

# ***2010-2011***



## ***Charleston High School Course Descriptions***

All students are provided equal opportunities in all education programs and for all services. No person shall be discriminated against on the basis of race, color, creed, national origin, gender, sexual orientation, age, ancestry, marital status, citizenship status or mental or physical disability in any of its programs, activities, services or benefits. All students are guaranteed equal access to educational and extra curricular activities as required by Illinois PA 79-597 and Title IX of the 1973 Educational Amendments.

## **Administration**

Mrs. Diane Hutchins - Principal  
Mr. Trevor Doughty, Assistant Principal

## **Student Services Staff**

Mrs. Joelyn Akers – Counselor      Mrs. Sara Kramer - Counselor  
Cindy McKinney – Adm. Secretary/Registrar

## **Educational Planning**

Educational planning is a continuous process. Guidance personnel, teachers, and administrators are in a position to help students and parents in planning the educational and vocational future of the students as well as to discuss and solve personal problems of adjustment to school and community life. The purpose of the Curriculum Guide is to provide a source of information to facilitate student and parent understanding of the Charleston High School curriculum and registration/scheduling process.

## **Curriculum**

Charleston High School offers a rich curriculum for all students. From those courses designed specifically to challenge the most academically able students to those designed to assist the most challenged learners, the needs of most students can be met by selecting courses wisely.

The requirements for high school graduation are outlined below. Passing these courses is a requirement to earn a Charleston High School diploma. In addition, students must pass both the constitution test and the consumer education proficiency test, if an appropriate course is not selected. The only students who are exempt from these requirements are students with IEP's whose educational plans determined by case conference teams govern their individual education. For students wishing to pursue admission to a public university in Illinois, please see the Illinois Board of Higher Education college requirements listed on the next page.

Elective courses are important parts of a student's high school experience. These courses allow students to study in areas of particular interest, to prepare for college study and to prepare for life following high school. Because high school for most students consists of eight semesters with six or seven courses per semester, it is very important to work with parents/guardians and counselors to make sure each student makes course requests that reflect individual desires and goals.

## **Graduation Requirements - 48 credits are needed for graduation.**

Six classes per semester are the norm.

Students may elect to take seven classes.

Eight classes may be selected with Administration approval.

One credit is awarded for the successful completion of a course which is scheduled to meet for the equivalent of:

-One period per day (45 minutes per period)

-Total time is equivalent to 225 minutes per week.

- Five days per week (18 Weeks).

## **Courses**

All students who plan to graduate and receive a diploma must take and pass the subjects listed below. These required courses form the foundation for a well-rounded education and constitute approximately half the classes that a student will take; the other half (termed electives) may be chosen according to the student's needs and interests.

## **English - 8 credits**

09 – English I or Honors English I

10 – English II or Honors English II

11 – English III or Honors English III

12 – Elective courses in English (2)

**Mathematics - 6 credits**

- 09 - Algebra I or Honors Geometry
- 10 - Geometry / Honors Geometry /Algebra II / Honors Algebra II
- 11 – Intermediate Algebra/Algebra II/Honors Algebra II/Trig/Pre-Calc/Finite/Prob&Stats

**Social Studies - 5 credits**

- 10 – Civics (includes passing the Constitution Test) and Modern European History
- 11 - American History 1929 to present and Colonial period to 1865 (or) 1865 - 1929
- 12 - Consumer Education (Exempt if enrolled in work program or by proficiency of State Exam)

**Science - 4 credits**

- 09 - Biology I
- 10, 11 or 12 - A physical science: chemistry, physical science, physics, AP chemistry or AP physics

**Health, Physical Education, Driver Education - 8 credits**

- 09 – Freshmen/Sophomore Physical Education
- 10 - Driver Education, Health Education, Freshmen/Sophomore Physical Education
- 11 - Junior Physical Education, Walking PE or Weightlifting/Conditioning
- 12 - Senior Physical Education, Walking PE or Weightlifting/Conditioning

**Other required subjects - 2 credits**

Art, Music, Foreign Language or Vocational Education (Industrial Education, Agriculture, Business, Family and Consumer Sciences, Health Occupations).

**Illinois Board of Higher Education College Admission Requirements**

- English - four years (emphasizing written and oral communications and literature)
- Social Studies - three years (emphasizing history and government)
- Mathematics - three years (algebra, advanced algebra, geometry, trigonometry, or fundamentals of computer programming)
- Laboratory Science - three years
- Electives in foreign language, music, or art - two years

In addition, students would also have to meet the minimum class rank and ACT/SAT requirements as established by the university. The plan also applies to students wishing to transfer from two-year community colleges for a baccalaureate-oriented program.

**Weighted Grades**

The following courses have a grade weight of 1.25: AP European History; AP U.S. History; AP Physics; AP Chemistry; AP English (12); AP Calculus and AP Art. The following courses have a grade weight of 1.1: Honors English I, II, III; Honors Creative Writing, Honors Geometry, Honors Algebra II, Trigonometry, Pre-Calculus, Chemistry I, Physics, Spanish IV, French IV. All other courses have a weight of 1.0.

Students may take no more than five weighted classes per semester without permission of the principal.

### **Schedule Changes/Dropping a Class**

1. Students must be enrolled in seven periods of CHS classes – either six periods of class and one study hall or seven classes with counselor approval.
2. Students will generally not be permitted to have more than two study halls.
3. Counselors are responsible for working with students and parents in dealing with schedule changes.
4. Students may not change schedules once school begins.
5. The deadline for dropping any class will be the mid-term of the first quarter of the semester. The grade of “WP” or “WF” will show on the report card and transcript for any class dropped after that time.
6. Generally, students will not be permitted to drop classes during the second quarter of a semester.
7. All scheduling requests must be directed to the guidance counselors.

### **Graduation Ceremony**

A student may participate in the graduation ceremony only if all graduation requirements established by the State of Illinois, the Charleston Community Unit District #1 Board of Education, and Charleston High School have been met. The principal will meet with all seniors to discuss dates and times for graduation practice and any other information necessary for the graduation ceremony. It is the responsibility of the student to attend this meeting.

### **Early Graduation Option**

Students may apply to their counselor for early graduation. All requirements for graduation as established by the Board of Education must be met before early graduation will be approved. Upon approval, the physical education requirement will be adjusted accordingly. If the early graduation is approved, the student is given his or her diploma at the next annual graduation ceremony following the completion of all requirements.

The early graduate option should be chosen only after much thought and deliberation by parents and students. Application for early graduation must be made by a student no later than the end of the first grading period of the year in which the student intends to graduate. A form is available from the student’s counselor. Forms must be completed by the student and signed by the student’s parent. Permission for early graduation may be granted a student by the Board of Education upon the recommendation of the Superintendent.

Charleston High School recommends all students attend eight semesters of high school. It gives students an opportunity to acquire skills, concepts and understanding of various subject disciplines, and also enables them to mature socially, emotionally, and mentally. For many students it is the last opportunity to prepare him or herself for the world of work or a post-high school education and to be contributing members of their future communities.

### **Dual Credit Courses**

Charleston High School offers dual credit in conjunction with Lake Land College whereby eligible students may earn high school and college credit for select courses. The following criteria must be met to receive LLC credit while enrolled in those courses designated as dual credit (DC) at Charleston High School:

1. Be a current junior or senior (Sophomore Students will receive CHS credit but not LLC.)
2. Have a “C” high school grade point average (GPA)
3. Maintain a “C” GPA at Lake Land College

A textbook rental fee will be collected for all dual credit courses. Additional information about dual credit courses is available from the Charleston High School Guidance Department.

## COURSE LISTINGS

Course No.	Course Title	No. Sem.	Grade Level	Credits
<b><u>ENGLISH</u></b>				
003A-004B	English IA and IB .....	2	09	2
003AL-004AL	Academic Literacy .....	2	09	2
003H-004H	Honors English I .....	2	09	2
013A-014B	English IIA and IIB .....	2	10	2
013H-014H	Honors English II .....	2	10	2
(019)(020)	Intro to Theater and Acting .....	1	09	10 11 12
023A-024B	English IIIA and IIIB .....	2	11	2
023H-024H	Honors English III .....	2	11	2
(027)(028)	Writing and Research .....	1		12
(035)(036)	Senior English .....	1		12
(041AP)(042AP)	AP English Literature .....	1		12
(037)(038)	Creative Writing .....	1		12
(037H)(038H)	Honors Creative Writing .....	1		12
(041)(042)	English Literature .....	1	11	12
<b><u>MATHEMATICS</u></b>				
105-106	Algebra I .....	2	09	10
105AL-106AL	Academic Numeracy .....	2	09	2
107-108	Geometry .....	2	09	10 11
107H-108H	Honors Geometry .....	2	09	10
109-110	Intermediate Algebra .....	2		11 12
113-114	Algebra II .....	2	10	11 12
113H-114H	Honors Algebra II .....	2	10	11 12
(121)	Trigonometry .....	1		11 12
(122PC)	Pre-Calculus .....	1		11 12
123AP-124AP	AP Calculus .....	2		12
(125)(126)	Finite Math .....	1		11 12
(127)(128)	Probability & Statistics .....	1		11 12
<b><u>SOCIAL STUDIES</u></b>				
(201)(202)	Current World Issues .....	1	09	10
(203)(204)	Physical Geography .....	1	09	10
(205)(206)	Civics .....	1		10
(209)(210)	Modern European History .....	1		10
209AP-210AP	AP European History .....	2		10 11 12
(211)(212)	American History / 1929 to present .....	1		11
(213)(214)	American History -The Am. Rev. thru CW .....	1		11
(215)(216)	American History / 1865 - 1929 .....	1		11
217AP-218AP	AP American History .....	2		11 12
(225)(226)	Junior and Senior World Issues .....	1		11 12
(237)(238)	Psychology .....	1		11 12
239-240	Sociology .....	2		11 12
(235)(236)	Illinois Governmental Internship Program .....	1		12
<b><u>SCIENCE</u></b>				
303-304	Biology I .....	2	09	2
307-308	Physical Sciences .....	2	10	11 12

## COURSE LISTINGS

Course No.	Course Title	No. Sem.	Grade Level	Credits
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### SCIENCE, cont.

(329)	Astronomy and Our Planetary System	1	11	12	1	
(330)	Stars & Cosmology	1	11	12	1	
331-332	Ecology	2	10	11	12	2
333-334	Environment	2	10	11	12	2
313-314	Chemistry	2	10	11	12	2
317-318	Biology II	2	11	12	2	
319-320	Physics	2	10	11	12	2
319AP-320AP	AP Physics	2	11	12	2	
321AP-322AP	AP Chemistry	2	11	12	2	
323-324	Biotechnology	2	11	12	2	
553-554	Agricultural Science	2	10	11	12	2
(579)(580)	Bio Sci Appl in Ag	1	11	12	1	

### FOREIGN LANGUAGE

403-404	French I	2	09	10	11	12	2
405-406	French II	2	10	11	12	2	
407-408	French III	2	11	12	2		
409-410	French IV	2	12	2			
423-424	Spanish I	2	09	10	11	12	2
425-426	Spanish II	2	10	11	12	2	
427-428	Spanish III	2	11	12	2		
429-430	Spanish IV	2	12	2			

### BUSINESS

501-502	Business Concepts	2	09	10	2		
(507)(508)	Computer Concepts and Applications I	1	09	10	11	12	1
(509)(510)	Computer Concepts and Applications II	1	09	10	11	12	1
(513DC)(514DC)	Information Processing: Word	1	10	11	12	1	
(539DC)(540DC)	Adobe Photoshop	1	10	11	12	1	
(523DC)(524DC)	Web Page Design	1	10	11	12	1	
(523A)(524A)	Advanced Web Page Design	1	10	11	12	1	
(517DC)(518DC)	Info Processing: Data Base/Spreadsheet	1	10	11	12	1	
(521)(522)	Desktop Publishing	1	10	11	12	1	
(525)(526)	Business Communications	1	11	12	1		
(527DC)	Legal Environment of Business I	1	11	12	1		
(529DC)(530DC)	Principles of Marketing	1	11	12	1		
531-532	Entrepreneurship	2	9	10	11	12	2
533-534	Accounting I	2	10	11	12	2	
535-536	Advanced Accounting	2	11	12	2		
(547)(548)	Consumer Education	1	12	1			
541-542	Interrelated Cooperative Education Class	2	12	2			
543-544	Interrelated Cooperative Education Work	2	12	2			

### AGRICULTURE

551-552	Introduction to Agricultural Industry	2	09	10	11	2	
553-554	Agricultural Science	2	10	11	12	2	
575-576	Horticulture Production Management	2	10	11	12	2	
(581)	Agricultural Mechanics I – Small Engines	1	10	11	12	1	
(582)	Agricultural Mechanics II – Welding	1	10	11	12	1	
(579)(580)	Bio Science Appl in Ag – Animal Science	1	11	12	1		
(559)(560)	Agricultural Youth Leadership	1	11	12	1		
573-574	Landscape and Turf Management	2	11	12	2		
577-578	Agriculture Mechanics & Technology	2	10	11	12	2	
557DC-558DC	Ag. Business Management	2	11	12	2		
561-568	Supervised Agricultural Experience Program	2	09	10	11	12	½

## COURSE LISTINGS

Course No.	Course Title	No. Sem.	Grade Level	Credits
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### INDUSTRIAL ARTS

(609L)	LLC Auto Tech IA.....	1	11	12	2
(609L2)	LLC Auto Tech IIA.....	1	11	12	2

### FAMILY and CONSUMER SCIENCES

651-652	Foods & Nutrition.....	2	09	10	2
655-656	Commercial Foods.....	2	11	12	2
657DC-658DC	Culinary Arts 1.....	2	11	12	2
659DC-660DC	Culinary Arts 2.....	2	11	12	2
(661)	Child Development and Care I.....	1	09	10	1
(662)	Child Development and Care II.....	1	09	10	1
665-666	Child and Day Care Services.....	2	11	12	4
(667)(668)	Interior Design.....	1	10	11	12
(669)(670)	Adult Living.....	1	11	12	1
(671)(672)	Parenting.....	1	11	12	1
675-676	Family & Consumer Related Occupations Class.....	2	11	12	2
677-678	Family & Consumer Related Occupations Work.....	2	11	12	2
691DC-692DC	Health Occupations Core of Skills.....	2	11	12	4
(693I)(694I)	Internship.....	1	11	12	2

### MUSIC

701-708	Band I, II, III, IV.....	2	09	10	11	12	2
(711)(712)	Music Appreciation.....	1	09	10	11	12	1
(715)	Music Theory I.....	1	10	11	12	1	
(716A)	Music Theory II.....	1	10	11	12	1	
723-724	Concert Choir.....	2	09	10	11	12	2
725A-726A	Advanced Chorus.....	2	10	11	12	2	
741-742	Advanced Chamber Ensemble.....	2	10	11	12	2	
739-740	Jazz Band.....	2	09	10	11	12	2

### ART

751-752	Art I.....	2	09	10	11	12	2
753-754	Art II.....	2	10	11	12	2	
755-756	Drawing & Painting.....	2	11	12	2		
757-758	Pottery.....	2	11	12	2		
759AP-760AP	Advanced Placement Art.....	2	11	12	2		

### HEALTH, PHYSICAL EDUCATION, DRIVERS EDUCATION

(801)(802)	Health Education.....	1	10	1			
(805)(806)	Driver Education.....	1	10	1			
815-816	Freshman /Sophomore Physical Education.....	2	09	10	2		
825-826	Junior - Senior Physical Education.....	2	11	12	2		
(835L)(836L)	Lifelong Fitness.....	1	11	12	1		
837-838	Weightlifting/Conditioning.....	2	10	11	12	2	
STUDY	Study Hall.....	1	09	10	11	12	0
(851S)(852S)	School Service (Media, Office, Teacher).....	1	09	10	11	12	0

**COURSE LISTINGS .....SPECIAL EDUCATION**

**Course No. Course Title No. Sem. Grade Level Credits**

**HEARING IMPAIRED**

861-862	English I.....	2	09.....		2
863-864	English II .....	2		10 .....	2
865-866	English III.....	2		11 .....	2
867-868	English IV.....	2		12.....	2
869-870	General Math I,II .....	2	09.....		2
871-872	Applied Math I,II .....	2		10 ..... 11 .....	2
873-874	Pre-Algebra.....	2		10 ..... 11 ..... 12.....	2
875-876	Algebra .....	2		10 ..... 11 ..... 12.....	2
875-876IA	Intermediate Algebra .....	2	09.....	10 ..... 11 ..... 12.....	2
875-876G	Geometry .....	2		10 ..... 11 ..... 12.....	2
877-878	Consumer Math I,II .....	2		11 ..... 12.....	2
879-880	Life Skills Math I,II .....	2		10 ..... 11 ..... 12.....	2
(881)(882)	Health.....	1		10 .....	1
883-884	General Science I,II .....	2	09.....		2
885-886	Life Skills I,II.....	2	09.....	10 ..... 11 ..... 12.....	2
887-888	Life Skills III,IV .....	2		10 ..... 11 ..... 12.....	2
(889)(890)	Consumer Education (E).....	1		12.....	1
(891)(892)	Civics (E).....	1		10 .....	1
(893)(894)	Modern European History (E) .....	1		10 .....	1
895-896	American History I ,II.....	2		11 ..... 12.....	2
897-898	Adult Daily Living Skills.....	2		10 ..... 11 ..... 12.....	2

**IEP OPTIONS**

901-902	English I.....	2	09.....		2
907-908	English II .....	2		10 .....	2
909-910	English III.....	2		11 .....	2
C115-C120	English 1,2,3 .....	2	09.....	10 ..... 11 .....	2
(913)(914)	Creative Writing .....	1		12.....	1
(915)(916)	Writing and Research .....	1		12.....	1
955-956	Communications .....	2		12.....	2
925-926	Intro to Algebra.....	2	09.....	10 ..... 11 .....	2
927-928	Algebra I.....	2	09.....	10 ..... 11 ..... 12.....	2
947-948	Geometry .....	2		10 ..... 11 ..... 12.....	2
C107-C114	Math 1,2,3,4.....	2	09.....	10 ..... 11 ..... 12.....	2
917-918	Biology I.....	2	09.....		2
961-962	Physical Science .....	2		10 ..... 11 ..... 12.....	2
(931)(932)	Modern European History .....	1		10 .....	1
(933)(934)	Civics.....	1		10 .....	1
959-960	American History.....	2		11 .....	2
C131-C132	American History.....	2		11 .....	2
(939)(940)	World Geography .....	1	09.....	10 ..... 11 ..... 12.....	1
941-942	Specialized Voc. Education Class .....	2		10 ..... 11 ..... 12.....	2
943-944	Specialized Voc. Training Work .....	2		10 ..... 11 ..... 12.....	2
(951)(952)	Consumer Education.....	1		12.....	1
(953)(954)	Health.....	1		10 .....	1
(C133)(C134)	Health.....	1		10 .....	1
(957)(958)	Study Skills.....	1	09.....	10 ..... 11 ..... 12.....	1
(C105)(C106)	Independent Living Skills.....	2	09.....	10 ..... 11 ..... 12.....	2
(851R)(852R)	Resource Study Hall .....	1	09.....	10 ..... 11 ..... 12.....	0

**English IA**

(003A) 09 G L 18 Wks. 1 Cr.

