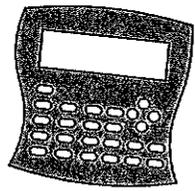


Start

# Course

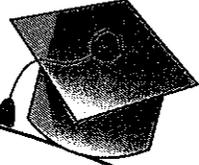
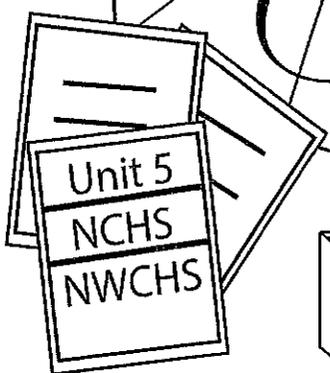


to

# Career

- Art
- Foreign Language
- Math
- Business
- Science
- English
- Agriculture
- Music
- Social Studies
- Technology
- Internship
- Driver's Ed
- Physical Education
- FACS

# Guide



2019 ~ 2020

Finish

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## INTRODUCTION

This course book has been prepared to assist students and parents in becoming better informed about the content of specific courses and aid in the decision making process during registration. It is important that the information in this book be studied carefully so that realistic and appropriate courses are selected for each student.

### HOW TO USE THIS GUIDE

In this course book you will find the description of each course to be offered at Normal Community High School and Normal Community West High School. Certain courses may be offered at only one high school site depending on several factors, including student enrollment.

To the left of each course you will find a number used for computer scheduling. All first semester courses end with odd numbers. All second semester courses end with even numbers.

Immediately following the title of each course is the credit allotted. (Semester ½ credit or Yearly 1 credit)

Following the credit allotment is the year students will be able to take the course. If (9) appears, only freshmen are eligible. If (10, 11, 12) appears, sophomores, juniors, or seniors may take the course. If (11, 12) appears, only juniors and seniors are eligible. Seniors are defined as 4<sup>th</sup> year of high school and minimum of 17 earned credits.

After these numbers is the identification of the weighting system used by the district. Some classes are listed as AP level, Dual Credit level, Honors level, Base level and all others not listed are classified as Standard level courses AP, Honors, and Base are all weighted differently than standard classes. (See **Weighted Grade System** section for details.)

Prerequisites are listed for numerous courses. Prerequisites are conditions that are met before enrollment and have been established to provide the maximum assurance that the course will be completed satisfactorily. When prerequisites have been indicated, it is understood the course must be passed or a specific grade attained. Grade prerequisite overrides may be considered. Students must complete the Grade Prerequisite Override Form in order to enroll in a course for which they do not meet the grade prerequisite.

You are urged to read the descriptions, consider the recommendations made by your current instructors and counselors, discuss possible selections with your parents, and be prepared to determine your final course choices by the January deadline provided to you by your counselor.

### GENERAL REGULATIONS

1. All students are required to be enrolled in a minimum of six courses. An exception will be made for 5<sup>th</sup> year seniors.
2. A student is required to take a minimum of 6 credit bearing courses and may choose to take a 7<sup>th</sup> course for credit.
3. The following breakdown will be used to determine a student's grade in school:
  - a. Sophomore – 2<sup>nd</sup> year of high school and minimum of 5 credits required
  - b. Junior – 3<sup>rd</sup> year of high school and minimum of 11 credits required
  - c. Senior – 4<sup>th</sup> year of high school and minimum of 17 credits required

## NUMBER OF CREDITS TO GRADUATE

ENGLISH .....	4.0
MATH .....	3.0*
SCIENCE .....	2.0
SOCIAL STUDIES .....	2.0**
HEALTH	
PHYSICAL EDUCATION .....	3.5***
CONSUMER EDUCATION .....	0.5****
ELECTIVES .....	9.0
TOTAL .....	24.0

**Completion of SAT Test (11<sup>th</sup> grade)**

### **\*MATH**

1.0 credit Algebra I content

1.0 Math credit can come from AP Computer Science Principles or AP Computer Science Java

\*Must take one course with Geometry content.

### **\*\*SOCIAL STUDIES**

1.0 credit U.S. History

0.5 credit Civics or AP U.S. Government & Politics.

Successful completion of Constitution Test.

### **\*\*\*PHYSICAL EDUCATION, HEALTH, AND SAFETY**

Students are required to enroll in PE every semester they are in school. Students may be exempt from physical education if they qualify under the Board of Education guidelines:

#### **Substitutions for Physical Education (No. 6.310)**

See Page 7 for Substitutions for Physical Education

### **\*\*\*\*CONSUMER EDUCATION - STATE OF ILLINOIS REQUIREMENT**

Successful completion of any of the following courses/programs fulfills the State Consumer Education requirement for high school graduation:

- Introduction to Business Course (9, 10) 2 semesters
- Consumer Education course (11, 12) 1 semester
- Work Program and Work Program Class (11, 12) 2 semesters
- Personal Investment & Finance course (11, 12) 1 semester
- Agribusiness Management course (11, 12) 2 semesters
- Consumer Math (9, 10, 11, 12) 2 semesters (for students with case manager)
- Vocations Class (11, 12) 2 semesters

**WEIGHTED GRADE SYSTEM**

McLean County Unit District No. 5 utilizes a weighted grade system for determining grade point average. To indicate the weight of a class, the following symbols are placed behind the course title.

[AP] = AP Level (A=6; B=5; C=4; D=3; F=0)

[DC] = Dual Credit Level (A=5.5; B=4.5; C= 3.5; D=2.5; F=0)

[H] = Honors Level (A=6; B=5; C=4; D=3; F=0)

[B] = Base Level (A=4; B=3; C=2; D=1; F=0)

Any course that does not have one of the four above symbols behind its name is Standard Level. (A=5; B=4; C=3; D=2; F=0)

**CUM LAUDE RECOGNITION**

Summa Cum Laude and Magna Cum Laude designations will be awarded based on GPA.

Summa Cum Laude designation: 5.1+ GPA

Magna Cum Laude designation: 4.85 – 5.099 GPA

## **REGISTRATION GUIDELINES**

The Board of Education and staff of McLean County Unit District No. 5 take pride in the programs offered to meet the high standards set by the community it serves. As a public school district, Unit 5 provides programs for all students and has a firm commitment to prepare graduates for future success in life. A solid foundation, essential to reaching this goal, becomes the responsibility of the school district, parents, guardians, community and the student. Through this combined effort we will have a better school and a better community.

### **REGISTRATION GUIDELINES**

All eligible students who move into the district or who transfer from another school are expected to register on or before the first day of a semester. Students enrolling late who have been attending school elsewhere will be placed in equivalent classes, if possible. Grades from the previous school will be combined with grades earned in Unit 5 high school classes to determine semester grades and credit. If there is not a similar course available, students may not be able to earn credit and may be assigned to study hall.

A student wishing to enter late, who has not been attending school during the current semester, will be placed in the appropriate classes. The opportunity for credit will be evaluated on a case-by-case basis if the prospective student chooses to enroll. Credit is not guaranteed.

All students, eighth grade through eleventh, are expected to select courses for the following year during the second semester.

**A course request verification form will be emailed to all parents by Friday, March 8, 2019. Changes to course requests must be completed the last school day prior to Spring Break, March 22, 2019, by completing a course change form which can be found in the Counseling Office or on the school website. No changes will be allowed after that time except for the following reasons:**

1. Successful completion of summer school courses. Students must have prior written approval from guidance counselor and associate principal before enrolling in a course.
2. Changes for seniors that are necessary to meet graduation requirements.
3. Failure to meet course prerequisite if requested by the student/parent.
4. Driver Education changes for students placed in the wrong semester because of age or course failures.
5. Missing requirement for university admissions. Students will need to produce documentation from the university stating a specific course is needed for admission.
6. Drop class to move to higher weighted course.
7. Drop a yearlong class that has been failed and pick up a semester class (Office Approval/Interventions for Success must be completed)
8. Students concurrently enrolled in a study hall may enroll in a class in the first 5 days of a semester

### **DROPPING A COURSE**

Students enrolled in seven courses may drop an elective course for a study hall within the **first six weeks of the semester**.

### **FEEES FOR STUDENT-CONSUMED CURRICULUM SUPPLIES**

Unit 5 offers a rich, diverse curriculum menu from which students and their parents may choose. While Unit 5 makes every effort to insure the cost of attending a course is covered with your registration charge, there are course selections which may present you with additional fees. These nominal fees are to cover the cost of supplies which will become the property of the student upon assignment completion, or which allow the student to meet a certification or legal requirement for outside of the classroom. Examples would be fees for purchasing wood supplies for a woodshop assignment, fees charged to obtain lifeguard certification, or fees charged for driver's education activities.

### **LEVEL CHANGES**

Students enrolled in a course where multiple levels of the course exist and who are receiving a D/F, may request a level change **within the first six weeks of the semester**. In order to request a change, students must complete a Level Change form that shows the interventions/resources utilized that were unsuccessful in the present course before a level change will be approved by the school administration.

For year-long courses, a level change request for second semester must be submitted within the first week of 2<sup>nd</sup> semester.

## **PROFICIENCY EXAM**

- The music department may administer a proficiency exam to enroll in a course.
- Advancement to a higher level foreign language class is contingent upon a 70% passing score on the department placement exam. Students advancing to a higher level will not receive credit for courses in which they were not enrolled. Test outlines are available from foreign language teachers.

**McLean County Unit District No. 5**  
**BOARD OF EDUCATION POLICY**

**No. 6.310**  
Section: Instruction

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## **High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students**

### **Guidelines for High School Non-District Experiences and Course Substitutions**

- A student may take no more than six credits outside of Unit 5's course offerings.
- A student who has failed more than six credits may exceed the limit of six credits to recover credits to fulfill graduation requirements.
- A maximum of one credit may be earned outside the school day per semester unless approved in advance by the Building Principal or designee.
- A maximum of 2.0 credits may be earned during a single summer session unless approved in advance by the Building Principal or designee.
- The aforementioned credit limitations apply only to a student enrolled full time

### **Off Campus Learning Courses**

A student enrolled in an off campus learning course may receive high school credit for work completed, provided:

1. The course is given by an accredited institution and approved in advance by the Building Principal or designee.
2. The student assumes all financial responsibility.

Off campus learning courses may be taken during the school day for district supported credit recovery.

The off campus course grade will not count toward Unit 5 grade point average (GPA).

*Note ~ College level courses that are taken while a student is enrolled in high school may not be recognized for college credit by some post-secondary institutions.*

### **Dual Credit Courses**

A student who successfully completes a dual credit course may receive credit at both the college and high school level.

### **Summer School**

A student who has successfully completed eighth grade may receive high school credit for successfully completing any course provided:

1. The course is given by an accredited institution and approved in advance by the high school Building Principal or designee.
2. The student assumes all financial responsibility.

The summer school course grade will not count toward Unit 5 grade point average (GPA).

### **Exchange Programs**

A foreign exchange student will not be granted a diploma. In lieu of a diploma, a foreign exchange student will be awarded a certificate of attendance. Foreign exchange students are classified as seniors so they are eligible to participate in the graduation ceremony and are exempt from District and State Standardized testing.

A Unit 5 student will receive high school credit for foreign exchange courses that meet the criteria established in the curriculum and that are approved by the high school Building Principal or designee. International study course work not meeting District requirements may be placed in the student's permanent record and recorded as an international study experience.

1. The student assumes all financial responsibility.

#### **Foreign Language Courses**

A student will receive high school credit by studying foreign language in an approved ethnic school program, provided such program meets the minimum standards established by the State Board of Education. (An ethnic school is a part-time, private school that teaches the foreign language, as well as the culture, geography, history, and other aspects of a particular ethnic group.)

The amount of credit will be based on foreign language proficiency achieved. The high school Building Principal or designee may require a student seeking foreign language credit to successfully complete a foreign language proficiency examination.

1. The student assumes all financial responsibility.

#### **Substitutions for Physical Education**

A student in grades 9-12, unless otherwise stated, may submit a written request to the Building Principal to be excused from physical education courses for the reasons stated below. The Superintendent or designee shall maintain records showing that the criteria set forth in this policy were applied to the student's individual circumstances, as appropriate.

1. Ongoing participation in a marching band program for credit;
2. Enrollment in Reserve Officer's Training Corps (ROTC) program sponsored by the District;
3. Ongoing participation in an interscholastic or extracurricular athletic program;
4. Enrollment in academic classes that are required for admission to an institution of higher learning (student must be in the 11th or 12th grade); or
5. Enrollment in academic classes that are required for graduation from high school, provided that failure to take such classes will result in the student being unable to graduate (student must be in the 11th or 12th grade).

A student who is eligible for special education may be excused from physical education courses pursuant to Board policy 7.260, Exemption from Physical Education

The provisions in the section **Credit for Non-District Experiences**, above, apply to the receipt of credit for any non-District course.

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Adopted: February 21, 1977

Reviewed: September 2018

Amended: December 14, 2016

## **BLENDING LEARNING COURSES**

The classrooms of today look very similar to the classrooms that our parents and sometimes, grandparents experienced. However, employers and colleges are looking for students with diverse skills to work in this global economy. Students that attend college and have difficulty persisting and/or completing a degree, often drop out due to their inability to manage the freedoms and the flexible schedule associated with life on a college campus.

Unit 5 teachers are interested in offering blended courses that would be very similar to college courses in that a significant amount of the coursework would be completed outside of class time. The purpose would be to expose students to a flexible schedule to help them transition to college or the workplace. Organization, communication skills, and self-advocacy would also be required of students in blended courses. Teachers are prepared to assist students in the development of these skills through the supports and scaffolds they will provide to students in blended classrooms. Teachers will indicate, prior to each week, the days in which students will report to the classroom (required attendance days) and the day in which students have the flexibility to work outside of the classroom (flex days).

Courses offered as Blended Learning are noted with *italicized* print on the Course Code list and within the Course Description pages. Students interested in taking a blended class should identify and select the designated course code during registration.

## COURSE NUMBERS

Courses in *italicized* print indicate a Blended Learning Course

### Agriculture

AGR101/102	Intro to Ag, Food & Nat Resources
AGR251/252	Agribusiness Management
<i>AGR250/259</i>	<i>BL Agribusiness Management</i>
AGR271/272	Agricultural Mech Technology
AGR331/332	Bio Sci Apps in Ag
AGR341/342	Phys Sci App in Agriculture
AGR501/502	Vetinary Science

### Art

ART051/052	Contemporary Crafts
ART121/122	Graphic Design I
ART131/132	Graphic Design II
ART151/152	Drawing & Painting I
ART161/162	Drawing & Painting II
ART201/202	Ceramics & Sculpture I
ART211/212	Ceramics & Sculpture II
ART251/252	Advanced Art Studio I
ART301/302	Advanced Art Studio II
ART311/312	AP Art History
ART351/352	Photography I
ART 361/362	Photography II – Digital Photo
ART 811/812	AP Art 2-D Design
ART961/962	Yearbook/Desktop Publishing I
ART971/972	Yearbook/Desktop Publishing II
ART981/982	Yearbook/Desktop Publishing III

### Business

BUS051/052	Introduction to Business
BUS111/112	Computer Applications I
BUS211/212	Computer Applications II
BUS301/302	Office Keyboarding Applications
BUS501/502	Accounting
BUS551/552	Advanced Accounting
<i>BUS550/559</i>	<i>BL Advanced Accounting</i>
BUS601/602	Business Management
BUS611/612	Sports & Entertainment Mktg
<i>BUS610/619</i>	<i>BL Sports &amp; Entertainment Mktg.</i>
BUS701/702	Business Law
BUS721/722	Personal Investment & Finance
<i>BUS720/729</i>	<i>BL Personal Investment &amp; Finance</i>
BUS741/742	Innovative Entrepreneurs
BUS901/902	Web Design

### Computer Science

CSC151/152	Computer Science Essentials
CSC771/772	AP Computer Science Principles
CSS781/782	AP Computer Science

### Consumer Education

CON151/152	Consumer Ed
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### Driver's Education

DRV101/102	Safety – Driver Education
DRV111/112	Safety – Driver Education

### English

ELA101	Focused Language Arts I (B)
ENG021/022	Basic ESL
ENG031/032	Beginning ESL
ENG081/082	Intermediate ESL
ENG091/092	Advanced ESL
ENG023/024	BSL Basic Writing
ENG093/094	BSL IV Advanced Writing
ENG151/152	English I
ENG171/172	Honors English I (H)
ENG251/252	English II
ENG271/272	Honors English II (H)
ENG351/352	English III
ENG371/372	AP English Language & Comp
ENG551/552	College English Bridge
ENG581/582	English IV: Composition
ENG591/592	English IV: Literature
ENG721/722	Philosophy & Literary Criticism
ENG781/782	Creative Writing
ENG811	Theatre I
ENG812	Theatre II
ENG842	Advanced Acting & Directing
ENG871/872	Literature of the Silver Screen
ENG881/882	AP English Literature & Comp
ENG891/892	Introduction to the Humanities/ HUMA101 – Dual Credit
ENG901/902	Advanced Speech
ENG911	Composition I
<i>ENG910</i>	<i>ENG101 – Dual Credit</i>
ENG922	Composition II
<i>ENG 929</i>	<i>ENG102 – Dual Credit</i>
ENG931/932	<i>BL Composition I ENG101 – DC</i>
<i>ENG903/939</i>	<i>BL Composition II ENG102 – DC</i>
ENG941/942	Journalism I
<i>ENG940/949</i>	<i>BL Journalism I</i>
ENG951/952	Journalism II
<i>ENG950/959</i>	<i>BL Journalism II</i>
ENG991/992	Journalism III
<i>ENG990/999</i>	<i>BL Journalism III</i>
	Intro to Oral Communication/ COM101 – Dual Credit
	<i>BL Intr to Oral Comm COM101 – DC</i>

### Family & Consumer Sciences

FCS 111/112	Culinary Arts
FCS122	Culinary Arts II
FCS151/152	Child Development
<i>FCS150/159</i>	<i>Child Development</i>
FCS251/252	Parenting
FCS291/292	Educating Young Children I
<i>FCS290/299</i>	<i>Educating Young Children I</i>
FCS311	Housing & Interior Design I
FCS332	Housing & Interior Design II
FCS351	Fashion I
FCS352	Fashion II

FCS362	Fashion III
FCS391/392	Educating Young Children II
<i>FCS390/399</i>	<i>CHILD202—Dual Credit</i>
<i>FCS400/409</i>	<i>BL EYC II CHILD202—DC</i>
	<i>BL Introduction to Education</i>
	<i>EDUC 101 – Dual Credit</i>
FCS511/512	Personality, Behavior & Relationships
FCS 701/702	Lifestyle Management

### Foreign Language

FOR111/112	French I
FOR121/122	French II
FOR131/132	French III
FOR141/142	French IV
FOR151/152	AP French
FOR211/212	German I
FOR221/222	German II
FOR231/232	German III
FOR251/252	AP German
FOR311/312	Spanish I
FOR321/322	Spanish II
FOR331/332	Spanish III
FOR341/342	Spanish IV
<i>FOR340/349</i>	<i>Spanish IV</i>
FOR351/352	AP Spanish
FOR411/412	Spanish Heritage Speakers

### Mathematics

MAT151/152	Pre-Algebra (B)
MAT321/322	Algebra 1
MAT521/522	Geometry
MAT501/502	Geometry in Construction
MAT601/602	Honors Geometry (H)
MAT641/642	Fundamental Algebra 2 (B)
MAT681/682	Algebra 2
MAT721/722	Honors Algebra 2 (H)
MAT741/742	College Algebra
<i>MAT740/749</i>	<i>BL College Algebra</i>
CSC771/772	AP Computer Science Principles
CSC781/782	AP Computer Science
MAT811/812	STEM Trigonometry
MAT841	Finite Math
MAT842	Probability & Statistics
MAT851/852	AP Statistics
MAT861/862	Introduction to Statistics
MAT891/892	MATH 141 – Dual Credit
MAT911/912	Honors Pre-Calculus (H)
MAT921/922	Finite Math for Business & Soc
<i>MAT920/929</i>	<i>Science MATH111 – Dual Credit</i>
MAT941/942	AP Calculus AB
MAT971/972	<i>BL AP Calculus AB</i>
MAT491/492	AP Calculus BC
	Honors Calculus III (H)
	Exploring Math (B)

**Music**

MUS211/212	Concert Choir
MUS321/322	Chorale
MUS401/402	Mixed Chorale
MUS411/412	Chamber Choir
MUS231/232	Concert Orchestra
MUS331/332	Sinfonia Orchestra
MUS431/432	Chamber Orchestra
MUS141/142	Concert Winds
MUS241/242	Symphonic Band
MUS341/342	Symphonic Winds
MUS441/442	Wind Ensemble
MUS251/252	American Popular Music
MUS451/452	AP Music Theory
MUS461/462	Music Theory II

**Physical Education**

PHY051/052	Health
PHY102/112	Drivers Ed/Swim
PHY131/132	Foundations to Fitness
PHY201/202	Fitness and Sports
PHY301/302	Lifetime Fitness and Exercise
PHY401/402	Personal Development
PHY400/409	<i>BL Personal Development</i>
PHY501/502	Dance Fitness
PHY511/512	Adapted PE
PHY601/602	Water & Land Activities
PHY631/632	Advanced Aquatics
PHY651/652	Swim Guard
PHY701/702	Lifestyle Management
PHY801/802	Unified Physical Education

**Science**

SCI101/102	Biology I
SCI201/202	Honors Biology I (H)
SCI331/332	Bio Sci Apps in Ag
SCI341/342	Phy Sci Apps in Ag
SCI361/362	Molecular/Structural Biology
SCI401/402	AP Biology
SCI451/452	Chemistry I
SCI501/502	Honors Chemistry I (H)
SCI551/552	Chemistry II
SCI561/562	Fundamentals of Chemistry CHEM120 – Dual Credit
SCI601/602	AP Chemistry
SCI651/652	Physics I
SCI650/659	<i>BL Physics</i>
SCI751/752	AP Physics C
SCI801/802	Environment Earth
SCI811/812	Environment Earth EASC 111 – Dual Credit
SCI831/832	Earth & Space Science
SCI830/839	<i>BL Earth &amp; Space Science</i>
SCI861/862	Biological Engineering

**Social Studies**

SOC101/102	Regional World Studies
SOC151/152	Civics
SOC211/212	U.S. History
SOC301/302	International Relations
SOC401/402	Human Geography
SOC511/512	Introduction to Logic
SOC601/602	Psychology
SOC701/702	Sociology
SOC801/802	Economics
SOC612	AP Psychology
SOC861/862	AP Government & Politics US
SOC882	AP Comparative Government
SOC912	AP Human Geography
SOC931	Western Civilization to 1500 HIST 101 – Dual Credit
SOC930	<i>BL Western Civilization to 1500 – HIST101Dual Credit</i>
SOC942	Western Civilization from 1500 HIST102 - Dual Credit
SOC949	<i>BL Western Civilization from 1500 HIST102 Dual Credit</i>

**Study Hall**

STH101/102	Study Hall
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**Technology**

TEC081/082	Technology Concepts
TEC201/202	Digital Media Production
TEC231/232	Advanced Digital Media Prod.
TEC251/252	Materials Applications & Process
TEC411/412	Intro to Engineering Design
TEC421/422	Principles of Engineering HCC TECH 121
TEC431/432	Civil Engineering & Architecture HCC TECH 124
TEC491/492	Animation & Rendering
TEC521/522	Advanced Metalworking HCC WELD 110
TEC561/562	Machining Operations HCC WELD116
TEC721/722	Manufacturing Technology
TEC741/742	Cabinetmaking
TEC811/812	STEM Capstone

**Work/Career Exposure**

WRK111/112	Career Exploration
WRK101/102	Work Program Class
WRK151/152	Work Program I
WRK161/162	Work Program II
WRK141/142	Internship Program
BUS741/742	Innovative Entrepreneurs

**Bloomington Area Career Center**

AVT641/642	Automotive Technology I
AVT651/652	Automotive Technology II
AVT221/222	Computer Tech & Networking I
AVT231/232	Computer Tech & Networking II
AVT241/242	Computer Tech & Networking III
AVT491/492	Civil Engineering II
AVT501/502	Geometry in Construction
AVT761/762	Construction I
AVT781/782	Construction II
AVF701/702	Barbering I
AVF801/802	Cosmetology I
AVF851/852	Cosmetology II
AVF861/862	Cosmetology III
AVC241/242	Criminal Justice/Law I
AVC271/272	Criminal Justice/Law II
AVF551/552	Culinary Arts I
AVF591/592	Culinary Arts II
AVC341/342	Fire Science I
AVC361/362	EMT-Basic
AVH701/702	Health Careers & Med Term
AVH651/652	Nurse Assistant
AVH691/692	Advanced CNA
AVT601/602	Metalworking Occupations I
AVT621/622	Metalworking Occupations II

## COLLEGE CREDIT RELATED TO HIGH SCHOOL CLASSES

### AP COURSES and TESTING

The Advanced Placement (AP) program is offered by The College Board and provides high school students the opportunity to take a three-hour exam in May to potentially qualify for college course credit. All students throughout the world take a given exam on the same day. Although The College Board does not mandate taking an AP course before completing the exam, it is much more likely a student completing an AP course will be able to attain a qualifying score. Each exam is graded on a point basis with a range from one to five. **A score of five, four, or three is considered to be a qualifying score. A student should determine potential credit or placement with the college he/she plans to attend.** Colleges often address AP credit and other opportunities to get advanced standing.

**There is a cost for each exam.** Students with financial need may qualify for a free/reduced fee. Students should check with the AP Coordinator to determine eligibility for the fee reduction. To meet College Board deadlines, registration for the exams will be as follows: Yearlong and semester 1 AP courses will register by October. Semester 2 only AP courses will register by February for exams. **McLean County Unit District No. 5 offers AP exams that correlate to the AP courses taught in the district.**

McLean County Unit District No. 5 is pleased to offer AP courses in several disciplines (art, English, foreign languages, mathematics, music, science, computer science and social studies). Each AP class is expected to have the rigor of a comparable college level course. AP options are available for junior and senior students.

For additional information and AP test schedule, contact your counselor, AP Coordinator, or The College Board website at <http://www.collegeboard.com/student/testing/ap/about.html>. The site will lead you to specific AP information.

### DUAL CREDIT COURSES

Dual credit courses are college courses that are taught in our high schools by qualified high school instructors. Qualified students that are academically successful in a dual credit course, will receive both high school and college level credit for taking the course. For a detailed description of the dual credit courses we offer, please refer to the dual credit information on page 14.

<http://www.heartland.edu/collegeNow/>

## DUAL CREDIT COURSES 2019-2020

Students that enroll in a dual credit course will earn high school credit (count toward graduation credits) and college credit for post-secondary institutions that accept the credit. Students and parents are strongly encouraged to check with colleges of interest to verify the conditions under which they will accept dual credit coursework from Heartland Community College if students choose to select a dual credit course for the 2019-2020 school year. Dual credit courses are weighted level courses. Dual Credit Career Technical Education (CTE) courses are not weighted as they do not require students to demonstrate college readiness through assessment.

