of

students' reading and writing skills. This course is weighted as honors. **NCAA Approved.**

ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE WLD531/WLD532

Grade: 10-12 **Credit: 1.0**
This class prepares the student for the Advanced Placement Spanish Language Examination. This course refines conversational skills through discussions on current events and the use of the target language at all times. The course also provides a comprehensive grammar review. The student will read and analyze selected works in Spanish and Latin American literature in all genres. The course is comparable in difficulty and content to an advanced level college class in Spanish composition and conversation. Students enrolled in this course are expected to take the Advanced Placement exam in May. This course is weighted as honors. **NCAA Approved.**

ADVANCED PLACEMENT SPANISH LITERATURE WLD541/WLD542

Grade: 11-12 **Credit: 1.0**
This class prepares the student for the Advanced Placement Spanish Literature Examination. The student will study in depth several pieces of literature from all different genres of the Spanish and Hispanic American authors. The student is expected to read all pieces of literature and to write coherent analytical essays at a college level. Students critique orally, and in writing, the representative works of prose, poetry, and drama. Intensive work in grammar and vocabulary will be required in order to help students prepare for College Board achievement and placement. The course is comparable in difficulty and content to an advanced-level college class in Spanish literature. Class is conducted entirely in the target language. Students enrolled in this course are expected to take the Advanced Placement exam in May. This course is weighted as honors. **NCAA Approved.**

MANDARIN CHINESE I WLD151/WLD152

Grade: 9-12 **Credit: 1.0**
This course approaches the study of Mandarin Chinese through four skills: listening, speaking, reading

and writing. Content includes dialogues, supplementary vocabulary, pronunciation and grammar exercises, with the culture of Chinese-speaking countries being central to all activities. Study of the Chinese culture allows students to make comparisons and connections to their own experiences. Performance-based assessments in speaking and writing will provide the students the opportunity to use the language in practiced, familiar contexts. Interpretive listening and reading tasks are focused on the acquisition and recognition of basic stated information in the target language. **NCAA Approved.**

MANDARIN CHINESE II **WLD251/WLD252**

Grade: 9-12 **Credit: 1.0**
Students enrolled in Mandarin Chinese II have demonstrated proficiency in Mandarin Chinese I. Students continue to develop their competence in Mandarin Chinese across the listening, speaking, reading and writing domains. Performance based assessments in the speaking and writing domains provide students the opportunity to use the language in practiced, familiar contexts as well as occasional unfamiliar topics with increasing independence. Students continue to explore the cultures of the Mandarin Chinese speaking world in new contexts. **NCAA Approved.**

MANDARIN CHINESE III **HONORS WLD351/WLD352**

Grade: 10-12 **Credit: 1.0**
Students enrolled in Mandarin Chinese III honors have demonstrated proficiency in Mandarin Chinese II. Students continue to develop their competence in Mandarin Chinese across the listening, speaking, reading and writing domains. Performance based assessments in speaking and writing provide the students opportunity to use Mandarin Chinese independently in familiar contexts, although there is greater emphasis on free expression. Students continue to explore the cultures of the Mandarin speaking world in new contexts. Communication in the class is primarily in Mandarin, with English instruction used to explain more complicated and involved ideas. This course is weighted as honors. **NCAA Approved.**

AP CHINESE LANGUAGE & CULTURE WLD451/WLD452

Grade: 11-12 **Credit: 1.0**
Students enrolled in Advanced Placement Chinese Language and Culture have demonstrated proficiency in Mandarin Chinese III. Students continue to develop their competence in the Chinese language and also prepare for the AP Chinese Language and Culture exam. Contemporary publications, historical texts, and original works of literature are studied and used as points of departure for classroom discussions. Students are expected to converse and write with grammatical accuracy and some degree of fluency. This class is conducted entirely in the target language. Students can anticipate completing rigorous work reflective of a college course. Students enrolled in this course are expected to take the Advanced Placement exam in May. **NCAA Approved.**

WCC SGN101 American Sign Language **WCCSGN101/WCCSGN102**

Grade: 10-12 **Credit: 1.0**
Missing Class description
This course is an introduction to American Sign Language (ASL). The course explores American Sign Language (ASL) sign vocabulary and grammatical structures and also serves as a basic introduction to Deaf culture.