*Prerequisite: None*

This course will emphasize grammar/usage basics and the writing process. Students will review the writing process; they will develop their skills in outlining. They will write comparison and contrast essays. Students will study vocabulary appropriate for their grade level. Students will focus on epic literature and non-fiction. In addition, students will read one novel or a full-length work of non-fiction. This is a writing intensive course that meets Illinois graduation requirements.

**Academic Literacy**

(003AL-004AL) 09 G L 36 Wks. 2 Cr.

*Prerequisite: None*

Enrollment in this course will be required of some entering freshmen not meeting the state standards in reading as measured by a combination of their MAP test reading scores, ISAT reading scores, course grades and teacher observation.

This course is designed to help students become higher level critical readers. Individual reading levels will be diagnosed and instruction will include decoding strategies, contextual and structural analysis, vocabulary development, reading fluency, and corresponding writing, listening and study skills directly related to their current courses. This course does not count toward the required English graduation credits. It does count as an elective credit.

**English IB**

(004B) 09 G L 18 Wks. 1 Cr.

*Prerequisite: None*

This course will include a study of literature, primarily short stories and novels. Students will write narrative compositions and will continue to study vocabulary appropriate to their grade level. Students will also focus on grammar/usage problems. In addition, students will read one other novel. This is a writing intensive course that meets Illinois graduation requirements.

**Honors English I**

003H-004H 09 G L 36 Wks. 2 Cr.

*Prerequisite: None*

This course emphasizes the composing process, reading comprehension, vocabulary usage, and conventions of standard English. Students will write comparison and contrast essays, as well as expressive and imaginative works. Skills in research and documentation are developed. The literature includes classical mythology, the Arthurian legend, and a non-fiction works. In addition, students will study two major literary works as a class. Extensive studies in convention include grammar, usage, and mechanics. Each student is required to maintain a writing portfolio and a journal.

Second semester will focus on the elements of fiction through the narrative genres of the short story and novel. Literature studied includes a comprehensive unit in a variety of short stories and appropriate literary terminology, as well as several novels. These novels include *Dandelion Wine*, *Silas Marner*, and *A Separate Peace*. Students also will read at least one additional out-of-class novel. In addition to the literature studied, students also work to improve vocabulary skills and to refine grammar skills. These grammar and vocabulary skills are incorporated into the many writing assignments for the semester. The primary focus of writing instruction is on narrative writing, as well as the building and refining of a writing portfolio. Further writing opportunities are provided in regular journal entries. This is a writing intensive course that meets Illinois graduation requirements.

**English IIA**

(013A) 10 G L 18 Wks. 1 Cr.

*Prerequisite: None*

This course will emphasize literature studies which will be Shakespearean dramas, modern drama, poetry, and one major literary work for out-of-class reading. Students will write definition/classification, essay-answer, and cause and effect compositions. Attention is given to transitions, subordinating conjunctions, and participial phrases. This course will also include vocabulary. Students will read *Julius Caesar* and *You Can't Take It with You*. This is a writing intensive course that meets Illinois graduation requirements.

**COURSE DESCRIPTION****ENGLISH****English IIB**

(014B) 10 G L 18 Wks. 1 Cr.

**Prerequisite:** None

This course will focus on research, persuasive writing, and both persuasive and informative speaking. Students will be required to research, write and present an appropriate topic. Grammar study will focus on effective use of phrases and clauses. Literature study will take the form of a thematic unit covering several genres as well as one major out-of-class work. This is a writing intensive course that meets Illinois graduation requirements.

**Honors English II**

013H-014H 10 G L 36 Wks. 2 Cr.

**Prerequisite:** None

Honors English II (1<sup>st</sup> semester) is a sophomore course designed for students who excel in English. The focus of the course is to introduce students to the genres of poetry and drama. Units of study include a comprehensive study of the backgrounds that created early drama through the evolution of modern drama, as well as instruction in many types of poetry. Major works studied include *The Oedipus Trilogy*, *The Misanthrope*, *Julius Caesar*, *The Taming of the Shrew*, *Romeo & Juliet*, *West Side Story*, *Death of a Salesman*, and the *Three Comedies of American Family Life*. Besides the actual literature, students also study and utilize the unique terminology applicable to poetry and drama. In addition to literature studied, students also work to refine grammar and vocabulary skills. These grammar and vocabulary skills are incorporated into many expository writing assignments which include definition/classification, essay-answer, and cause and effect. Students also expand upon their writing portfolios and have additional writing practice through regular journal entries.

Second semester the major literary focus of the course will be on a thematic unit—currently with a theme of societal injustice. Literature studies will include *Les Miserables*, *The Crucible*, *An Enemy of the People* and *Salem Court Documents*, as well as selected short stories and poems. Additionally, students read at least one full-length work of nonfiction as an out-of-class book. Students also do research on the Salem Witch Trials and the McCarthy Era. Furthermore, students will study vocabulary and review grammar as needed. The vocabulary and grammar instruction are incorporated in the writing for the course, which is primarily persuasive. In addition to literature, the course will also focus on research, persuasive writing, and persuasive speaking. Students will write two persuasive compositions, as well as a persuasive research paper. Students will also present a well-developed persuasive speech and a brief informative speech. Students continue to expand their writing portfolios and have an opportunity for more practice through regular journal writing. This is a writing intensive course that meets Illinois graduation requirements.

**Intro to Theater and Acting**

(019)(020) 9,10,11,12 G L 18 Wks. 1 Cr.

**Prerequisite:** None

Students will be introduced to basic and advanced skills in oral interpretation, acting, and improvisation. Students will perform in a variety of individual and group performances, including at least two out-of-class performances. Students will also read a variety of plays. In addition, students will use improvisations and theatre games as a means of improving their performance skills. Finally, students will learn about and apply basic knowledge of costuming, applying makeup, and other aspects of play production.

**English IIIA**

(023A) 11 G L 18 Wks. 1 Cr.

**Prerequisite:** None

The first semester course will present a chronological approach to the study of American literature from the Colonial period to the American Renaissance. The student will analyze and interpret American prose, poetry, and drama. The writing emphasis will include studies in grammar, diction, vocabulary, and two five-paragraph compositions: one persuasive and one literary analysis. Students will read *The Scarlet Letter* in class and one work of fiction or nonfiction out of class. This is a writing intensive course that meets Illinois graduation requirements.

**English IIIB**

(024B) 11 G L 18 Wks. 1 Cr.

**Prerequisite:** None

The second semester course will continue the chronological approach to the study of American Literature from the New American Poetry to the present. Students will analyze and interpret prose and poetry as well as drama, if time permits. The

## COURSE DESCRIPTION

## ENGLISH

writing emphasis will be on five-paragraph compositions including a personal essay and a documented informative essay. Students will study units in vocabulary. Students will read and analyze at least one of the following: *Huckleberry Finn*, *Raisin and the Sun*, *The Great Gatsby* or *Red Badge of Courage*. Also, students will read at least one full-length work of fiction or non-fiction not covered in class. This is a writing intensive course that meets Illinois graduation requirements.

### Honors English III

023H-024H                      11 G L                                      36 Wks.                                      2 Cr.

**Prerequisite:** None

First semester of Honors English III is an intensive study of a chronology of American literature, designed for students who excel in English. The focus of the course is on a study of American literature from the Colonial Period through New American Poetry, including the genres of essays, speeches, biographies, poems, short stories, and novels. In addition, students will read at least one other out-of-class book. Students also study appropriate literary terminology, vocabulary, and grammar. In terms of writing, students will write comparison-contrast, persuasive, and literary analysis. These compositions will be included in the student's ongoing writing portfolio. Additional writing opportunities will be provided through regular journal writing. Students will read *The Scarlet Letter* and *Huckleberry Finn* in class.

The second semester course is designed to give students additional practice in writing a variety of compositions, as well as expanding student knowledge of a chronological progression of American literature. Students will study literature from a variety of genres; selections will include material from the rise of Realism to the present. Coursework will include short stories, poems, plays, essays, *The Great Gatsby* and *A Raisin in the Sun* as in-class readings. Also, two novels, *Red Badge of Courage* and *Main Street* will be read outside of class as in-class readings, as well as two full-length out-of-class reading assignments. In addition, students will write a documented paper, a short story, and a descriptive composition, all of which will be added to their writing portfolios. Students will also do extensive grammar review to prepare for the PSAE test. This is a writing intensive course that meets Illinois graduation requirements.

### Writing and Research

(027)(028)                      12 G L                                      18 Wks.                                      1 Cr.

**Prerequisite:** None

Writing and Research is designed for the college preparatory student and others who want to improve their ability to write. This course will focus on providing students practice in writing different types of essays. The students will read modern and/or contemporary novels and a play. They will also review grammar and usage. In addition, they will write one documented paper and a short literary research paper. Research skills are developed by utilizing electronic resources as well as printed. Writing the research paper is required to receive credit for the course. Students will also read selected literary and non-fiction works both in class and out of class.

### Senior English

(035)(036)                      12 G L                                      18 Wks.                                      1 Cr.

**Prerequisite:** None

This course is designed for students who plan to enter a junior college or a four-year college or university. The student will receive significant preparation for freshman rhetoric courses in college. In this course, students will read and write, expository and persuasive essays. In addition, students will write short researched compositions. Attention will be given to all elements of the process of writing: thesis, development of an idea, logical organization of a theme, paragraph development, sentence construction, diction, and style. Grammar will be reviewed. Students will read, discuss, and write about nonfiction and fiction works.

### Advanced Placement English Literature

(041AP)(042AP)                      12 G L                                      18 Wks.                                      1 Cr.

**Prerequisite:** None

**Dual Credit Offering:** Please refer to Page 4 for enrollment criteria.

Advanced Placement Senior English is primarily a writing course designed for dual credit and for college-bound students who want to improve their ability to write and to analyze essays and literature. A variety of writing and critical reading experiences will be offered. Units include critical analysis, research, review of grammar, and thematic analysis of selected works in various literary genres. Additional activities will include survey reading as well as in and out-of-class writing. Students will have the opportunity to read and discuss various novels and published essays in class. Regularly assigned timed writings will be used to stimulate writing that is normally expected in a beginning college freshman rhetoric course. Students may take the AP examination given each May; however, the examination is not required.

**Creative Writing**

(037)(038) 12 G L 18 Wks. 1 Cr.

**Prerequisite:** None

Creative Writing is for students who wish to express themselves creatively and imaginatively in such forms as children's stories, poetry, drama, and videography. In order to write creatively, students will read works from several genres and periods from the nineteenth through the twenty-first century to help them discover various ways of expressing themselves. Continued reading and discussion of students' writings will be part of the course work. Some students will enter their writings in local and state contests.

**Honors Creative Writing**

(037H)(038H) 12 G L 18 Wks 1 Cr.

**Prerequisite:** None

Honors Creative writing is primarily a course in both effective writing and critical reading. While the course focuses on critical analysis of modern one-act plays and short fiction, the main intensive study is on poetry of the seventeenth through the twenty-first century. Although critical analysis make up the bulk of student writing for the course, well-constructed creative writing assignments will be assigned to sharpen students' understanding of literary works. Units include poetry, short stories, one-act plays, and essays. In addition to all other writings, students will write a lengthy literary analysis about a poet's poems. This course is excellent preparation for students who want to take Advance Placement Senior English and who want to publish their original manuscripts. All students will be encouraged to enter contests for publication.

**English Literature**

(041)(042) 11,12 G L 18 Wks. 1 Cr.

**Prerequisite:** None

This course is designed to prepare students for college. The course will give students an understanding of the development of the English language, acquaint them with the various types of literature during eight literary periods, and encourage and direct their reading to better comprehend, evaluate, and enjoy literature. Also, students will be required to write essays of literary analysis and one documented literary research paper about an author and their writings. Units include Anglo-Saxon Period, Medieval Period, Elizabethan Period, seventeenth century, eighteenth century, Romantic, Victorian Age, and Modern British Period.

**Internship**

(545I)(546I)

**Prerequisite:** None

Internships are open to seniors. Students will be at the worksite two class periods per day for one or two semesters. During the semester, students will keep a daily journal which will be turned in weekly, and they will submit a written summary of their school-to-work experience. Some internships may have additional requirements such as magazine article reports and/or Power Point presentations. Acceptance into the internship program is based on attendance, discipline, academic records, teacher recommendations and maturity level. Applications for internships may be found in the counselor's office.

**Algebra I**

105-106                      09,10 G L                      36 Wks.                      2 Cr.

*Prerequisite: None*

This is the first in the mathematics sequence. Upon completion of this course, a student should have knowledge of the fundamental algebraic skills necessary to continue in higher mathematics or related technical fields. Units: number properties and theorems, linear equations and inequalities, ratio, proportions, percents, rational and irrational numbers, operations with polynomials, applications, functions, simultaneous equations, factoring, and quadratic equations. This course is required by the State of Illinois for high school graduation.

**Academic Numeracy**

105AN-106-AN

*Prerequisite: None*

Enrollment in this course will be required of some entering freshmen not meeting the state standards in mathematics as measured by a combination of their MAP test mathematics scores, ISAT mathematics scores, course grades and teacher observation.

This course is designed to help students strengthen numeracy skills that are necessary to be successful in Algebra 1 and Geometry. This course will be taken in conjunction with Algebra 1. This course does not count toward the required mathematics graduation credits. It does count as an elective credit.

**Geometry**

107-108                      09,10,11,12 G L                      36 Wks.                      2 Cr.

*Prerequisite: Algebra I*

This is the second course in the mathematics sequence required for graduation and college admission. It is offered for all students who are preparing for college or for those planning to enter technical schools. Units: various algebraic topics, points, lines, planes, and angles, deductive reasoning, parallel lines and planes, congruent triangles, quadrilaterals, inequalities, similar polygons, right triangles, circles, construction, areas and volumes, and coordinate geometry. This course, or Honors Geometry, is required by the State of Illinois for high school graduation.

**Honors Geometry**

107H-108H                      09,10 G L                      36 Wks.                      2 Cr.

*Prerequisite: Algebra I*

This is the second course in the college preparatory sequence. The topics covered are the same as in Geometry with the addition of transformations, and there will be greater emphasis on higher order thinking skills. This course, or Geometry, is required by the State of Illinois for high school graduation.

**Intermediate Algebra**

109-110                      11,12 G L                      36 Wks.                      2 Cr.

*Prerequisite: Algebra I, Geometry*

This course is designed to meet the third year math requirement for graduation or provide a half step up between Algebra 1 and Algebra II in the college preparatory sequence. Units: vocabulary and operations of algebra, properties of real numbers, linear equations, polynomials, rational expressions, radicals and irrational numbers, quadratic equations, and conic sections. (This course may not be accepted by colleges as meeting entrance requirements.) This course, or Algebra II is required by the State of Illinois for high school graduation.

**Algebra II**

113-114                      10,11,12 G L                      36 Wks.                      2 Cr.

*Prerequisite: Geometry*

This is the third course in the mathematics sequence. After reviewing and maintaining the basic skills of the first year algebra, this course examines more advanced areas. Units: set of rational numbers, sets of real numbers, operations with polynomials, relations and functions, linear functions, second degree functions, systems of equations and inequalities, exponential and logarithmic functions, complex numbers, vectors, matrices and determinants, sequences and series, permutations and combinations. This course, or Intermediate Algebra, is required by the State of Illinois for high school graduation.

**Honors Algebra II**

113H-114H                      10,11,12 G L                      36 Wks.                      2 Cr.