Dual credit courses will be taught at NCHS and NCWHS during the regular school day by Unit 5 faculty members. Academically qualified students may enroll in these college level courses. Upon successful course completion, the student earns college credit and high school credit. **Textbook purchase is the responsibility of the student/family.** There is no Heartland Community College tuition cost for these courses.

Students who choose these courses must apply to HCC and qualify by passing benchmark scores on one of the following: ACT test, SAT test, or by taking the Heartland test if college readiness benchmarks are not met on the ACT/SAT.

### **ENG 891/892 INTRODUCTION TO THE HUMANITIES**

**(Semester ½ Credit) (11, 12) (Dual Credit Level)**

**Prerequisite: Two years successful completion of English I and II or Honors English I and II**

**Concurrent Enrollment in English III or AP Language in Grade 11**

Introduction to the Humanities is the study of social and cultural values as expressed through the major art forms, including painting, sculpture, architecture, literature, drama, music, dance, film, and photography. The course will examine the elements and formal qualities that are characteristic of each art form, the relationships between the arts, and the social and historical contexts from which they developed. *Heartland Community College dual credit can be achieved for Introduction to the Humanities.*

### **ENG 911 COMPOSITION I**

**ENG910 (Semester ½ Credit) (11, 12) (Dual Credit Level)**

**Prerequisite: Two years successful completion of English I and II or Honors English I and II;**

**Completion of English III or concurrent enrollment**

An introduction to college-level writing, with training in the skills needed at each phase of the writing process, including generating ideas about a topic, determining a purpose, forming a controlling idea, analyzing the needs of your audience, organizing and planning your writing, and composing effective sentences, paragraphs, and essays. ENG 911/912 is intended to prepare students to write effectively for a variety of audiences and purposes. A final portfolio that includes a research paper (or papers) is required. This paper (or papers) constitutes the majority of the grade for this course. *Heartland Community College dual credit can be achieved for Composition I.*

ENG 911 is intended to be a 1<sup>st</sup> semester course with ENG 922 following second semester. ENG 911 could be a “stand alone” senior elective.

### **ENG 922 COMPOSITION II**

**ENG 929 (Semester ½ Credit) (11, 12) (Dual Credit Level)**

**Prerequisite: Successful completion of 911/912; Completion of English III or current enrollment**

ENG 922 is a course that focuses on the rhetorical strategies used in argumentative writing, including logical analysis, critical thinking, the interpretation and evaluation of primary and secondary sources, and the conventions of academic and professional discourse. A final portfolio that includes a research paper (or papers) is required. This paper (or papers) constitutes the majority of the grade for this course. ENG 922 is intended to follow ENG 911 or ENG 912. *Heartland Community College dual credit can be achieved for Composition II.*

### **ENG 991/992 INTRODUCTION TO ORAL COMMUNICATION**

**ENG 990/999 (Semester ½ Credit) (11, 12) (Dual Credit Level)**

**Concurrent Enrollment: English III or AP Language in Grade 11**

This is an introductory course in public speaking, with the dual goals of helping students understand basic communication principles and improving their oral communication skills. The course emphasizes preparing, selecting, organizing, and delivering oral messages, as well as analyzing and evaluating the speaking-listening process. *Heartland Community College dual credit can be achieved for Oral Communication.*

**FCS 400/409 INTRODUCTION TO EDUCATION**  
**(Yearly 1 Credit) (10, 11, 12) (Dual Credit Level)**

**Prerequisite(s):- Child Development (Recommended)**

This course provides an introduction to the American education system and as teaching as a profession. Throughout the course students will be offered a variety of perspectives on education including: historical, philosophical, social, legal, and ethical issues in a diverse society. A study of organizational structure and school governance will also be included. A minimum 15-hour clinical component is required for this class. Students who enroll in Introduction to Education will be required to undergo a criminal background check by a college selected vendor. A clear background check is mandatory in order to complete the course/state required 15 hour clinical component for each class. The cost of the background check will be added as a course fee. *Heartland Community College dual credit can be achieved for Introduction to Education.*

**SOC 931 WESTERN CIVILIZATION TO 1500**  
**SOC 930 (Semester ½ Credit) (11, 12) (Dual Credit Level)**

This college level course covers the main stream of Western civilization from the first millennium B.C. to 1500. The course considers religious, economic, and cultural trends and developments as well as the major political events of the period. The focus of the course is on Europe but the great Middle Eastern civilizations and cultural contributions are considered as they impact Europe and help shape the West. Special attention is given to individuals and their contributions as well as to the rise of nations. *Heartland Community College dual credit can be achieved for Western Civilization.*

**SOC 942 WESTERN CIVILIZATION SINCE 1500**  
**SOC 949 (Semester ½ Credit) (11, 12) (Dual Credit Level)**

This college level course covers the development of the modern West in terms of the great movements of the past five centuries: The Reformation, The Enlightenment, Absolutism and the rise of the nation state, the French Revolution, Industrialization, the emergence of modern political ideology, the World Wars, the Cold War and the roots of the present political situation. The course emphasizes watershed events in the realm of religion, politics, economics, artistic and cultural developments, and war. Special attention is given to the contributions of individuals in shaping the modern world. *Heartland Community College dual credit can be achieved for Western Civilization.*

**MAT 911/912 FINITE MATH FOR BUSINESS AND SOCIAL SCIENCE**  
**(Semester ½ Credit) (11, 12) (Dual Credit Level)**

**Prerequisite: Successful completion of Algebra II, Pre-Calculus, or College Algebra**

This class focuses on applications of the following topics: matrices, matrix algebra, linear programming, sets and counting techniques, probability, and the mathematics of finance. Note, a graphing calculator is required for this course (instruction will be based on a TI 83+). *Heartland Community College dual credit can be achieved for Finite Math for Business and Social Science.*

**MAT 861/862 INTRODUCTION TO STATISTICS**  
**(Semester ½ High School Credit) (11, 12) (Dual Credit Level)**

**Prerequisite: Successful completion of Algebra II or College Algebra**

This course focuses on mathematical reasoning and the solving of real-life problems, rather than on routine skills and appreciation. Descriptive methods (frequency distributions, graphing and measures of location and variation), basic probability theory (sample spaces, counting, factorials, combinations, permutations, and probability laws), probability distributions (normal distributions and normal curve, binomial distribution, and random samples and sampling techniques), statistical inference (estimation, hypothesis testing, t-test, and chi-square test, and errors), correlation and regression, and f-test and analysis of variance. An emphasis is placed on calculating statistical results using appropriate technology, and interpreting those results in context, rather than using formulas and tables. *Heartland Community College dual credit can be achieved for Introduction to Statistics.*

**SCI 811/812 ENVIRONMENT EARTH**  
**(Yearly 1 Credit) (11, 12) (Dual Credit Level)**

**Prerequisite: Two years of Science, "C" or higher in previous Science courses**

This is a course for non-science majors who desire a physical science understanding of environmental concerns. Topics may include: ground water, air quality, land management, nuclear energy, and solid waste disposal. *Heartland Community College dual credit can be achieved for Environment Earth.*

**SCI 561/562 FUNDAMENTALS OF CHEMISTRY**  
**(Yearly 1 Credit) (11, 12) (Dual Credit Level)**

**Prerequisite: "B" or higher in Chemistry or Honors Chemistry**

This is a year-long survey of general, organic, and biological chemistry for students who plan to pursue a health-related profession or who have an interest in chemistry. An emphasis is placed on the relationship between chemistry and life through issues and examples from the health, medical, and environmental fields. Laboratory exercises are used to reinforce the lecture material. *Heartland Community College dual credit can be achieved for Fundamentals of Chemistry.*

## CAREER TECHNICAL EDUCATION

The following dual credit courses are part of HCC's Career Technical Education program. These courses are aligned with applied certificate or degree programs at HCC. Career Technical Education courses are not part of the Illinois Articulation Initiative so transferability varies by college or university. Additionally, students do not need to take the HCC placement exam to qualify for these courses. The Career Technical Education courses are standard level and do not result in weighted Unit 5 credit.

### **FCS 391/392 EDUCATING YOUNG CHILDREN II** **(Yearly 1 Credit) (12) (Standard Level)**

**Prerequisite: "B" or higher in Educating Young Children I**

Educating Young Children II builds on the knowledge and skills developed in EYC I. Students will focus on the health, wellness, and nutritional needs of the preschool child. Additionally, EYC II students will assume a leadership role in the preschool and in their own learning. When appropriate, job shadowing and intern experiences will be included. From HCC course syllabus: this course provides an overview of the health, safety and nutritional needs of young children and early childhood practices to ensure the health and well-being of each child in a group setting. Content includes roles and responsibilities of adults in meeting children's diverse needs, the promotion of healthy lifestyle practices, understanding common childhood illnesses and injuries, meeting health, nutrition and safety standards, and planning nutritious meals that are appropriate for each child. *Heartland Community College Dual Credit can be achieved for Health, Safety, and Nutrition for the Young Child.*

### **TEC 521/522 ADVANCED METALWORKING** **(Semester ½ Credit, Yearly 1 Credit) (Standard Level)**

**Prerequisite: One Semester of Materials & Applications Process (M.A.P.)**

This course introduces the metal-working processes used to form, fabricate, and assemble manufactured products. Course content focuses on shielded metal arc welding, gas metal arc welding, oxy-fuel cutting, plasma torch cutting, lathe turning, and milling. Eighty-five percent of the content is taught through hands-on problem solving activities. *Heartland Community College Career Technical Education Credit can be achieved for Introduction to the Welding Process.*

### **TEC 561/562 MACHINING OPERATIONS** **(Semester ½ Credit, Yearly 1 Credit) (Standard Level)**

**Prerequisite: One semester of Advanced Metalworking**

This course focuses on advanced topics in metalworking such as: milling, lathe turning, welding, and project design. Throughout the semester, students will design and build a functional working product along with completing welding preparation in shielded metal arc welding, gas metal arc welding, and gas tungsten arc welding. Course material concentrates on problem solving and hands-on activities. *Heartland Community College Career Technical Education Credit can be achieved for Shielded Metal Arc Welding. For an additional fee, students may choose to earn OSHA General Industry training credential through an on-line supplemental curriculum.*

### **TEC 421/422 PRINCIPLES OF ENGINEERING (P.O.E.)** **\*In Cooperation with Project Lead the Way** **(Yearly 1 Credit) (10, 11, 12) (Standard Level)**

This course will offer students a unique opportunity to earn dual credit for high school level Project Lead the Way (PLTW) coursework; students must be enrolled in approved high school level PLTW programs in order to qualify for this course. This course is the second in a series of pre-engineering courses developed by a national organization called Project Lead the Way. Students will study the different fields of engineering thought, the study of technological systems and manufacturing processes. Students will also be involved in activities that focus on social and political consequences of technological change. Lessons are taught through hands-on projects that concentrate on how engineers and technicians use math, science, and technology to solve problems to benefit people. Students will receive an opportunity to proficiency test for HCC upon completion of a full year. *\*This course is designated as a technology concentrated course. Heartland Community College Career Technical Education Credit can be achieved for Principles of Engineering.*

**TEC 431/432 CIVIL ENGINEERING AND ARCHITECTURE (C.E.A)**

**\*In Cooperation with Project Lead the Way**

**(Yearly 1 Credit) (11, 12) (Standard Level)**

This course will offer students a unique opportunity to earn dual credit for high school level Project Lead the Way (PLTW) coursework; students must be enrolled in approved high school level PLTW programs in order to qualify for this course. Students enrolled in CEA will study the area of Civil Engineering and Architecture through a long-term project that involves the development of a local property site. As you learn about various aspects of civil engineering and architecture, you will apply what you learn to the design and development of this property. The course covers the following: The Roles of Civil Engineers and Architects, Project and Site Planning, Building Design, and Project Documentation and Presentation. Revit, which is a state of the art 3D design software package from AutoDesk, will be used to help design solutions to solve your major course project. Working in teams, you will learn about documenting your project, solving problems, and communicating your solutions to other students and members of the professional community of civil engineering and architecture. CEA is an advanced specialized course within the Project Lead the Way sequence. Students will receive an opportunity to proficiency test for HCC upon completion of a full year. *\*This course is designated as a technology concentrated course. Heartland Community College Career Technical Education Credit can be achieved for Civil Engineering and Architecture.*

## STEM CONCENTRATION

Students who take eight semesters of STEM classes (see class list below) will obtain a STEM Designation. This designation can be put on resumes for high school internships as well as college applications. Students with the STEM Designation will be stronger candidates for STEM-related positions than other applicants without the designation. Completing the courses listed below does not guarantee an internship, but it may help a student's chances of receiving a STEM-related position. Participation in these classes may also result in the opportunity to collaborate with a professional mentor throughout the year. \*Additional courses may be added to each group in the future.

Students must take a total 6 semesters with at least 2 semesters from Group 1, and 2 semesters from Group 2.

### **Group 1**

AGR 101/102 Introduction to Agriculture, Food & Natural Resources (AFNR)  
AGR 151/152 Agricultural Science  
AVT 501/502 Geometry and Construction  
CSC 151/152 Computer Science Essentials  
CSC 771/772 AP Computer Science Principles  
CSC 781/782 AP Computer Science (JAVA)  
MAT 811/812 STEM Trigonometry  
SCI 861/862 Biological Engineering  
SCI 811/812 Environmental Earth dual credit

### **Group 2**

TEC 081/082 Technology Concepts  
TEC 411/412 Introduction to Engineering Design  
TEC 421/422 Principles of Engineering  
TEC 431/432 Civil Engineering and Architecture  
TEC 561/562 Machining Operations  
TEC 741/742 Cabinetmaking

**TEC811/812 STEM Capstone course must be taken during a student's senior year to earn the STEM Designation.**

Students that take **8** semesters of classes will be eligible for the STEM Designation. Students must take a total of 6 semesters with at least 2 semesters from Group 1 and 2 semesters from Group 2 prior to, or concurrently with the STEM Capstone course. To earn the STEM Designation, students are required to take the STEM Capstone course in addition to 6 previous semesters of courses listed above.

## TECHNOLOGY CONCENTRATION

Students who take six (6) semesters of classes that fall under the technology concentration (see class list below) will obtain a Technology Concentration designation. This recognition can be put on resumes for high school internships. Local businesses will consider students with the technology concentration as stronger candidates for technology related positions than other applicants without the concentration. Completing the courses listed below does not guarantee an internship, but it may help a student's chances of receiving a technology related position. Participation in these classes may also result in the opportunity to work with a mentor from State Farm Insurance throughout the year.

BUS 901	Web Page Design
CSC 151/152	Computer Science Essentials
CSC 771/772	AP Computer Science Principles
CSC 781/782	AP Computer Science (JAVA)
TEC 081	Technology Concepts
TEC 201	Digital Media Production
TEC 231	Advanced Digital Media Production
TEC 411	Introduction to Engineering Design
TEC 421	Principles of Engineering (dual credit)
TEC 431	Civil Engineering and Architecture (dual credit)

## **ASSOCIATE OF SCIENCE DEGREE PROGRAM** **CONCENTRATION IN COMPUTER SCIENCE**

Heartland Community College is partnering with McLean County District No. 5 to offer an Associate of Science Degree program that can be earned while a student is simultaneously earning their high school diploma. This will be accomplished through strategic planning and coordination with Heartland Community College. Additionally, some summer coursework will need to be completed.

Self-motivated students that have an interest in computer science are the ideal candidates for this program. Students must earn an A or B in middle school Algebra and Honors Geometry (if that course has been completed) to be admitted to the program. \*Students must have completed high school Algebra I by the end of their 8<sup>th</sup> grade year. If a student has not taken honors geometry, the student will have to double up on math so that they can complete AP Calculus BC by the end of their junior year or complete honors geometry the summer before their freshman year. This will allow the student to take Calculus BC during the junior year and then dual credit statistics as a senior.

Students must have math MAP scores trending above the 90<sup>th</sup> percentile.

Interested students must obtain a recommendation from an 8<sup>th</sup> grade core teacher (science, social studies, ELA). The recommendation should reference both student's academic abilities, but also the student's learner characteristics (collaboration, perseverance, responsibility, self-advocacy, critical thinking skills, etc.).

Incoming freshman students that are accepted into the program will be notified early second semester so that course selections can be made accordingly.

The college credit hours will be earned through a combination of Advanced Placement courses (test scores of 3 or above), dual credit courses taken within Unit 5 high schools, as well as college courses taken on Heartland's campus. Tuition and fees are waived for all dual credit courses taken within Unit 5 high schools, but parents will be required to pay for coursework taken at Heartland Community College. The textbook cost is the responsibility of the parent regardless of whether the course is taught by Unit 5 staff or taught on Heartland's campus, by Heartland instructors.

For additional information about this program, including a draft student schedule, please click on the link below.

[Associate Degree Program](https://www.unit5.org/site/default.aspx?PageType=3&DomainID=30)

<https://www.unit5.org/site/default.aspx?PageType=3&DomainID=30>

## NCAA APPROVED CORE COURSES

Currently, the NCAA for athletic eligibility at the college level accepts the following core courses. The information is listed as found on the clearinghouse website. Potential Division I and Division II athletes need to carefully check the information as the requirements vary slightly for Division I and II. Generally, a student will need at least 16 core classes in the following areas: English, Mathematics, Social Science, Natural or Physical Science, and Foreign Language. For additional assistance, talk to your counselor, coach, athletic director or visit The NCAA Clearinghouse website at [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net). Unit Five does not make the eligibility determination nor determine the classes that will count toward the core requirement.

### ENGLISH

151/152	English I
171/172	Honors English I
251/252	English II
271/272	Honors English II
351/352	English III
371/372	English Language & Comp/AP
581/582	English IV: Composition
591/592	English IV: Literature
721/722	Philosophy & Literary Criticism
781/782	Creative Writing
881/882	English Literature & Comp/AP
901/902	Advanced Speech
911/912	Composition I
922	Composition II
991/992	Intro to Oral Communication

### NATURAL/PHYSICAL SCIENCE

101/102	Biology
201/202	Biology/H
351/352	Biology II
361/362	Molecular & Structural Biology
401/402	Biology/AP
451/452	Chemistry
501/502	Chemistry/H
551/552	Chemistry II
601/602	Chemistry/AP
651/652	Physics
751/752	AP Physics C
801/802	Environmental Earth
811/812	Environment Earth Dual
831/832	Earth and Space Science
861/862	Biological Engineering
561/562	Dual Credit Chemistry

### SOCIAL SCIENCE

101/102	Regional World Studies
151/152	Civics
211/212	U.S. History I
301/302	International Relations
401/402	Human Geography
501/502	Social Issues
601/602	Psychology
612	Psychology/AP
701/702	Sociology
801/802	Economics
861/862	Gov & Politics US/AP
882	Comparative Gov/AP
912	Human Geography/AP
931/932	Western Civil to 1500
941/942	Western Civil Since 1500

### MATHEMATICS

321/322	Algebra I
521/522	Geometry
601/602	Geometry/H
681/682	Algebra 2
721/722	Algebra 2/H
741/742	College Algebra
811/812	STEM Trigonometry
841	Finite Mathematics
842	Probability & Statistics
891/892	Pre-Calculus/H
851/852	Statistics/AP
911/912	Finite Math for Business and Social Science
921/922	Calculus/AP AB
941/942	Calculus/AP BC

### ADDITIONAL CORE COURSES (Foreign Language)

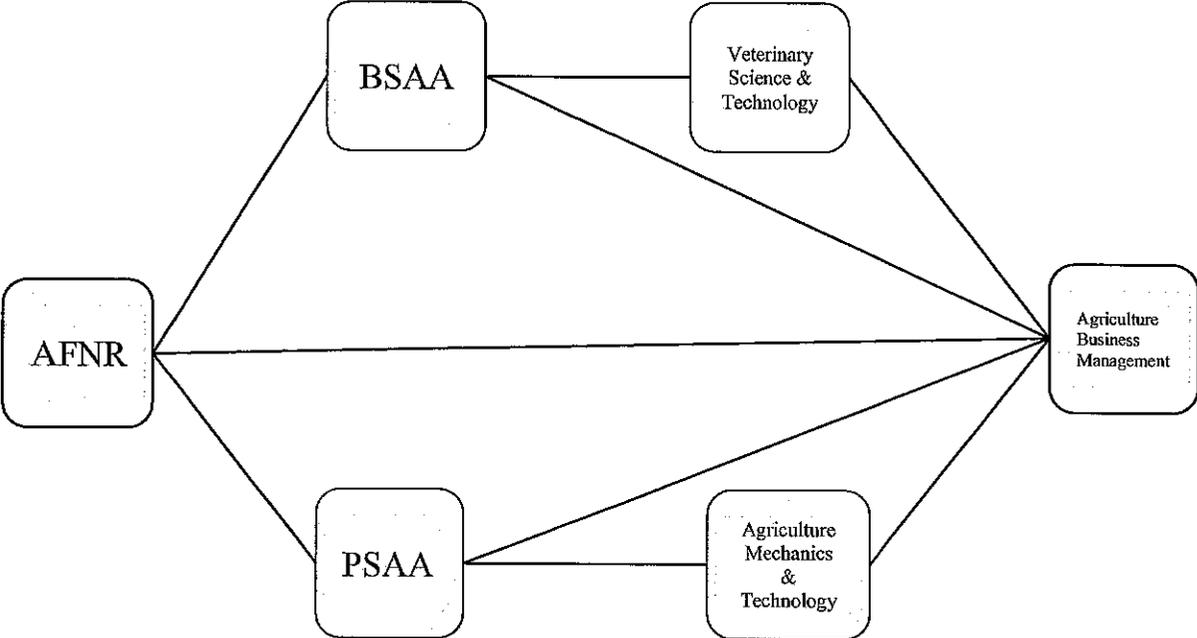
111/112	French I
121/122	French II
131/132	French III
141/142	French IV
151/152	French AP
221/222	German I
231/232	German II
221/222	German III
241/242	German IV
251/252	German AP
311/312	Spanish I
321/322	Spanish II
331/332	Spanish III
341/342	Spanish IV
351/352	Spanish AP
411/412	Spanish for Heritage Speakers

### COMPUTER SCIENCE

771/772	Computer Science Principles/AP
781/782	Computer Science Java/AP
151/152	Computer Science Essentials

For Division I Academic Requirements refer to the following link  
[http://www.ncaa.org/sites/default/files/2017DIEC\\_Requirements\\_Fact\\_Sheet\\_20171108.pdf](http://www.ncaa.org/sites/default/files/2017DIEC_Requirements_Fact_Sheet_20171108.pdf)

# Agriculture



## AGRICULTURE COURSE LIST

All Elective Courses

\*Meets State Consumer Education Requirement for Graduation

\*\*Meets Graduation Requirement for either Elective OR Science Credit

<b>SUBJECT</b>	<b>GRADES</b>	<b>PREREQUISITES</b>
Introduction to Agriculture, Food & Natural Resources	9, 10, 11, 12	None
**Biological Science Applications in Agriculture	10, 11, 12	Passing Grade in Bio I/Intro to AFNR (Recommended)
**Physical Science Applications in Agriculture	10, 11, 12	Passing Grade in Bio I/Intro to AFNR (Recommended)
Agricultural Mechanics & Technology	10, 11, 12	Intro to AFNR (Recommended)/PSAA (Highly Recommended)
Veterinary Science & Technology	11, 12	Intro to AFNR (Recommended)/BSAA (Highly Recommended)
*Agribusiness Management	11, 12	Intro to AFNR (Recommended)

## AGRICULTURE COURSE DESCRIPTIONS

### **AGR 101/102 Introduction to Agriculture, Food & Natural Resources (AFNR) (Yearly 1 Credit) (9, 10, 11, 12)**

#### **\*In Cooperation with Curriculum for Agricultural Science Education**

Students participating in the Introduction to Agriculture, Food, and Natural Resources (AFNR) course will experience hands-on activities, projects, and problems. Student experiences will involve the study of communication, the science of agriculture, plants, animals, natural resources, and agricultural mechanics. While surveying the opportunities available in agriculture and natural resources, students will learn to solve problems, conduct research, analyze data, work in teams, and take responsibility for their work, actions, and learning. In addition, students will understand specific connections between their lessons and Supervised Agricultural Experience and FFA components that are important for the development of an informed agricultural education student. FFA and Supervised Agriculture Experience projects are an integral part of the Agriculture Education model, so participation in these activities is a firm expectation for this course; however, these events typically take place outside of the school day and that should be taken into account when choosing to enroll in this course.

**\*Curriculum for Agricultural Science Education (CASE)** is a nationally recognized high school agricultural education curriculum that uses rigorous and relevant curriculum through a project-based approach that engages students with science, mathematics, and English language understanding.

### **AGR 331/332 BIOLOGICAL SCIENCE APPLICATIONS IN AGRICULTURE (Yearly 1 Credit) (10\*, 11, 12)**

**Prerequisites: Successfully Passed Biology I (both semesters); Intro to AFNR (Recommended);**

**\*Students who receive a "C" or higher in Introduction to Agriculture, Food & Natural Resources may take BSAA as a Sophomore.**

#### **\*In Cooperation with Curriculum for Agricultural Science Education**

BSAA is designed to reinforce and extend students' understanding of science by associating basic scientific principles and concepts with relevant applications in agriculture. This course will use numerous laboratory experiments and exercises as the main instruction tool. Topics of instruction will include: Introduction to Plant & Animal Sciences, Soil & Soilless Plant Systems, Plant Anatomy & Physiology, Taxonomy, Plant & Animal Nutrition, Cells, History & Uses of Animals, Genetics & Evolution. FFA and Supervised Agriculture Experience projects are an integral part of the Agriculture Education model, so participation in these activities is a firm expectation for this course; however, these events typically take place outside of the school day and that should be taken into account when choosing to enroll in this course. **\*\*Meets graduation requirement for either Elective or Science credit.**

**\*Curriculum for Agricultural Science Education (CASE)** is a nationally recognized high school agricultural education curriculum that uses rigorous and relevant curriculum through a project-based approach that engages students with science, mathematics, and English language understanding.