*Prerequisite: Geometry*

This course will cover the same topics as Algebra II at a brisker pace and in greater depth. Additional challenging topics will be introduced throughout the course. This course, Algebra II, or Intermediate Algebra, is required by the State of Illinois for high school graduation.

**Trigonometry**

(121)                      11,12 G L                      18 Wks.                      1 Cr.

*Prerequisite: Algebra II (strongly recommend a grade of C or higher) or Honors Algebra II.*

This course will include, but is not limited to, the study of degree and radian measure of angles and conversions, trigonometric functions, trigonometric identities, graphing, solving trigonometric equations, inverse trigonometric functions, right triangle trigonometry, application of law of sines and law of cosines and polar coordinates.

**Pre-Calculus**

(122PC)                      11,12 G L                      18 Wks.                      1 Cr.

*Prerequisite: Trigonometry*

This course will include, but is not limited to, the study of the fundamentals of numbers, functions, polynomial and rational functions, exponential and logarithmic functions, vectors, systems of equations and inequalities, complex numbers, analytical geometry including conics, sequences and series, and a preview of calculus.

**AP Calculus**

123AP-124AP                      12 G L                      36 Wks.                      2 Cr.

*Prerequisite: Trigonometry and Pre-Calculus*

This course is designed for serious math students who intend to continue their education at a university following graduation. This course will be the first course in the study of calculus with additional topics in analytic geometry. Upon completion of this course, the student will have completed the work equivalent to the first calculus course on the college level and should have a firmer grasp of the fundamental skills of high school mathematics. It is recommended that students take the Advanced Placement exam to earn college credit. Some topics that will be covered are: limits and their properties, differentiation and application of differentiation, integration techniques and their application.

**Finite Math**

(125)(126)                      11,12 G L                      18 Wks.                      1 Cr.

*Prerequisite: Algebra II or Honors Algebra II*

Finite Math has a broad application in business, the biological sciences, psychology, sociology, and political science. The mathematical content includes: linear, polynomial, and rational functions; systems of equations and matrices; linear programming; exponential and logarithmic functions; and mathematics of finance. Any student planning to major in a business related field should enroll in this course.

**Probability and Statistics**

(127)(128)                      11,12 G L                      18 Wks.                      1 Cr.

*Prerequisite: Algebra II or Honors Algebra II*

The mathematical content of this course would include: set theory and counting principles; probability; measures of central tendencies; normal distributions; sampling distributions; estimation; hypothesis testing; regression and correlation; confidence intervals; and Chi-square and F distributions. Most majors in college require a statistics course.

**Internship**

(545I)(546I)

*Prerequisite: None*

Internships are open to seniors. Students will be at the worksite two class periods per day for one or two semesters. During the semester, students will keep a daily journal which will be turned in weekly, and they will submit a written summary of their school-to-work experience. Some internships may have additional requirements such as magazine article reports and/or Power Point presentations. Acceptance into the internship program is based on attendance, discipline, academic records, teacher recommendations and maturity level. Applications for internships may be found in the counselor's office.

**COURSE DESCRIPTION****SOCIAL STUDIES****Current World Issues**

(201)(202) 09,10, G L 18 Wks. 1 Cr.

*Prerequisite: None*

This course will deal with one of the essentials of being a good citizen - being informed. The goal of this course is to make a pupil more aware of local, state, national, and international issues. The student will become aware of current issues that affect him/her directly or indirectly. The student will use newspapers, magazines, TV and radio to broaden his/her knowledge and appreciation of today's world. Some of the topics covered will be energy, politics, national affairs, international affairs, justice, education, life styles, and business. Students may only take this class one semester per school year.

**Physical Geography**

(203)(204) 09,10 G L 18 Wks. 1 Cr.

*Prerequisite: None*

Physical Geography is offered in an attempt to make the student more familiar with his/her world. The student will study map making, climate, land forms, the relationship between culture and environment, as well as recognition of the continents, important countries upon those continents, and major cities within those countries. The class will study how geography affects economy, politics and society in general.

**Civics**

(205)(206) 10 G L 18 Wks. 1 Cr.

*Prerequisite: None*

Civics is a required one-semester course for sophomores. Civics investigates government at Federal and State levels. Students are required to pass an examination over both the federal and state government as mandated by the Illinois Legislature.

**Modern European History**

(209)(210) 10 G L 18Wks. 1 Cr.

*Prerequisite: None*

This is a one-semester required course for sophomores, which begins at the French Revolution and traces events and personalities to the Cold War. The course will emphasize the dominant nations of Europe. The purpose of the course is to relate events, personalities, movements, and social-political concepts of European history to their impact on the world in general and to the United States in particular.

**AP European History**

209AP-210AP 10,11,12 G L 36Wks. 2 Cr.

*Prerequisite: None*

This course is designed to provide students an introduction to the cultural, economic, political, and social developments of European history from 1450 to the present. "Without this knowledge, we would all lack the context for understanding the development of contemporary institutions, the role of conflict and continuity in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse" (The College Board, 2003). At the end of this course, students will possess an understanding of some of the principal themes in modern European history, an ability to analyze historical evidence, and an ability to analyze and to express historical understanding in writing. AP European History is a college-level course taught in high school. Therefore, levels of academic work inside and outside of the classroom are extremely rigorous and unlike most other courses taught at the high school.

**American History/1929 to present (required of all students)**

(211)(212) 11 G L 18 Wks. 1 Cr.

*Prerequisite: None*

This course is American History from 1929 to 1980. The topics covered are intended to help the student better understand major events and people that have been vital in the shaping of our nation. Major topics to be studied include the Great Depression, World War II, the Cold War, the Civil Rights Movement, Vietnam War, Watergate, and the presidents from Hoover to Reagan.

**American History - The American Revolution through the Civil War**

(213)(214) 11, 12 G L 18Wks. 1 Cr.

*Prerequisite: None*

This course is American History from the French-Indian War to the end of the Civil War. The topics covered will help the student better understand major events and people that have been vital in shaping our nation. Major topics to be studied include the American Revolution, the making of the Constitution, the Presidents from Washington to Lincoln, the War of 1812, the road to the Civil War, and the Civil War itself.

**American History/1865-1929**

(215)(216) 11,12 G L 18Wks. 1 Cr.

*Prerequisite: None*

This course in American History from 1865 to 1929 offers the opportunity for students to discuss and analyze many factors that shaped History during this time period. Topics that will be studied include the effects of the Civil War, the rise of industrial America, immigration, settling of the West, America's involvement in world affairs, World War I, and the 1920's.

**AP American History**

217AP-218AP 11, 12 G L 36 Wks. 2 Cr.

*Prerequisite: None*

This class is designed for students who want to pursue a more detailed and in-depth study of American history. **Outside reading, book reviews, and oral reports will be required.** The nature of the course will provide an opportunity to study social, political and economic aspects of American history.

**Junior-Senior World Issues**

(225)(226) 11,12 G L 18 Wks. 1 Cr.

*Prerequisite: None*

This course will give students the opportunity to study, research, analyze and discuss events that are affecting their lives today. Topics include but are not limited to: national affairs, international happenings, law, education, science, business, economics and social issues that affect the student's lives and the lives of people in the world.

**Psychology**

(237)(238) 11,12 G L 18 Wks. 1 Cr.

*Prerequisite: None*

Psychology is an elective course intended to acquaint the student with some of the basic fields within psychology. As an exploratory course, the units are designed to familiarize the students with concepts and terms in the fields. Ideally, the student will become acquainted with theorists in psychology, personality, behavior and awareness of the world he or she lives in. Units covered will include: psychology as a system of scientific inquiry, types and forms of psychology, bases of behavior, theorists who shaped psychology, understanding personality, awareness of the world, and the impact of motivation on behavior.

**Sociology**

239-240 11,12 G L 36 Wks. 2 Cr.

*Prerequisite: None*

Sociology is the scientific study of society and human behavior. Sociology looks at how external forces (society) shape human behavior. During the first semester students will be challenged to think about society from the sociological perspective. The course will build the framework for students to understand how sociologists research and theorize the basic ideas within sociology. It will offer an opportunity for students to discuss and continue to shape sociology. It will offer an opportunity for students to discuss and share ideas and opinions concerning various aspects of human relationships. Units covered will include; sociological perspective, culture, socialization, social structure and interaction, sociological research, social networks, bureaucracies, and deviance and social control. During the second semester the course will continue to challenge the student to think about the society he/she lives in. It will offer an opportunity to discuss and share ideas and opinions concerning various social problems existing in the modern world. Basic information will be presented to the student and possible solutions offered. The purpose is not to say what is right or wrong, but to encourage the student to become aware and interested in the problems of today. Units covered will include; stratification, social class in the United States, sex and gender, race and ethnicity, the elderly, the economy, politics, the family, education, religion, and social change.

**Constitution Test**

(205CT)(206CT)

**Prerequisite:** *Enrolled in Civics 205 or 206.*

An examination over the United States Constitution, the Illinois Constitution, and the flag code is mandated by the school code and will be given to each student in a sophomore civics class. Passage of this test is a graduation requirement. The results of the test will be noted as "S" for satisfactory or "U" for unsatisfactory on report cards and transcripts. Those students who fail the test or who have not taken the civics class should make arrangements through their counselors.

**Illinois Government Internship Program**

(235)(236)

12 G L

18 Wks.

5 Cr.

**Prerequisite:** *Applicants must possess above average maturity, leadership, communication skills, flexibility, and a positive outlook. Students must apply to be accepted into the program. Applications are available in the Guidance Office.*

The Illinois Governmental Internship Program, which is co-sponsored by the State Board of Education and the Springfield Public Schools, provides high school seniors an opportunity to explore careers while working for government agencies in Springfield. Monday through Thursday, Illinois governmental interns work under the guidance of management level personnel in agencies such as the Attorney General's Office, Governor's Office, Illinois Information Services and State Board of Education. On Fridays, while participating in seminars, interns gain additional information about careers as well as develop understanding of leadership and the qualities necessary for success in a professional environment. The combination of job and classroom experiences creates an exciting and educational semester for the interns.

**Internship**

(545I)(546I)

**Prerequisite:** *None*

Internships are open to seniors. Students will be at the worksite two class periods per day for one or two semesters. During the semester, students will keep a daily journal which will be turned in weekly, and they will submit a written summary of their school-to-work experience. Some internships may have additional requirements such as magazine article reports and/or Power Point presentations. Acceptance into the internship program is based on attendance, discipline, academic records, teacher recommendations and maturity level. Applications for internships may be found in the counselor's office.

**Biology I**

303-304 09, 10,11,12 G L 36 Wks. 2 Cr.

*Prerequisite: None*

The intent of biology is to open the door to a lifetime of understanding of and appreciation for nature. This course will stress critical thinking skills and show how biology relates to everyday living. It will also provide a variety of opportunities to develop and practice the art of “doing science”. Units of study include: characteristics of living things, chemical basis of living things (atoms and molecules), cytology (study of cells), heredity and genetics, the history of living organisms, taxonomy (classification of living things), plants, animals, dynamics of ecosystems (interactions between living organisms and their surroundings), reproduction, current (controversial) science issues, environmental awareness, and a variety of exploratory and investigative labs.

**Physical Sciences**

307-308 10, 11,12 G L 36 Wks. 2 Cr.

*Prerequisite: (average or better math skills are suggested)*

This course is designed to give students an introduction to the physical sciences; chemistry, physics (work, forces, electricity, and magnetism), and Earth Science (geology and weather). The students will do a variety of labs to help with understanding of the key components of the course work. This course will require the students to gain knowledge through the collection of data and manipulation of that data in graph form using excel and then analyzing that data to draw conclusions.

**Astronomy and Our Planetary System**

(329) 11, 12 G L 18 Wks. 1 Cr.

*Prerequisite: None*

This is a course that investigates the development of man’s understanding of the universe with an emphasis on our solar system. Subject matter consists of the following: foundations of astronomy, electromagnetic radiation, telescopes, and the solar system (formation, Sun, planets, moons, debris).

**Stars & Cosmology**

(330) 11, 12 G L 18 Wks. 1 Cr.

*Prerequisite: None*

This course is intended to broaden the student’s perspective of the universe by focusing on objects and phenomena that exist outside of our solar system. Topics of study include: identification and classification of stars, formation and evolution of stars, supernovae, neutron stars, black holes, identification and classification of galaxies, and formation and evolution of galaxies.

**Ecology**

331-332 10, 11,12 G L 36 Wks. 2 Cr.

*Prerequisite: None*

In Ecology, students are given the opportunity to discover some environmental problems and explore possible solutions. Students are provided activities to help them understand how the natural environment works and what effect people have upon it. Video programs, speakers, field classes, projects, labs, and discussion are used to help study environmental problems. Many problems and solutions will be explored using an Internet hookup. Units: natural resources, water pollution, water cycle and management, ecosystem structure, principals of ecosystem sustainability, mineral cycles, and Illinois biodiversity. In addition, students work with an ERMA (Embarras River Management Association) project in aquatic biology.

**Chemistry**

313-314 10 ,11,12 G L 36 Wks. 2 Cr.

*Prerequisite: Algebra I*

Chemistry is a study of the structure of matter and its large-scale implications. The following topics are covered in this course: mathematical foundations of Chemistry, measurements, the structure of matter, chemical reactions, chemical bonding and behavior of gases. Chemistry includes a variety of exploratory and investigative labs.

**Biology II**

317-318 11,12 G L 36 Wks. 2 Cr.

*Prerequisite: Chemistry*

The first part of this course is designed to teach students about the structure and function of the human body in an interesting manner. Included in the course are a variety of exploratory and investigative labs, some of which include dissection. This

**COURSE DESCRIPTION****SCIENCE**

course is especially helpful for those who are pursuing careers in allied health fields. The latter part of this course deals with practical botany. Areas of concentration include horticulture, gardening and taxonomy of plants.

**Physics**

319-320                      10,11,12 G L                      36 Wks.                      2 Cr.

*Prerequisite: Geometry*

Physics is the study of the interaction of objects with their universe. The following topics are covered: one and two dimensional kinematics, Newton's Laws of Motion, work, energy and at least one topic of current relevancy.

Physics includes a variety of exploratory and investigative labs.

**AP Physics**

319AP-320AP                      11,12 G L                      36 Wks.                      2 Cr.

*Prerequisite: Physics (C or better preferred)*

The objective of this course is to prepare students to take and pass the AP Physics B exam with a score of 3 or better. This is a fast-paced physics course that will cover a large range of topics. It will be a comprehensive study of fundamental concepts of natural laws, especially as they apply to kinematics, dynamics, thermodynamics, forces, work, rotation, energy, electricity and magnetism, optics, waves, quantum, atomic and nuclear physics. AP Physics includes a variety of exploratory and investigative labs.

**AP Chemistry**

321AP-322AP                      11,12 G L                      36 Wks.                      2 Cr.

*Prerequisite: Chemistry*

Chemistry is a study of the structure of matter and its large-scale implications. The following topics are covered in this course: the states of matter, solution chemistry, chemical kinetics, nuclear chemistry, organic chemistry, and electro and thermal chemistry. AP Chemistry includes a variety of exploratory and investigative labs.

**Biotechnology**

323-324                      11,12 G L                      36 Wks.                      2 Cr.

*Prerequisite: Biology*

Biotechnology is the use of living organisms or their products to modify human health and the environment. In this course, students will gain an understanding of genetic engineering, scientific problem solving, scientific research, and its impact on society and the role that Biotechnology plays in today's society. Technological equipment used will include the Internet and electrophoresis. Biotechnology includes a variety of exploratory and investigative labs.

**Environment**

333-334                      11,12 G L                      36 Wks.                      2 Cr.

*Prerequisite: none*

Environment students study human interactions and their effects on the natural world. The various topics covered include: converting trash to resources (learning about the landfill and various recycling programs), the human population, integrated pest management, hazardous chemicals in the environment, sewage handling and treatment, Mapping and GPS, and traditional (fossil fuels) and alternate energies (nuclear, wind, solar, hydrogen, etc.). Computer Technology is an important component of this course. We are fortunate that many local expert speakers are able to volunteer to come and talk about their area of expertise.

**Agricultural Science**

553-554 (A200)                      10,11,12 G L                      36 Wks.                      2 Cr.

*Prerequisite: Intro. to Agricultural Industry or consent of instructor.*

The second-year course builds on the basic skills and knowledge gained from the introductory course. Major units of instruction include advanced plant and soil science, advanced animal science and skills necessary for maintaining and repairing equipment and/or facilities. Applied math/science skills are stressed throughout the course. Microcomputer applications are utilized as they relate to each instructional unit. Leadership skills are developed through the FFA as an integral part of the program. This course may be counted as a science elective credit.

**Biological Science Appl. In Agriculture – Animal Science**

(579)(580) (A350) 11,12 G L 18Wks. 1 Cr.

**Prerequisite:** *Introduction to Agriculture Industries & Agriculture Science*

This course is designed to reinforce and extend students' understanding of science by associating scientific principles and concepts with relevant applications in agriculture. Students will examine major phases of animal agriculture and specific biological science concepts that govern management decisions in the animal industry. Topics of study are in the areas of growth and development of animals – embryology, ethology, nutrition, immunity systems, and processing animal products – preservation, fermentation, and pasteurization. The course will be valuable preparation for further education and will increase the relevance of science through the applied setting of agriculture by enhancing literacy in science and the scientific process. Improving computer and workplace skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts. This course may be counted as a science elective credit.

**Internship**

(545I)(546I)

**Prerequisite:** *None*

Internships are open to seniors. Students will be at the worksite two class periods per day for one or two semesters. During the semester, students will keep a daily journal which will be turned in weekly, and they will submit a written summary of their school-to-work experience. Some internships may have additional requirements such as magazine article reports and/or Power Point presentations. Acceptance into the internship program is based on attendance, discipline, academic records, teacher recommendations and maturity level. Applications for internships may be found in the counselor's office.

**COURSE DESCRIPTION****FOREIGN LANGUAGE****French I**

403-404                      09,10,11,12 G L                      36 Wks.                      2 Cr.

*Prerequisite: None*

**Proficiency in reading and writing English is essential to a student's success.** The student begins exploration of the French language and culture building proficiency in listening, reading, writing and speaking. A CD program is used in conjunction with textbooks, workbooks, outside cultural projects and a mobile language lab to reinforce these skills. Basic pronunciation is covered and practiced throughout the course. First year French lays the foundations of basic language skills and builds upward to more complex structures and concepts.

**French II**

405-406                      10,11,12 G L                      36 Wks.                      2 Cr.

*Prerequisite: French I*

The student continues to develop all four language skills: listening, speaking, reading and writing. Students develop fluency through structured classroom dialogue. The goal of French II is to develop comprehension and participation at normal classroom speed. Students read short selections in French to help them develop vocabulary and ease in using the language.

**French III**

407-408                      11,12 G L                      36 Wks.                      2 Cr.

*Prerequisite: French II*

The student mixes studying the culture, stories and grammar. Students are encouraged to speak French from the beginning. French history and current events are incorporated into the study of the language as an important part of the American heritage as well as world and business communication and world events on all five continents.

**French IV**

409-410                      12 G L                      36 Wks.                      2 Cr.

*Prerequisite: French III*

Developing proficiency of skills is the goal of French IV for two reasons: personal satisfaction and to prepare for college placement exams for proficiency credit. Short classic novels, plays, short stories, French magazines and newspapers are used. Concentration is given to pronunciation and vocabulary building as well as to review of grammar. **French will be the language of the classroom.** Preparation for college placement and credit is one of the goals of this class.

**Internship**

(545I)(546I)

*Prerequisite: None*

Internships are open to seniors. Students will be at the worksite two class periods per day for one or two semesters. During the semester, students will keep a daily journal which will be turned in weekly, and they will submit a written summary of their school-to-work experience. Some internships may have additional requirements such as magazine article reports and/or Power Point presentations. Acceptance into the internship program is based on attendance, discipline, academic records, teacher recommendations and maturity level. Applications for internships may be found in the counselor's office.

**COURSE DESCRIPTION****FOREIGN LANGUAGE****Spanish I**

423-424                      09,10,11,12 G L                      36 Wks.                      2 Cr.

*Prerequisite: None.*

**Proficiency in reading and writing English is essential to a student's success.** Students are introduced immediately to useful language skills in Spanish through listening, speaking, reading and writing exercises. The course includes a unit on the geography of the Spanish-speaking world. Rules of syntax and grammar are presented as tools for the correct use of Spanish. The course exposes the students to the culture of the Spanish-speaking world with an emphasis on its influence in the United States.

**Spanish II**

425-426                      10,11,12 G L                      36 Wks.                      2 Cr.

*Prerequisite: Spanish I*

Spanish II students continue listening, speaking, reading, and writing. Emphasis is placed on authentic language and contexts of the Hispanic world. Effective communication also develops through progressive awareness of language structures and cultural norms as students strengthen their Spanish skills to deal with an expanded range of topics, situations, and people.

**Spanish III**

427-428                      11,12 G L                      36 Wks.                      2 Cr.

*Prerequisite: Spanish II*

Spiraling back through novice levels as they progress toward intermediate levels, Spanish III students increase their communicative competence in negotiating their way through a variety of Spanish speaking environments -- in the U.S. and abroad. Spanish III students begin to experience the significance of their roles in a world of cross-cultural and global interdependence as they participate in both the celebrations and challenges of diversity. Short Latin American and Spanish literary selections, current events and contemporary media help immerse students in the language and its culture.

**Spanish IV**

429-430                      12 G L                      36 Wks.                      2 Cr.

*Prerequisite: Spanish III*

**Taught in Spanish**, this course continues to fine-tune the four language skills of listening, speaking, reading and writing. Through short stories, poems, songs, authentic media, excerpts from novels and plays, and units developed to expose them to real life situations and interactions. Students assimilate more refined linguistic patterns and gain greater insight into the cultures of the Spanish-speaking world. At the end of the fourth year, students will have completed all college language requirements and be prepared for college placement exams for proficiency credit, should they wish to continue the study of Spanish.

**Internship**

(545I)(546I)

*Prerequisite: None*

Internships are open to seniors. Students will be at the worksite two class periods per day for one or two semesters. During the semester, students will keep a daily journal which will be turned in weekly, and they will submit a written summary of their school-to-work experience. Some internships may have additional requirements such as magazine article reports and/or Power Point presentations. Acceptance into the internship program is based on attendance, discipline, academic records, teacher recommendations and maturity level. Applications for internships may be found in the counselor's office.

**COURSE DESCRIPTION****BUSINESS****Business Concepts**

501-502 (B120A B120B) 09,10 G L 36 Wks. 2 Cr.

*Prerequisite: None*

This course prepares students for entry into the working world and provides insight into business related careers. Units of study include our economic system, business ownership, technology, careers, consumer roles and responsibilities, banking, understanding the types and uses of credit, investing in the stock market, and insurance. This course also includes business communications competencies such as business communication theory; writing, listening, reading and speaking skills. Projects, simulations, and guest speakers will be utilized in this practical life skills class.

**Computer Concepts and Applications I**

(507)(508) (B140) 09,10,11,12 G L 18 Wks. 1 Cr.

*Prerequisite: None*

This is an orientation-level course, which involves student experience using hardware, software, peripherals and disk operating procedures. This class introduces the student to the Windows environment. Formatting and production of personal and business correspondence such as memos, emails, letters, reports, and tables will be covered. Students will access the Internet for research and communication. The importance of these skills makes this course a prerequisite for all the advanced computer courses offered.

**Computer Concepts and Applications II**

(509)(510) (B180) 09,10,11,12 G L 18 Wks. 1 Cr.

*Prerequisite: Computer Concepts and Applications I*

This course will provide students with hands-on operation using word processing, spreadsheet, database, presentations, and communications software. The training received in this course will become a valuable skill to use in other classes, extracurricular organizations, and work situations.

**Adobe Photoshop**

(539DC)(540DC) (B470) 10,11,12 G L 18 Wks. 1 Cr.

*Prerequisite: Computer Concepts and Applications I***Dual Credit Offering: Please refer to Page 4 for enrollment criteria. Only juniors and seniors will receive college credit.**

This course introduces the basics of Photoshop, an image-editing program designed for working with images imported from a digital camera or scanner. Students will acquire knowledge of basic image editing terminology and tools such as selection tools, layers, color techniques, modifying type, filters, and web objects.

**Information Processing: Word**

(513DC)(514DC) (B310) 10,11,12 G L 18 Wks. 1 Cr.

*Prerequisite: Computer Concepts and Applications I***Dual Credit Offering: Please refer to Page 4 for enrollment criteria. Only juniors and seniors will receive college credit.**

This course will offer extensive hands-on experience in word processing applications. The Microsoft Word software program is the leader in businesses today. This program will be used to prepare, format, enhance, and customize a variety of documents. In addition, students will learn to use advanced features such as mail merge, draw, macros, and charts to add visual appeal, enhance presentations, and organize text. This course is an excellent opportunity to provide students with the applications and skills necessary for everyday use, college preparation, and employability.

**Information Processing: Database/Spreadsheet**

(517DC)(518DC) (B310A) 10,11,12 G L 18 Wks. 1 Cr.

*Prerequisite: Computer Concepts and Applications I***Dual Credit Offering: Please refer to Page 4 for enrollment criteria. Only juniors and seniors will receive college credit.**

The first nine weeks of this course is an introduction to Microsoft Access, a database management application designed to operate in the Windows environment. The second nine weeks will focus on the basics of the Excel software package. This includes spreadsheet basics, formulas, functions, charting, data management, and collaborative tools.

**Desktop Publishing**

(521)(522) (B313) 10,11,12 G L 18 Wks. 1 Cr.

**Prerequisite:** *Computer Concepts and Applications I*

This course introduces the student to the concepts and terminology of two desktop publishing software programs: QuarkXPress 6.1 and Microsoft Publisher. QuarkXPress is the program of choice for industry professionals while Publisher is the affordable option for personal or small business use. Emphasis will be placed on understanding visual communication principles to enhance a publication's appearance and to communicate better. Both programs, in addition to a scanner and digital camera, will be used to create numerous publications such as flyers, brochures, and newsletters for both personal and business use.

**Web Page Design**

(523DC)(524DC) (B414A) 10,11,12 G L 18 Wks. 1Cr.

**Prerequisite:** *Computer Concepts and Applications I***Dual Credit Offering:** *Please refer to Page 4 for enrollment criteria. Only juniors and seniors will receive college credit.*

This introductory course focuses on creating and maintaining web pages, using cascading style sheets, working with web page graphics, creating hyperlinks, and writing XHTML code.

**Advanced Web Page Design**

(523A)(524A) (B414B) 10,11,12 G L 18 Wks. 1 Cr.

**Prerequisite:** *Web Page Design*

This project-oriented course will expand beyond basic HTML and use the powerful Dreamweaver software to create websites. Dreamweaver is the program of choice for web site professionals to create sophisticated web pages. Activities will include creating items such as tables, frames, forms, buttons, and animation to add visual interest and better performance to websites. This course will benefit students interested in a career in website development as well as those who find website development fun and exciting.

**Business Communications**

(525)(526) (B220) 11,12 G L 18 Wks. 1 Cr.

**Prerequisite:** *Computer Concepts and Applications I*

This course provides students with a practical strategy for solving communication problems and creating successful oral and written communication products. Multicultural communication is incorporated throughout the course. Email, web browsing, critical thinking, and teamwork assignments reflect the increasing role of technology in business communication.

**Entrepreneurship**

531-532 (B360A B350) 9, 10,11,12 G L 36 Wks. 2 Cr.

**Prerequisite:** *Instructor approval based on application process. (Can be repeated for credit)*

In this dynamic hands-on course, students will learn how to use InDesign, the Yeartech toolbar, Photoshop CS4, a scanner, and digital cameras to create and edit layouts. The Yeartrack program and the Internet will be used to track, submit, and download pages. Students will also learn about advertising, sales, budgeting and management concepts in addition to publishing terminology and concepts. Emphasis will be placed on written and visual communications.

**Principles of Marketing**

(529DC)(530DC) (B360A) 11, 12 G L 18 Wks. 1 Cr.

**Prerequisite:** *None***Dual Credit Offering:** *Please refer to Page 4 for enrollment criteria. Only juniors and seniors will receive college credit.*

In this course, students will learn the selection of target markets; the controllable variables of the marketing mix including product, place, price and promotion; and the uncontrollable variables including legal, economic, and cultural environment, resources and objectives, and the existing business structure. In addition, topics such as identifying markets, writing and displaying ads, selecting media, allocating budgets, and related advertising areas will also be covered. Particular emphasis is placed upon identifying the needs of the local advertiser and developing a unified campaign toward those needs.

**COURSE DESCRIPTION****BUSINESS****Legal Environment of Business I**

(527DC) 11, 12 G L 18 Wks. 1 Cr.

*Prerequisite: None***Dual Credit Offering: Please refer to Page 4 for enrollment criteria. Only juniors and seniors will receive college credit.**

Students will be introduced to U.S. law and the legal system. Business-legal relationships in the areas of criminal and civil law; torts; product liability; marriage/divorce laws; wills, estates and trusts; and contracts will be examined. In addition, government regulations such as antitrust law, consumer law, labor law, and environmental law are studied as well as the international marketplace.

**Accounting I**

533-534 (B340) 10,11,12 G L 36 Wks. 2 Cr.

*Prerequisite: Average or better math skills strongly recommended.*

Accounting I is a skill level course that is of value to all students pursuing a strong background in business, marketing and management. This course includes career exploration and planned learning experiences that develop initial and basic skills used in systematically computing, classifying, recording, verifying and maintaining numerical data involved in financial records including payment and receipt of cash and preparation of payroll records and financial statements. Accounting computer applications may be integrated throughout the course where applicable. Practice sets with business papers are used to emphasize actual business records management.

**Advanced Accounting**

535-536 (B440) 11,12 G L 36 Wks. 2 Cr.

*Prerequisite: Accounting I*

The advanced accounting curriculum begins with a merchandising business organized as a corporation, which is where the first-year course ends. This class expands on topics learned in the first-year course while adding new topics about management accounting, cost accounting, not-for-profit accounting, and financial analysis. Frequent integrated accounting topics show how manual concepts are practiced in an automated environment. This course also provides opportunities to focus on multicultural issues, ethical dilemmas, global topics, communications activities, careers, math applications, and spreadsheet topics.

**Consumer Education**

(547)(548) 12 G L 18 Wks. 1 Cr.

*Prerequisite: None*

In this course emphasis is placed on building positive and constructive attitudes, which enable the consumers to approach the marketplace, confident of their ability to make important decisions required of them. The importance of forming personal and social goals based on carefully considered values is stressed. The study of Consumer Education informs students of their protection under existing laws and government regulations and business practices that claim to protect their interests. This course teaches students to better recognize their needs, gather pertinent data, and make intelligent buying decisions. Units of study include our role and the government's role in the economy, global economics, buying products and services, money management and credit, insurance and social responsibilities.

**Interrelated Cooperative Education Class**

541-542 (B499) 12 G L 36 Wks. 2 Cr.

*Prerequisite: Instructor approval based on application process.*

The Interrelated Cooperative Education program correlates occupational oriented in-school instruction with on-the-job business work experience in the community. Classroom instruction focuses on knowledge and skills students need in order to be successfully employed and improve their abilities to interact positively with others while in the program and upon graduation. Units: career opportunities, employer-employee relations, getting along on the job, job interviews and applications, resumes, safety and health laws, union-labor laws, income tax, social security, workman's compensation, money management, comparative pricing, wise use of consumer credit, insurance, savings, investments, decision making, and management. Students will complete career web quests discovering the nature of occupations, education and experience required, working conditions, job outlook and opportunities, as well as earnings. They will complete personality and self-assessment tests in an effort to discover one or several occupations to pursue. Requirements of consumer education are met in this course.

**COURSE DESCRIPTION****BUSINESS****Interrelated Cooperative Work**

543-544 (B499)

12 G L

36 Wks.

2 Cr.

*Prerequisite: Instructor approval based on application process.*

This course is the related work experience program. The work experience should be related to the student's future career. Students should be employed an acceptable number of hours per week. Attendance is of the utmost importance. Only students with good attendance will be considered for the program. Written training agreements and individual student training plans are developed and agreed upon by the employer, student, and coordinator. The coordinator, student and employer assume compliance with federal, state and local laws and regulations. A student must be enrolled in the cooperative education class to receive credit for their work experience.

**Internship**

(545I)(546I)

*Prerequisite: None*

Internships are open to seniors. Students will be at the worksite two class periods per day for one or two semesters. During the semester, students will keep a daily journal which will be turned in weekly, and they will submit a written summary of their school-to-work experience. Some internships may have additional requirements such as magazine article reports and/or Power Point presentations. Acceptance into the internship program is based on attendance, discipline, academic records, teacher recommendations and maturity level. Applications for internships may be found in the counselor's office.

**Introduction to Agricultural Industries**

551-552 (A100) 09,10,11 G L 36 Wks. 2 Cr.

*Prerequisite: None*

This introductory course provides an opportunity for students to learn how the agricultural industry is organized; its major components; the economic influence of agriculture at state, national and international levels; and the scope and production applications are presented. Basic concepts in animal science, plant science, soil science, horticulture, agricultural resources, agribusiness management and agricultural mechanics are included. Microcomputer applications are introduced. FFA is an integral component of this course.

**Agricultural Science**

553-554 (A200) 10,11,12 G L 36 Wks. 2 Cr.

*Prerequisite: Intro to Ag Industries or consent of instructor.*

The second-year course builds on the basic skills and knowledge gained from the introductory course. Major units of instruction include advanced plant and soil science, advanced animal science and skills necessary for maintaining and repairing equipment and/or facilities. Applied math/science skills are stressed throughout the course. Microcomputer applications are utilized as they relate to each instructional unit. Leadership skills are developed through the FFA as an integral part of the program.

**Horticulture Production and Management**

575-576 (A330) 10,11,12 G L 36 Wks. 2 Cr.

*Prerequisite: Intro to Ag Industries or consent of instructor*

This course will include sections pertaining to, but not limited to the following: plant anatomy and reproduction, integrated pest management, crop selection, fertilization and pest management strategies, and a detailed lab orientation that will involve fertilization, propagation, growth and development, and harvesting of several varieties of plants. Leadership skills are developed through the FFA as an integral part of the program.

**Agricultural Mechanics I: Small Engines**

(581) (A320) 10,11,12 G L 18Wks. 1 Cr.