### **AGR 341/342 PHYSICAL SCIENCE APPLICATIONS IN AGRICULTURE (PSAA) (Yearly 1 Credit) (10, 11, 12)**

**Prerequisites: Successfully Passed Biology I (both semesters); Intro to AFNR (Recommended)**

#### **\*In Cooperation with Curriculum for Agricultural Science Education**

Physical Science Applications in Agriculture (PSAA) is designed to reinforce and extend students' understanding of science by associating basic physical science and engineering concepts with relevant applications in agriculture. This course will use numerous laboratory experiments, projects, and problem-solving exercises as the main instruction tools. Topics of instruction will include: Introduction to Ag, Power and Technology, Measurement, Material Properties, Energy, Machines and Structures, and Mechanical Applications. FFA and Supervised Agriculture Experience projects are an integral part of the Agriculture Education model, so participation in these activities is a firm expectation for this course; however, these events typically take place outside of the school day and that should be taken into account when choosing to enroll in this course. **\*\*Meets graduation requirement for either Elective or Science course.**

**\*Curriculum for Agricultural Science Education (CASE)** is a nationally recognized high school agricultural education curriculum that uses rigorous and relevant curriculum through a project-based approach that engages students with science, mathematics, and English language understanding.

## **AGR 271/272 AGRICULTURAL MECHANICS & TECHNOLOGY**

**(Yearly 1 Credit) (10, 11, 12)**

**Prerequisites: Intro to AFNR (Preferred); PSAA (Highly Recommended)**

Agricultural Mechanical Technology is a course designed to give students the basic mechanical skills and competencies needed to work in the Agriculture/Horticulture industry. Areas of mechanical instruction will include: Welding; Electrical Wiring; Carpentry; Small Engine Maintenance and Repair; Surveying: Global Positioning Systems; and Masonry. Students will gain a basic understanding of the mechanical concepts in the classroom as well as develop mechanical skills through hands-on instruction in the lab. Safety will always be a major component of classroom and lab instruction. FFA and Supervised Agriculture Experience projects are an integral part of the Agriculture Education model, so participation in these activities is a firm expectation for this course; however, these events typically take place outside of the school day and that should be taken into account when choosing to enroll in this course.

## **AGR 501/502 VETERINARY SCIENCE & TECHNOLOGY**

**(Yearly 1 Credit) (11, 12)**

**Prerequisites: Intro to AFNR (Preferred); BSAA (Highly Recommended)**

**\*In Cooperation with Curriculum for Agricultural Science Education**

This course will develop students' understanding of the small and large animal industry, animal anatomy and physiology, advanced animal nutrition and reproduction, animal ethics and welfare issues, animal health, veterinary medicine, veterinary office practices, and animal services to humans. Students can also establish a supervised agricultural experience program and participate in FFA activities. FFA and Supervised Agriculture Experience projects are an integral part of the Agriculture Education model, so participation in these activities is a firm expectation for this course; however, these events typically take place outside of the school day and that should be taken into account when choosing to enroll in this course.

**\*Curriculum for Agricultural Science Education (CASE)** is a nationally recognized high school agricultural education curriculum that uses rigorous and relevant curriculum through a project-based approach that engages students with science, mathematics, and English language understanding.

## **AGR 251/252 AGRIBUSINESS MANAGEMENT**

**AGR250/259 (Yearly 1 Credit) (11, 12)**

**Prerequisites: Intro to AFNR (Recommended)**

This course is designed to develop the students' business and managerial skills. Students will develop the decision making and entrepreneurial skills necessary for the operation of a successful business. Areas of study include the impact of technology on agriculture, keeping and using records, economic principles, basic business organization, financing the business, agricultural law, insuring the business, career establishment in an agricultural occupation, computer applications, marketing agricultural products and services. FFA and Supervised Agriculture Experience projects are an integral part of the Agriculture Education model, so participation in these activities is a firm expectation for this course; however, these events typically take place outside of the school day and that should be taken into account when choosing to enroll in this course. **\*Meets State Consumer Education Requirement for Graduation.**

## **WRK 111/112 CAREER EXPLORATION**

**(Semester ½ Credit) (10, 11, 12)**

Students will have the opportunity to explore the sixteen nationally recognized career clusters as well as their own personal interests and skill set to determine potential career pathways. Students will be exposed to workplace skills that are necessary to be successful after high school. Students may interact with professionals from a variety of career clusters to further examine career possibilities. The skills and information students are exposed to in this class will provide a foundation for students to participate in hands-on work based learning courses (internship program). Workplace skills such as interpersonal relationships, communication skills, decision-making, critical thinking and self-management will be included as part of the course. This course is the prerequisite/co-requisite for work program or internship program.

## **WRK 141/142 INTERNSHIP PROGRAM**

**(Semester ½ Credit or 1 Credit (Yearly 1 Credit or 2 Credits) (12)**

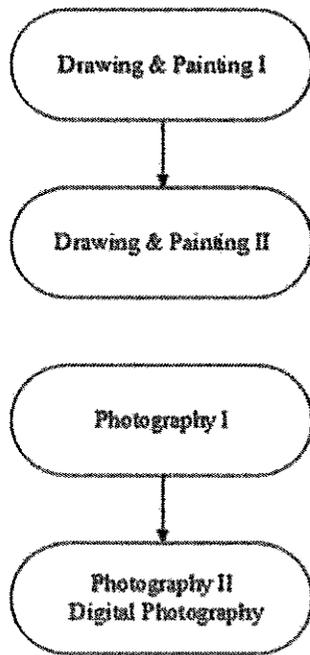
The Internship Program is designed for career exploration that benefits the student and will be tailored to meet the unique needs and interests of the learner. The student will participate in a workplace experience while interning with a mentor in a business/organization, which is reflective of the student's career interest, while observing workplace functions and investigating the requirements of a specific career field. Essential career skills will be correlated with soft skills and academic skills in a project-based format. The student will be released from school Monday-Thursday during practicum period(s) to intern with their mentor in an unpaid position with a business/organization an average of four hours per week for ½ credit or eight hours per

week for 1 credit. Every Friday the student will participate in Internship Seminars during practicum period(s) at school instead of working with their mentor at the internship site. Seminars will assist the student in making connections between academic learning and workplace experiences in the following areas:

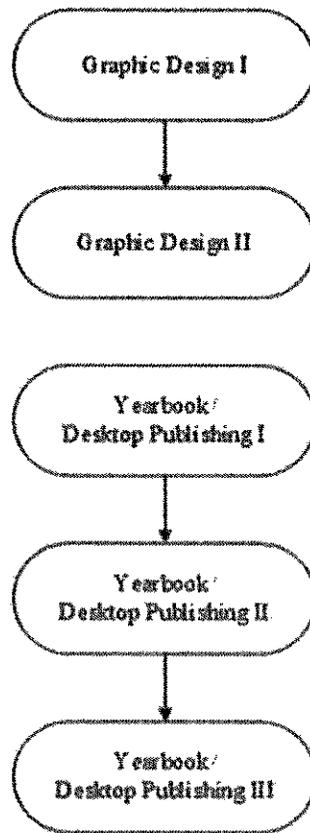
- Academic application, competency, and relationship development in a professional setting
- Career exposure, professionalism, and organizational culture
- Performance evaluation in light of expressed goals and learning outcomes
- Self-perception as compared to professional perception of site mentor
- Career goal assessment and clarification through reflection on internship experience
- Career portfolio development, networking, and social media

# Art

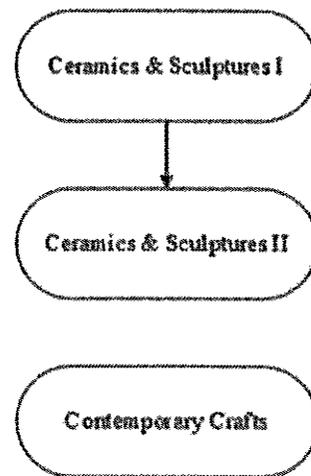
## Two-Dimensional Classes



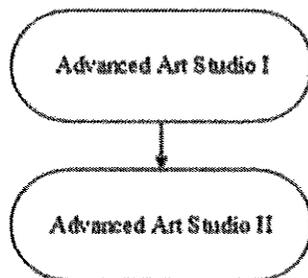
## Technology Based Art Classes



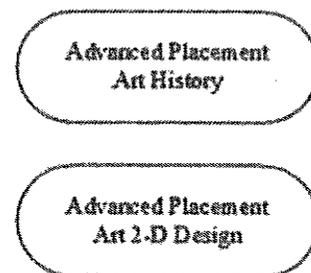
## Three Dimensional Classes



## 2D, 3D & Technology



## Advanced Placement



## ART COURSE LIST

All Elective Courses

<b>SUBJECT</b>	<b>GRADES</b>	<b>PREREQUISITES</b>
Contemporary Crafts	9, 10, 11, 12	None
Graphic Design I	9, 10, 11, 12	None
Graphic Design II	9, 10, 11, 12	Graphic Design I
Drawing & Painting I	9, 10, 11, 12	None
Drawing & Painting II	9, 10, 11, 12	Drawing & Painting I
Ceramics & Sculpture I	9, 10, 11, 12	None
Ceramics & Sculpture II	9, 10, 11, 12	Ceramics & Sculpture I
Advanced Art Studio I	10, 11, 12	Drawing & Painting I and II or Ceramics & Sculpture I and II
Advanced Art Studio II	11, 12	Two Semesters of Advanced Art Studio I
Advanced Placement Art 2D Design	11, 12	Pre-Requisite for Fine Arts Path: Adv Art Studio I & II; for Graphic/Digital Design Path: Graphic Design I/II and Photo I/II or Yearbook; for Photo/Digital Imaging Path: Photo I/II and Graphic Design I/II or Yearbook
Advanced Placement Art History	11, 12	4.0 GPA
Photography I	11, 12	None
Photography II - Digital Photography	11, 12	Photography I
Yearbook/Desktop Publishing I	10, 11, 12	None
Yearbook/Desktop Publishing II	11, 12	Yearbook/Desktop Publishing I
Yearbook/Desktop Publishing III	12	Yearbook/Desktop Publishing I & II

## ART COURSE DESCRIPTIONS

### **ART 051/052 CONTEMPORARY CRAFTS** **(Semester ½ Credit) (9, 10, 11, 12)**

Contemporary Crafts is designed for students to learn basic art skills while creating functional and decorative works of art with emphasis placed on craftsmanship and creativity. This course focuses on the design and production of artwork, but also encompasses art history, aesthetics, and art criticism. This course will be offered both semesters.

### **ART 121/122 GRAPHIC DESIGN I** **(Semester ½ Credit) (9, 10, 11, 12)**

Graphic Design is designed to give students an introduction to the world of graphic art. Students will learn to create Graphic Design using the same tools and techniques as professional designers. The course divides graphic art into three areas: 1) Page layout, 2) Digital illustration, and 3) Photo enhancing. Students will learn to use professional software applications in those three areas. Students will gain experience useful in careers in journalism, graphic design, photography, printing, and communications. This course will be offered both semesters.

### **ART 131/132 GRAPHIC DESIGN II** **(Semester ½ Credit) (9, 10, 11, 12)** **Prerequisite: Graphic Design I**

This course continues to include giving students experience in creating graphic art works. In this class, students continue to use the same tools and techniques as professional designers, but use role-playing and problem-based learning to solve design problems for real-world companies and organization. Students will learn more about specific graphic designers, and the career itself. Students will build upon prior knowledge in Graphic Design I to engage in more complex decision-making. The course divides graphic design into three areas: 1) Page layout, 2) Digital illustration, and 3) Photo enhancing. Students will learn to use professional software applications in those three areas. Students will gain experience useful in careers in graphic design, advertising, marketing, photography, printing, journalism, and communications.

### **ART 151/152 DRAWING & PAINTING I** **(Semester ½ Credit) (9, 10, 11, 12)**

This course will focus on a variety of drawing and painting methods and techniques to help students develop their basic skills in Drawing and Painting. Students will review the elements and principles of design and support those concepts with historical and cultural examples. This introduction will allow students to find individual areas of interest, so they can further pursue those areas of interest. This course will be offered both semesters.

### **ART 161/162 DRAWING & PAINTING II** **(Semester ½ Credit) (9, 10, 11, 12)** **Prerequisite: Drawing & Painting I**

Drawing and Painting II focuses on allowing students the opportunity to expand on areas they learned about in Drawing and Painting I. The course introduces students to more complex drawing and painting tools, techniques and media. This course continues to include art history, aesthetics, criticism, and production. Students will find themselves doing more independent problem solving. The course is designed for students who want to continue their painting and drawing experience. This course will be offered both semesters.

### **ART 201/202 CERAMICS & SCULPTURE I** **(Semester ½ Credit) (9, 10, 11, 12)**

This course will review elements and principles of design as they relate to three-dimensional problem solving. Students will work with a variety of media and learn the basic skills used to create three-dimensional artwork. Concepts will be supported with artwork from other cultures and historical periods.

### **ART 211/212 CERAMICS & SCULPTURE II** **(Semester ½ Credit) (9, 10, 11, 12)** **Prerequisite: Ceramics & Sculpture I**

This course will allow students an opportunity to expand on what they learned in Ceramics & Sculpture I. This course introduces students to more complex Ceramics and Sculpture tools, techniques and media. This course continues to include art history, aesthetics, criticism, and production. Students will find themselves doing more student directed problem solving and study.

**ART 251/252    ADVANCED ART STUDIO I**  
**(Semester ½ Credit; Yearly 1 Credit) (10, 11, 12)**

**Prerequisite: Drawing and Painting I and II, or Ceramics and Sculpture I and II**

This course will allow students to further their art making abilities in creating two-and-three dimensional artworks. This course includes art history, aesthetics, criticism, and production using two-and-three dimensional materials. Students will utilize the elements of art and principles of design and support those concepts with historical and cultural examples. Students will create a portfolio of artwork.

**ART 301/302    ADVANCED ART STUDIO II**  
**(Semester ½ credit; Yearly 1 Credit) (11, 12)**

**Prerequisite: Two semesters of Advanced Art Studio I**

After completing two semesters of Advanced Art Studio I, students may take Advanced Art Studio II for a full year. This course includes art history, aesthetics, criticism, and production using two-and-three dimensional materials. Students will build upon prior art knowledge to engage in more complex decision making. They will analyze and evaluate their own artworks and the artworks of others. Students will develop an artistic style as they communicate visually in response to the world around them. Students will complete their art portfolio.

**ART 811/812    ADVANCED PLACEMENT ART 2D DESIGN**  
**(Yearly 1 Credit) (11, 12) (AP Level)**

**Prerequisite: Advanced Art Studio I & II Graphic/Digital Design: Completion of Graphic Design I/II and Photography I/II or Yearbook Photo/Digital Imaging: Photography I/II and Graphic Design I/II or Yearbook**

This course is equivalent to a first year college 2D studio class. In this course students will develop a portfolio that is personal to their individual talents and interests, while demonstrating mastery of 2-D design principles. Students will demonstrate mastery through any two-dimensional medium or process, such as graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting and printmaking. They will develop technical skills and knowledge of visual elements to create an individual portfolio of work for evaluation at the end of the course. Those who reach a high level of proficiency in this course should be able to gain advanced standing in college art/humanities, depending on college requirements.

**ART 311/312    ADVANCED PLACEMENT ART HISTORY**  
**(Yearly 1 Credit) (11, 12) (AP Level)**

**Prerequisite: An overall grade point average of 4.0**

This course is equivalent to a first year college lecture-based art history class. Students should have a strong interest in art history. This course will provide an understanding and knowledge of architecture, culture, painting, and other art forms within historical and cultural contexts. Students will critically analyze historical and contemporary artworks from a variety of cultures. The course includes topics found at the AP Art History exam that students may choose to take in the spring. Exam location and costs will be made available during the year. Those who reach a high level of proficiency in this course should be able to gain advanced standing in college art history, depending on college requirements.

**ART 351/352    PHOTOGRAPHY I**  
**(Semester ½ Credit) (11, 12)**

In this course, black and white photography will be taught as a form of visual communication. Students will learn to use a 35 mm manual camera, develop film and develop black and white photographs in the darkroom. No prerequisite is required; however, it is suggested that students have some kind of art or design related background. The photography course will follow a prescribed outline with the majority of the work being confined to the classroom.

**ART 361/362    PHOTOGRAPHY II – DIGITAL PHOTOGRAPHY**  
**(Semester ½ credit) (11, 12)**

**Prerequisite: Photography I**

Students will continue their exploration of photography through an electronic media. Techniques and applications learned in Photo I will be expanded by acquiring, manipulating and outputting digitized images utilizing DSLR (digital single-lens reflex) cameras and Adobe Photoshop and iPhoto. This course will continue the visual communication processes essential to photography and other art fields of study. For example: design, photo journalism and advertising. Emphasis will be placed on the manual operation of the digital camera. DSLRs will be used by the students in the class.

**ART 961/962 YEARBOOK/DESKTOP PUBLISHING I**  
**(Yearly 1 Credit) (10, 11, 12)**

Course content is designed to combine English communication skills with graphic art, photography, design and computer skills, all in a team-taught setting. Students will study how to interview, research, organize, and write stories for publication. Students will also learn graphic art concepts, as well as how to use desktop publishing software to design a publication. Emphasis will be on hands-on training as students will be responsible for producing the high school yearbook. Because of its production nature, students in the course should be able to work independently on assignments and to meet deadlines and work outside of class to complete all the tasks necessary in publishing a yearbook. The course is designed for students interested in writing for publication, as well as students who are interested in exploring the computer graphic arts field.

**ART 971/972 YEARBOOK/DESKTOP PUBLISHING II**  
**(Yearly 1 Credit) (11, 12)**

**Prerequisite: Yearbook/Desktop Publishing I**

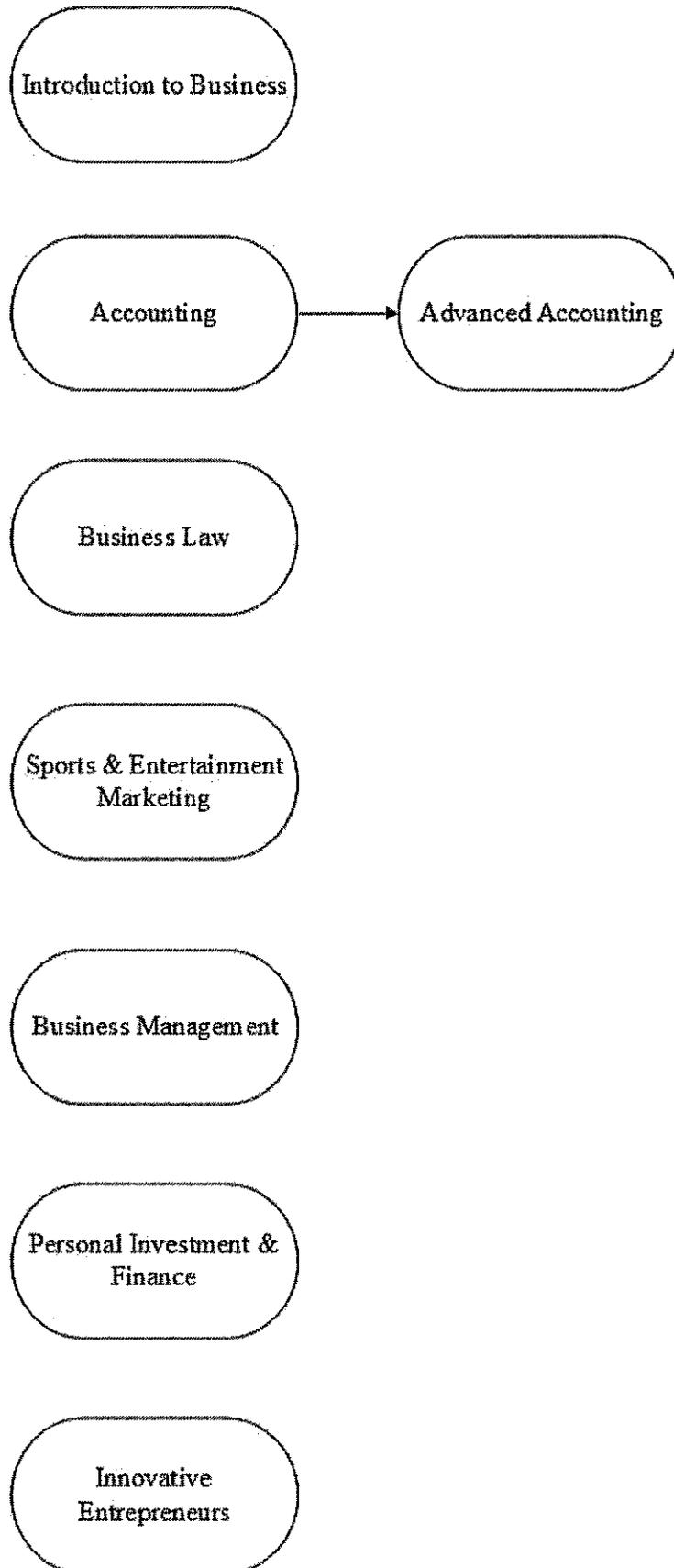
Students in this course may serve as part of the Editorial Board of the yearbook. They will also take on the additional planning, writing, designing, and supervising tasks required of editors.

**ART 981/982 YEARBOOK/DESKTOP PUBLISHING III**  
**(Yearly 1 Credit) (12)**

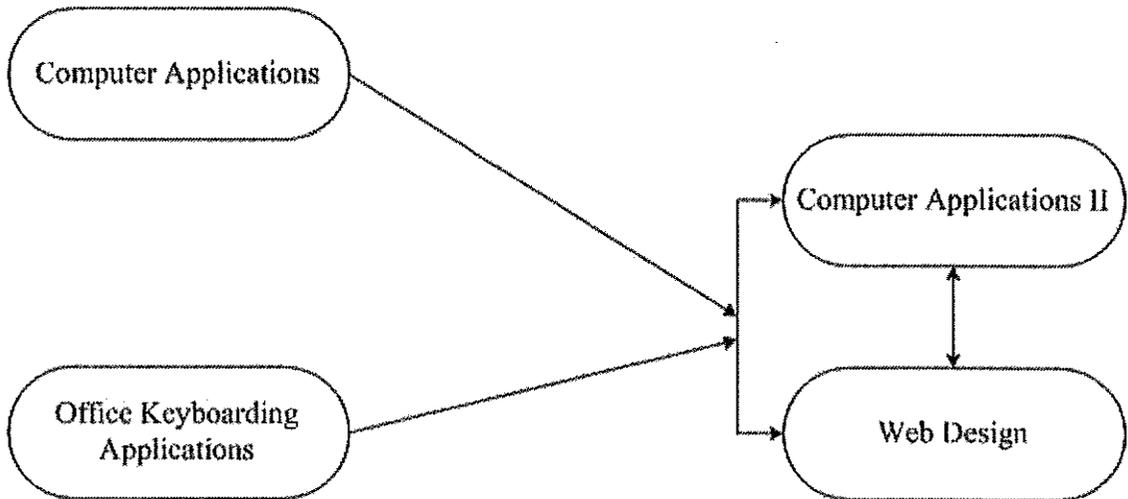
**Prerequisite: Yearbook /Desktop Publishing I & II**

Students in this advanced level Desktop Publishing class may assume the positions of greatest responsibility on the Yearbook Editorial Board. They will be ultimately responsible for all production aspects of the school yearbook. They will also perfect their skills in additional phases of Desktop Publishing, including special graphics and drawing programs.

## **Business Course Sequence**



# Business Computer Course Sequence



## **BUSINESS COURSE LIST**

\*Meets State Consumer Education Requirement for Graduation

<b>SUBJECT</b>	<b>GRADES</b>	<b>PREREQUISITES</b>
*Introduction to Business	9, 10	None
Computer Applications I	9, 10, 11, 12	None
Office Keyboarding Applications	9, 10, 11, 12	None
Computer Applications II	9, 10, 11, 12	"C" or higher in Computer Applications I or Office Keyboarding Applications
Web Page Design	10, 11, 12	"C" or higher in Computer Applications I or Office Keyboarding Applications
Accounting	10, 11, 12	None
Sports & Entertainment Marketing	10, 11, 12	None
Business Law	10, 11, 12	None
Advanced Accounting	11, 12	"C" or higher in Accounting
Business Management	11, 12	None
*Personal Investment and Finance	11, 12	None
Innovative Entrepreneurs	12	None

## BUSINESS COURSE DESCRIPTIONS

### **BUS 051/052 INTRODUCTION TO BUSINESS** **(Yearly 1 Credit) (9, 10)**

**Prerequisite: None**

This is a **one-year** course designed to teach students essential life skills necessary for success in today's world. This course includes basic knowledge of our economy, how it functions and the role of the consumer. Topics covered include basic business, banking, budgeting money, career planning, insurance, investing, saving, taxes and using credit wisely. Concepts of insurance, finance, accounting, marketing, management, and business organization are also introduced. There is an emphasis on emerging business technologies, professionalism, and maintaining positive business interactions within the classroom.

*\*Successful completion of Introduction to Business fulfills the State Consumer Education Requirement for high school graduation.*

### **BUS 111/112 COMPUTER APPLICATIONS I** **(Semester ½ Credit) (9, 10, 11, 12)**

**Prerequisite: None**

In this **one-semester** hands-on computer course, students will be introduced to the more complex features of Microsoft Word, Excel, PowerPoint and Access. Student will also continue to develop keyboarding speed and accuracy skills. Applications will focus on a variety of effective and visually appealing activities/projects to help increase students' success in all areas of academics and careers. All work is completed during class. Successful completion of this course is a prerequisite for Computer Applications II and Web Design.

### **BUS 211/212 COMPUTER APPLICATIONS II** **(Semester ½ Credit) (9, 10, 11, 12)**

**Prerequisite: "C" or higher in Computer Applications I or Office Keyboarding Applications**

Students will learn advanced Microsoft Office skills and increase their marketability for employers and educational institutions throughout this **one-semester** course. Students will create professional documents using Word, advanced formulas and charts using Excel, and multimedia presentations using PowerPoint. This course will also cover the creation and manipulation of images, graphics, and logos with Adobe Photoshop. These skills will allow students to professionally customize their documents, spreadsheets and presentations beyond the average user. The use of various emerging technologies will be utilized to expose students to trends that are commonly used in higher education and in business. Students will also have the opportunity to work with specialized hardware such as tablets, poster printers and vinyl sticker cutters.

### **BUS 301/302 OFFICE KEYBOARDING APPLICATIONS** **(Yearly 1 Credit) (9, 10, 11, 12)**

**Prerequisite: None**

This is a **one-year** course designed for students to learn fundamental keyboarding skills at a slower, more detailed pace. Skill is developed in controlling the keyboard and operative parts of the computer. In addition to developing keyboarding speed and accuracy skills, students will be introduced to the basics of Microsoft Word, Excel, PowerPoint, & Publisher. Applications will focus on a variety of effective and visually appealing activities/projects to help increase students' success in all areas of academics and careers. All work is completed during class. Successful completion of this course is a prerequisite for Computer Applications II and Web Design.

### **BUS 901/902 WEB PAGE DESIGN** **(Semester ½ Credit) (10, 11, 12)**

**Prerequisite: "C" or higher in Computer Applications I OR Office Keyboarding Applications**

This **one semester** course is designed to give students in-depth knowledge of web design, website construction and web programming using Microsoft SharePoint Designer and HTML, JavaScript and CSS. Students will also use programs such as Adobe Photoshop, Adobe Flash, Windows Live, Movie Maker, and Photo Story to enhance web pages. Students will study basic design principles allowing them to create effective and professionally formatted websites. Students will have the opportunity to develop websites for teachers, special events and assist with the maintenance of the high school's website.