*Prerequisite: Intro to Ag Industries or consent of instructor*

This course is designed to develop student knowledge and skills in the area of agricultural mechanics. Instructional units include operating equipment safely and maintaining and repairing small gasoline engines.

**Agricultural Mechanics II: Welding**

(582) (A420) 10,11,12 G L 18Wks. 1 Cr.

*Prerequisite: Intro to Ag Industries or consent of instructor*

This course is designed to advance student knowledge and skills in the area of agriculture mechanics. Instructional units include safety practices, shielded metal arc welding, gas metal arc welding; oxyacetylene welding, service and/or repair of mechanical components used in agriculture, organization and management of an agricultural business.

**Biological Science Appl. In Agriculture – Animal Science**

(579)(580) (A350) 11,12 G L 18Wks. 1 Cr.

*Prerequisite: Intro to Ag Industries & Agricultural Science*

This course is designed to reinforce and extend students' understanding of science by associating scientific principles and concepts with relevant applications in agriculture. Students will examine major phases of animal agriculture and specific biological science concepts that govern management decisions in the animal industry. Topics of study are in the areas of growth and development of animals – embryology, ethology, nutrition, immunity systems, and processing animal products – preservation, fermentation, and pasteurization. The course will be valuable preparation for further education and will increase the relevance of science through the applied setting of agriculture by enhancing literacy in science and the scientific process. Improving computer and workplace skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

**Agricultural Youth Leadership**

559-560 11,12 G L 18 Wks. 1 Cr.

*Prerequisite: Intro to Ag Industries*

This course is designed to provide students with the knowledge and leadership experiences to help them to become successful in life and in the workplace. Students will further enhance their potential for leadership development, personal growth, and career success through the following units of instruction: understanding leadership, leading individuals and groups, managerial leadership skills, personal development, and transition to work skills. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

**Landscape and Turf Management***Prerequisite: Intro to Ag Industries or consent of instructor*

573-574 (A370) 11,12 G L 36 Wks. 2 Cr.

This advanced course focuses on the landscape and turf segments of the horticultural industry. Units of instruction include: identifying landscape plants, studying basic principles of plant science, designing landscape plans, hard-scape construction techniques, and installing landscape plants. Also included are nursery production, turf grass production, small repair and maintenance of existing landscapes. Agribusiness units will cover calculating prices for work, managing a horticultural business, advertising and sales. Leadership skills are developed through the FFA as an integral part of the program.

**Agriculture Mechanics & Technology**

571-572 (A320) 10,11,12 G L 36 Wks. 2 Cr.

*Prerequisite: Intro to Ag Industries or consent of instructor*

This instructional program will prepare students to make choices for future career selection. This course will allow students to gain a more in depth understanding of techniques and skills in the area of Agricultural Mechanization. Students will identify basic areas, describe basic skills used and recognize the impact of technological advances in agricultural mechanization. Students will gain an understanding of the basic principles of building construction, and plumbing. Students will also gain a basic understanding and maintenance of small engines. The performance of safety practices are also part of the program. Leadership skills are developed through the FFA as an integral part of the program.

**Agriculture Business Management**

557DC-558DC(A410) 11,12 G L 36 Wks. 2 Cr.

*Prerequisite: Intro to Ag Industries**Dual Credit Offering: Please refer to Page 4 for enrollment criteria. Only juniors and seniors will receive college credit.*

This capstone course is designed to develop student skills in the areas of advanced agricultural business procedures, establishment of agricultural businesses, managing the agribusiness, financing the agribusiness, marketing and advertising, sales techniques and strategies. Product knowledge is stressed as it relates to the regional agricultural economic base. Leadership skills are developed through the FFA as an integral part of the program.

**Supervised Agricultural Experience Program**

561-562 (A051) 09 G L 36 Wks. 1/2 Cr.

*Prerequisite: Application Process Required*

FFA is an integral part of the program. This experience program is for students in the 9th grade. Students receiving vocational credit in this area must be enrolled in an approved agricultural program sequence. Individual students will have a minimum of one approved project or acceptable plans for doing supervised study, project record book work, training plans and agreements, report writing and instructor project visitation and supervision are essentials of the supervised occupational experience. Particular attention will be paid to the establishment and planning of a multi-year experience program. Leadership skills are developed through the FFA as an integral part of the program.

**Supervised Agricultural Experience Program**

563-564 (A052) 10 G L 36 Wks. 1/2 Cr.

*Prerequisite: Application Process Required*

This experience program is for students in the 10th grade. Students receiving vocational credit in this area must be enrolled in an approved agricultural program sequence. Individual students will have a minimum of one approved project or acceptable plans for doing supervised study, project record book work, training plans and agreements, report writing and instructor project visitation and supervision are essentials of the supervised occupational experience. Emphasis here will shift from initial planning and establishment of a SOE experience to summary and evaluation of completed program.

**Supervised Agricultural Experience Program**

565-566 (A053)      11 G L      36 Wks.      1/2 Cr.

**Prerequisite:** *Application Process Required*

This experience program is for 11th grade agricultural students. The opportunities and responsibilities are similar to those discussed under Supervised Agricultural Experience 9 and 10 with the exception that the experiences are conducted at a more advanced level of skill training. The project should be expanded as the student progresses through the agricultural program.

**Supervised Agricultural Experience Program**

567-568 (A054)      12 G L      36 Wks.      1/2 Cr.

**Prerequisite:** *Application Process Required*

This experience program is for 12th grade agricultural students. The opportunities and responsibilities are similar to those discussed under Supervised Agricultural Experience 9 and 10 with the exception that the experiences are conducted at a more advanced level of skill training. The project should continue to expand as the student progresses through the agricultural program. Particular emphasis will be placed on advanced management skills and techniques.

**Internship**

(545I)(546I)

**Prerequisite:** *None*

Internships are open to seniors. Students will be at the worksite two class periods per day for one or two semesters. During the semester, students will keep a daily journal which will be turned in weekly, and they will submit a written summary of their school-to-work experience. Some internships may have additional requirements such as magazine article reports and/or Power Point presentations. Acceptance into the internship program is based on attendance, discipline, academic records, teacher recommendations and maturity level. Applications for internships may be found in the counselor's office.

**Lake Land Automotive Technology 1A**

(609L) 11,12 18 Wks. 2 Cr.

*Prerequisite: Agricultural Power Mechanics***Dual Credit Offering:** *At time of printing, this course is eligible for dual credit with LLC. Please refer to Page 4 for enrollment criteria..*

This two-three hour block of classes will provide students with entry level instruction in automotive technology and basic engine operations on outdoor power equipment. For the 2006-2007 school year, the class constellation from Lake Land will be AUT 048 – Introduction to Automotive Technology, TEC – Industrial Safety and another course to be determined later that will interface with the other two. This course is held at the Lake Land College campus and will follow the college calendar. Enrollment is limited and there will be an application process for the course. Successful completion of this course will earn five LLC semester hours of credit.

**Lake Land Automotive Technology 1B**

(620L) 11,12 18 Wks. 2 Cr.

*Prerequisite: Lake Land Automotive Technology I***Dual Credit Offering:** *At time of printing, this course is eligible for dual credit with LLC. Please refer to Page 4 for enrollment criteria..*

This is a two college course block that provides students with intermediate level instruction and laboratory experience with engines and engine performance. Students must have successfully completed LLC Automotive Technology 1A to be eligible for the class. Enrollment is limited and students will be invited to participate in 1B based on their performance in 1A. Currently the Lake Land courses AUT 052 and AGR 083. Students being selected into this course must provide their own “fluke meter,” at a cost of \$275. Successful completion of this course will earn seven LLC semester hours of credit.

**Lake Land Automotive Technology IIA**

(609L2) 12 18 Wks. 2 Cr.

*Prerequisite: Lake Land Automotive Technology 1B***Dual Credit Offering:** *At time of printing, this course is eligible for dual credit with LLC. Please refer to Page 4 for enrollment criteria..*

This will be a continuation of the auto technology program. At the time of publication, the specific Lake Land courses were not available. The course will be taught at the LLC campus. Students will be expected to furnish their own professional-grade tools as an investment in their future careers. Vendors are available through Lake Land College.

**Lake Land Automotive Technology IIB**

(620L2) 12 18 Wks. 2 Cr.

*Prerequisite: Lake Land Automotive Technology IIA***Dual Credit Offering:** *At time of printing, this course is eligible for dual credit with LLC. Please refer to Page 4 for enrollment criteria..*

This will be a continuation of the auto technology program. At the time of publication, the specific Lake Land courses were not available. The course will be taught at the LLC campus. Students will be expected to furnish their own professional-grade tools as an investment in their future careers. Vendors are available through Lake Land College.

**Internship**

(545I)(546I)

*Prerequisite: None*

Internships are open to seniors. Students will be at the worksite two class periods per day for one or two semesters. During the semester, students will keep a daily journal which will be turned in weekly, and they will submit a written summary of their school-to-work experience. Some internships may have additional requirements such as magazine article reports and/or Power Point presentations. Acceptance into the internship program is based on attendance, discipline, academic records, teacher recommendations and maturity level. Applications for internships may be found in the counselor’s office.

**Foods and Nutrition**

651-652 (H120) 09, 10 G L 36 Wks. 2 Cr.

**Prerequisite:** None

This course offers classroom and laboratory experiences to give students an understanding of the basic skills for food preparation, purchase, storage and budgeting. Emphasis is given to nutrition, weight control & fitness, meal planning, food labeling, convenience foods, preparation of equipment, safety & sanitation, recipes & cooking terms, grains, baked products, dairy, meats, poultry, fish, fruits, vegetables, beverages, fast foods, regional/international foods and careers in foods and nutrition.

**Commercial Foods**

655-656 (H312) 11, 12 G L 36 Wks. 2 Cr.

**Prerequisite:** (Food & Nutrition recommended)

This course is designed to provide students interested in a career in food service with the information and practical experiences needed for the development of food service job related competencies. These skills will be acquired through laboratory experiences, demonstration techniques and commercial food preparation. Units: professional chefs, equipment, fruits, vegetables, egg and cheese, seasonings, appetizers, salad & sandwiches, cereal & pasta, soups & sauces, yeast breads, pastries, desserts, cakes, quick breads & cookies, nutrition, fast foods, foreign foods, and food service careers.

**Culinary Arts 1**

657DC-658DC (H315) 11, 12 GL 36 Wks. 2 Cr.

**Prerequisite:** ( Food and Nutrition or Commercial Foods recommended)**Dual Credit Offering:** Please refer to Page 4 for enrollment criteria. Only juniors and seniors will receive college credit.

This course prepares students for careers in the restaurant, hospitality, and foodservice industry. This program meets high standards and provides an industry-approved curriculum. Instruction is combined with an on-the-job work experience and mentoring by an enthusiastic hospitality pro. Students develop management skills, learn to think on their feet and use the computer. Units include: Customer Relations, Safety & Sanitation, Kitchen Basics, Foodservice Equipment, Nutrition, Breakfast Foods, Sandwiches, Salads, Garnishes, Business Math, Fruits & Vegetables and Controlling Foodservice costs.

**Culinary Arts 2**

659DC-660DC (H415) 12 36 Wks. 2 Cr.

**Prerequisite:** (Culinary Arts 1 with at least a C)**Dual Credit Offering:** Please refer to Page 4 for enrollment criteria. Only juniors and seniors will receive college credit.

This industry approved and planned course is offered to all students who have successfully completed Culinary Arts 1 and are interested in preparing themselves for further study in the hospitality field after high school. Instruction and laboratory experience includes: history of food service, potatoes and grains, the lodging industry, the art of service, desserts and baked goods, marketing, purchasing and inventory control, meat, poultry and seafood, accounting, stocks, soups and sauces, tourism, and communicating with customers. Instruction is combined with an on the job work experience and mentoring by a food service employee.

**Child Development and Care I**

(661)(662) (H144) 09,10 G L 18Wks. 1 Cr.

**Prerequisite:** None

This course provides learning experiences related to the physical, emotional, social, and intellectual development of children from birth through three years of age. Units: living in families, effective parenting skills, teen pregnancy parenthood, prenatal development, preparing for birth, giving birth, baby arrival and development through the first three years.

**Child Development and Care II**

(663)(664) (H145) 09,10 G L 18Wks. 1 Cr.

**Prerequisite:** Child Development and Care I.

This class is a continuation of Child Development and Care I. Emphasis is upon understanding children from four years through adolescence, by concentrating on physical, intellectual, social and emotional development. Students will observe children, participate in a preschool and create bulletin boards about children. Units: Children from four to six years, children from seven to twelve years, problem situations for children, health and safety, and careers relating to children.

**Child and Day Care Services**

665-666 (H320) 11,12 G L 36Wks. 4 Cr.

**Prerequisite:** *Instructor approval based on application process.* This course is designed to provide students interested in a career in early childhood education, elementary education, or Child Care Occupations with practical training and knowledge needed for the development of job related skills. The students will acquire these skills through laboratory experiences in a school based preschool program. Students are expected to plan and prepare lessons for children and help maintain a preschool program. The program meets three times a week for two class periods. The two remaining days of the school week will be spent on classroom instruction on the philosophy, management, and the curriculum of preschool programs as well as other types of childcare programs. Some of the instructional units will include: health, safety, positive guidance techniques, operating and developing early childhood programs, types of child care programs, understanding preschool children, infants, toddlers, and school-aged children, working with special needs children, storytelling, art, math, science, music, language arts, dramatic play, licensing standards, nutrition, observation, and finding employment.

**Interior Design**

(667)(668) (H341) 10, 11,12 G L 18 Wks. 1 Cr.

**Prerequisite:** *None*

Interior Design is a study of housing in America. Major topics include: Elements & principles of design, basic home construction & materials, housing and furniture design, housing and furniture styles from 1640 to present, relationship of housing to the environment, floor plans, furniture selection, designing and furnishing a room. Students will design the floor plan for an entire house and choose furnishings.

**Adult Living**

(669)(670) (H347) 11, 12 G L 18 Wks. 1 Cr.

**Prerequisite:** *None*

Can you survive - after CHS? Could you use some practical information that will help you as you move on - on your own? Adult living has just what you need. Learn how to stock your first kitchen with the basics for culinary survival. Sharpen (or develop) your clothing repair skills and learn how to feed yourself and friends without major digestive upset while building and maintaining a better "you". Learn what you need to know to survive your first move away from home and your first illness/injury away from home. Get ideas for finding a job and finding a better relationship with family, friends and significant individuals. Identify your values, develop your goals, sharpen your decision making skills, plan your fund management to last until payday, and make a plan for next week and beyond.

**Parenting**

(671)(672) (H345) 11, 12 G L 18 Wks. 1 Cr.

**Prerequisite:** *None*

Emphasis is on helping students gain knowledge and understanding of the principles of human growth and development, the roles, responsibilities, and impact of parenting, the physical process of prenatal development and birth. Major units are: deciding about parenting, prenatal development and pregnancy, preparing for a baby, labor and delivery, caring for the newborn, caring for the infant through the first year, caring for toddlers and preschoolers, daycare, child abuse, helping children face crises, and selecting toys and books for children.

**Family and Consumer Sciences Related Occupations Class**

675-676 12 G L 36 Wks. 2 Cr.

**Prerequisite:** *Successful completion of Family and Consumer Sciences course sequence or permission of Vocational Director/concurrent enrollment in Family and Consumer Sciences Work 677-678.*

The Family and Consumer Sciences class assists the students with job adjustment, socioeconomic problems, career planning and development and independent study relating to each student's occupation and career interests. Successful completion of Family and Consumer Sciences class second semester of the senior year fulfills the consumer education requirement for graduation. Units: employer-employee relations, co-workers relations, job applications and interviews, resumes, taxes, careers, unions, social security, workman's compensation, money and banking, using the telephone, insurance, safety on the job, decision-making and management.

**Family and Consumer Sciences Related Occupations Work**

677-678

12 G L

36 Wks.

2 Cr.

**Prerequisite:** Successful completion Family and Consumer Sciences sequence or permission of Vocational Director/concurrent enrollment in Family and Consumer Sciences class 675-676.

The Family and Consumer Sciences program provides opportunities for on-the-job instruction at approved workstations in an occupation related to Family and Consumer Science. On-the-job training can include work in care and guidance of children, clothing, food service or production, health occupations and other Family and Consumer Science related occupations.

**Health Occupations Core of Skills**

691DC-692DC (N400) 11, 12 G L

36 Wks.

4 Cr.

**Prerequisite:** Students are accepted into the program based on application process that will include, but not be limited to, regular attendance, academic ability, and compatibility with student's long-term goals.

**Dual Credit Offering:** Please refer to Page 4 for enrollment criteria. Only juniors and seniors will receive college credit.

This course includes classroom, laboratory and clinical experience to give the student a basic understanding of the concepts and philosophy of health care. The student will gain an understanding of the nature, scope and diversity of jobs in the health care field through the exploration of over seventy health careers in the hospital and throughout the community. Some basic skills common to most health occupations will be taught such as vital signs, aseptic technique, and body mechanics. The course will also provide the student with a basic orientation to professionalism and its importance in the delivery of health care. Examples of units of instruction include dentistry, nutrition, medicine, nursing, psychology, and social service. "Hands On" clinical opportunities may be selected in obstetrics, pediatrics, physical therapy, exercise therapy, occupational therapy, EKG, EEG, respiratory therapy, and imaging services, to name a few. The student will be assisted in exploring a specific health occupation career based on realistic assessment of personal aptitudes, abilities and interests. **Upon successful completion of the course, the student will be awarded a certificate of Basic Nurse Assistant approved by the Illinois Department of Public Health (if they choose to take the test and pass it).** Students will be responsible for providing their own transportation to Sarah Bush Lincoln Health Center and their uniforms, shoes and pay for a specialized liability insurance policy. This course is open to males and females. A T.B. skin test and recent physical exam are also required.

**Internship - FCS**

(693I)(694I)

12 G.L

18 Wks.

2 Cr.

**Prerequisite:** Application Process Required

The students will participate in authentic learning experiences in a workplace environment. Students will be required to keep a journal, which describes the general work-related skills as well as job-specific skills encountered by the student each day. Participants in this program must have a history of good attendance and good conduct. Employers will make the final selection after interviews. Because the number of internships is limited, the application process will be competitive.

**COURSE DESCRIPTION****MUSIC****Band I,II,III,IV**

701-708 09,10,11,12 G L 36 Wks. 2 Cr.

*Prerequisite: previous participation in band or speak with director*

Band focuses on the study and performance of various styles of instrumental music through a variety of performing media, critical listening, and analysis. Each ensemble will have opportunities to survey music history, compositional technique, and careers in music. There is a strong emphasis on the development of individual musicianship.

**Music Appreciation**

(711)(712) 09,10,11,12 G L 18 Wks. 1 Cr.

*Prerequisite: None*

Music appreciation is designed for students to experience a wide variety of music in this culture and in other cultures. Students shall gain a basic fundamental knowledge of the musical elements as well as a historical perspective of composers and their music. Several styles of music, time period, and cultures will be analyzed throughout the course. Social aspects and the importance of music in everyday lives will serve as a foundation for the overall experience in the course. This curriculum is designed to provide students the opportunity to become informed consumers of music and to gain a lifelong appreciation of music.

**Music Theory I**

(715)(716) 09,10,11,12 G L 18 Wks. 1 Cr.

*Prerequisite: Successful completion of 2 credits in music or instructor approval.*

Music Theory is designed for students to experience the fundamentals of music theory. Students shall gain a conceptual and practical understanding of the fundamentals of musical terms, notations, and theory. Topics within the course will include pitch, rhythm and meter scales, key relationships, key signatures, intervals, and chord types. Instruction in ear training and music theory will be combined with topics practiced in theory. This curriculum is designed to provide students the ability to apply this knowledge with musical encounters.

**Music Theory II**

(715A)(716A) 09,10,11,12, G L 18 Wks. 1 Cr.

*Prerequisite: Music Theory I*

Music Theory II gives students experience in advanced music theory, beginning with a review of secondary dominants and leading tones. Some instruction in ear training will also be integrated.

**Concert Choir**

723C-724C 09,10,11,12 G L 36 Wks. 2 Cr.

*Prerequisite: None*

Concert Choir is the beginning level of a two-level sequence of choral and vocal training. This non-auditioned vocal ensemble provides practical experience in the rehearsal and public performance of choral music in various styles and periods. Classroom instruction is focused on teaching proficiency in music literacy, music theory, sight-singing, music appreciation, and performing with accuracy and expression in a variety of vocal music genres. Students participate in four or more public concerts and festivals a year and have the opportunity to participate in IHSA Solo and Ensemble contest, and/or audition for the IMEA district/all-state choirs. (Students must be enrolled for 36 weeks.)

**Advanced Chorus**

725A-726A 9,10,11,12 G L 36 Wks. 2 Cr.

*Prerequisite: Beginning Choir/Concert Choir or Recommendation of Choral Director.*

Advanced Chorus is the second of a two-level sequence of choral and vocal training. This select vocal ensemble of 40 singers provides a practical experience in the rehearsal and public performance of exquisite choral music in a variety of musical styles and periods. Classroom instruction is concentrated on promoting music appreciation and a greater refinement of previously acquired choral skills such as music literacy, music theory, sight-singing, and performing with accuracy and expression in a variety of vocal music genres. Students participate in four or more public concerts and festivals as well as have the opportunity to participate in IHSA Solo and Ensemble contests or audition for the IMEA District/All-State choir. Auditions for this ensemble will be held during the spring semester. (Students must be enrolled for 36 weeks).

**Advanced Chamber Ensemble**

(739-740) 10,11,12, GL 36 Wks. 2Cr.

**Prerequisite:** Successful audition for admission to the group. Students enrolled in this course must also be registered in Concert Choir, Advanced Chorus, or Band I, II, III, IV.

A select touring ensemble devoted to performance of an eclectic repertory of choral literature in a variety of voicing combinations (SATB, SSAA, TTBB, etc.). Students will sing collectively as well as be divided into chamber groups which perform works which range in genre from madrigals to contemporary pop/jazz arrangements. This course will focus on the development of solo and ensemble vocal techniques, a wide variety of performance practices, and will culminate with several performances throughout the year.

**Jazz Band**

739-740 9,10,11,12 GL 36 Wks. 2 Cr.

**Prerequisite:** Successful audition for admission to the group

This course will provide an ensemble setting for Jazz music education and performance. Students will also be exposed to Jazz theory, history, and improvisation techniques.

**Internship**

(545I)(546I)

**Prerequisite:** None

Internships are open to seniors. Students will be at the worksite two class periods per day for one or two semesters. During the semester, students will keep a daily journal which will be turned in weekly, and they will submit a written summary of their school-to-work experience. Some internships may have additional requirements such as magazine article reports and/or Power Point presentations. Acceptance into the internship program is based on attendance, discipline, academic records, teacher recommendations and maturity level. Applications for internships may be found in the counselor's office.

**Art I**

751-752                      09,10,11,12 G L                      36 Wks.                      2 Cr.

**Prerequisite:** None

This is an introduction to concepts related to a multitude of art forms. Art I is designed to develop basic skills as well as an appreciation for art as a means of expression to incorporate techniques, materials and principles of design-as they relate to multi-cultural perspective worldwide. This exploratory course will also provide students with an understanding of the wide variety of careers within the field of art. Sketchbook, Art Show

**Art II**

753-754                      10,11,12 G L                      36 Wks.                      2 Cr.

**Prerequisite:** Art I

This is a continuation of Art 1 with a variety of subject facets. Research, visual exploration, required drawing and portfolio review. Critique, Art Show, Patriotic Art Contest

**Drawing & Painting**

755-756                      11, 12 G L                      36 Wks.                      2 Cr.

**Prerequisite:** Art I and Art II

This is an advance level class with requirements of Art 1 and Art 2. This course will direct each student toward different Medias and historical course work in the 2D art world. This class will work from a process portfolio to an admission portfolio. A concentration of Architecture will be introduced using field trips and research. Each student will strive for forms on communication, elements and principals of design, materials, techniques and processes, history and culture and to analyze and evaluate art work. Drawing and Painting is a capstone course that integrates the student's individual inquiries into a collaborative learning experience. Students are assigned a topical assignment. Each student will pick and choose the media that enhances the student portfolio. Two formal group critiques are scheduled each semester in which students learn to substantiate their work and express their ideas verbally. All students are required to complete a senior paper, accompanied by a slide portfolio of 10 pieces and participate in their senior exhibition show. Purpose: To advance the student's skills in the techniques of drawing and painting, and to produce a portfolio of professional quality. To learn to go beyond just producing a piece of artwork out of mere necessity, to producing artwork based on observations and inspirations. To create a portfolio that will allow the student to apply for art scholarships at colleges he applies to.

**Pottery**

757-758                      11,12 G L                      36 Wks.                      2 Cr.

**Prerequisite:** Art I and Art II

This is a beginning course in the first semester and an advanced course in the second semester. Art 1 and Art 2 are prerequisites of this class. This course will direct each student toward the study of clay work with emphasis on both fundamental utilitarian ware as well as non-functional clay forms. The techniques involved in hand building and wheel throwing, with cultural and historical information, will provide the student with the necessary instructional skills involved in the creation of pottery. Portfolio, Art Show, Critique

**Advanced Placement Art**

759AP-760AP                      11,12 G L                      36 Wks.                      2 Cr.

**Prerequisite:** Portfolio Review (Recommended Art I and Art II)

This Advanced Placement Studio Art Course is designed to be the equivalent of the general entry-level art course taken during the first college year. Students in the course will pursue a direction of study encompassing areas of Quality (level of achievement), Breadth of Student (range of work), and Concentration (specific individual interest). The work produced will be photographed into slides and presented in a portfolio for final evaluation and scoring by the College Board. This course is designed for highly motivated, advanced art students who have demonstrated a serious interest in the study of art ideally. This course is suited for students who work well independently. The course will focus on the preparation of a portfolio of artworks that exhibit quality, concentration on an area of visual interest or problem solving and breadth of experience in the formal technical and expressive means of an artist. Students will prepare and submit portfolios based on objects that reflect the format and requirements established by the College Board for Advanced Placement Studio Art. Advanced Placement college credit and/or placement may be awarded if a qualifying exam score is achieved. Students can choose between submitting a general portfolio of works rendered in 2D or 3D. This allows more specific study paralleling specialized curricula in major universities and art schools as published. The pre -portfolio called a process portfolio, due in March, should consist of twelve pieces, each identified with name, media & time. This portfolio will be used as a rating criteria for entrance into the class known as the Advanced Placement Studio Art Class. The student does not need to have taken any art classes before taking the class, but a recommendation of Art 1 and Art 2 would be helpful.

**Internship**

(545I)(546I)

*Prerequisite: None*

Internships are open to seniors. Students will be at the worksite two class periods per day for one or two semesters. During the semester, students will keep a daily journal which will be turned in weekly, and they will submit a written summary of their school-to-work experience. Some internships may have additional requirements such as magazine article reports and/or Power Point presentations. Acceptance into the internship program is based on attendance, discipline, academic records, teacher recommendations and maturity level. Applications for internships may be found in the counselor's office.

## COURSE DESCRIPTION

## PHYSICAL EDUCATION

### Health Education

(801)(802)                      10 G L                                      18 Wks.                                      1 Cr.

**Prerequisite:** None

Health Education is an integral part of the Charleston High School education program. The health material presented to the students aids them in developing a better understanding of physical, mental, and social aspects of human life. The material will be directed toward young adults in preparation for life experiences involving health problems now and upon graduation from high school. Units: Nutrition, fitness, infectious disease, chronic disease, growth and development, mental health, public health, consumer health, and select areas of interest to explore.

### Driver Education

(805)(806)                      10 G L                                      18 Wks.                                      1 Cr.

**Prerequisite:** Passed eight classes the previous two (2) semesters combined and at least 15 years old.

Driver and traffic safety education is a two-phase course, which is offered as a separate semester course. Persons entering the course must be a sophomore or at least 15 years of age. The first phase consists of 30 hours of classroom, which is a required course. This will include traffic laws and rules that regulate and assist in the formulation of strategy for movement which are learned and followed in a more effective manner when they are studied in the content of the text. The second phase consists of 6 hours of on-the-road experience with a dual control car and instructor. Dual-control driving refers to practice driving with an instructor in the car under various traffic conditions. Upon satisfactory completion of this phase of instruction, an "S" will be reflected on the student's report card. Unsatisfactory completion will be designated by a grade of "U" (unsatisfactory). In summary, the main goal is to save lives. This instruction provides the student with the knowledge of laws and rules and motor skills coordination to make them a conscientious driver with the ability to drive defensively. Units include: highway transportation system, rules of the road, vehicle control within natural laws, learning basic car control, IPDE and driving strategies, qualifying physically, emotion effect driving, driving on open highway, alcohol, drugs and driving, buying and insuring a car, expressway driving, motorcycle safety, driving in towns and cities, driving in adverse conditions, obeying traffic controls, handling emergencies, owning and maintaining a car, and distracted driving.

Students must have 50 hours of driving supervised by a parent or guardian. Ten of these hours must be night driving. This documentation must be signed by a parent or guardian and be presented to the driver training facility when securing the drivers license.

A student who earns a combined final grade of A or B in an accredited high school driver education program, passes an approved road test, and obtains parental approval may be granted a "Cooperative Driver Testing Certificate." The certificate will expire on the same day as the student's current instruction permit. The student must present the "Cooperative Driver Testing Certificate" where, subject to a spot check provision, a drivers license will be issued.

Passing only the classroom phase is required for graduation.

New legislation pertaining to permits and Graduated Drivers Licensing includes:

- Permit phase of 9 months
- Curfew for drivers up to 17 years. (10:00 pm weekdays, 11:00 weekends, w/exceptions for driving with an adult, to or from work, and emergencies)
- A 12 month period limiting a GDL driver under 18 to only 1 unrelated passenger under 20 (excluding siblings)
- Ticketing for ALL passengers age 15-20 in a car driven by a new driver
- Requires 6 hours BTW with instructor
- Requires 6 months violation free driving before age 18 to become eligible for unrestricted GDL license (total of 15 months violation free with permit phase)
- New sanctions for street racing/Strong sanctions for repeat violators under 21

**COURSE DESCRIPTION****PHYSICAL EDUCATION****Freshman-Sophomore Physical Education**

815-816                      09 G L                      36 Wks.                      2 Cr.

*Prerequisite: None*

At this level, the program will be made up of core activities that contribute to the well being of the individual socially, emotionally and physically. The student will not have much selectivity. The student will gain basic skills and knowledge that will benefit him/her in the sophomore, junior and senior year. Units: softball, soccer, flag football, basketball, volleyball, physical fitness, square dance, pickle ball, and tennis.

**Junior-Senior Physical Education**

825-826                      11,12 G L                      36 Wks.                      2 Cr.

*Prerequisite: Freshman Physical Education*

This course is a continuation of the Core Program, with the addition of some intermediate and advanced skills and knowledge. Students will be given limited opportunity to select activities that they need and enjoy. A mixture of individual, lifetime and some team sports will be offered. Some units may not be offered annually. Units include: golf, tennis, badminton, volleyball, wrestling, basketball, softball, pickle ball, and floor hockey. Physical fitness instruction and fitness testing will be included in the curriculum.

**Lifelong Fitness**

(835L)(836L)                      11,12 G L                      18 Wks.                      1 Cr.

*Prerequisite: Freshman Physical Education*

This course provides students with a semester walking program of approximately 10-15 miles each week. Walking reduces the risk of heart attack, keeps weight under control, improves blood-cholesterol levels, prevents high blood pressure, increases energy levels, and counters anxiety and depression. Walking is a low impact exercise that can benefit all students. Nutrition and fitness diaries are maintained and used in evaluating student performance. This semester course promotes life long attitudes of wellness.

**Weightlifting/Conditioning**

837-838                      10,11,12 G L                      36 Wks.                      2 Cr.

*Prerequisite: None*

The curriculum for weightlifting is designed to help condition all students. There will be more of a focus on weightlifting and conditioning than in regular Jr/Sr physical education and will include activities that will increase flexibility, strength, agility, and cardiovascular endurance. Some individual and team sports will be included in the curriculum. The student's grade will be based on 75% participation and 25% fitness testing and written documentation. Class size will determine sophomore availability.

**Internship**

(545I)(546I)

*Prerequisite: None*

Internships are open to seniors. Students will be at the worksite two class periods per day for one or two semesters. During the semester, students will keep a daily journal which will be turned in weekly, and they will submit a written summary of their school-to-work experience. Some internships may have additional requirements such as magazine article reports and/or Power Point presentations. Acceptance into the internship program is based on attendance, discipline, academic records, teacher recommendations and maturity level. Applications for internships may be found in the counselor's office.

All students are provided equal opportunities in all education programs and for all services. No person shall be discriminated against on the basis of race, color, creed, national origin, gender, sexual orientation, age, ancestry, marital status, citizenship status or mental or physical disability in any of its programs, activities, services or benefits. All students are guaranteed equal access to educational and extra curricular activities as required by Illinois PA 79-597 and Title IX of the 1973 Educational Amendments.