*\*This course is designated as a technology concentrated course.*

**BUS 501/502 ACCOUNTING**  
**(Yearly 1 Credit) (10, 11, 12)**  
**Prerequisite: None**

The practices and procedures of accounting for sole proprietorships, partnerships, and corporations are introduced in this **one-year** course. Hands-on techniques help students learn to apply the principles of the accounting cycle in a variety of business settings. Special emphasis is placed on the analysis of financial transactions, the use of journals and ledgers, and the development and completion of financial statements. Methods for calculating depreciation, inventory levels, interest, and taxes are also incorporated through the use of realistic problems and simulations. This course utilizes an online workbook and accounting software and is taught in a computer lab to enhance the professional learning experience. Accounting is an essential course choice if you plan on majoring in any area of business at the collegiate level.

**BUS 551/552 ADVANCED ACCOUNTING**  
**BUS 550/559 (Yearly 1 Credit) (11, 12)**  
**Prerequisite: "C" or higher in Accounting**

This **one-year** course is designed for students with either of the following objectives: (1) going to college and majoring in any area in the field of business, or (2) entering the workforce possessing the ability to analyze financial statements and make wise financial decisions, both professionally and personally. Advanced Accounting enhances student knowledge of concepts, practices, techniques, and theories related to the double-entry accounting system learned in Accounting and takes basic understanding of financial accounting to a deeper level. In addition, Advanced Accounting introduces students to management and cost accounting topics, giving students a more thorough and challenging accounting experience and resulting in a rock-solid foundation of business and accounting concepts and principles.

**BUS 601/602 BUSINESS MANAGEMENT**  
**(Semester ½ Credit) (11, 12)**  
**Prerequisite: None**

This **one-semester** course will teach students the administrative side of business and examine how business institutions operate in our modern political, social, and economic and technology rich society. Course content will provide a general background in the elements and characteristics of business enterprise, including business organization, advertising, investing, marketing, entrepreneurship, employee management, and other related topics. There is much analysis of real-world business decisions and a focus on current events in the business world. Global commerce and communication will also be discussed. Students will learn to utilize specialized technology to enhance understanding of the business world and its importance in running a successful business. Students will have the opportunity to research bringing new franchises to Bloomington-Normal and participate in a semester-long project that allows them to design their own business.

**BUS 611/612 SPORTS & ENTERTAINMENT MARKETING**  
**BUS 610/619 (Semester ½ Credit) (10, 11, 12)**  
**Prerequisite: None**

Explore marketing and advertising through the exciting world of sports and entertainment! This **one-semester** course will teach students the ways that different companies and products are priced, placed, and promoted. Types of promotion covered include advertising, personal selling, and public relations. Learn to conduct market research including identifying target markets and ways to reach that group through various forms of communication. Analyze the way that advertising and marketing are used by businesses to influence customer actions. The marketing portion of a business plan is taught so that students will be able to "sell" their ideas to others. This class focuses upon real world examples, specifically those from the sports and entertainment realm.

**BUS 701/702 BUSINESS LAW**  
**(Semester ½ Credit) (10, 11, 12)**  
**Prerequisite: None**

Business Law is a **one-semester** course open to sophomores, juniors and seniors. This course provides opportunities to explore the influences of the legal system on American business and industry as well as personal life. Topics include foundations of the U.S. legal system, civil and criminal law, contract law and more. Analysis of real world cases, discussion of current events, participation in mock trials, and a field trip to the Law and Justice Center, help provide practical life experiences.

**BUS 721/722 PERSONAL INVESTMENT & FINANCE**

**BUS 720/729 (Semester ½ Credit) (11, 12)**

**Prerequisite: None**

This one-semester course will give students a firm grasp of money management and various investing techniques, as well as provide the college-bound student with an excellent foundation for post-secondary business classes. The ability to manage one's personal finances on a daily basis, as well as set long term goals, is a valuable skill for students to possess. The process of making educated and informed decisions while taking charge of one's financial future will be discussed in depth. Units of study include the following: budgeting, comparison pricing, taxes, credit, insurance, health care, housing, transportation, investments, consumer purchasing, and financial services. Various technological components are integrated throughout the curriculum.

*\*Successful completion of Personal Investment & Finance fulfills the State Consumer Education Requirement for high school graduation.*

**BUS 741/742 INNOVATIVE ENTREPRENEURS**

**(Yearlong 2 Credits) (12)**

**Prerequisite: None**

This class is a year-long experience that 1) engages students in startup business development and processes, and 2) creates meaningful connections with local business owners and innovators. Students will visit local businesses, partner with a business mentor, learn from guest speakers, develop their own business idea, and present progress to panels of business owners and investors throughout the year. Students will be exposed to design thinking, ideation, prototyping and a multitude of business and entrepreneurship concepts. Teamwork, motivation, responsibility, communication and inquiry will be further developed through this course. Students must be able to transport themselves to class each day as class will be held at various local businesses. Students must apply for this course and be selected to participate. This class requires an application and interview process that takes place in November.

This class will take place during 1st and 2nd hours; students will return to school prior to the beginning of 3rd hour.

**WRK 111/112 CAREER EXPLORATION**

**(Semester ½ Credit) (10, 11, 12)**

Students will have the opportunity to explore the sixteen nationally recognized career clusters as well as their own personal interests and skill set to determine potential career pathways. Students will be exposed to workplace skills that are necessary to be successful after high school. Students may interact with professionals from a variety of career clusters to further examine career possibilities. The skills and information students are exposed to in this class will provide a foundation for students to participate in hands-on work based learning courses (internship program). Workplace skills such as interpersonal relationships, communication skills, decision-making, critical thinking and self-management will be included as part of the course. This course is the prerequisite/co-requisite for internship program.

**WRK 141/142 INTERNSHIP PROGRAM**

**(Semester ½ Credit or 1 Credit (Yearly 1 Credit or 2 Credits) (12)**

**Administrative approval is required.**

The Internship Program is designed for career exploration that benefits the student and will be tailored to meet the unique needs and interests of the learner. The student will participate in a workplace experience while interning with a mentor in a business/organization, which is reflective of the student's career interest, while observing workplace functions and investigating the requirements of a specific career field. Essential career skills will be correlated with soft skills and academic skills in a project-based format. The student will be released from school Monday-Thursday during practicum period(s) to intern with their mentor in an unpaid position with a business/organization an average of four hours per week for ½ credit or eight hours per week for 1 credit. Every Friday the student will participate in Internship Seminars during practicum period(s) at school instead of working with their mentor at the internship site. Seminars will assist the student in making connections between academic learning and workplace experiences in the following areas:

- Academic application, competency, and relationship development in a professional setting
- Career exposure, professionalism, and organizational culture
- Performance evaluation in light of expressed goals and learning outcomes
- Self-perception as compared to professional perception of site mentor
- Career goal assessment and clarification through reflection on internship experience
- Career Portfolio development, networking, and social media

## **Computer Science**

**Freshman, Sophomore  
Junior, Senior**

**Computer Science  
Essentials**

**Sophomore, Junior,  
Senior**

**AP Computer  
Science Principles**

**Junior/Senior**

**AP Computer  
Science (Java)**

## COMPUTER SCIENCE COURSE LIST

All Elective Courses

\*\*Meets Graduation Requirement for either Elective OR Math Credit

SUBJECT	GRADES	PREREQUISITES
Computer Science Essentials	9, 10, 11, 12	None
AP Computer Science Principles	10, 11, 12	Algebra 2 (Comp Science Essentials Recommended)
**AP Computer Science (Java)	11, 12	Algebra 2 (Comp Science Essentials Recommended)

## COMPUTER SCIENCE COURSE DESCRIPTIONS

### CSC 151/152 COMPUTER SCIENCE ESSENTIALS (Yearly 1 Credit) (9, 10, 11, 12)

**Prerequisite:** Algebra 1

Computer Science Essentials exposes students to a diverse set of computational thinking concepts, fundamentals, and tools, allowing them to gain understanding and build confidence. Students use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python to create apps and develop websites, and learn how to make computers work together to put their design into practice. They apply computational thinking practices, build their vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them. *\*This course is designated as a technology concentrated course.*

### CSC 771/772 ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES (Yearly 1 Credit) (10, 11, 12)

**Prerequisite:** Algebra 2 (Computer Science Essentials is not required but would be beneficial)

Using Python as a primary tool and incorporating multiple platforms and languages for computation, this Project Lead the Way (PLTW) course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. While this course can be a student's first in computer science, students without prior computing experience are encouraged to start with Computer Science Essentials. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. PLTW is recognized by the College Board as an endorsed provider of curriculum. This endorsement affirms that all components of PLTW CSP's offerings are aligned to the AP Curriculum Framework standards and the AP CSP assessment. Students enrolled in this course will have the opportunity to take the Advanced Placement Exam in May at their own expense. Depending on their score on the AP exam, they may be eligible for college credit. *\*This course is designated as a technology concentrated course.*

### CSC 781/782 ADVANCED PLACEMENT COMPUTER SCIENCE (Java) (Yearly 1 Credit) (11, 12)

**Prerequisite:** Algebra 2 (Computer Science Essentials is not required but would be beneficial)

AP Computer Science A focuses on further developing computational thinking skills through the medium of Android App development for mobile platforms. The course utilizes industry-standard tools such as Android Studio, Java programming language, XML, and device emulators. Students collaborate to create original solutions to problems of their own choosing by designing and implementing user interfaces and Web-based databases. This Project Lead the Way (PLTW) course aligns with the AP CS A course. Students enrolled in this course will have the opportunity to take the Advanced Placement Exam in May at their own expense. Depending on their score on the AP exam, they may be eligible for college credit. *\*This course is designated as a technology concentrated course.*

# Consumer Education

Options to meet Consumer Education Requirement  
(Choose 1)

Introduction to Business

Agribusiness Management

Consumer Education

Personal Investment & Finance

Work Program  
Class

Consumer Math\*

Vocations I

Vocations II

\*Reserved for students with a Case Manager

## **CONSUMER EDUCATION – STATE OF ILLINOIS REQUIREMENT**

Successful completion of any of the following courses/programs fulfills the State Consumer Education requirement for high school graduation:

### **BUS 051/052 INTRODUCTION TO BUSINESS (Yearly 1 Credit) (9, 10)**

One-year course designed to give students a general knowledge of our economy, how it functions and the role of the consumer in our private enterprise system. Consumer topics include effective money management techniques, using credit wisely, banking functions and procedures, and career opportunities. Concepts of insurance, finance, marketing, management, personnel relations, and business organization are introduced.

### **CON 151/152 CONSUMER EDUCATION (Semester ½ Credit) (11, 12)**

In today's consumer based society, it is essential to get the best quality at the lowest affordable price without being manipulated by business practices and marketing. Consumer Education is a **one semester** course using real life applications and computer simulations to prepare students to be informed consumers in the marketplace. Students will create a working budget; plan for financial security through investing; identify tax responsibilities; understand the positive and negative consequences of credit; determine the types and amounts of insurance needed; and practice comparing transportation, food, clothing, and housing choices.

### **BUS 721/722 PERSONAL INVESTMENT & FINANCE BUS 720/729 (Semester ½ Credit) (11, 12)**

This **one semester** class will give students a firm grasp on money management and various investing techniques, as well as provide the college-bound student with an excellent foundation for post-secondary business classes. The ability to intelligently administer personal finances, including daily income management and investing money for form a diversified long-term financial portfolio, is an extremely valuable skill for students to possess. The process of taking researched risks and taking charge of one's financial future will be discussed in depth. Units of study include installment purchasing, budgeting, comparison pricing, taxes, credit, insurance, health care, housing, transportation, investments, consumer purchasing and financial services.

### **WRK 101/102 WORK PROGRAM (CLASS) (Yearly 1 Credit) (11, 12)**

**Prerequisite: Must enroll in WRK151/152**

Workplace competencies and foundation skills such as orientation to a new job, interpersonal relationships, communication skills, evaluations, self-management, decision-making, critical thinking, responsibilities, labor laws, money management, income tax, career exploration, and entrepreneurship are covered and related to real-world working situations. Second year work program students cannot take WRK 101/102. \*Meets Consumer Education requirement.

### **AGR 251/252 AGRIBUSINESS MANAGEMENT AGR 250/259 (Yearly 1 Credit) (11, 12)**

This course is designed to develop the students' business and managerial skills. Students will develop the decision making and entrepreneurial skills necessary for the operation of successful business. Areas of study include the impact of technology on agriculture, keeping and using records, economic principles, basic business organization, financing the business, agricultural law, insuring the business, career establishment in an agricultural occupation, computer applications marketing agricultural products and services, aquaculture, wildlife conservation, economic principles of livestock production, food science, genetics applications in agriculture, advanced care and health management of animals and their environment, and agricultural engineering and mechanizations.

### **SPL 441/442 CONSUMER MATH (Yearly 1 Credit) (11, 12) (Base Level) (IEP Team Recommendation)**

This math course stresses consumer skills. Students who complete this course will be exposed to important consumer math skills necessary to function independently in society. This course will count as a Consumer Education credit.

**SPV 101/102 VOCATIONS I**

**(Classroom: Yearly 1 Credit) (11, 12) (Base Level) (IEP Team Recommendation)**

This is the introductory course which focuses on basic entry level employment skills. Topics include, but are not limited to: job search, completing job applications, interview preparation, the unwritten rules of the work environment, career exploration, job safety, cooperation, basic employability skills. This course is designed to offer introductory skills for employability. **This course must be taken in conjunction with a training site.**

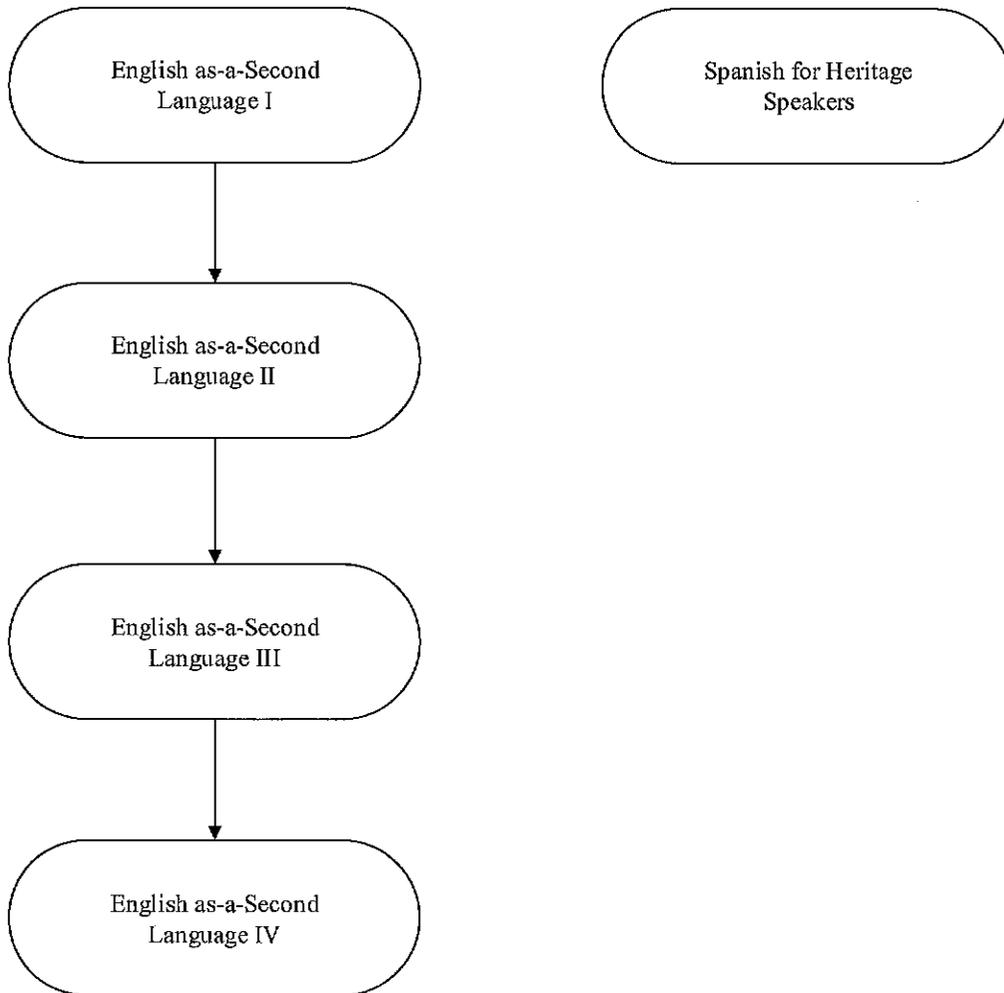
**SPV 111/112 VOCATIONS II**

**(Classroom: Yearly 1 Credit) (11, 12) (Base Level) (IEP Team Recommendation)**

This course focuses on the 12 employability skills recognized by adult service agencies. Topics include, but are not limited to: job preparation, job seeking skills, getting to know your strengths and weaknesses, career research, interviewing, resume writing, human relations, taxes, managing your money, growing vocationally for transition. Student participation in this course offers exposure to skills for employability. **This course must be taken in conjunction with a training site.**

**\*\*Students who take Vocations II a second year will have the option of enrolling in Training Sites only, this is an IEP team decision.\*\***

## Supported English Studies



## SUPPORTED ENGLISH STUDIES COURSE LIST

SUBJECT	GRADES	PREREQUISITES
English as-a-Second Language I		Demonstrated limited English ability through formal assessment
English as-a-Second Language II		ESL I or demonstrated limited English ability through formal assessment
English as-a-Second Language III		ESL I and II or demonstrated limited English ability through formal assessment
English as-a-Second Language IV		ESL I, II and III or demonstrated limited English ability through formal assessment
Spanish for Heritage Speakers		Spanish as primary home language

## SUPPORTED ENGLISH STUDIES COURSE DESCRIPTIONS

**ENG 021/022 ENGLISH AS-A-SECOND LANGUAGE I (Basic ESL)**  
**(Yearly 1 Credit)**  
**(NCHS Only)**

Beginning level class for English Language Learners (ELL). The course is intended to address the school English and study skill needs of the student. The course emphasizes the skills of listening, speaking, reading, and writing. Criteria for eligibility: the student has demonstrated on a standardized test of English language proficiency a level of non-English, or very limited English proficient, and is enrolled in the district's Transitional Program of Instruction.

**ENG 031/032 ENGLISH AS-A-SECOND LANGUAGE II (Beginning ESL)**  
**(Yearly 1 Credit)**  
**(NCHS Only)**

**Prerequisite:** ENG 021/022 or demonstrated limited English ability through formal assessment

High beginning, low intermediate level class for English Language Learners (ELL). The course addresses the school English and study skill needs of the student. The course emphasizes the skills of listening, speaking, reading, and writing. Criteria for eligibility: the student has demonstrated on a standardized test of English language proficiency a level of very limited English proficient, and is enrolled in the district's Transitional Program of Instruction.

**ENG 081/082 ENGLISH AS-A-SECOND LANGUAGE III (Intermediate ESL)**  
**(Yearly 1 Credit)**  
**(NCHS Only)**

**Prerequisite:** ENG 021/022 and ENG 031/032 or demonstrated limited English ability through formal assessment.

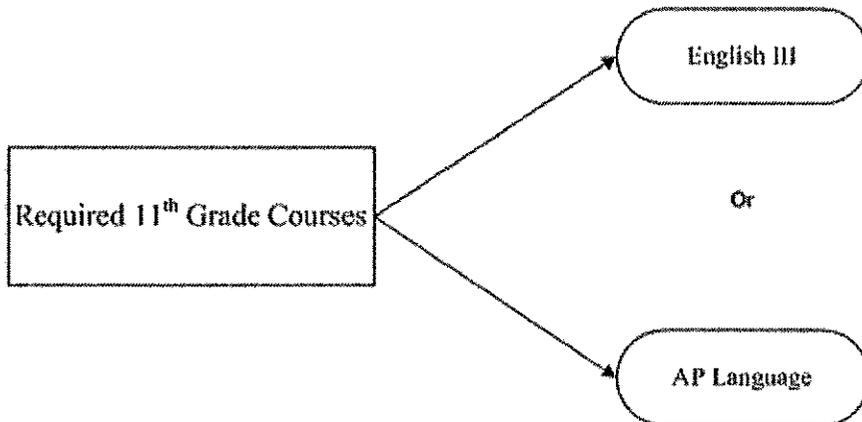
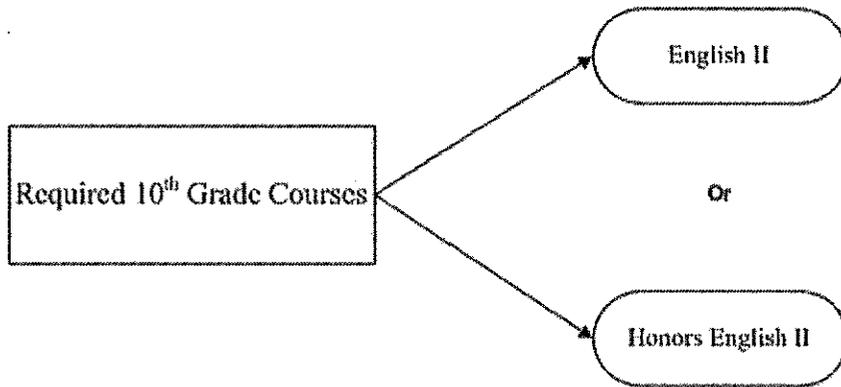
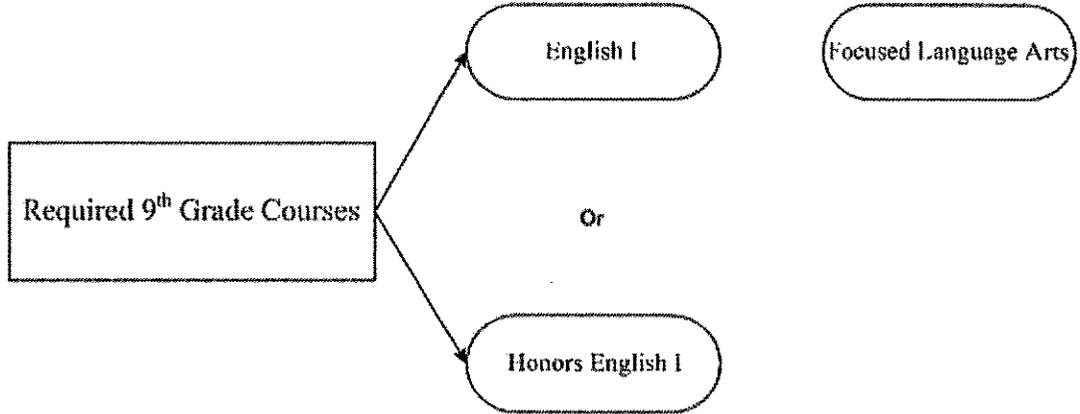
Intermediate level English as-a-Second language class for English Language Learners (ELL). The course emphasizes the skills of listening, speaking, reading, and writing. Various genre of literature of introduced, with a focus on comprehension and essay-writing. Criteria for eligibility: the student has demonstrated on a standardized test of English language proficiency a level of mid-level limited English proficient, and is enrolled in the district's Transitional Program of Instruction.

**ENG 091/092 ENGLISH AS-A-SECOND LANGUAGE IV (Advanced ESL)**  
**(Yearly 1 Credit)**  
**(NCHS Only)**

**Prerequisite:** ENG 021/022, ENG 031/032, and ENG 081/082, or demonstrated high limited English ability through formal assessment.

High intermediate level English as-a-Second language class for English Language Learners (ELL). The course emphasizes the skills of listening, speaking, reading, and writing. The focus is heavily on literature with ever-increasing expectations of comprehension and academic writing. Criteria for eligibility: the student has demonstrated on a standardized test of English language proficiency a level of high limited English proficient and is enrolled in the district's Transitional Program of Instruction.

# English



Note: See Course List for prerequisites.

# English Electives

## 11<sup>th</sup> and 12<sup>th</sup> Grade Electives

College English Bridge

English IV  
Composition

English IV  
Literature

Composition I  
Dual Credit

Composition II  
Dual Credit

Introduction to  
Oral Communications  
Dual Credit

Philosophy and Literary  
Criticism

AP English Literature  
and Composition

## Open Electives

Theater I

Journalism I

Advanced Speech

Theater II

Journalism II

Literature of the Silver  
Screen

Advanced Acting &  
Directing

Journalism III

Creative Writing

Note: See Course List for additional prerequisites

### ENGLISH COURSE LIST

English Graduation Requirements: 4 Credits

**NOTE: Failure of any course may result in concurrent enrollment.**

SUBJECT	GRADES	ENROLLMENT RECOMMENDATION
English I	9	None
Honors English I	9	MAP score of 235 or higher recommended
English II	10	Previous enrollment in two semesters of English
Honors English II	10	“C” or higher in Honors English I OR “B” or higher in English I
English III	11	Previous enrollment in four semesters of English
English IV - Composition	12	None
English IV - Literature	12	None
Philosophy & Literary Criticism	12	None
College English Bridge	12	Teacher or counselor recommendation
Creative Writing	11, 12	None
Literature of the Silver Screen	11, 12	None
Advanced Speech	10, 11, 12	None
Theater I	10, 11, 12	10 <sup>th</sup> graders must be concurrently enrolled in English II or Honors English II and have a passing grade in English I; 11 <sup>th</sup> graders must be concurrently enrolled in English III or AP Language
Theater II	10, 11, 12	Successful completion of Theater I
AP English Language & Composition	11	“C” or higher in Honors English II OR “B” or higher in English II
AP English Literature & Composition	12	“C” or higher in AP Language OR “B” or higher in English III
Advanced Acting and Directing	11, 12	Successful completion of Theater I and II
Composition I ENGL 101	11, 12	Two years successful completion of English I and II or Honors English I and II; Concurrent Enrollment in English III
Composition II ENGL 102	11, 12	Successful completion of ENG 911 or ENG 912 Concurrent Enrollment in English III

Journalism	10, 11, 12	10 <sup>th</sup> graders must be concurrently enrolled In English II/Honors English II and have passing grade in English I; 11 <sup>th</sup> graders must be concurrently enrolled in English III/AP Language
Journalism II	11, 12	Successful completion of Journalism I and 10 <sup>th</sup> grade English
Journalism III	12	Successful completion of Journalism II and 11 <sup>th</sup> grade English
Introduction to Oral Communication COMM 101	11, 12	Concurrent Enrollment in English III or AP Language in grade 11
Introduction to the Humanities HUMA 101	11, 12	Concurrent Enrollment in English III or AP Language in grade 11

## ENGLISH COURSE DESCRIPTIONS

### **ENG 151/152 ENGLISH I (Yearly 1 Credit) (9)**

This genre-based course includes an analysis of various literary types: short story, poetry, nonfiction, drama, and the novel. Composition instruction will vary according to the type of literature being studied. Speech, grammar and research skills will be taught within each unit.

### **ENG 171/172 HONORS ENGLISH I (Yearly 1 Credit) (9)**

**ENROLLMENT RECOMMENDATION: MAP score of 235 or higher recommended**

**This honors course enriches the content covered in English I by covering more difficult texts and emphasizing advanced writing and critical thinking skills.** This genre-based course includes an analysis of various literary types: short story, poetry, nonfiction, drama, and the novel. Composition instruction will vary according to the type of literature being studied. Speech, grammar and research skills will be taught within each unit.

### **ENG 251/252 ENGLISH II (Yearly 1 Credit) (10)**

**ENROLLMENT RECOMMENDATION: English I or Honors English I**

This theme-based course focuses on taking contemporary literature and analyzing it through a global lens. Composition instruction will include literary analysis and narrative writing which will vary in topic according to the literature being studied. Speech, grammar and research skills will be taught within each semester.

### **ENG 271/272 HONORS ENGLISH II (Yearly 1 Credit) (10)**

**Prerequisite: “C” or higher in Honors English I or “B” or higher in English I**

**This honors course enriches the content covered in English II by covering more difficult texts and emphasizing advanced writing and critical thinking skills.** This theme-based course focuses on taking contemporary literature and analyzing it through a global lens. Composition instruction will include literary analysis and narrative composition which will vary in topic according to the literature being studied. Speech, grammar and research skills will be taught within each semester.

### **ENG 351/352 ENGLISH III (Yearly 1 Credit) (11)**

**ENROLLMENT RECOMMENDATION: English II or Honors English II**

This course is a journey across and through America via selected American authors representing the major periods, schools, and traditions in American literary history. Our texts will span the pre-colonial eras (before European colonization in the 1600s) to our contemporary era; include multiple genres (fiction, nonfiction, poetry, drama); and attempt to examine the diversity that has shaped America over time.

### **ENG 371/372 AP ENGLISH LANGUAGE & COMPOSITION (Yearly 1 Credit) (11)**

**Prerequisite: “C” or higher in Honors English II OR “B” or higher in English II**

An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading assignments should make students aware of the interactions among the writer’s purpose(s), the audience’s expectation(s), and the subject matter as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

In addition to developing these vital skills through a variety of processes, the course is contextually and thematically rooted in an examination of the American Dream. Through the use of novels, memoir, poetry, op-ed, essay, speech, photography, art, film, and historical primary sources, students will immerse themselves in the rhetoric of the creation, transformation, corruption, destruction, and redemption narratives central to both shaping the American Dream and understanding its rhetorical impact on America and its people.

**ENG 581/582 ENGLISH IV: COMPOSITION**  
**(Semester ½ Credit) (12)**

To be college and career ready writers, students will take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They will be able to use technology strategically when creating, refining, and collaborating on writing. They will become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They will develop the flexibility, concentration, and fluency to produce high-quality first drafts under a tight deadline as well as the capacity to revise and reflect upon their participation in the writing process. Failure to turn in a research paper constitutes failure of the course. Students may not enroll in both Composition I (ENG 911/912) and English IV: Composition (ENG 571/572).

**ENG 591/592 ENGLISH IV: LITERATURE**  
**(Semester ½ Credit) (12)**

This course includes an analysis of various modern and contemporary literary types: poetry, short story, nonfiction, and the novel. Composition instruction will be focused on reinforcement and mastery of literary analysis. A researched paper will be an essential writing component of this course. Students will also be asked to utilize their speech, grammar and research skills.

**ENG 721/722 PHILOSOPHY & LITERARY CRITICISM**  
**(Semester ½ Credit) (12)**

This course focuses on the study of philosophy and philosophical literature. It is designed to include an investigation of both historical and modern approaches to values, ethics, and lifestyles. The course begins with a study of Greek philosophy, Aristotle, and tragedy and proceeds through contemporary world philosophies and literature. The techniques of literary criticism will be analyzed, discussed, and practiced. An analytical research paper will be required. The course will be of particular interest to those students who like idea-based literature and philosophy. It is recommended as a preparatory course for students going on to further education.

**ENG 551/552 COLLEGE ENGLISH BRIDGE**  
**(Yearly 1 Credit) (12) (Base Level)**

**ENROLLMENT RECOMMENDATION: Teacher or Counselor recommendation**

**This course is designed for students who have had less than average success in English in the past and is not intended for 4 year college-bound students.** A variety of literature, including short stories, nonfiction, and novels will be studied. Students will also study a variety of materials that are not offered in the traditional English classroom. These materials include a graphic novel, contemporary nonfiction, current news magazines and newspapers, and film adaptations. This course emphasizes oral communication skills and requires written assignments.

**ENG 781/782 CREATIVE WRITING**  
**(Semester ½ Credit) (11, 12)**

This writing-intensive course is designed for students who enjoy writing and who wish to work at improving their own writing styles. Students will be given opportunities to exercise their imaginations and develop their own stories and poems. Outstanding examples of creative writing will be studied as models for student work, but the emphasis of the course will be on practical advice and daily practice in developing clear, effective, and interesting creative writing.

**ENG 871/872 LITERATURE OF THE SILVER SCREEN**  
**(Semester ½ Credit) (11, 12)**

This one-semester course includes a study of literature written for film production. In addition to studying the history of film, students will view and analyze a variety of representative films from all eras, as well as examine film technique and technical elements and their influence on the literature. The course will include oral as well as written work dealing with critical analysis of the films. Formal essays, presentations, and a major researched project will be required.

**ENG 881/882 AP ENGLISH LITERATURE & COMPOSITION**  
**(Yearly 1 Credit) (12) (AP Level)**

**Prerequisite: "C" or higher in AP Language or "B" or higher in English III**

This senior elective is designed to prepare students for college-level English classes as well as the Advanced Placement in Literature. Through the examination of significant works of literature, students learn about the crafts/techniques and rhetorical strategies of writing, working toward developing mature analytical skills. Students will create a portfolio of written pieces of various lengths, purposes, and genre, gaining insight into their own writing styles. Substantial reading occurs at a brisk pace, and writing assignments are frequent.

**ENG 901/902    ADVANCED SPEECH**  
**(Semester ½ Credit) (10, 11, 12)**

This is a one-semester elective for students who enjoy speaking. This is a participation course where students are expected to strive for improvement in verbal and nonverbal presentation skills and organizational skills. The course includes presentation, reading, writing, research, and analysis as fundamental components. Areas of study include informative speaking, special occasion speaking, limited preparation speeches, persuasion/debate, and oral interpretation.

**ENG 811        THEATER I**  
**(Semester ½ Credit) (10, 11, 12)**

**ENROLLMENT RECOMMENDATION: 10<sup>th</sup> graders must be concurrently enrolled in English II or Honors English II**

This course is intended to provide students with an introduction to the basic skills and areas of drama. The study of drama is approached as a performance art with a theoretical and practical background in play study and play production. This course includes work on drama history, play analysis, acting, set design, and costume design. This course will be offered first semester only.

**ENG 812        THEATER II**  
**(Semester ½ Credit) (10, 11, 12)**

**Prerequisite: Successful completion of Theater I; 10<sup>th</sup> graders must be concurrently enrolled in English II or Honors English II**

This course is intended to provide students interested in drama with a more concentrated study of drama theory and practice. The emphasis is on drama from the Renaissance to the modern era. The course includes the study and analysis of representative plays, playwrights, and styles, along with scene work in acting. This course will be offered second semester only.

**ENG 842        ADVANCED ACTING AND DIRECTING**  
**(Semester ½ Credit) (11, 12)**

**Prerequisite: Successful completion of Theater II**

This one-semester course includes theories and exercises in acting and directing with emphasis on the solution of specific acting and directing problems. In addition to studying Shakespeare's plays, students will investigate plays that offer opportunities for class exercises and will engage in procedural activities leading to the direction of plays. This course will be offered second semester only.

**ENG 891/892    INTRODUCTION TO THE HUMANITIES**  
**(Semester ½ Credit) (11, 12) (Dual Credit Level)**

**Prerequisite: Two years successful completion of English I and II or Honors English I and II**  
**Concurrent Enrollment in English III or AP Language in Grade 11**

Introduction to the Humanities is the study of social and cultural values as expressed through the major art forms, including painting, sculpture, architecture, literature, drama, music, dance, film, and photography. The course will examine the elements and formal qualities that are characteristic of each art form, the relationships between the arts, and the social and historical contexts from which they developed. *Heartland Community College dual credit can be achieved for Introduction to the Humanities.*

**ENG 911        COMPOSITION I**  
**ENG 910        (Semester ½ Credit) (11, 12) (Dual Credit Level)**

**Prerequisite: Two years successful completion of English I and II or Honors English I and II;**  
**Completion of English III or concurrent enrollment**

An introduction to college-level writing, with training in the skills needed at each phase of the writing process, including generating ideas about a topic, determining a purpose, forming a controlling idea, analyzing the needs of your audience, organizing and planning your writing, and composing effective sentences, paragraphs, and essays. ENG 911/912 is intended to prepare students to write effectively for a variety of audiences and purposes. A final portfolio that includes a research paper (or papers) is required. This paper (or papers) constitutes the majority of the grade for this course. *Heartland Community College dual credit can be achieved for Composition I.*

ENG 911 is intended to be a 1<sup>st</sup> semester course with ENG 922 following second semester. ENG 911 or 912 could be a "stand alone" senior elective.

**ENG 922 COMPOSITION II**  
**ENG 929 (Semester ½ Credit) (11, 12) (Dual Credit Level)**

**Prerequisite: Successful completion of 911/912; Completion of English III or current enrollment**

ENG 922 is a course that focuses on the rhetorical strategies used in argumentative writing, including logical analysis, critical thinking, the interpretation and evaluation of primary and secondary sources, and the conventions of academic and professional discourse. A final portfolio that includes a research paper (or papers) is required. This paper (or papers) constitutes the majority of the grade for this course. ENG 922 is intended to follow ENG 911 or ENG 912. *Heartland Community College dual credit can be achieved for Composition II.*

**ENG 931/932 JOURNALISM I**  
**ENG 930/939 (Yearly 1 Credit) (10, 11, 12)**

**Prerequisite: 10<sup>th</sup> graders must be concurrently enrolled in English II or Honors English II and have a passing grade in Freshman English; 11<sup>th</sup> graders must be concurrently enrolled in English III or AP Language**

This elective course is for students who want to use their writing skills to learn newspaper journalism. The practical portion of the course comes through the production of the school newspaper. Students will study news writing, editorial, feature, sports, and in-depth writing. Editing, copy reading, headline writing, layout, desktop publishing, and advertising will also be studied. In addition to their writing, student artists and photographers will publish their graphic work in the student newspaper.

**ENG 941/942 JOURNALISM II**  
**ENG 940/949 (Yearly 1 Credit) (11, 12)**

**ENROLLMENT RECOMMENDATION: Successful completion of Journalism I and 10<sup>th</sup> grade English**

This elective course is for advanced journalism students who have successfully completed Journalism/Newspaper I. Students will be responsible for all production aspects of the school newspaper. In addition to regular classroom assignments, students in this advanced course will assume editorial positions on the staff and take on the most challenging assignments. This course is intended for students who show a strong writing ability and who are contemplating a career in a journalism-related field.

**ENG 951/952 JOURNALISM III**  
**ENG 950/959 (Yearly 1 Credit) (12)**

**ENROLLMENT RECOMMENDATION: Successful completion of Journalism II and 11<sup>th</sup> grade English**

This elective course is for the most advanced journalism students who have successfully completed both the Journalism/Newspaper I and Journalism/Newspaper II classes. Students will be fully responsible for the production of the school newspaper. They will assume the top editorial positions on the staff and determine the newspaper's overall editorial policy as head of the Editorial Board. In addition to directing the newspaper staff, students will further develop their writing and editing skills, as well as the desktop publishing skills needed for production. The course is intended for students who show exceptional writing, editing, and desktop publishing ability and who are considering a career in a journalism-related field.

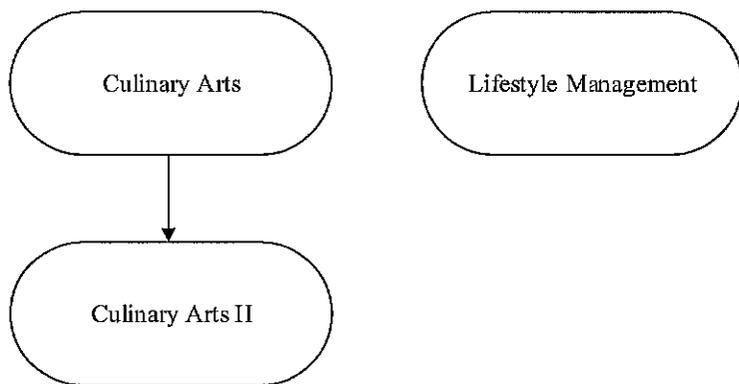
**ENG 991/992 INTRODUCTION TO ORAL COMMUNICATION**  
**ENG 990/999 (Semester ½ Credit) (11, 12) (Dual Credit Level)**

**Concurrent Enrollment: English III or AP Language in Grade 11**

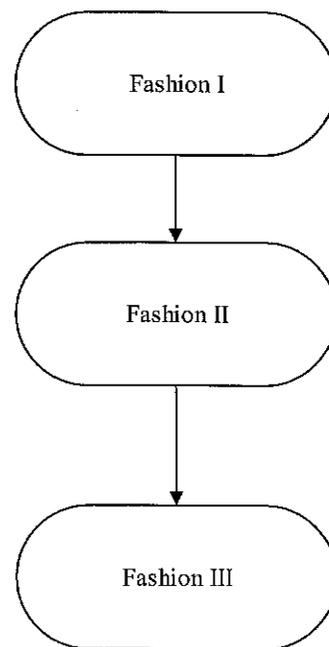
This is an introductory course in public speaking, with the dual goals of helping students understand basic communication principles and improving their oral communication skills. The course emphasizes preparing, selecting, organizing, and delivering oral messages, as well as analyzing and evaluating the speaking-listening process. *Heartland Community College dual credit can be achieved for Oral Communication.*

# Family & Consumer Sciences

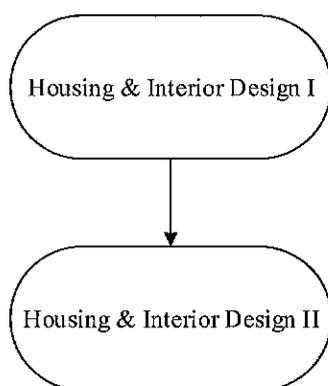
## Foods & Nutrition



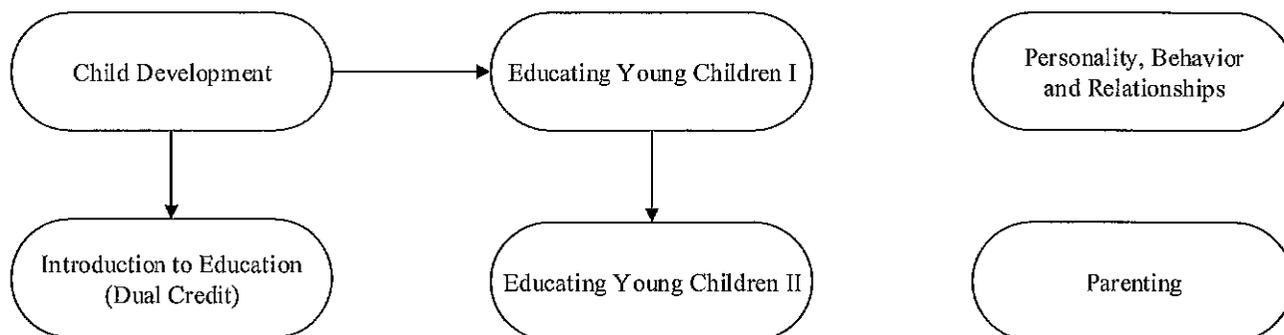
## Fashion



## Housing & Interior Design



## Child & Family Development



## FAMILY AND CONSUMER SCIENCES COURSE LIST

All Elective Courses

<b>SUBJECT</b>	<b>GRADES</b>	<b>PREREQUISITES</b>
Culinary Arts I	9, 10, 11, 12	None
Culinary Arts II	9, 10, 11, 12	Culinary Arts I
Child Development	9, 10, 11, 12	None
Parenting	10, 11, 12	None
Educating Young Children I	11, 12	“C” or higher in Child Development
Educating Young Children II CHILD 202	12	“B” or higher in EYC I
Introduction to Education EDUC 101	10, 11, 12	Child Development (Recommended)
Housing & Interior Design I	10, 11, 12	None
Housing & Interior Design II	10, 11, 12	“C” or higher in H &ID I
Fashion I	9, 10, 11, 12	None
Fashion II	9, 10, 11, 12	“C” or higher in Fashion I
Fashion III	10, 11, 12	“C” or higher in Fashion II
Personality, Behavior and Relationships	11, 12	None
Lifestyle Management	9, 10, 11, 12	None

## FAMILY AND CONSUMER SCIENCES COURSE DESCRIPTIONS

### **FCS 111/112 CULINARY ARTS I** **(Semester ½ Credit) (9, 10, 11, 12)**

Culinary Arts introduces and explores the basic principles of food preparation: including kitchen math and measurement, kitchen safety and sanitation, knife skills, product identification and usage, and application of cooking methods. Students will engage in hands-on food preparation labs and cooking demonstrations to reinforce skills and enhance learning. A variety of recipes will be used to practice cooking techniques, explore tastes and develop the palate.

### **FCS 122 CULINARY ARTS II** **(Semester ½ Credit) (9, 10, 11, 12)** **Prerequisite: Culinary Arts I**

Culinary Arts II students continue to demonstrate culinary skills with an emphasis on the science behind it. During this time, we will investigate influences on our food choices, food borne illnesses, food processing, ingredient functions, local food movement, and careers in the food industry.

### **FCS 151/152 CHILD DEVELOPMENT** **FCS 150/159 (Semester ½ Credit) (9, 10, 11, 12)**

If you are interested in working with children, Child Development is essential to your future. You will gain fundamental knowledge and skills to care for and guide children from birth to early adolescence. Encouraging growth and development of the physical, social/emotional, cognitive, and language development will be the focus. Students taking Child Development will have the ability to earn the Gateways to Opportunity Level I Credential. This statewide accreditation program prepares students for careers working with children and their families in a professional environment. Child Development is a prerequisite for the Educating Young Children course. For additional information, please see: <http://www.ilgateways.com>, or FCS Building Chair.

### **FCS 251/252 PARENTING** **(Semester ½ Credit) (10, 11, 12)**

Did you know approximately 80% of all Americans become parents and that children don't come with instruction manuals? Explore the responsibilities and roles of parenthood while learning everything from how to develop a healthy family to the care of a newborn. Topics include: determining parenting readiness, prenatal care, labor, delivery, adjustments to parenthood and the care of a newborn. Students have the opportunity to "parent" through the use of a Baby Think It Over infant simulator.

### **FCS 291/292 EDUCATING YOUNG CHILDREN I** **FCS 290/299 (Yearly 1 Credit) (11, 12)** **Prerequisite: "C" or higher in Child Development**

The activities in Educating Young Children I focus on the gaining skills necessary for educating children in a group setting creating the opportunity for students to become effective teachers. Students will be responsible for planning and implementing lessons for children ages 3-5. Additional responsibilities will include creating newsletters and other parent communication tools, making developmental observations, and keeping current in the trends in the field of Early Childhood Education.

### **FCS 391/392 EDUCATING YOUNG CHILDREN II** **FCS 390/399 (Yearly 1 Credit) (12) (Dual Credit Level)** **Prerequisite: "B" or higher in Educating Young Children I**

Educating Young Children II builds on the knowledge and skills developed in EYC I. Students will focus on the health, wellness, and nutritional needs of the preschool child. Additionally, EYC II students will assume a leadership role in the preschool and in their own learning. When appropriate, job shadowing and intern experiences will be included. From HCC course syllabus: this course provides an overview of the health, safety and nutritional needs of young children and early childhood practices to ensure the health and well-being of each child in a group setting. Content includes roles and responsibilities of adults in meeting children's diverse needs, the promotion of healthy lifestyle practices, understanding common childhood illnesses and injuries, meeting health, nutrition and safety standards, and planning nutritious meals that are appropriate for each child. *Heartland Community College Dual Credit can be achieved for Health, Safety, and Nutrition for the Young Child.*

**FCS 400/409 INTRODUCTION TO EDUCATION**  
**(Yearly 1 Credit) (10, 11, 12) (Dual Credit Level)**

**Prerequisite(s):- Child Development (Recommended)**

This course provides an introduction to the American education system and as teaching as a profession. Throughout the course students will be offered a variety of perspectives on education including: historical, philosophical, social, legal, and ethical issues in a diverse society. A study of organizational structure and school governance will also be included. A minimum 15-hour clinical component is required for this class. Students who enroll in Introduction to Education will be required to undergo a criminal background check by a college selected vendor. A clear background check is mandatory in order to complete the course/state required 15 hour clinical component for each class. The cost of the background check will be added as a course fee. *Heartland Community College dual credit can be achieved for Introduction to Education.*

**FCS 311 HOUSING & INTERIOR DESIGN I**  
**(Semester ½ Credit) (10, 11, 12)**

Housing and Interior Design allows students to explore color, design techniques, furniture arrangements, architectural design and interior floor plans for personal use and career opportunities. This "hands-on" course is for you if you enjoy creating your own space or are interested in a career related to Housing and Interior Design.

**FCS 332 HOUSING & INTERIOR DESIGN II**  
**(Semester ½ Credit) (10, 11, 12)**

**Prerequisite: "C" or higher in Housing & Interior Design I**

Explore the history of architecture and discover how it relates to today's housing styles. Choose furniture, lighting and accessories for a home based on a selected architectural style.

**FCS 351 FASHION I**  
**(Semester ½ Credit) (9, 10, 11, 12)**

Do you enjoy watching "Project Runway" or "What Not to Wear"? If you do, this project based class is for you! You will learn how to use the elements of design to determine which clothing styles look best on you. You will also learn how to make clothing for yourself or others by learning how to read a pattern, select suitable fabric and basic clothing construction techniques.

**FCS 352 FASHION II**  
**(Semester ½ Credit) (9, 10, 11, 12)**

**Prerequisite: "C" or higher in Fashion I**

Clothes: everybody wears them, everybody needs them. Why not be the person who makes them? Expand on the skills learned in Fashion I to select patterns and fabric to construct clothing items of your choosing based on your ability level.

**FCS 362 FASHION III**  
**(Semester ½ Credit) (10, 11, 12)**

**Prerequisite: "C" or higher in Fashion II.**

Expand on the skills you learned in Fashion I and II to select patterns and fabric to construct clothing items of your choosing based on your ability level. Projects will include the reconstruction on an existing garment and learning how to select and sew with knit fabric.

**FCS 511/512 PERSONALITY, BEHAVIOR AND RELATIONSHIPS**  
**(Semester ½ Credit) (11, 12)**

You're legally an adult at 18. Are you really ready for life after high school? This is a course every student should take and will cover topics you will encounter after graduation. Popular movies are used to give real life examples and promote class discussions about determining who you are, what is important to you and how to set personal goals, finding the career that is right for you, dealing with the everyday drama and the stress it brings. Learn how to establish healthy and lasting friendships and relationships, and deal with the occasional personal crisis using communication skills and conflict management.

**FCS 701/702 LIFESTYLE MANAGEMENT**  
**(Yearly 1 Credit) (9, 10, 11, 12)**

This course meets the requirement for the PE Foundations credit. Lifestyle Management is a collaborative Physical Education and Family and Consumer Sciences course with a focus on personal wellness through both exercise and nutrition. Goal setting and personal assessment will be the emphasis in both components of the course. The exercise component of this course will introduce different methods of lifetime fitness choices; for example: brisk walking, Pilates, aerobics, cardio room equipment use, and resistance training. The nutrition component will address eating habits, nutrition, diet analysis, and hands on cooking experiences. Throughout this course, students will experience a positive approach to their own self-improvement for a better life now and in the future. **\*May be taken for a maximum of 1 credit for FCS or P.E.**

**WRK 111/112 CAREER EXPLORATION**  
**(Semester ½ Credit) (10, 11, 12)**

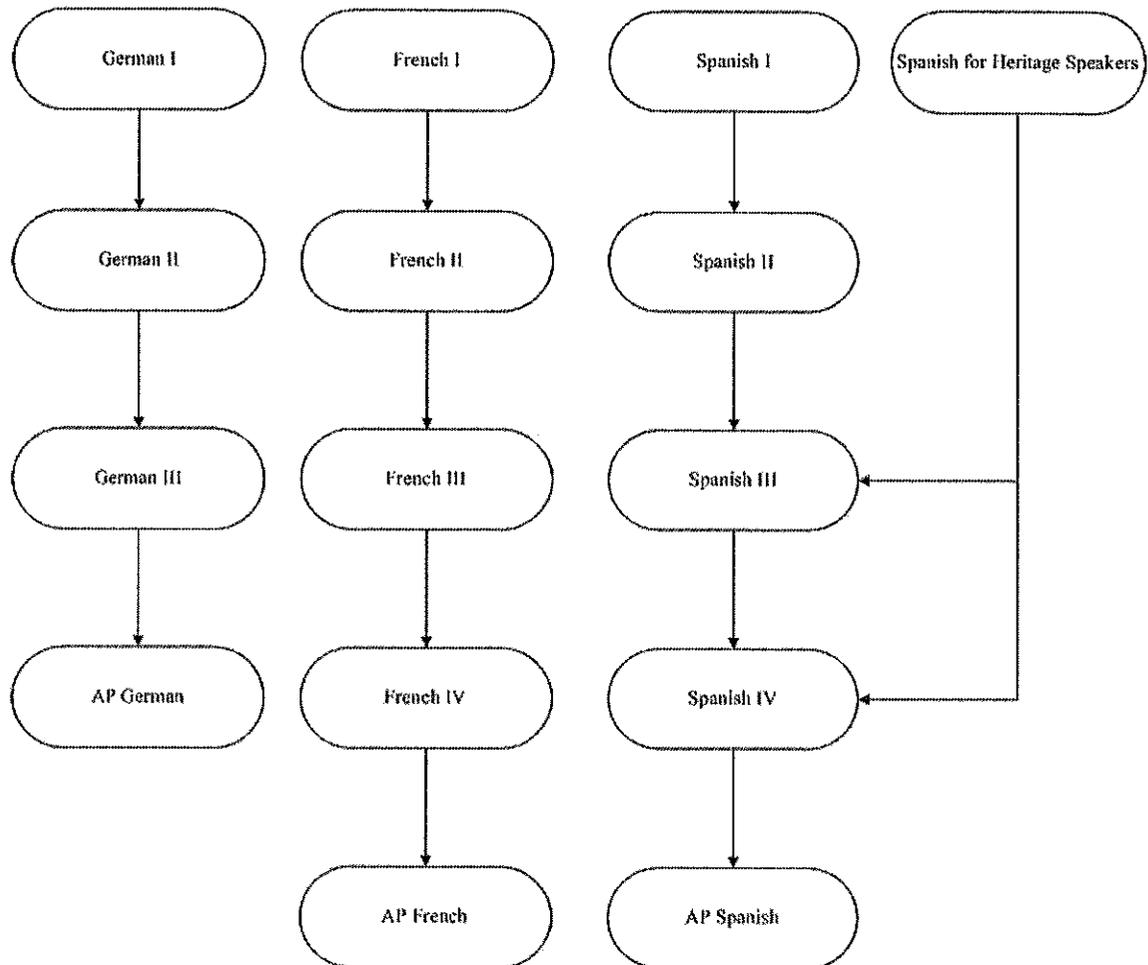
Students will have the opportunity to explore the sixteen nationally recognized career clusters as well as their own personal interests and skill set to determine potential career pathways. Students will be exposed to workplace skills that are necessary to be successful after high school. Students may interact with professionals from a variety of career clusters to further examine career possibilities. The skills and information students are exposed to in this class will provide a foundation for students to participate in hands-on work based learning courses (internship program). Workplace skills such as interpersonal relationships, communication skills, decision-making, critical thinking and self-management will be included as part of the course. This course is the prerequisite/co-requisite for internship program.