## VOCATIONAL LISTINGS

<u>AGRICULTURE</u>	<u>CREDITS</u>	<u>GRADE LEVEL</u>	<u>PREREQUISITE</u>
Intro. to Agricultural Industry	2	09,10,11,12	None
Agricultural Science	2	10,11,12	Intro. to Ag. Ind.
Agriculture Mechanics & Technology	2	10,11,12	Intro. to Ag. Mech.
Horticulture Production & Management	2	10,11,12	Intro. To Ag. Ind.
Landscape and Turf Management	2	11,12	Hort. Prod. & Mgt.
Agricultural Youth Leadership	1	11,12	Intro to Ag Ind
Bio Science Appl in Ag –Animal Science	1	11,12	Into to Ag Ind & Ag Sci
Agribusiness Management	2	12	Into to Ag Ind
Supervised Ag. Experience Program	.5	09,10,11,12	Application Required
Interrelated Cooperative Education Class	2	12	Application Required
Interrelated Cooperative Education Work	2	12	Application Required
Agricultural Mechanics I: Small Engines	1	10,11,12	Intro. to Ag. Mech.
Agricultural Mechanics II: Welding	1	10,11,12	Intro. to Ag. Mech.
<b><u>BUSINESS</u></b>			
Business Concepts	2	09,10	None
Computer Concepts and Applications I	1	09,10,11,12	None
Computer Concepts and Applications II	1	09,10,11,12	Comp. Conc. Appl. I
Adobe Photoshop	1	10,11,12	Comp. Conc. Appl. I
Principles of Marketing	1	11,12	None
Business Communications	1	11,12	Comp. Conc. Appl. I
Info. Processing: Word	1	10,11,12	Comp. Conc. Appl. I
Info. Processing: Data Base Spreadsheet	1	10,11,12	Comp. Conc. Appl. I
Desktop Publishing	1	10,11,12	Comp. Conc. Appl. I
Web Page Design	1	10,11,12	Comp. Conc. Appl. I
Adv. Web Page Design	1	10,11,12	Web Page Design
Legal Env. Of Business I	1	11,12	None
Entrepreneurship	2	10,11,12	Inst. Approval/Comp. Conc. II
Accounting I	2	10,11,12	None
Advanced Accounting	2	11,12	Accounting I
Consumer Education	1	12	None
Interrelated Cooperative Education Class	2	12	Application Required
Interrelated Cooperative Education Work	2	12	Application Required
<b><u>HEALTH OCCUPATIONS</u></b>			
Health Occupations Core of Skills	4	11,12	Application Required
<b><u>FAMILY and CONSUMER SCIENCES</u></b>			
Foods & Nutrition	1	09, 10	None
Commercial Foods	2	11,12	Food & Nutrition recommended
Culinary Arts I	2	11,12	Commercial Foods
Culinary Arts II	2	12	Culinary Arts I
Child Development & Care I	1	09, 10	None
Child Development & Care II	1	09, 10	Child Dev. Care I/Instructor Appr.
Child and Day Care Services	4	11,12	Application/Instructor Approval
Interior Design	1	10, 11,12	None
Adult Living	1	11,12	None
Parenting	1	11,12	None
Family and Consumer Education Class	2	12	Application Required
Family and Consumer Education Work	2	12	Application Required
Tech Prep Internship	2	12	Application Required
<b><u>INDUSTRIAL ARTS</u></b>			
LLC Auto Tech IA	2	11,12	Ag Power Mech
LLC Auto Tech IB	2	11,12	LLC Auto 1A
LLC Auto Tech IIA	2	12	LLC Auto IB
LLC Auto Tech IIB	2	12	LLC Auto IIA
Interrelated Cooperative Education Class	2	12	Application Required
Interrelated Cooperative Education Work	2	12	Application Required

## Hearing Impaired Curriculum Guide

### English I

861-862                      09GL                      36 weeks                      2 Cr.

*Prerequisite: IEP*

This course is designed to meet the individual needs of hearing-impaired students who have difficulties with language skill concepts, reading, and writing. Subjects covered in this course are spelling, the basic parts of grammar, punctuation, sentence structure, dictionary skills, current events, and language development. In addition, students will read a novel and several short stories followed by comprehensive questions and exams given for each.

### English II

863-864                      10GL                      36 weeks                      2 Cr.

*Prerequisite: Literature and Grammar I and II, a freshman English course at another school, or the decision of the IEP team*

This course is designed to meet the individual needs of hearing-impaired students who have difficulties with language skill concepts, reading, and writing. It continues to build on the skills learned in Literature & Grammar I and II.

### English III

865-866                      11GL                      36 weeks                      2 Cr.

*Prerequisite: Two years of high school English, taken at CHS or at another school, or the decision of the IEP team*

This course is designed for the hearing impaired student lacking in reading and writing skills. It includes grammar, fundamentals of sentence and paragraph development, reading of novels and short stories, spelling, and vocabulary building.

### English IV

867-868                      12GL                      36 weeks                      2 Cr.

*Prerequisite: Three years of high school English, taken at CHS or another school, or the decision of the IEP team*

This course is designed for the hearing impaired student lacking in reading and writing skills. It continues to build on the skills learned in Literature & Writing Skills I and II.

### General Math I, II

869-870                      09GL                      36 weeks                      2 Cr.

*Prerequisite: None, decision of the IEP team*

This course is designed to give individual help to hearing-impaired students at various math levels. This course deals with a wide range of operations from addition and subtraction to fractions, percentages, and decimals. This course is for students who do not have the prerequisite skills for Pre-Algebra course work.

### Applied Math I, II

871-872                      10,11GL                      36 weeks                      2 Cr.

*Prerequisite: General Math I, or decision of IEP team*

This course is designed to give individual help to hearing-impaired students who continue to need additional math instruction in the operations covered in General Math. In addition, there will be more application problems to enable the student to apply his mathematics skills.

### Pre-Algebra

873-874                      10,12GL                      36 weeks                      2 Cr.

*Prerequisite: Decision of IEP team, based on former teacher recommendations and completion of a teacher-made math inventory used to determine math level.*

This course is designed to give individual help to hearing-impaired students who are ready to begin algebra instruction. Some areas covered include addition and subtraction equations, multiplication and division equations, number properties and equations, integers and equations, and rational numbers and equations.

### Algebra

875-876                      10,12GL                      36 weeks                      2 Cr.

*Prerequisite: Pre-Algebra or decision of IEP team*

This course is designed to give individual help to hearing-impaired students who have completed the Pre-Algebra class. It continues to build on the skills learned in Pre-Algebra.

**COURSE DESCRIPTION****HEARING IMPAIRED****Intermediate Algebra**

875IA-876IA                      9,12 GL                                      36 weeks                                      2 Cr.

*Prerequisite: Algebra I, or decision of IEP team*

This course is designed to give individual help to hearing-impaired students who have completed Algebra, but are not ready to take Geometry. This class continues to build on skills learned in Algebra.

**Geometry**

875G-876G                      10,12 GL                                      36 weeks                                      2 Cr.

*Prerequisite: Algebra I, or decision of IEP team*

This course is designed to give individual help to hearing-impaired students who have completed Algebra, and are ready to do beginning geometry course work. The text used covers the basic concepts of geometry, moving slower than the mainstream Geometry class textbook. Covered topics include points, lines and angles in the plane, using proofs, parallel lines and transversals, lines in the coordinate plane, triangles and quadrilaterals, congruent triangles, and transformations, proportion and similarity, the Pythagorean Theorem, perimeter and area, circles and spheres, soled geometry figures and their measures, and geometry and imagination.

**Consumer Math I, II**

877-878                                      11,12GL                                      36 weeks                                      2 Cr.

*Prerequisite: General Math I, II or decision of the IEP team*

This course is designed to help the hearing impaired student utilize basic math operations in life situations. Units covered include reviewing basic skills, earning money, handling money, driving a car, owning a home, and paying taxes.

**Life Skills Math I, II**

879-880                                      10,12GL                                      36 weeks                                      2 Cr.

*Prerequisite: General Math I, II and Applied Math I, II or decision of the IEP team. These courses are all designed for students who would not be successful in Algebra.*

This course is designed for the student who has difficulty with the basic math operations. The course deals with problems encountered with every day living situations. Units include money, time, fractions, percentages, measurements, word problems, and practice situations.

**Health**

(881)(882)                                      10GL                                      18 weeks                                      1 Cr.

*Prerequisite: IEP*

This course is designed for the student who has difficulty in reading and writing. The health material presented to the students will develop an understanding of mental, physical and social aspects of human life. Units include sex education, alcohol and drug abuse, tobacco, nutrition, human growth and development, and prevention and control of diseases.

**General Science I, II**

883-884                                      09GL                                      36 weeks                                      2 Cr.

*Prerequisite: IEP*

This course is designed to meet the individual needs of hearing-impaired students who have difficulties with language skill concepts, reading, and writing. This course covers basic concepts in the areas of ecology, animals, plants, electricity, and other areas of basic science.

**Life Skills I, II**

885-886                                      09,12 GL                                      36 weeks                                      2 Cr.

*Prerequisite: IEP*

This course is designed to meet the individual needs of hearing-impaired students who have difficulties with language skill concepts, reading, and writing. The purpose of this course is to give the student the knowledge about everyday happenings in order for him/her to function in the hearing world. Units include banking, filling in forms, reading a menu, following directions, map skills, using money, and calendar skills.

**Life Skills III, IV**

887-888                                      10,12GL                                      36 weeks                                      2 Cr.

*Prerequisite: Life Skills I, II or decision of IEP team*

This course is for the student who continues to need more instruction in the areas covered in Life Skills I, II.

**COURSE DESCRIPTION****HEARING IMPAIRED****Consumer Education (E)**

(889)(890) 12 G L 18 weeks 1 Cr.

**Prerequisite: IEP**

This course is designed for the student who needs individual help because he/she lacks in good reading and writing skills. The course helps students make wise choices when buying products. Units include buying food, housing, clothing, cars, credit, and income tax.

**Civics (E)**

(891)(892) 10 G L 18 weeks 1 Cr.

**Prerequisite: IEP**

This course is designed for the students having difficulty in reading and writing. The course covers federal and state governments, and includes the U.S. and Illinois Constitution tests.

**Modern European History (E)**

(893)(894) 10 G L 18 weeks 1 Cr.

**Prerequisite: IEP**

This course is designed for the students having difficulty in reading and writing. It covers the history of Europe including the following: Unification of Italy and Germany, World War I, Revolution of Russia, World War II, Changes Around the world, the Middle East, and the World Today.

**American History I, II**

895-896 11,12 G L 36 weeks 2 Cr.

**Prerequisite: IEP**

This course is designed for students having difficulty in reading and writing. Individual help is also given. This class is similar to the Practical American History Survey. Some of the units include Introduction to History, Colonial America, Winning Independence, and Formation of a Nation, Sectionalism, The Civil War, Reconstruction, Industrialization, and current events.

**Adult Daily Living Skills**

897-898 10,12 G L 36 weeks 2 Cr.

**Prerequisite: IEP**

This course covers basic cooking, measuring, sewing buttons, laundry, personal hygiene, and other skills necessary for life as an adult.

## IEP OPTIONS

### English I

901-902                      09 G L                      36 Wks.                      2 Cr.

*Prerequisite: Recommendation of the IEP team*

This course is available to students who have been identified as having an IEP. The course parallels content presented in the curriculum offered at CHS. The emphasis of the first semester is a study of grammar basics as an aid to writing; a review of the writing process and compare/contrast essays. Students will also study and utilize vocabulary appropriate for their grade level. In terms of literature, students will be introduced to selected readings from Greek mythology and the study of non-fiction. The emphasis of second semester will include a study of the elements of fiction in short stories and novels. In terms of writing, students will receive comprehensive instruction in narrative writing.

Students are required to complete/demonstrate knowledge of a minimum of two novels a year for out-of-class reading.

### English 1

C115-C116                      09G L                      36 Wks.                      2 Cr.

*Prerequisite: Recommendation of the IEP team*

This course is designed to fulfill IEP goals of students enrolled. The primary focus is on building reading comprehension. The writing goal is to develop functional skills for out-of-school settings. Additional topics to be covered may include vocabulary building, sentence writing, and language use.

### English II

907-908                      10 G L                      36 Wks.                      2 Cr.

*Prerequisite: Recommendation of the IEP team*

This course is available to students who have been identified as having an IEP. The course parallels content presented in the curriculum offered at CHS. Literature studies will include Shakespearean drama, modern drama, and poetry. Students will write definitions/classifications, and a cause-effect essay. Students will read Julius Caesar and You Can't Take It with You. The focus of the second semester will be to write a researched persuasive essay and present speeches. The literary focus will be on a thematic unit. In both semesters attention is given to thesis statements, transitions, verb phrases and a grammar review. Students are required to complete/demonstrate knowledge of a minimum of two novels a year for out-of-class reading.

### English 2

C117-C118                      10G L                      36 Wks.                      2 Cr.

*Prerequisite: Recommendation of the IEP team*

This course is designed to fulfill IEP goals of students enrolled. The primary focus is on building reading comprehension. The writing goal is to develop functional skills for out-of-school settings. Additional topics to be covered may include vocabulary building, sentence writing, and language use.

### English III

903-910                      11 G L                      36 Wks.                      2 Cr.

*Prerequisite: Recommendation of the IEP team*

This course is available to students who have been identified as having an IEP. The course parallels content presented in the curriculum offered at CHS. The course will present a chronological approach to the study of American literature from Colonial times to Romanticism during first semester and from Romanticism to the present during second semester. The student will analyze and interpret American Prose, poetry and drama. The writing emphasis will be on writing five-paragraph compositions including persuasive, process analysis and narrative. Students will also study grammar, vocabulary and both forms of outlining. Students will have a reading assignment in class and one work of fiction or nonfiction out of class.

### English 3

C119-C120                      11 G L                      36 Wks.                      2 Cr.

*Prerequisite: Recommendation of the IEP team*

This course is designed to fulfill IEP goals of students enrolled. The primary focus is on building reading comprehension. The writing goal is to develop functional skills for out-of-school settings. Additional topics to be covered may include vocabulary building, sentence writing, and language use.

**COURSE DESCRIPTION****IEP OPTIONS****Creative Writing**

(913)(914) 12 G L 18 Wks. 1 Cr.

**Prerequisite:** Recommendation of the IEP team

This course is available to students who have been identified as having an IEP. The course parallels content presented in the curriculum offered at CHS. Creative Writing is designed to provide students with a variety of writing skills and styles for publication and college writing courses. Units include publication, essays, poetry, short stories, children's stories, a cultural diversity project and a one-act play. Students will also study selected classical writers of prose, poetry, and essays. Literature includes *Of Mice and Men* and *Imitate the Tiger*. Students are required to complete/demonstrate knowledge of a minimum of two works a semester for out-of-class reading.

**Writing and Research**

(915)(916) 12 G L 18 Wks. 1 Cr.

**Prerequisite:** Recommendation of the IEP team

This course is available to students who have been identified as having an IEP. The course parallels content presented in the curriculum offered at CHS. Writing and Research is designed for the college preparatory student and others who want to improve their ability to write. This course is designed to give the students practice in writing different types of essays. As a final part of the semester, the students read modern and/or contemporary American novels and write two documented papers: a short literary essay and a 5-7 page typed research paper. Writing the research paper is required to receive credit for the course. Students are required to complete/demonstrate knowledge of a minimum of two works a semester for out-of-class reading.

**Communications**

955-956 12 G L 36 Wks. 2 Cr.

**Prerequisite:** Recommendation of the IEP team

This course is designed for students with an IEP. The class will provide an opportunity for students to write for real or potentially real situations in academic, professional, and civic contexts. Students will read age appropriate materials with fluency and accuracy. The class will discuss and evaluate motive, resulting behaviors, and consequences demonstrated in literature. They will analyze how authors use text to emphasize their ideas. The students will use verbal and non-verbal strategies to improve communication and to solve individual, group, and workplace conflict.

**Intro to Algebra**

925-926 09,10,11,12 G L 36 Wks. 2 Cr.

**Prerequisite:** Testing and IEP Team Recommendations Will Determine Placement in Math

This course is available to students who have been identified as having an IEP and is designed to prepare these students to take Algebra. The math concepts covered in this course include: Review of number theory and properties; Solving multiple step equations using integers, fractions, decimals, ratios, proportions, exponents, exponents and percents; Solving application problems using graphs, measurements, and geometric formulas.

**Algebra I**

927-928 09,10,11,12 G L 36 Wks. 2 Cr.

**Prerequisite:** Testing and IEP Team Recommendations Will Determine Placement in Math

This course is available to students who have been identified as having an IEP. The course parallels content presented in the curriculum offered at CHS. It is the first in the college preparatory sequence. Upon completion of this course, a student should have knowledge of the fundamental algebraic skills necessary to continue in higher mathematics or related technical fields. Units: number properties and theorems, linear equations and inequalities, rational numbers, operations with polynomials, applications, functions, simultaneous equations, factoring, irrational numbers and quadratic equations.

**Geometry**

947-948 10,11,12 36 Wks. 2 Cr.

**Prerequisite:** recommendation of the IEP team and Algebra 1

This course is available to students who have been identified as having an IEP and have passed Algebra 1. These students may be preparing for either college or technical school. The math concepts covered in this course include: various algebraic topics, points, lines, planes, angles, deductive reasoning, parallel lines and planes, congruent triangles, quadrilaterals, inequalities, similar polygons, right triangles, circles, construction, areas and volumes, coordinate geometry, and transformations.

**COURSE DESCRIPTION****IEP OPTIONS****Math – 1,2,3,4**

C107-C114 09,10,11,12 G L 36 Wks. 2 Cr.

*Prerequisite: Recommendation of the IEP team*

This course is designed to fulfill the IEP goals of students enrolled. The course will cover the basic operations in arithmetic and their practical application in out-of-school settings. Skills covered may include addition, subtraction, multiplication, division, measurement and the use of time.

**Modern European History**

(931)(932) 10 G L 18 Wks. 1 Cr.

*Prerequisite: Recommendation of the IEP team*

This course is available to students who have been identified as having an IEP. The course parallels content presented in the curriculum offered at CHS. This is a one semester required course for sophomores, which begins at the French Revolution period and traces events and personalities to the Cold War. This course will emphasize the dominant nations of Europe. The purpose of this course is to relate events, personalities, movements, and social-political concepts of European history to their impact on the world in general and to the United States in particular.

**Civics**

(933)(934) 10 G L 18 Wks. 1 Cr.

*Prerequisite: Recommendation of the IEP team*

This course is available to students who have been identified as having an IEP. The course parallels content presented in the curriculum offered at CHS. Civics is a required one-semester course for sophomores. It will examine government at all major levels. Students will explore the federal and state systems of government, including the development of the constitution, legislative, executive and judicial branches. Local and city government will also be examined. Students will be required to pass a Constitution Test as mandated by the Illinois State Legislature.

**American History**

959-960 11 G L 36 Wks. 2 Cr.

*Prerequisite: Recommendation of the IEP team*

This course is available to students who have been identified as having an IEP and offers them the opportunity to discuss and analyze major events in American History from the French and Indian War through Watergate. The topics, which will be surveyed, include the French and Indian War, the Revolutionary War, the young republic, the Civil War era, imperialism, the Progressive Era, World War I, the 1920's, the Great Depression, WWII, the Cold War, Vietnam War, the Civil Rights Movement, and Watergate.

**American History**

C131-C132 09,10,11,12 G L 36 Wks. 2 Cr.

*Prerequisite: Recommendation of the IEP team*

This course is designed to fulfill IEP goals of students enrolled. The primary goal is to improve reading and listening comprehension skills, build vocabulary, and develop a basic understanding of the country's history.

**World Geography**

(939)(940) 09,10,11,12 G L 18 Wks. 1 Cr.

*Prerequisite: Recommendation of the IEP team*

This course is designed to help students with an IEP gain an understanding of world geography and its effect on individuals and society. Units: Continents, major countries, major cities, climate, effects of geography on the economy, politics and society.

**Biology I**

917-918 09 G L 36 Wks. 2 Cr.

*Prerequisite: Recommendation of the IEP team*

This course is available to students who have been identified as having an IEP. The intent of biology is to open the door to a lifetime of understanding of and appreciation for nature. This course will stress critical thinking skills and show how biology relates to everyday living. It will also provide a variety of opportunities to develop and practice the art of "doing science". Units of study include: characteristics of living things, chemical basis of living things (atoms and molecules), cytology (study of cells), heredity and genetics, the history of living organisms, taxonomy (classification of living things), plants, animals, dynamics of ecosystems (interactions between living organisms and their surroundings), reproduction, current (controversial) science issues, and environmental awareness.

**COURSE DESCRIPTION****IEP OPTIONS****Physical Science**

961-962 10, 11,12 G L 36 Wks. 2 Cr.

*Prerequisite: Recommendation of the IEP team*

This course is available to students who have been identified as having an IEP. This course is designed to give students an introduction to the physical sciences; chemistry, physics (work, forces, electricity, and magnetism), and Earth Science (geology and weather). The students will do a variety of labs to help with understanding of the key components of the course work. This course will require the students to gain knowledge through the collection of data and manipulation of that data in graph form using excel and then analyzing that data to draw conclusions.

**Specialized Vocational Education Class (A)(S.V.E.)**

941-942 (S100,S300,S400) 10,11,12 G L 36 Wks. 2 Cr.

*Prerequisite: Recommendation of the IEP team*

Specialized Vocational Training is a program that combines vocational instruction with work experience. Students receive instruction about how to apply for work where to seek employment and what skills are necessary to maintain employment. Classroom instruction includes topics such as money management and consumer problems. Units: vocational development, applications and interviews, employer-employee relationship, self-inventory, personal effectiveness, money management, buying goods and service, understanding taxation, and insurance. Students must be 16 years of age.

**Specialized Vocational Training Work (A)**

943-944 10,11,12 G L 36 Wks. 2 Cr.

*Prerequisite: Recommendation of the IEP team*

This course is the related work experience program. Students must be enrolled in the specialized vocational training class to receive credit for their work experience.

**Consumer Education**

(951)(952) 12 G L 18 Wks. 1 Cr.

*Prerequisite: Recommendation of the IEP team*

This course is available to students who have been identified as having an IEP. The course parallels content presented in the curriculum offered at CHS. Emphasis is placed on building positive and constructive attitudes, which enable the consumers to approach the marketplace, confident of their ability to make important decisions required of them. The importance of forming personal and social goals based on carefully considered values is stressed. The study of Consumer Education informs students of the extent to which they may or may not be protected by existing laws, government regulations and business practices that claim to protect their interests. Units: buying food, clothing, cars, housing, credit, income tax, analyzing the usefulness, benefits, and ultimate costs to the consumer of products and services. The course helps students to better recognize their needs, gather pertinent data, and make intelligent buying decisions.

**Health**

(953)(954) 10 G L 18 Wks. 1 Cr.

*Prerequisite: Recommendation of the IEP team*

This course is available to students who have been identified as having an IEP. The course parallels content presented in the curriculum offered at CHS. Health Education is an integral part of the CHS education program. The health material presented to the student aids them in developing a better understanding of physical, mental, and social aspects of human life. The material will be directed toward young adults in preparation for life experiences involving health problems now and upon graduation from high school. Films, speakers, field trips and discussion are used to aid in the study of these health areas. Units will include: medical terminology, health costs, health insurance, selecting health professionals and securing their services, death and dying, mental health, public health and disaster survival, sex education, consumer health, and an opportunity for each student to select an area of interest to explore.

**Health**

(C133)(C134) 09,10,11,12 G L 18 Wks. 1 Cr.

*Prerequisite: Recommendation of the IEP team*

This course is designed to fulfill the IEP goals of the students involved. Its purpose is to improve daily living/independent functioning skills through exposure to units in personal hygiene, prevention and control of diseases, nutrition, dental health, basic first aid, and obtaining routine and emergency medical health.

**COURSE DESCRIPTION****IEP OPTIONS****Study Skills**

(957)(958)                      09,10,11,12 G L                      18 Wks.                      1 Cr.

**Prerequisite:** *Recommendation of the IEP team*

This course is designed for students with an IEP. The course will provide an opportunity to increase skills in Write On Illinois assignments, note taking, preparation for ACT/PSAE tests, critical thinking, general test taking, and reading comprehension. These skills will enable the students to be more successful in the curriculum provided at CHS.

**Independent Living Skills**

(C105)(C106)                      09,10,11,12 G L                      36 Wks.                      2 Cr.

**Prerequisite:** *Recommendation of the IEP team*

This course is designed to meet the IEP goals of the student enrolled. The primary purpose of this course is to increase the student's ability to think critically in out-of-school settings. Students will participate in discussions, role-playing, and group activities to improve problem solving and decision skills.

## CO-CURRICULAR ACTIVITIES & ORGANIZATIONS

**Philosophy** - A very important part of any high school program is the co-curricular program. Charleston High School has a wide variety of co-curricular offerings that are intended to meet the needs and interests of its student body. But no matter how extensive the offering, a successful co-curricular program is dependent on student involvement. The school strongly encourages every student to become involved in these activities and by doing so, the student will find his/her years at C.H.S. enjoyable, meaningful, and memorable. Clubs and organizations will meet outside the school day. The organizations that are chartered by the Student Council may use the school facilities.

**Events** - All extracurricular events associated with Charleston High School must be supervised by a staff member and have administration approval. In cases where special custodial services are needed, the sponsoring group must make arrangements to cover the cost of the services. All co-curricular events must be scheduled a minimum of one week in advance of the activity.

**Participation** - Students who are absent from any part of the school day may not be allowed to participate in any practices or school-sponsored activities held after school or during the evening the day of absence. These activities include all athletic practices and events, plays, musicals, concerts, club meetings and any other school-sponsored activity. (Exceptions may be made for emergency, medical appt., funeral or anticipated absences with approval of the administration or their designee.)

**Transportation** - Students who ride the bus to any away event, contest, program, etc. must ride the bus back to Charleston unless parents notify, in writing, the chaperone in advance. The student will **only** be released to the parent/guardian in person.

## ATHLETICS

**Apollo Conference** - Charleston High School is a charter member (since 1971) of the Apollo conference. The current membership consists of Charleston, Effingham, Mt. Zion, Newton, Paris, Olney, Robinson and Salem. Conference championships are awarded in boy's baseball, basketball, cross-country, football, golf, tennis and track. Conference championships are awarded in girl's basketball, cross-country, golf, softball, tennis, track and volleyball.

**Athletic Code** - The athletic program is an important part of any high school program. Charleston High School has a wide variety of athletic offerings that are intended to meet the needs and interests of its student body. No matter how extensive the offering, a successful athletic program is dependent on student involvement. The school strongly encourages every student to become involved in these activities and by doing so, the student will find his/her years at Charleston High School enjoyable, meaningful, and memorable.

As participants in the athletic program, students are expected to comply with regulations of the school, to obey promptly all directions of the school staff, to observe good order, and to conduct themselves in such a manner that their conduct will bring only credit and honor to themselves, family, community and Charleston High School. For those students who do not conduct themselves accordingly, disciplinary action will be taken in accordance with established procedures. Coaches or sponsors will develop rules and consequences unique to their sport or activity, which are consistent with this code. Training rules defined by the individual coach will apply only to that coach's sport.

Violations of the athletic code accumulate beginning with the first participation during a student's school career. A student is expected to follow these rules throughout his/her school experience. A student's cumulative discipline record may be considered when determining the consequence.

**Eligibility** - All athletic records must be cleared by the coach in season and all athletic requirements and obligations met. A student who participates in athletics must have been enrolled, and in attendance, not later than the beginning of the eleventh school day of the semester. Under no circumstances is a student who is actively engaged in a high school varsity sport allowed to practice or play, in that sport, on any team outside the school during the season. Violation of this regulation results in ineligibility in his/her high school sport. Requirements for athletic eligibility at Charleston High School are determined by the following four governing bodies: the Illinois High School Association, the Apollo Conference, the Board of Education, and the coaching staff. The coaching staff will inform students about requirements and expectations. Before a student can practice, he/she must be registered for school with all fees, before any award can be given.

**Female** - Charleston High School competes in interscholastic athletics in the following areas: cross country, volleyball, soccer, tennis, golf, swimming, basketball, softball, and track. Athletic teams participate in conference, non-conference, tournament competition and Illinois High School Association sponsored state tournaments as scheduled by the athletic department.

## CO-CURRICULAR ACTIVITIES & ORGANIZATIONS

**Male** -Charleston High School competes in interscholastic athletics in the following areas: cross country, football, soccer, tennis, basketball, wrestling, swimming, golf, baseball, and track. Athletic teams participate in conference, non-conference, tournament competition and Illinois High School Association sponsored state tournaments as scheduled by the athletic department.

### CLUBS and ORGANIZATIONS

Any club or organization existing within or affiliated with Charleston High School must be chartered, clearly defined as to purpose, and approved by the administration. Those organizations meeting the above requirements at this time are included in this handbook. Any club or organization to be formed must meet the stated requirements.

The list is not intended to exclude additional activities nor is it intended to guarantee the existence of those listed. The direction the club and activity program takes is based on student interest and involvement. If a group of students wish to establish a club, it should submit a membership list and faculty advisor's name to the Student Council, for chartering by the Student Council and school officials.

It is the responsibility of organization sponsors to provide copies of bylaws or codes of conduct concerning expectations, rules, membership, and minimal due process to Student Council and administration.

**"C" Club** - Established in 1936 as the "Sons of Troy," the C-Club is for male and female athletes of CH.S. The club objective is to support and promote athletics, unity, leadership and good citizenship at C.H.S. In order to be considered for membership in "C" Club, a student must earn a varsity letter and be in good standing with the athletic program.

**Charleston High School Band** - An active band program is maintained for instrumental students. The band is active in events such as parades, concerts, basketball games, football games, festivals, and competitions. Band class meets daily and rehearses on scheduled evenings during marching season. The C.H.S. Jazz band, limited to 18 members, is available to gifted and talented students who pass the audition for this ensemble. The C.H.S. Jazz Band meets prior to the beginning of the school day and performs in local events and competitions.

**Charleston High School Press** - The CHS Press staff functions to produce the school newspaper, which appears on Saturdays throughout the school year in the CHARLESTON TIMES COURIER. Any student who is interested in this type of work is invited to join the staff. Leadership positions are filled from those students who have demonstrated ability in previous work and through the agreement of graduating editors and the faculty advisor. CHS Press is an extension of the CHS curriculum.

**Cheerleaders** - The objective of the cheerleading program is to promote school spirit through good citizenship, leadership, and cheering at athletic events. The opportunity exists to demonstrate athletic ability through participation in cheerleading competition throughout the year. Tryouts will occur annually in the spring.

**Chess Club** - The CHS Chess Club is an opportunity for students to learn and to play chess. The Chess Club competes with other schools in I.H.S.A. competition.

**Family and Consumer Sciences Club** - Students who are or have been enrolled in a Family and Consumer Sciences course are eligible to join the Family and Consumer Sciences Club. The FCS club meets for several activities during the school year. Past activities include homecoming, canned food drive, treat bags for the needy, fine dining experience, and child care activities for the kindergartners in this district. Emphasis is placed on community service and support of school activities.

**Fellowship of Christian Athletes** – Established in 1993 this organization is open to all students. The goal of FCA is to strengthen relationships and fellowship while presenting to athletes, coaches and all that they influence the challenge and adventure of receiving a Christian message. Meetings are student directed and organized.

**Flag Corps** - The Flag Corps is an extension of the CHS Band. The major objectives of the Flag Corps are to promote athletics and citizenship at Charleston High School and to perform at home football and basketball games.

## CO-CURRICULAR ACTIVITIES & ORGANIZATIONS

**French Club** - Charleston High School French Club, le Cercle francais, is open to current members of French classes and to those who have completed at least one year of French. Student officers run the monthly meetings held during tutorial period. Evening activities to introduce students to aspects of French culture that cannot be presented in the classroom are held several times each semester. The highlight of the club's year is the annual French Club Dinner held in March. Students use the proceeds raised for a field trip in the spring.

**French National Honor Society** - The French Club supports the French National Honor Society, Societe Honoraire de Francois, chartered in 1992. The requirements for entry are an overall B- grade point average in all subjects and an overall A- grade point average for 3 years of French. Juniors will be elected in the spring. Special projects and scholarship are planned, including tutoring and honoring students who achieve High Honors.

**FFA** - This organization is open to students who wish to become involved with parliamentary procedures, agriculture, judging contests in a variety of agriculture related fields, and many other related opportunities that come up during the year. Emphasis is placed on developing leadership skills, responsibility and cooperation.

**National Honor Society** - Membership is limited to those juniors and seniors having demonstrated scholastic achievement, school leadership, service, and attitudes in keeping with the ideals of the society. Students are elected to the Society by the faculty and administration. As a service organization, members assist in tutoring other students. Anyone seeking this assistance should contact a counselor. Anyone desiring further information concerning the selection procedure should contact the NHS sponsor.

**Scholastic Bowl** - Scholastic Bowl is an IHSA academic, competitive activity engaged in by a varsity and junior varsity team. Each team is comprised of five (5) members. These members are selected by sponsor evaluation. The matches include triangular meets, tournaments and IHSA State Tournament that involve questions and answers from academic areas. Points are awarded for toss- up questions and bonus questions. The junior varsity team will consist of freshmen and sophomore members, but the varsity team can include students from all four classes.

**Spanish Club** - The objective of "El Club de Espanol" is to promote leadership, cooperation and friendship through cultural and social activities. Officers are elected by members according to grade level. The officers are in charge of planning and holding meetings once each month during tutorial period. Current Spanish students and former students who have taken two years of Spanish are eligible to become members. The club's activities are an annual initiation party; Hispanic dances and float for the Homecoming parade; "Carnaval," a celebration of cultural traditions, folkloric dances and food, including a costume party held a few days before Lent; a spring film festival; theater and cultural performances as available; guest speakers; bowling; an all day spring trip; the International Christmas fiesta and caroling (in cooperation with other foreign language clubs).

**Spanish National Honor Society** - The Charleston High School "Siglo the Oro" ("Golden Age") Chapter of the Spanish National Honor Society is an organization which honors students who have maintained a minimum of 4.25 GPA during three or more years of Spanish study and have demonstrated service and appreciation for the Hispanic cultures. As a service organization, members help other Spanish students during tutorial period; jointly with Spanish Club, and award an annual scholarship to an outstanding graduating 4th year Spanish student. The society supports its activities by making buttons for CHS organizations, individuals, and anyone in the community throughout the year.

**Speech and Drama Team** - Speech and Drama Team is an I.H.S.A. interscholastic competitive activity, which focuses on improving the acting and public speaking skills of C.H.S. students. The majority of the competition season focuses on tournaments offering 13 individual events, including comic and dramatic acting, comic and dramatic interpretation, public speaking, original comedy, radio broadcasting, and impromptu speaking. Furthermore, the Speech & Drama Team competes in two I.H.S.A group activities in the spring -- Group Interpretation & Drama (Contest Play). Throughout the season, the Speech and Drama Team also sponsors a number of variety shows, which include many other talented individuals and groups. In addition, the Speech and Drama Team does many social and enrichment activities. Students may earn varsity and junior varsity letters/awards, as well as other team awards for excellence.

## **CO-CURRICULAR ACTIVITIES & ORGANIZATIONS**

**Student Council** - The purpose of student council is to open a line of communication between the student, faculty, and administration and to promote the general welfare of the entire student body of Charleston High School. Representatives are elected at large according to grade level at a ratio of one representative per forty class members. Representatives from the sophomore, junior and senior classes as well as officers are elected each spring. Freshman students are elected each fall upon returning to school. The student council is involved in such activities as Homecoming, Christmas activities, Valentine's Day activities Student Council Week, students' rights and responsibilities, and many others.

**Trojets** - The major objectives will be to promote athletics and citizenship at Charleston High School and to perform at home football/basketball games.