**WRK 141/142 INTERNSHIP PROGRAM**  
**(Semester ½ Credit or 1 Credit (Yearly 1 Credit or 2 Credits) (12)**  
**Administrative approval is required.**

The Internship Program is designed for career exploration that benefits the student and will be tailored to meet the unique needs and interests of the learner. The student will participate in a workplace experience while interning with a mentor in a business/organization, which is reflective of the student's career interest, while observing workplace functions and investigating the requirements of a specific career field. Essential career skills will be correlated with soft skills and academic skills in a project-based format. The student will be released from school Monday-Thursday during practicum period(s) to intern with their mentor in an unpaid position with a business/organization an average of four hours per week for ½ credit or eight hours per week for 1 credit. Every Friday the student will participate in Internship Seminars during practicum period(s) at school instead of working with their mentor at the internship site. Seminars will assist the student in making connections between academic learning and workplace experiences in the following areas:

- Academic application, competency, and relationship development in a professional setting
- Career exposure, professionalism, and organizational culture
- Performance evaluation in light of expressed goals and learning outcomes
- Self-perception as compared to professional perception of site mentor
- Career goal assessment and clarification through reflection on internship experience
- Career Portfolio development, networking, and social media

## Foreign Language



**FOREIGN LANGUAGE**  
All Elective Courses

<b>SUBJECT</b>	<b>GRADES</b>	<b>PREREQUISITES</b>
French I, German I, or Spanish I	9, 10, 11, 12	Strongly recommend a 220 on the MAP assessment in Reading AND A or B in Language Arts
French II, German II, or Spanish II	9, 10, 11, 12	Pass Level I or meet requirements of Placement Exam
French III, German III, or Spanish III	10, 11, 12	Pass Level II or meet requirements of Placement Exam
French IV, Spanish IV	11, 12	Pass Level III or meet requirements of Placement Exam
AP German	11, 12	
AP French, AP Spanish	12	
Spanish for Heritage Speakers	9, 10, 11, 12	

Eighth grade middle school students who earn a “C” or higher in Level I second semester will advance to the next level. It is recommended that students who receive a “D” retake Level I in high school. Students who are enrolled in Focused Language Arts will not be eligible to enroll in foreign language in 9<sup>th</sup> grade. Students who earn a “C” or higher in foreign language tend to be better prepared for the next level.

Placement Exams

Placement exams have been designed to help place transfer students and offer motivated students an opportunity to accelerate their learning and skip a level. Advancement to a higher level foreign language class is contingent upon an overall test score of 70%. In addition, students must pass each of the core competency tests (listening, reading, grammar/vocabulary, writing and speaking) with a 60%. Students advancing to a higher level will not receive credit for courses in which they were not enrolled. Placement test outlines and details are available from foreign language teachers and the guidance office. Students should contact the guidance office first to inquire about taking a placement test. The guidance office will then notify the building chair to begin the process of taking the placement test.

Heritage Language Speakers: Students with heritage language speaking skills (in French, German or Spanish) and who desire to study this language should contact the foreign language department prior to enrolling for proper level placement based on listening, speaking, reading, and writing abilities.

Students who speak Spanish as their primary language must enroll in the Spanish for Heritage Speakers class at the high schools. If the course is not available, placement tests will be offered to determine correct placement in Spanish or other foreign language course.

Los estudiantes de habla español como su idioma principal deben inscribirse en la clase para hispanohablantes en las escuelas secundarias. Si no se ofrece esta clase, pruebas de nivel se ofrecerán a estos estudiantes para determinar la ubicación correcta en español o en otra clase de idioma.

**NOTE:** As a reminder, students who sign up to take French or Spanish in 8<sup>th</sup> grade will be on track to take AP French or AP Spanish/ in their senior year. Those who take German in 8<sup>th</sup> grade will be on track to take AP German in their junior year. Students who enroll in French I or Spanish I during their freshman year will be on track to take AP French or AP Spanish their senior year only if they skip a level based on a placement test. Students who enroll in German I during their freshman year will be on track to take AP German their senior year. According to the College Board, some of the benefits for students who elect to take an AP course in high school are: “stand out in college admission, earn college credits, skip

introductory courses in college and build college readiness skills.” A minimum number of students must request any of our courses in order to be offered.

## FOREIGN LANGUAGE COURSE DESCRIPTIONS

### FIRST YEAR LANGUAGE

**FOR 111/112 FRENCH I**

**FOR 211/212 GERMAN I**

**FOR 311/312 SPANISH I**

**(Yearly 1 Credit) (9, 10, 11, 12)**

The aim of this course is to provide students with a basis for learning a foreign language as it is spoken and written today. Students will receive instruction in the grammar and structure of the language. Emphasis is given to developing the students' basic language skills: listening comprehension, speaking, reading and writing. Aural and oral proficiency is stressed. A second aim is to increase the students' awareness and understanding of the people and culture of the target language. Evaluation is based upon communicative competence, written and oral, and objective testing in content areas.

### SECOND YEAR LANGUAGE

**FOR 121/122 FRENCH II**

**FOR 221/222 GERMAN II**

**FOR 321/322 SPANISH II**

**(Yearly 1 Credit) (9, 10, 11, 12)**

**Prerequisite: Pass Level I or meet requirements of Placement Exam**

This course, a continuation of the first-year program provides students with an in-depth explanation of grammar and language structure. Listening, writing and speaking skills are expanded and an understanding of the language and culture is further developed. Evaluation is based upon communicative competence, written and oral, and objective testing in content areas.

### THIRD YEAR LANGUAGE

**FOR 131/132 FRENCH III**

**FOR 231/232 GERMAN III**

**FOR 331/332 SPANISH III**

**(Yearly 1 Credit) (10, 11, 12)**

**Prerequisite: Pass Level II, Pass Spanish Heritage Speakers, or meet requirements of Placement Exam**

This course is directed at developing the student communicative skills. The students review major principles and learn fine points of structure. Students will sharpen skills for reading in the target language. Practical application of the language is emphasized through the use of written, audio and video texts. Evaluation is based upon communicative competence, written and oral, and objective testing in content areas.

### FOURTH YEAR LANGUAGE

**FOR 141/142 FRENCH IV**

**FOR 341/342 SPANISH IV**

**FOR 340/349 SPANISH IV**

**FOR 251/252 AP GERMAN**

**(Yearly 1 Credit) (11, 12)**

**Prerequisite: Pass Level III, Pass Spanish Heritage Speakers, or meet requirements of Placement Exam**

Communication and grammar are emphasized through the culture, literature, and history of the target population. Students' understanding of target language is enhanced through the use of video and audio texts. Students' reading skills are enhanced through the use of authentic texts. Evaluation is based upon written and oral communicative competence, as well as objective testing in content areas. AP testing is available upon request.

### FIFTH YEAR LANGUAGE – AP

**FOR 151/152 AP FRENCH**

**FOR 351/352 AP SPANISH**

**(Yearly 1 Credit) (12) (AP level)**

**Prerequisite: Students must have a “B” or higher in preceding level in order to advance to next level of language study.**

Communication and grammar are emphasized through the culture, literature, and history of the target population. Students' understanding of native speech is enhanced through the use of video and audio texts. Evaluation is based upon written and oral communicative competence, as well as object testing in content areas. Practice AP (Advanced Placement) exams will be used to monitor student progress. AP testing is available upon request.

**FOR 411/412 SPANISH FOR HERITAGE SPEAKERS  
(Yearly 1 Credit) (9, 10, 11, 12)**

**Prerequisite: Spanish must be first language at home**

This one-year course offers heritage Spanish-speaking students the opportunity to study Spanish formally in the same way native English speakers study English language arts. The course enables students to develop, maintain and expand their heritage language skills. Study will focus on Spanish grammar and syntax (including spelling and accents), regional literature in a wide variety of literary genres, vocabulary development, and writing for a variety of purposes. Students will be exposed to a wide range of heritage history and culture from across the Spanish-speaking world. Students from a Spanish heritage background who are concerned about placement in Spanish should take Spanish for Heritage Speakers and upon completion consider moving to Spanish III or Spanish IV.

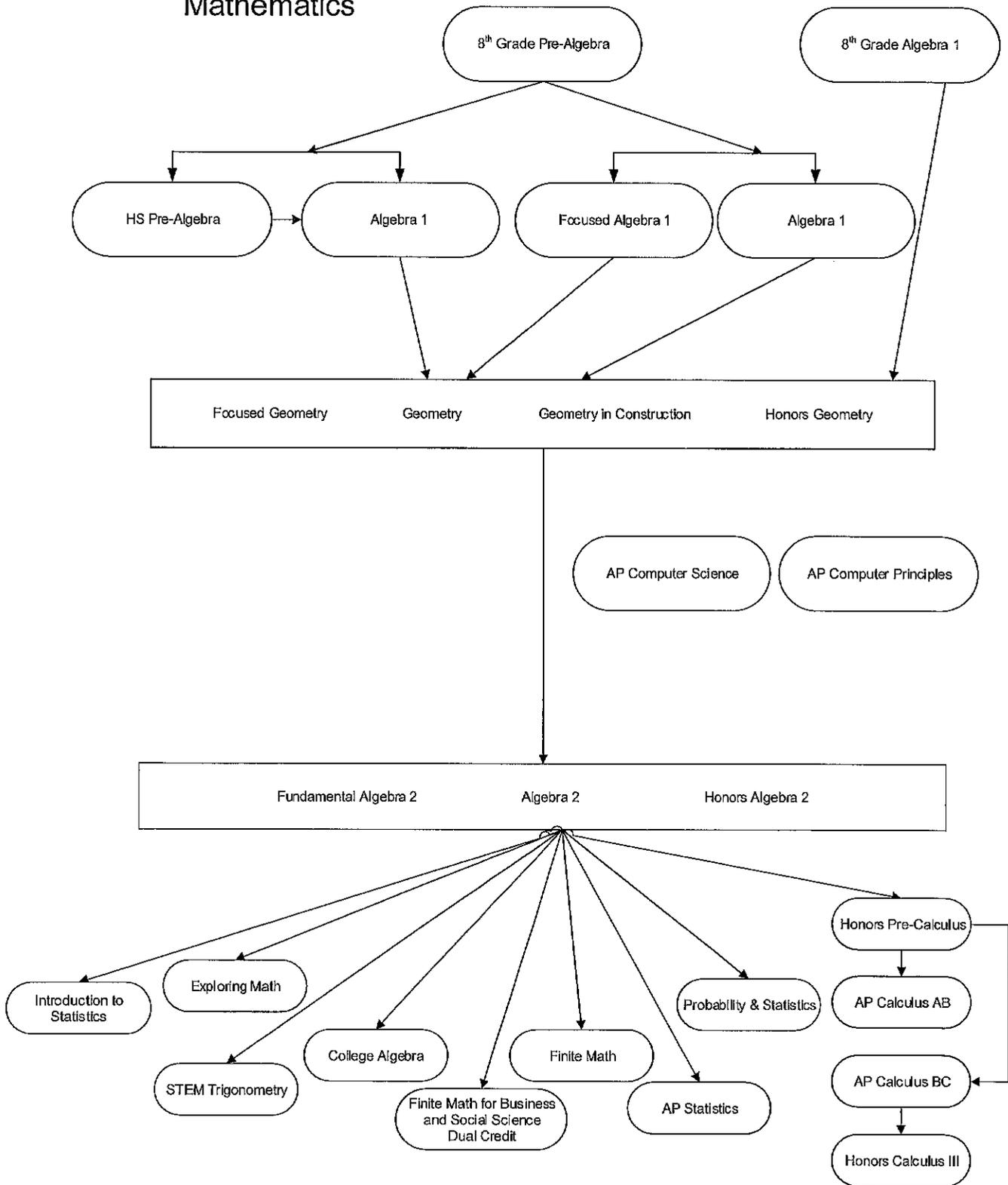
**Seal of Biliteracy**

Unit 5 Schools will offer both the Seal of Biliteracy and State Commendation toward; Biliteracy to graduates beginning in 2018-2019 school year.

Students will qualify through demonstrating proficiency on the AP Language and Culture exam for Spanish, Chinese, French, German, Italian, Japanese as well as meeting the college readiness benchmarks for the SAT or, for students who are English Learners, by meeting the Illinois proficiency criteria on ACCESS 2.0. These criteria are set by the State of Illinois and are as follows: To qualify for the Seal of Biliteracy students must score a 4 on the AP language exam. To earn the Commendation students must score a 3 on the AP language exam in the target language. To demonstrate proficiency in English students must achieve a minimum score of 540 on the SAT. English Learner students who are working toward the Seal may also use an overall ACCESS score of 4.8 achieved during high school.

The district will recognize students who earn the Commendation or the Seal by affixing the Seal or Commendation to the student's transcript and diploma.

# Mathematics



Note: See Course List for additional prerequisites

## MATHEMATICS COURSE LIST

Mathematics Graduation Requirements: 3 Credits, including Algebra 1 content

Focused Algebra 1 and Focused Geometry are intended to support math courses and will not count for math credit.

SUBJECT	GRADES	PREREQUISITES
Pre-Algebra	9	MAP Scores; Teacher Recommendation
Algebra 1	9, 10	None
Geometry	9, 10, 11	Algebra 1
Geometry in Construction	10, 11, 12	Algebra 1
Honors Geometry	9, 10	“A” in Algebra 1 or Teacher Recommendation
Fundamental Algebra 2	10, 11, 12	Algebra 1
Algebra 2	10, 11	Honors Geometry; or “C” or higher in Geometry
Honors Algebra 2	9, 10, 11	“C” or higher in Honors Geometry; or “A” in both Algebra 1 and Geometry
STEM Trigonometry	11, 12	Fundamental Algebra 2, or Algebra 2
College Algebra	11, 12	Honors Algebra 2; or “C” or higher in Algebra 2; or “B” or higher in Fund. Algebra 2
Honors Pre-Calculus	11, 12	“C” or higher in Honors Algebra 2; or “B” or higher in Algebra 2
AP Computer Science Principles	10, 11, 12	Prior Enrollment in Computer Science Essentials is Recommended; concurrent or prior enrollment in Algebra II
AP Computer Science (Java)	11, 12	Algebra 2; Prior enrollment in Computer Essentials is recommended
Finite Math	11, 12	“C” or higher in Honors Algebra 2; or “B” or higher in Algebra 2
Finite Math for Business and Social Science MATH 111	11, 12	“C” or higher in Honors Algebra 2; or “B” or higher in Algebra 2
Probability & Statistics	11, 12	“C” or higher in Honors Algebra 2; or “B” or higher in Algebra 2
Introduction to Statistics MATH 141	11, 12	Successful completion of Algebra II or College Alg.
AP Statistics	11, 12	“B” or higher in Honors Algebra 2; or “A” in Alg. 2
AP Calculus AB	11, 12	Honors Pre-Calculus
AP Calculus BC	11, 12	“A” in Honors Pre-Calculus
Honors Calculus III	12	A or B in AP Calculus BC
Exploring Math (Base Level)	12	Fundamental Algebra 2
STEM Capstone	12	*6 Semesters of STEM Coursework

**NOTE: All prerequisite grades listed are semester grades for both semesters. The number following the credit allotment indicates the grade level for which a course is intended; however, students at other grade levels may request these courses, as well. A scientific calculator is required for all math classes. In some cases, a graphing calculator may also be required.**

## MATHEMATICS COURSE DESCRIPTIONS

### **MAT 151/152 PRE-ALGEBRA**

**(Yearly 1 Credit) (9) (Base Level)**

**Prerequisite: MAP Scores; Teacher Recommendation**

Pre-Algebra is a course for students who experience great difficulty in 8<sup>th</sup> grade mathematics. This course builds upon the essential skills of arithmetic as they apply to Algebra. Real numbers, linear equations, linear inequalities, factoring, fractions, graphing and some elements of geometry are stressed.

### **MAT 321/322 ALGEBRA 1**

**(Yearly 1 Credit) (9, 10)**

Using variables or letters to represent numbers, Algebra is generalized arithmetic. Emphasis is placed on solving equations and inequalities, polynomials, factoring, linear equations in two variables, exponential functions and quadratic functions. Algebra provides the background for the future study of more complex mathematics. Completion of this course provides the student with the algebraic skills necessary to study Geometry or Honors Geometry.

### **MAT 521/522 GEOMETRY**

**(Yearly 1 Credit) (9, 10, 11)**

**Prerequisite: Algebra 1**

Geometry is for anyone who intends to take further mathematics courses. In Geometry algebraic concepts such as solving equations and properties of square roots are used and reinforced. Definitions, postulates, theorems, corollaries, and properties will be used to complete geometric proofs. Additional topics include isometric transformations, parallel and perpendicular lines, dilation and similarity, right triangles and trigonometry, congruent triangles, quadrilaterals, circles, area and polygons, surface area and volume of solids, and constructions. Successful completion of this course enables a student to study Fundamental Algebra 2 or Algebra 2.

### **MAT 501/502 GEOMETRY IN CONSTRUCTION**

**(Yearly 2 Credits – 1 Math Credit and 1 Elective Credit) (10, 11, 12)**

**Prerequisite: Successful Completion of Algebra I**

Geometry in Construction is an integrated geometry in construction course. The common core aligned geometry curriculum is taught in the context of construction. The course is team taught by a math teacher and a technology teacher. The concepts within the course are organized to complement the skills and the knowledge needed in the building process starting with foundational concepts. The students in this course will have math days as well as build days. On the build days, the students will be working together to build a tiny house, shed or assist with a Habitat for Humanity house. This course will provide students the opportunity to immediately apply what they are learning in the classroom to what they are doing on the build site. Students will receive two credits for this year long, blocked course; one elective credit, one math credit.

### **MAT 601/602 HONORS GEOMETRY**

**(Yearly 1 Credit) (9, 10) (Honors Level)**

**Prerequisite: "A" in Algebra 1 or Teacher Recommendation**

Honors Geometry is a rigorous course designed for anyone who desires a more challenging level of study at an accelerated pace. Enhance logical reasoning and spatial visualization skills will be emphasized in this course. Learning definitions, postulates, theorems, corollaries, and properties will be necessary to complete geometric proofs in Honors Geometry that will be more rigorous than in Geometry. In addition to all the topics of Geometry, other topics will be emphasized. In this course, emphasis is placed on solving geometric problems using advanced algebra. Successful completion of this course enables a student to study Algebra 2 or Honors Algebra 2.

### **MAT 641/642 FUNDAMENTAL ALGEBRA 2**

**(Yearly 1 Credit) (10, 11, 12) (Base Level)**

**Prerequisite: Algebra 1**

Fundamental Algebra 2 is a course designed for anyone who has experienced difficulty in Algebra. Emphasis in this class is placed upon expanding the algebraic concepts taught in Algebra. This course is not designed for students who intend to enroll in Pre-Calculus or Finite Math/Probability and Statistics. Successful completion of this course provides the student with the algebraic skills necessary to study College Algebra or STEM Trigonometry. **This course is not designed for students who plan to attend a four year university immediately after graduation.**

### **MAT 681/682 ALGEBRA 2**

**(Yearly 1 Credit) (10, 11)**

**Prerequisite: Honors Geometry; or “C” or higher in Geometry**

This course is for anyone planning to take Pre-Calculus, College Algebra, AP Statistics, Finite Mathematics, or Probability & Statistics. Emphasis in this class is placed upon expanding the algebraic concepts which include solving and graphing the following equations and functions: radical, rational, polynomial, logarithmic, and trigonometric. Additional topics include conics right triangle and circular function trigonometry. A graphing calculator is required.

**MAT 721/722 HONORS ALGEBRA 2**

**(Yearly 1 Credit) (9, 10, 11) (Honors Level)**

**Prerequisite: “C” or higher in Honors Geometry; or “A” in both Algebra 1 and Geometry**

Honors Algebra 2 is a rigorous course designed for anyone who desires a more challenging level of study at an accelerated pace. This course is for anyone who has experienced a high degree of success in mathematics and plans to take Pre-Calculus, AP Statistics, Finite Mathematics, or Probability & Statistics. Emphasis in this honors level course is placed upon expanding the algebraic concepts taught in Algebra. Topics include radicals, rational functions, polynomial functions, logarithmic functions and conics. Right triangle and circular function trigonometry are expanded including proofs of trigonometric identities and graphs of trigonometric functions. Independence of thought, logic and scientific reasoning are stressed throughout the course. A graphing calculator is required.

**MAT 741/742 COLLEGE ALGEBRA**

**MAT 740/749 (Yearly 1 Credit) (11, 12)**

**Prerequisite: Honors Algebra 2; or “C” or higher in Algebra 2; or “B” or higher in Fundamental Algebra 2**

This course is designed to assist students in acquiring a more thorough knowledge and proficiency in Algebra. It should be valuable to those who wish to review fundamental principles and applications in anticipation of college placement tests. Topics covered are: graphing and analyzing linear, quadratic, rational, logarithmic, and exponential functions. Additional topics could include systems of linear equations and inequalities and matrices. Trigonometry is addressed second semester with the inclusion of the following topics: trigonometric functions, identities, and conics. This course is **NOT** intended for students who have successfully completed Pre-Calculus. A scientific calculator is required.

**CSC 771/772 ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES**

**(Yearly 1 Credit) (10, 11, 12)**

**Prerequisite: Algebra II. (CSC151/152 Computer Science Essentials is not required, but would be beneficial)**

Using Python as a primary tool and incorporating multiple platforms and languages for computation, this Project Lead the Way (PLTW) course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. While this course can be a student’s first in computer science, students without prior computing experience are encouraged to start with Computer Science Essentials. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. PLTW is recognized by the College Board as an endorsed provider of curriculum. This endorsement affirms that all components of PLTW CSP’s offerings are aligned to the AP Curriculum Framework standards and the AP CSP assessment.

Students enrolled in this course will have the opportunity to take the Advanced Placement Exam in May at their own expense. Depending on their score on the AP exam, they may be eligible for college credit. *\*This course is designated as a technology concentrated course. This course will result in either Elective or Math credit. \*One AP Computer Science course can count toward the 3 year Math graduation requirement.*

**CSC 781/782 ADVANCED PLACEMENT COMPUTER SCIENCE (Java)**

**(Yearly 1 Credit) (11, 12)**

**Prerequisite: Algebra 2. (CSC151/152 Computer Science Essentials is not required but would be beneficial)**

AP Computer Science A focuses on further developing computational thinking skills through the medium of Android App development for mobile platforms. The course utilizes industry-standard tools such as Android Studio, Java programming language, XML, and device emulators. Students collaborate to create original solutions to problems of their own choosing by designing and implementing user interfaces and Web-based databases. This Project Lead the Way (PLTW) course aligns with the AP CS A course.

Students enrolled in this course will have the opportunity to take the Advanced Placement Exam in May at their own expense. Depending on their score on the AP exam, they may be eligible for college credit. *\*This course is designated as a technology concentrated course. This course will result in either Elective or Math credit. \*One AP Computer Science course can count toward the 3 year Math graduation requirement.*

**MAT 811/812 STEM TRIGONOMETRY**  
**(Yearly 1 Credit) (11, 12)**

**Prerequisite: Fundamental Algebra 2, or Algebra 2**

STEM Trigonometry explores trigonometric concepts through activities such as launching rockets and through technology by using a phone app to program a robotic ball and flying quadcopters. Additional topics include sound and music, engineering, and real life measurement. STEM Trigonometry will prepare students to use trigonometric concepts in future mathematics and related disciplines. Topics include right triangle trigonometry, Law of Sines and Cosines, unit circle, solving and graphing trigonometric functions, identities, and vectors. In addition to learning trigonometric relationships, students will use linear and quadratic functions and geometry to model real-world applications. Without the rigor of Pre-Calculus or College Algebra, STEM Trigonometry could be used to bridge the gap between high school mathematics and freshman college level mathematics.

**MAT 841 FINITE MATH**  
**(First Semester 1/2 Credit) (11, 12)**

**Prerequisite: "C" or higher in Honors Algebra 2; or "B" or higher in Algebra 2**

This class focuses on linear applications, matrices, optimization problems using linear programming, and financial mathematics including amortization. This course covers fewer topics than the Heartland Dual Credit Finite Math for Business and Social Science Class. Students cannot get credit for both MAT 841 and MAT 911/912. Note, a graphing calculator is required for this course (instruction will be based on a TI 83+).

**MAT 861/862 INTRODUCTION TO STATISTICS**  
**(Semester ½ High School Credit (11, 12) (Dual Credit Level)**

**Prerequisite: Successful completion of Algebra II or College Algebra**

This course focuses on mathematical reasoning and the solving of real-life problems, rather than on routine skills and appreciation. Descriptive methods (frequency distributions, graphing and measures of location and variation), basic probability theory (sample spaces, counting, factorials, combinations, permutations, and probability laws), probability distributions (normal distributions and normal curve, binomial distribution, and random samples and sampling techniques), statistical inference (estimation, hypothesis testing, t-test, and chi-square test, and errors), correlation and regression, and f-test and analysis of variance. An emphasis is placed on calculating statistical results using appropriate technology, and interpreting those results in context, rather than using formulas and tables. *Heartland Community College dual credit can be achieved for Introduction to Statistics.*

**MAT 911/912 FINITE MATH FOR BUSINESS AND SOCIAL SCIENCE**  
**(Semester ½ Credit) (11, 12) (Dual Credit Level)**

**Prerequisite: Successful completion of Algebra II, Pre-Calculus, or College Algebra**

This class focuses on applications of the following topics: matrices, matrix algebra, linear programming, sets and counting techniques, probability, and the mathematics of finance. Note, a graphing calculator is required for this course (instruction will be based on a TI 83+). *Heartland Community College dual credit can be achieved for Finite Math for Business and Social Science*

**MAT 842 PROBABILITY & STATISTICS**  
**(Second Semester ½ Credit) (11, 12)**

**Prerequisite: "C" or higher in Honors Algebra 2; or "B" or higher in Algebra 2**

Probability & Statistics is for anyone intending to study law, business administration, finance, marketing, accounting, social science, economics, nurse's training, mathematics, or liberal arts. Topics included are concepts of probability, simulation, probability distributions, expectations, counting techniques, and descriptive statistics. A graphing calculator is required.

**MAT 851/852 ADVANCED PLACEMENT STATISTICS****(Yearly 1 credit) (11, 12) (AP Level)****Prerequisite: "B" or higher in Honors Algebra 2; or "A" in Algebra 2.**

Advanced Placement Statistics is a course designed to cover the topics of a first year college statistics course. Topics that will be covered include examining distributions of data through the use of graphs, tables, and formulas, planning and conducting surveys and/or experiments, exploring probability concepts, studying sampling distributions, and exploring inferences, confidence intervals, and tests of significance. Students enrolled in this course are encouraged to take the Advanced Placement examination in Statistics in May at their own expense. On the basis of this examination, the student's college will determine how much credit in college mathematics the student will receive. A graphing calculator is required.

**MAT 891/892 HONORS PRE-CALCULUS****(Yearly 1 Credit) (10, 11) (Honors Level)****Prerequisite: "C" or higher in Honors Algebra 2; or "B" or higher in Algebra 2**

Honors Pre-Calculus is a rigorous course designed for students that desire a more challenging level of study at an accelerated pace. Honors Pre-Calculus is for anyone contemplating majoring in engineering, medicine, mathematics, physics, applied computer science, or other mathematics related area. Anyone intending to take college Calculus should study Pre-Calculus. A rigorous treatment of Analytic Geometry plus an introduction to Calculus topics provides a strong foundation for college Calculus. A graphing calculator is required.

**MAT 921/922 ADVANCED PLACEMENT CALCULUS AB****MAT 920/929 (Yearly 1 Credit) (11, 12) (AP Level)****Prerequisite: "B" or higher in Honors Pre-Calculus**

Advanced Placement Calculus AB is an accelerated math course that covers the topics of functions, limits, derivatives, integrals and their applications as well as analytical geometry. This course is equivalent to the first semester Calculus course at the college level. Advanced Placement Calculus AB is open to those students who intend to major in a field at the university level requiring the study of Calculus. The content is demanding and will require ample study time. Students enrolled in this course are encouraged to take the Advanced Placement examination in AB Calculus in May at their own expense. On the basis of this examination, the student's college will determine how much advanced placement and/or credit in college mathematics the student will receive. A graphing calculator is required.

**MAT 941/942 ADVANCED PLACEMENT CALCULUS BC****(Yearly 1 Credit) (11, 12) (AP Level)****Prerequisite: "A" in Honors Pre-Calculus**

Advanced Placement Calculus BC is equivalent to a semester of Calculus I and a semester of Calculus II in college. This is a rigorous course designed for students that desire a more accelerated pace than AP Calculus AB. All the topics in AP Calculus AB are studied. Other topics include lengths of curves, L'Hopital's Rule, Euler's method, parametric and polar functions, improper integrals, and sequences and series. Students enrolled in this course are encouraged to take the Advanced Placement examination in BC Calculus in May at their own expense. On the basis of this examination, the student's college will determine how much advanced placement and/or credit in college mathematics the student will receive. A graphing calculator is required.

**MAT 491/492 EXPLORING MATH (Base Level)****(Yearly 1 Credit) (12)****Prerequisite: Fundamental Algebra 2**

This course is designed for students intending to enroll at Heartland Community College or another community college after high school graduation. This course is designed for anyone that has experienced difficulty in their previous math courses. The curriculum is computer-based and modularized with one-to-one teacher guidance, allowing students to move through the content at an individualized pace. Students will be required to apply to Heartland Community College and take the COMPASS PLACEMENT test prior to beginning the course. Content can be completed by working through assignments or pretesting out of material. The course is broken up into four content areas consisting of Pre-Algebra, Beginning Algebra, and Intermediate Algebra level I, and Intermediate Algebra level II. Students that continue at Heartland Community College will honor all progress made for students that enroll at HCC. This course is the same course as MATH09x at Heartland Community College.

**MAT 971/972 HONORS CALCULUS III**

**(Yearly 1 credit) (12)**

**Prerequisite: A or B in AP Calculus BC**

This course is the last of the sequence that focuses on calculus and analytic geometry and includes the essential elements of multi-variable calculus as well as the analytic geometry of space. Content focus is on vectors, functions of several variables, curves and surfaces, differentiation, partial derivatives, multiple integrals and surface integrals.

**TEC 811/812 STEM Capstone**

**(Yearly, 1 Credit) (12)**

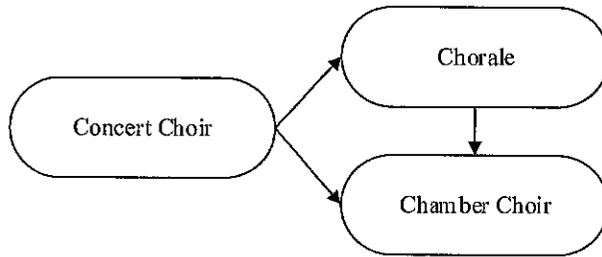
**Prerequisite: "C" in 6 semesters of STEM Designated classes with at least 2 semesters from each STEM group.**

The STEM Capstone course is the final course in the STEM Designation sequence. Students who enroll in this course will have the opportunity to apply the knowledge and skills they have learned through their previous STEM courses by working with local businesses / nonprofits to identify and solve a real-world problem. Students will explore the fundamentals of STEM design through robot construction, computer programming, profit analysis of design solutions and scientifically determining material properties. Students will then identify a problem, develop a solution and transform their idea into a product. The authentic partnerships developed during the course with STEM professionals will enable students to gain experience in STEM industries and explore potential careers. At the conclusion of this course students will have a marketable design solution which solves a real-world problem.

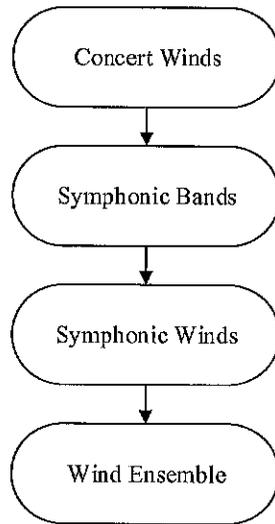
**Please see page 17 for a complete description of the STEM Designation and for a list of courses that meet the prerequisite requirements.**

# Music

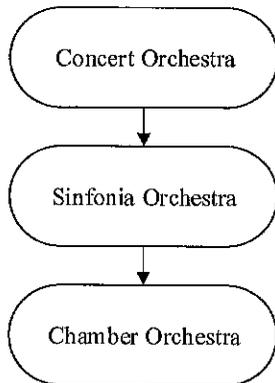
## Choirs



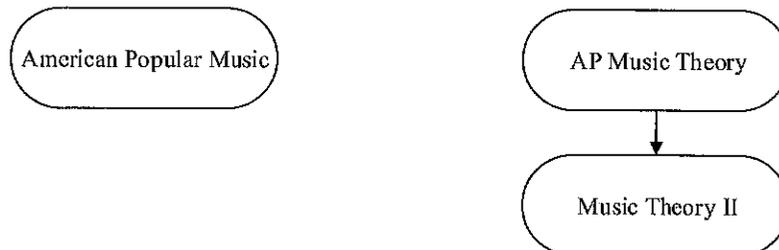
## Bands



## Orchestras



## Electives



Note: See Course List for prerequisites

## MUSIC COURSE LIST

All Elective Courses

<b>SUBJECT</b>	<b>GRADES</b>	<b>PREREQUISITES</b>
Concert Choir	9, 10, 11, 12	None
Chorale	10, 11, 12	“B” or higher in Concert Choir and/or proficiency through an audition
Chamber Choir	10, 11, 12	“B” or higher in Chorale or Concert Choir and/or proficiency through an audition
Concert Winds	9, 10, 11, 12	Four years instrumental experience and/or proficiency determined through an audition
Symphonic Band	9, 10, 11, 12	Four years instrumental experience and/or proficiency determined through an audition
Symphonic Winds	9, 10, 11, 12	Four years instrumental experience and/or proficiency determined through an audition
Wind Ensemble	9, 10, 11, 12	Four years instrumental experience and/or proficiency determined through an audition
Concert Orchestra	9, 10, 11, 12	Four years instrumental experience and/or proficiency determined through an audition
Sinfonia Orchestra	9, 10, 11, 12	Four years instrumental experience and/or proficiency determined through an audition
Chamber Orchestra	9, 10, 11, 12	Four years instrumental experience and/or proficiency determined through an audition
American Popular Music	10, 11, 12	None
AP Music Theory	11, 12	Membership in Chamber Choir, Wind Ensemble, or Chamber Orchestra, or 80% or higher score on proficiency exam
Music Theory II	11, 12	Completion of AP Music Theory

## Music Course Descriptions

### **MUS 211/212 CONCERT CHOIR** **(Yearly 1 Credit) (9, 10, 11, 12)** **Prerequisite: None**

Concert Choir is open to all students, regardless of their musical experience. Students will be taught basic musicianship skills, such as proper vocal production, tone quality, sight-reading, and music theory. Students will be assessed on the quality of their rehearsal and performance preparedness and etiquette. Students will also be assessed on written and performed musical proficiency, including musical literacy knowledge and skills, musical production knowledge and application, and performance skills and artistry. Because this is a performance-based class, attendance is required at all rehearsals and performances, which typically take place outside of the school day.

### **MUS 311/312 CHORALE** **(Yearly 1 Credit) (10, 11, 12)** **Prerequisite: "B" or higher in Concert Choir, proficiency on music theory targets, and an audition.**

Chorale is open to all 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade singers who demonstrate musical proficiency through an audition, and have a "B" or higher in all theory components from Concert Choir. Students in this intermediate choir will be taught advanced musicianship skills, such as proper vocal production, tone quality, sight-reading, and music theory. Students will perform a variety of advanced-level choral literature in a variety of styles. Students will be assessed on the quality of their rehearsal and performance preparedness and etiquette. Students will also be assessed on written and performed musical proficiency, including musical literacy knowledge and skills, musical production knowledge and application, and performance skills and artistry. Because this is a performance-based class, attendance is required at all rehearsals and performances, which typically take place outside of the school day.

### **MUS 411/412 CHAMBER CHOIR** **(Yearly 1 Credit) (10, 11, 12)** **Prerequisite: "B" or higher in Chorale or Concert Choir, proficiency on music theory targets, and an audition.**

Chamber Choir is open to all 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students who demonstrate musical proficiency through an audition, and have a "B" or higher in all theory components from Chorale or Concert Choir. Students will be taught advanced musicianship skills, such as proper vocal production, tone quality, sight-reading, and music theory. Students will perform a variety of advanced-level choral literature in a variety of styles. Students will be assessed on the quality of their rehearsal and performance preparedness and etiquette. Students will also be assessed on written and performed musical proficiency, including musical literacy knowledge and skills, musical production knowledge and application, and performance skills and artistry. Because this is a performance-based class, attendance is required at all rehearsals and performances, which typically take place outside of the school day.

### **MUS 231/232 CONCERT ORCHESTRA** **(Yearly 1 Credit) (9, 10, 11, 12)** **Prerequisite: Four years instrumental experience and/or proficiency determined through an audition.**

Concert Orchestra is a performance based class that is offered to all students with a minimum of four years of string playing experience and/or proficiency as determined through an audition on violin, viola, cello, or string bass. This mostly Freshman level orchestra works on developing basic techniques, including accurate tuning, intonation, two-octave scales, bowings, shifting, vibrato, and tone quality. Students will perform a variety of quality orchestral literature. Students will be graded on performance skills, technical proficiency, written assignments, and class participation, along with rehearsal and concert attendance. Because this is a performance-based class, attendance is required at all rehearsals and performances, which typically take place outside of the school day.

**MUS 331/332 SINFONIA ORCHESTRA**  
**(Yearly 1 Credit) (9, 10, 11, 12)**

**Prerequisite: Four years instrumental experience and/or proficiency determined through an audition.**

Sinfonia Orchestra is a performance based class that is offered to all students with a minimum of four years of string playing experience and / or proficiency as determined through an audition on violin, viola, cello, or string bass. This medium - advanced level orchestra continues to develop musicianship skills, including intonation, two and three-octave scales, bowings, shifting, vibrato, and tone quality. Students will perform a variety of quality orchestral literature. Students will be graded on performance skills, technical proficiency, written assignments, and class participation, along with rehearsal and concert attendance. Because this is a performance-based class, attendance is required at all rehearsals and performances, which typically take place outside of the school day.

**MUS 431/432 CHAMBER ORCHESTRA**  
**(Yearly 1 Credit) (9, 10, 11, 12)**

**Prerequisite: Four years instrumental experience and/or proficiency determined through an audition.**

Chamber Orchestra is a performance based class that is offered to all students with a minimum of four years of string playing experience and / or proficiency as determined through an audition on violin, viola, cello, or string bass. This top level orchestra continues to develop advanced musicianship skills including intonation, three-octave scales, bowings, shifting, vibrato, and tone quality. Students will perform a variety of advanced-level quality orchestral literature. Students will be graded on performance skills, technical proficiency, written assignments, and class participation, along with rehearsal and concert attendance. Because this is a performance-based class, attendance is required at all rehearsals and performances, which typically take place outside of the school day.

**MUS 141/142 CONCERT WINDS**  
**(Yearly 1 Credit) (9, 10, 11, 12)**

**Prerequisite: Four years instrumental experience and / or proficiency determined through an audition.**

Concert Winds is a performance based class offered to students with four years instrumental experience and proficiency determined through an audition. Students will perform a variety of quality literature in a variety of styles. Students will be graded on performance skills, technical proficiency, knowledge of terms and notations, written assignments and class participation. Because this is a performance-based class, attendance is required at all rehearsals and performances, which typically take place outside of the school day.

**MUS 241/242 SYMPHONIC BAND**  
**(Yearly 1 Credit) (9, 10, 11, 12)**

**Prerequisite: Four years instrumental experience and / or proficiency determined through an audition.**

Symphonic Band is a performance based class offered to students with four years instrumental experience and or proficiency determined through an audition. Students will perform a variety of quality literature in a variety of styles. Students will be graded on performance skills, technical proficiency, knowledge of terms and notations, written assignments and class participation. Because this is a performance-based class, attendance is required at all rehearsals and performances, which typically take place outside of the school day.

**MUS 341/342 SYMPHONIC WINDS**  
**(Yearly 1 Credit) (9, 10, 11, 12)**

**Prerequisite: Four years instrumental experience and / or proficiency determined through an audition.**

Symphonic Winds is a performance based class offered to students with four years instrumental experience and proficiency determined through an audition. Students will perform a variety of quality literature in a variety of styles. Students will be graded on performance skills, technical proficiency, knowledge of terms and notations, written assignments and class participation. Because this is a performance-based class, attendance is required at all rehearsals and performances, which typically take place outside of the school day.

**MUS 441/442 WIND ENSEMBLE**

**(Yearly 1 Credit) (9, 10, 11, 12)**

**Prerequisite: Four years instrumental experience and / or proficiency determined through an audition.**

Wind Ensemble is a performance based class offered to students with four years instrumental experience and proficiency determined through an audition. Students will perform a variety of quality literature in a variety of styles. Students will be graded on performance skills, technical proficiency, knowledge of terms and notations, written assignments and class participation. Because this is a performance-based class, attendance is required at all rehearsals and performances, which typically take place outside of the school day.

**MUS 251/252 AMERICAN POPULAR MUSIC**

**(Semester 1/2 Credit) (10, 11, 12)**

**Prerequisite: None**

This course is designed for students who are interested in music, but are not currently enrolled in Band, Choir, or Orchestra performing ensembles. Students will increase and broaden their appreciation and understanding of American culture by studying American popular music. Students will learn to recognize specific musical styles, genres, and performers. They will also study the cultural trends, sounds, characteristics, and the messages of popular music. Specific genres covered will include jazz, blues, musical theater, country, rock, pop and hip hop music.

**MUS 451/452 AP MUSIC THEORY**

**(Semester 1/2 Credit) (11, 12) (AP Level)**

**Prerequisite: Membership in Chamber Choir, Wind Ensemble, or Chamber Orchestra, or 80% or higher grade on proficiency exam.**

Students study the structure of music, harmony, composition, ear training, form, and analysis. This course is strongly recommended for those who wish to pursue music beyond high school. Students enrolled in this course will have the opportunity to take the Advanced Placement exam in May at their own expense.

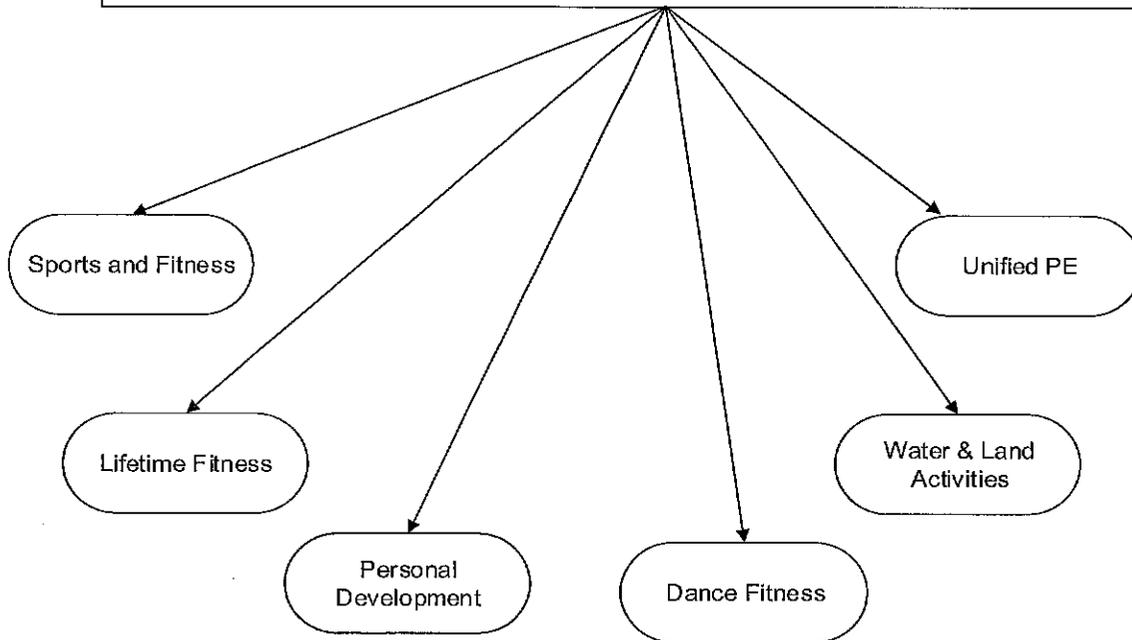
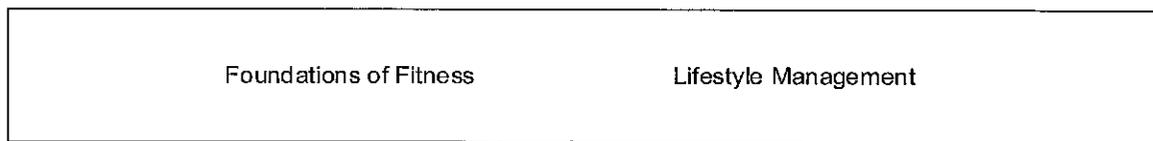
**MUS 461/462 MUSIC THEORY II - ARRANGING AND COMPOSITION**

**(Semester ½ credit) (11, 12)**

**Prerequisite: Completion of AP Music Theory.**

This course furthers the student understanding of music theory through the development of their composing and arranging skills. Students will study compositional techniques, orchestration, and best practices in arranging for vocal and instrumental ensembles. Students will complete original compositions and arrangements that can be included in their music portfolio.

# Physical Education



Note: See Course List for additional prerequisites

## PHYSICAL EDUCATION COURSE LIST

<b>SUBJECT</b>	<b>GRADES</b>	<b>PREREQUISITES</b>
Health	9, 10	None
Drivers Ed/Swim	9, 10	None
Foundations of Fitness	9, 10	None
Sports and Fitness	10, 11, 12	Foundations or Lifestyle Management
Lifetime Fitness	10, 11, 12	Foundations or Lifestyle Management
Personal Development	10, 11, 12	Foundations or Lifestyle Management
Dance Fitness	10, 11, 12	Foundations or Lifestyle Management
Adapted Physical Education	9, 10, 11, 12	By IEP Only
Water and Land Activities	9, 10, 11, 12	None
Advanced Aquatics	9, 10, 11, 12	None
Swim Guard	10, 11, 12	Advanced Aquatics & current Lifeguard Certification
Lifestyle Management	9, 10, 11, 12	None
Unified Physical Education	11, 12	“C” or better in previous PE course(s)

## PHYSICAL EDUCATION COURSE DESCRIPTIONS

Students will enroll in one PE class per semester.

Freshmen or Sophomores will take a minimum of one quarter of swimming.

PE modification form required for extenuating circumstances that impact participation.

Due to facility limitations, freshmen students may be placed into a PE course that is different than the one selected during course registration.

### PHY 051/052 HEALTH

(Semester 1/2 Credit) (9, 10)

Health education will allow students to use higher level thinking in order to make informed health decisions. A variety of learning activities and student centered discussions will be applied to the following topics: wellness, mental health, stress management, making healthy food choices, lifelong fitness, alcohol and substance abuse, human sexuality, and current health topics. A physical fitness component may be incorporated. **This course is required for graduation.**

### PHY 102 DRIVERS ED/SWIM

PHY 111/112 (Semester 1/2 Credit) (9, 10)

All students will enroll in nine weeks of swimming.

Upon completion of the nine week driver education unit, students will participate in a nine week unit of basic stroke skills, water safety skills and CPR.

### PHY 131/132 FOUNDATIONS OF FITNESS

(Semester ½ Credit) (9, 10) One Time Enrollment Only

This course is an introduction to physical education that provides an overview of PE activities. This class will provide a foundation of fitness components and concepts that students will be able to build upon in future physical education classes. Students will develop physical and health-related fitness skills through participation in individual and team activities.

\*This course meets the prerequisite requirement for other PE electives.

### PHY 201/202 SPORTS and FITNESS

(Semester 1/2 Credit) (10, 11, 12)

Recommended: Foundations of Fitness or Lifestyle Management

This course is designed to continue developing students' knowledge of the benefits of personal fitness. All students in this course will be engaged in a variety of projects that support the development of their personal fitness levels. Fitness concepts and terminology include: heart rate monitoring, FITT principle, and 5 components and skill related components of fitness. This is a fitness based course that will include but is not limited to: Softball, Soccer, Frisbee, Basketball, Volleyball, Lacrosse and Hockey.

### PHY 301/302 LIFETIME FITNESS

(Semester 1/2 Credit) (10, 11, 12)

Recommended: Foundations of Fitness or Lifestyle Management

This course is designed to continue developing students' knowledge of the benefits of personal fitness. All students in this course will be engaged in a variety of projects that support the development of their personal fitness levels. Fitness concepts and terminology include: heart rate monitoring, 5 components of fitness, and FITT principle. This is a fitness based course that will include but is not limited to: Tennis, Eclipse ball, Frisbee, Badminton, Pickle-ball and Hockey.

### PHY 401/402 PERSONAL DEVELOPMENT

PHY 400/409 (Semester 1/2 Credit) (10, 11, 12)

Recommended: Foundations of Fitness or Lifestyle Management

This course is designed to introduce students to the various concepts of personal training and strength & conditioning. Students will be introduced to various modalities of training through weight room workouts and other training applications. Training concepts covered will include: weight room orientation, fitness planning recommendations, the 4 pillars of human movement, nutrition planning concepts, principles of training, heart rate monitoring, general plyometrics, cardiorespiratory training, basic speed and agility training.

**PHY 501/502 DANCE FITNESS**

**(Semester 1/2 Credit) (10, 11, 12)**

**Recommended: Foundations of Fitness or Lifestyle Management**

Dance Fitness is a course designed to have students physically active and educated through a variety of dance forms. Students will develop fitness and movement skills while participating in aerobic, cultural, social, classical, and modern styles of dances. While exploring creative expression through dance, students will demonstrate choreographic concepts and principles. Students will investigate dance history, techniques, terminology, and styles through a variety of written and performance based assessments. Students engage in the art form of dance through multiple perspectives to make connections between dance, self, community and worldwide.

**PHY 601/602 WATER AND LAND ACTIVITIES**

**(Semester 1/2 Credit) (9, 10, 11, 12)**

**Recommended: None**

This course will include physical education activities both in the water and on land. This course will include a variety of water activities, as well as land/aerobic activities and games. This course is for students who complete Drivers Education off campus or for students that do not qualify to enroll in Drivers Education during the school year. Course content includes: American Red Cross Aquatic Swimming Levels, Water/Land Games and Activities, and Water/Land Fitness Activities.

**PHY 631/632 ADVANCED AQUATICS**

**(Semester 1/2 Credit) (9, 10, 11, 12)**

**Recommended: None**

This course is focused on training students to become an American Red Cross certified lifeguard. This course will develop the student's swimming skills, as well as muscular and cardiovascular endurance. The primary purpose of this course is to provide entry-level lifeguard participants with knowledge and skills to prevent, recognize and respond to aquatic emergencies and to provide professional-level care for breathing and cardiac emergencies, injuries and sudden illnesses until emergency medical services (EMS) personnel take over. Course content includes: American Red Cross Lifeguard certification training, water fitness activities, skill development and practice.

**PHY 651/652 SWIM GUARD**

**(Semester 1/2 Credit) (10, 11, 12)**

**Prerequisite: Advanced Aquatics AND current Red Cross Lifeguard Certification**

This course is designed for students that currently hold an American Red Cross lifeguard certification. Students will be active lifeguards for students who use the high school pool during the school day. This course has a strict attendance/tardy policy. Students must present themselves and act in a professional manner to be maintained as a swim guard. Students will be required to attend in service sessions in order to maintain their skills.

**PHY 701/702 LIFESTYLE MANAGEMENT\***

**(Yearly 1 Credit) (9, 10, 11, 12)**

Lifestyle Management is a collaborative Physical Education and Family and Consumer Sciences course with a focus on personal wellness through both exercise and nutrition. Goal setting and personal assessment will be the emphasis in both components of the course. The exercise component of this course will introduce different methods of lifetime fitness choices; for example: brisk walking, Pilates, aerobics, cardio room equipment use, and resistance training. The nutrition component will address eating habits, nutrition, weight control, diet analysis, and healthy food preparation skills. Throughout this course, students will experience a positive approach to their own self-improvement for a better life now and in the future. **\*May be taken for a maximum of 1 credit, for FCS or PE.** \*This course meets the prerequisite requirement for other PE electives.

**PHY 801/802 UNIFIED PHYSICAL EDUCATION**

**(Semester ½ Credit) (11, 12)**

**Prerequisite: "C" or better in previous PE courses.**

Unified PE is designed to strengthen Project UNIFY which is endorsed by numerous schools throughout the district. Unified PE will meet state standards for physical education while promoting relationships between general education peers and peers in special education. The student will be in the class as a positive role model and peer teacher to the students who have an IEP. They will learn the different aspects of individual disabilities both physically and behaviorally. The students will participate in fitness gram testing, swimming and recreational/leisure activities.

**PHY 511/512 ADAPTED PHYSICAL EDUCATION**  
**(Yearly 1 Credit) (9, 10, 11, 12) (Standard Level)**  
**Prerequisite: IEP**

Adapted Physical Education classes are provided for those students with an Individualized Education Programs (IEP). These classes are smaller in number and allow for more individualized attention. The basic intent of this course is to address IEP goals, to increase physical fitness levels, to learn lifetime activity skills and to provide a safe and successful environment while participating in physical activity.

(NORMAL WEST ONLY) Adapted Aquatics will be incorporated into the Adapted PE curriculum. This portion of the class will address Individualized Education Program (IEP) goals as well as basic water safety, water adjustment skills and an introduction to basic swimming strokes. Individual and group instruction will be based on the skill of the individual student. Adapted swim equipment will be provided for safety and instructional needs.

# Driver Education



## DRIVER'S EDUCATION COURSE LIST

SUBJECT	GRADES	PREREQUISITES
Safety-Driver Education	9, 10, 11, 12	*
Co-Taught Classroom Driver Education for Special Education Students	9, 10, 11, 12	*
Behind-the-Wheel Driver Education	10, 11, 12	* and Passing grade in Classroom Phase

\*To be eligible for enrollment in either phase of Driver Education, the students must have received a passing grade in at least eight (8) courses during the previous two semesters. (House Bill 418 -- Public Act 88-188 -- Effective 1/1/94)

## DRIVER ED COURSE DESCRIPTIONS

**DRV 111 SAFETY - DRIVER EDUCATION**  
**DRV 102 (9 weeks; ¼ Credit) (9, 10, 11, 12)**  
**DRV 112**

**DRV 104 CO-TAUGHT SAFETY – DRIVER’S EDUCATION FOR SPECIAL EDUCATION STUDENTS**  
**DRV 113 (9 weeks; ¼ (Credit) (9, 10, 11, 12)**  
**DRV 114**

Students are placed into Driver Education based on their birthdate and age. If a student turns 15 after December 31, 2019, they **WILL NOT** take Driver Education until the following school year. If a student turns 15 prior to December 31, 2019, they will register for one of the sections below.

**DRV111/113 - Student turns 15 by July 31, 2019 (Driver Education 2<sup>nd</sup> quarter)**

**DRV102/104 - Student turns 15 between August 1, 2019 and October 15, 2019 (Driver Education 3<sup>rd</sup> quarter)**

**DRV112/114 – Student turns 15 between Oct. 16, 2019 and Dec. 31, 2019 (Driver Education 4<sup>th</sup> quarter)**

**Classroom Phase** –Driver Education is a State approved program which consists of a minimum of 30 hours of classroom instruction. Students are enrolled in this class the semester after they turn 15. (See Above) The application fee (\$20) will be collected approximately two weeks into the classroom instruction. The fee for this course is \$100. For those individuals completing the classroom phase (approximately nine weeks), the student will then begin nine weeks of swimming with that instructor.

The classroom portion covers the Illinois Rules of the Road booklet which outlines the rules and laws that apply to driving. Students will learn how to handle various situations they will encounter in different driving settings. Defensive driving will always be the main emphasis throughout the class.

Any student who does NOT take Safety-Driver’s Education classroom at their respective high school will need to sign up for Water and Land Activities during their freshman or sophomore year.

During the semester of Drivers Education, students will be in nine weeks of Drivers Education classroom and nine weeks of Drivers Ed/Swim PE.

### **BEHIND-THE-WHEEL DRIVER EDUCATION**

**(No Credit) (10, 11, 12)**

**Prerequisite: Completes and Passes Classroom Phase**

#### **NOTE:**

- Behind the wheel scheduling is done by the Driver Education Coordinator.
- It will **not** show up on class schedule or transcript.
- Behind-the-wheel fee is not due until students are scheduled into driving.

Beginning maneuvers such as starting, stopping, backing, etc. in light residential traffic, moderate city traffic, two-line highway, heavier suburban traffic, limited access (Interstate) traffic, and heavy city traffic will be covered. During the above lessons, students will learn to recognize the problems relating to that particular lesson and how defensively the driver may respond appropriately.

Behind the wheel (BTW) instruction consists of a minimum of 6 hours of driving and 6 hours of observation. BTW runs over a 6 week period during the school year. Students will drive every day in a variety of driving environments ranging from residential to interstate. Students are scheduled after they have completed the classroom phase and have a valid permit. **(Behind the Wheel will not appear on the student’s schedule.)** The oldest students are placed first depending on availability. A signup form for BTW is given during the classroom phase. At the time of publication, the BTW fee for 2019-2020 is \$300. Those families that qualify for the reduced or free lunch program may have the Driver Education fee waived or reduced.

Behind the wheel phase may be done through the following ways: Study hall (if the student has one), lunch/homeroom, summer session, or during physical education class (ONLY by Drivers Education Coordinator request).

# Science

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Biology <i>or</i> Honors Biology	Chemistry <i>or</i> Honors Chemistry <i>(some students may double up with Physics)</i>  Some students take BSAA I or PSAA I <i>(within the Ag Dept.)</i>	<ul style="list-style-type: none"> <li>Physics <b>(requirement for all AP classes)</b> <i>(some students double or triple up with physics and 1+ of the following):</i></li> <li>Advanced Placement Biology/Chemistry/Physics</li> <li>Dual Credit Chemistry</li> <li>Dual Credit Environment Earth</li> <li>Biological Engineering</li> <li>Chemistry II</li> <li>Earth &amp; Space Science</li> <li>Environmental Earth</li> <li>Molecular and Structural Biology</li> <li>BSAA II <i>(within the Ag Dept.)</i></li> </ul>	

### Sample Honors Plan

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Honors Biology	Honors Chemistry	Physics*	Advanced Placement Biology/Chemistry/Physics

### Sample 3-Year Plan

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Biology	Chemistry	Physics*	

### Sample 4-Year Plan

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Biology	Chemistry	Physics*	Dual Credit/Advanced Placement/Elective*

\*Note: More than one science course can be taken in the same school year

## SCIENCE DEPARTMENT COURSE LIST

Graduation Requirement of 2 Credits

SUBJECT	GRADES	PREREQUISITES
Biology I	9, 10	None
Honors Biology	9, 10	“A” in 8 <sup>th</sup> Grade Math and Science courses; or recommendation of Teachers/Counselors
Biological Science Applications in Agriculture	10, 11, 12	Passing Grade in Bio I/Intro to AFNR (Recommended)
Physical Science Applications in Agriculture	10, 11, 12	Passing Grade in Bio I/ Intro to AFNR (Recommended)
Molecular and Structural Biology	11, 12	Two Years of Science
AP Biology	11, 12	Phys I or Current enroll in Phys I
Chemistry I	10, 11, 12	Completion of Algebra I (or concurrent enrollment)
Honors Chemistry	10, 11, 12	“B” or higher in Algebra
Chemistry II	11, 12	Two Years of Science
Fundamentals of Chemistry CHEM 120	11, 12	Two Years of Science
AP Chemistry	11, 12	Physics I or current enrollment in Physics I
Physics I	10*, 11, 12	“C” or higher in Geometry or Honors Geometry. Credit or current enrollment in Chemistry I or Honors Chemistry. *Students who received an “A” in Algebra 2 or Honors Algebra 2 may take as a Sophomore.
AP Physics C	11, 12	“C” or higher in Physics I and completion or Concurrent enrollment in Pre-Calculus or Calculus
Environment Earth	11, 12	Two Years of Science
Environment Earth EASC 111	11, 12	Two years of Science; “C” or higher in previous Science courses
Earth and Space Science	11, 12	Two years of Science
Biological Engineering	11, 12	Two years of Science
STEM Capstone	12	*6 Semesters of STEM Coursework

## SCIENCE COURSE DESCRIPTIONS

### SCI 101/102 **BIOLOGY I** (Yearly 1 Credit) (9, 10)

Students will study life and all of its complexities and interactions. New discoveries, concepts and investigations are studied along with many activities in the laboratory. Life processes are the central theme of the program. Throughout the course, the structure and function of animals are covered with the emphasis being on human anatomy and physiology.

### SCI 201/202 **HONORS BIOLOGY** (Yearly 1 Credit) (9, 10) (Honors Level)

**Prerequisite: "A" in 8<sup>th</sup> Grade Math and Science courses; or recommendation of Teachers/Counselors.**

The course is designed for the student who desires a more challenging level of study at an accelerated pace. Generally, students work in small groups of two or three and often independently. Peer interaction is encouraged. This program is based upon fundamental life sciences concepts. Open-ended investigations are utilized to stimulate and develop critical thinking and problem solving skills. Self-motivation is required of the student who plans to be successful in this course. Real life connections to the curriculum are stressed as are inquiry based, hands-on laboratory activities.

### SCI 331/332 **BIOLOGICAL SCIENCE APPLICATIONS IN AGRICULTURE** Yearly 1 Credit) (10\*, 11, 12)

**Prerequisites: Successfully Passed Biology I (both semesters); Intro to AFNR**

**\*Students who receive a "C" or higher in Introduction to Agriculture, Food Natural Resources may take BSAA as a Sophomore.**

**\*In Cooperation with Curriculum for Agricultural Science Education**

BSAA is designed to reinforce and extend students' understanding of science by associating basic scientific principles and concepts with relevant applications in agriculture. This course will use numerous laboratory experiments and exercises as the main instruction tool. Topics of instruction will include: Introduction to Plant & Animal Sciences, Soil & Soiless Plant Systems, Plant Anatomy & Physiology, Taxonomy, Plant & Animal Nutrition, Cells, History & Uses of Animals, Genetics & Evolution. FFA and Supervised Agriculture Experience projects are an integral part of the Agriculture Education model, so participation in these activities is a firm expectation for this course; however, these events typically take place outside of the school day and that should be taken into account when choosing to enroll in this course. **\*\*Meets graduation requirement for either Elective or Science course.**

**\*Curriculum for Agricultural Science Education (CASE)** is a nationally recognized high school agricultural education curriculum that uses rigorous and relevant curriculum through a project-based approach that engages students with science, mathematics, and English language understanding.

### SCI 341/342 **PHYSICAL SCIENCE APPLICATIONS IN AGRICULTURE (PSAA)** (Yearly 1 Credit) (10, 11, 12)

**Prerequisites: Prerequisites: Successfully Passed Biology I (both semesters); Intro to AFNR (Recommended)**

**\*In Cooperation with Curriculum for Agricultural Science Education**

Physical Science Applications in Agriculture (PSAA) is designed to reinforce and extend students' understanding of science by associating basic physical science and engineering concepts with relevant applications in agriculture. This course will use numerous laboratory experiments, projects, and problem-solving exercises as the main instruction tools. Topics of instruction will include: Introduction to Ag, Power and Technology, Measurement, Material Properties, Energy, Machines and Structures, and Mechanical Applications. FFA and Supervised Agriculture Experience projects are an integral part of the Agriculture Education model, so participation in these activities is a firm expectation for this course; however, these events typically take place outside of the school day and that should be taken into account when choosing to enroll in this course. **\*\*Meets graduation requirement for either Elective or Science course.**

**\*Curriculum for Agricultural Science Education (CASE)** is a nationally recognized high school agricultural education curriculum that uses rigorous and relevant curriculum through a project-based approach that engages students with science, mathematics, and English language understanding.

**SCI 361/362 MOLECULAR AND STRUCTURAL BIOLOGY**

**(Yearly 1 Credit) (11, 12)**

**Prerequisite Two Years of Science**

This course is designed for juniors and seniors who are college bound and especially those intending a possible career in a science related field. The course will focus on molecular and Mendelian genetics, population genetics, as well as anatomy and physiology. Students will conduct many in class laboratory investigations and a variety of dissections. NOTE: Students completing AP (Advanced Placement) Biology are not eligible to enroll in Molecular and Structural Biology.

**SCI 401/402 ADVANCED PLACEMENT BIOLOGY**

**(Yearly 1 Credit) (11, 12) (AP Level)**

**Prerequisite: Physics I or current enrollment in Physics I**

This course is designed as an intense level biology course that has the equivalent of the materials that would be covered in freshman level college classes. Daily studying and additional lab time are required for success in this class. Topics included will be: molecules and cells, genetics and evolution, and organisms and populations. Students enrolled in this course will have the opportunity to take their Advanced Placement exam in May at their own expense. Students receiving a high grade on the exam may be eligible for college credit depending on the score and college. NOTE: Students completing AP (Advanced Placement) Biology are not eligible to enroll in Molecular and Structural Biology.

**SCI 451/452 CHEMISTRY I**

**(Yearly 1 Credit) (10, 11, 12)**

**Prerequisite: Completion of Algebra 1 (or concurrent enrollment)**

Chemistry is a laboratory course dealing with changes that take place through chemical interactions. Successful completion of this course will give the student a better understanding of the technical world through problem solving skills and inquiry based learning.

**SCI 501/502 HONORS CHEMISTRY**

**(Yearly 1 Credit) (10, 11, 12) (Honors Level)**

**Prerequisite: "B" or higher in Algebra 1**

This course deals with matter and energy as well as the changes that can take place through chemical interaction. The course is designed for the student who desires a more challenging level of study at an accelerated pace. Students are guided through the course with class discussions, individual work and laboratory investigations.

**SCI 551/552 CHEMISTRY II**

**(Yearly 1 Credit) (11, 12)**

**Prerequisite: Two Years of Science**

This second course in chemistry is designed for Juniors and Seniors who either have an interest in chemistry or plan to pursue a science-related career. In this course, students will gain extensive exposure to common chemistry laboratory procedures, applications of chemical concepts and an introduction to organic chemistry. Students enrolling in this course will find themselves better prepared for their first year of college chemistry.

**SCI 561/562 FUNDAMENTALS OF CHEMISTRY**

**(Yearly 1 Credit) (11, 12) (Dual Credit Level)**

**Prerequisite: "B" or higher in Chemistry or Honors Chemistry**

This is a year-long survey of general, organic, and biological chemistry for students who plan to pursue a health-related profession or who have an interest in chemistry. An emphasis is placed on the relationship between chemistry and life through issues and examples from the health, medical, and environmental fields. Laboratory exercises are used to reinforce the lecture material. *Heartland Community College dual credit can be achieved for Fundamentals of Chemistry.*

**SCI 601/602 ADVANCED PLACEMENT CHEMISTRY**

**(Yearly 1 Credit) (11, 12) (AP Level)**

**Prerequisite: Physics I or Current Enrollment in Physics I**

This course is equivalent to a first-year college chemistry class. Students should have a strong interest in chemistry. The course covers topics found on the AP Chemistry exam that students may choose to take in the spring. Exam location and costs will be made available during the year. Those who reach a high level of proficiency in this course should be able to gain advanced standing in college chemistry, depending on college requirements. NOTE: Students completing AP Chemistry are not eligible to enroll in Chemistry II.

**SCI 651/652**    **PHYSICS I**  
**SCI 650/659**    **(Yearly 1 Credit) (10\*, 11, 12)**  
**Prerequisite: "C" or higher in Geometry or Honors Geometry. Credit or current enrollment in Chemistry I or Honors Chemistry.**  
**\*Students who have received an "A" in Algebra 2 or Honors Algebra 2 may take Physics as a Sophomore.**

Physics is a laboratory course that examines the physical laws and principles that govern nature. The general areas that are studied are: motion, forces, energy, waves, optics, electricity, and nuclear energy. Emphasis will be placed on understanding the concepts of physics and then to analyze the concepts mathematically. The problem solving skills developed in this course are transferable to many areas outside of physics.

**SCI 751/752**    **ADVANCED PLACEMENT PHYSICS C**  
**(Yearly 1 Credit) (11, 12) (AP Level)**  
**Prerequisite: C or higher in Physics I and completion or concurrent enrollment in Pre-Calculus or Calculus.**

AP Physics C is designed for students interested in majoring in physics, engineering, or mathematics, and for students interested in inquiry-based activities pertaining to physics. Topics covered include Mechanics and Electricity and Magnetism. While it is helpful for students to have had prior exposure to calculus concepts, the calculus needed in this course is taught throughout the course. Students completing this course should have a strong conceptual understanding of physics and well-developed skills in designing, performing and analyzing laboratory experiments. Laboratory work is an integral part of this course. Students enrolled in this course will have the opportunity to take their Advanced Placement exam in May at their own expense. Students receiving a high grade on the exam may be eligible for college credit depending on the score and college.

**SCI 801/802**    **ENVIRONMENT EARTH**  
**(Yearly 1 Credit) (11, 12)**  
**Prerequisite: Two years of Science, "C" or higher in previous science courses**  
**Previously Environmental Science**

This is a course for non-science majors who desire a physical science understanding of environmental concerns. Topics may include: groundwater, air quality, land management, nuclear energy, and solid waste disposal.

**SCI 811/812**    **ENVIRONMENT EARTH**  
**(Yearly 1 Credit) (11, 12) (Dual Credit Level)**  
**Prerequisite: Two years of Science, "C" or higher in previous Science courses**

This is a course for non-science majors who desire a physical science understanding of environmental concerns. Topics may include: ground water, air quality, land management, nuclear energy, and solid waste disposal. *Heartland Community College dual credit can be achieved for Environment Earth.*

**SCI 831/832**    **EARTH AND SPACE SCIENCE**  
**SCI 830/839**    **(Yearly 1 Credit) (11, 12)**  
**Prerequisite: Two years of Science**

This course is designed for juniors and seniors who are interested in learning about astronomy and earth science in depth. The course will connect concepts learned in biology and chemistry to the Universe and its stars, Earth and its changing surfaces and climate, and how humans have impacted the Earth. Students will conduct many laboratory investigations and frequently work in small groups.

**SCI 861/862**    **BIOLOGICAL ENGINEERING**  
**(Yearly 1 Credit) (11, 12)**  
**Prerequisite: Two years of Science**

Biological engineering is a science elective course in which students will have the opportunity to complete a series of hands on scientific explorations in a cutting edge field in science. This STEM (*Science, Technology, Engineering & Math*) course gives students the opportunity to analyze biological systems, apply engineering principles to these biological processes and use their skills to build better solutions to a large variety of real world problems. Example investigations include the use of microorganisms to produce fuels, genetically engineering organisms, using increasing computer power to analyze biological data in genetics and medicine and "bio-hacking" humans and other organisms. Upon completion of this course students will have a deeper understanding of biological engineering concepts as well as an advanced understanding of real world problem solving through the use of the engineering design process.

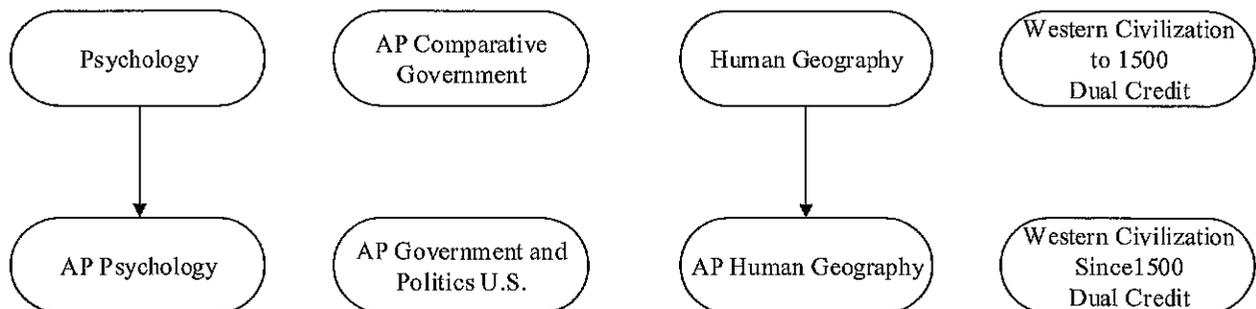
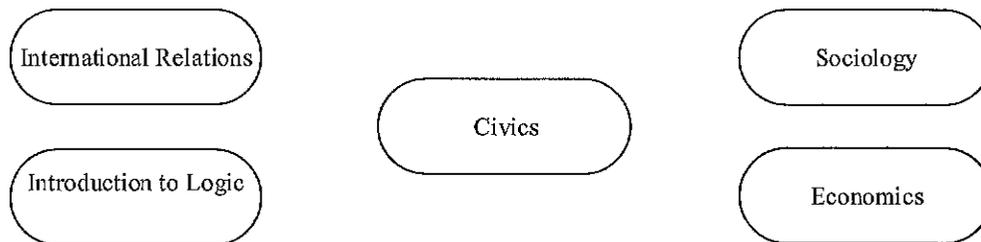
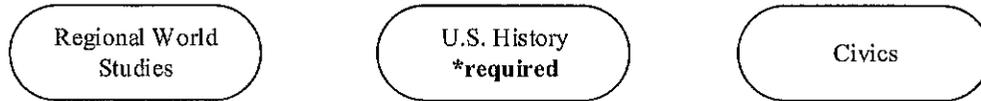
**TEC 811/812 STEM CAPSTONE**  
**(Yearly, 1 Credit) (12)**

**Prerequisite: "C" in 6 semesters of STEM Designated classes with at least 2 semester from each STEM group.**

The STEM Capstone course is the final course in the STEM Designation sequence. Students who enroll in this course will have the opportunity to apply the knowledge and skills they have learned through their previous STEM courses by working with local businesses / nonprofits to identify and solve a real-world problem. Students will explore the fundamentals of STEM design through robot construction, computer programming, profit analysis of design solutions and scientifically determining material properties. Students will then identify a problem, develop a solution and transform their idea into a product. The authentic partnerships developed during the course with STEM professionals will enable students to gain experience in STEM industries and explore potential careers. At the conclusion of this course students will have a marketable design solution which solves a real-world problem.

**Please see page 17 for a complete description of the STEM Designation and for a list of courses that meet the prerequisite requirements.**

# Social Studies



\*U.S. History is **required**. See Course List for additional prerequisites.  
Civics or AP Government and Politics is **required**

## SOCIAL STUDIES COURSE LIST

Graduation Requirement of 2 Credits including 1.0 credit U.S. History\*  
Successful completion of Constitution Test

SUBJECT	GRADES	PREREQUISITES
Regional World Studies	9	None
English Language Learners United States History		Previous or current enrollment in ESL classes
U.S. History	10, 11, 12	None
Civics	9, 10, 11, 12	None
International Relations	11, 12	None
Human Geography	11, 12	None
Introduction to Logic	11, 12	None
Psychology	11, 12	None
Sociology	11, 12	None
Economics	11, 12	None
AP Psychology	11, 12	Psychology and “B” or higher in all previous Social Studies courses
AP Government and Politics U.S.	11, 12	“B” or higher in all previous Social Studies courses *Meets the Civics graduation requirement
AP Comparative Government	11, 12	“B” or higher in all previous Social Studies courses
AP Human Geography	11, 12	Human Geography and “B” or Social Studies courses
Western Civilization to 1500 HIST 101	11, 12	None
Western Civilization Since 1500 HIST 102	11, 12	None

## SOCIAL STUDIES COURSE DESCRIPTIONS

### **SOC 101/102 REGIONAL WORLD STUDIES** **(Yearly 1 Credit) (9)**

In this course, 9<sup>th</sup> grade students study about people, places and events in different parts of the world. Three major goals of the course are for students to (1) learn about the history of major world regions – Asia, Africa, Europe; (2) learn about the geography of these regions; and (3) gain a better understanding of world issues and problems.

### **SOC 211/212 UNITED STATES HISTORY** **(Yearly 1 Credit) (10, 11, 12)**

This course is **required** for graduation from high school. Students will study modern U.S. History. During the first semester students will study the World War II through Vietnam. Second semester students will examine the 1970's to post-September 11<sup>th</sup> era. Students will use inquiry skills to analyze primary sources and recognize patterns to history that will enable them to better understand and communicate conclusions on current issues and concerns.

### **SOC 151/152 CIVICS** **(Semester ½ Credit) (11, 12)**

It is recommended that students take this course junior or senior year. This course fulfills the civics requirement for graduation. Students will use inquiry based skills to examine the rights and freedoms protected by the Constitution as well as the limits and responsibilities associated with them. Students will analyze historical and controversial issues through simulations and discussions to take informed action. Students will make informed decisions about civic and governmental issues, ultimately learning how to be an active participant in a democratic society. This course includes the Constitution Test, which is a graduation requirement.

### **SOC 301/302 INTERNATIONAL RELATIONS** **(Semester ½ Credit) (11, 12)**

The purpose of International Relations is for students to study the conflicts and relationships among the nations of the world during the Twenty-first Century. Particular emphasis is placed on analyzing the foreign policy of the United States and our role in shaping the world order. Students study and defend positions in a simulation format on a variety of contemporary foreign policy issues.

### **SOC 401/402 HUMAN GEOGRAPHY** **(Semester ½ Credit) (11, 12)**

Human Geography investigates where human activities (i.e. Genocide/Darfur) occur and why they happen where they do, using cutting edge technology (i.e. GIS, GPS). The course explores contemporary world challenges relevant to the United States. This course is intentionally designed to be academically rigorous yet accessible to all learners through hands-on activities. The concepts and skills prepare each student for life as a citizen of an interdependent world. Major areas of study are cartography and analysis, population demographics and development, urbanization and the environment.

### **SOC 511/512 INTRODUCTION TO LOGIC** **(Semester ½ Credit) (11, 12)**

The primary objective is for students to form a reasoned argument using logical analysis; implementing facts and personal values. In addition, students will be able to recognize an 'illogical' argument. This course will also enable students to strengthen writing and oral presentation skills as they conduct research based on social issues that affect contemporary global and cultural trends.

### **SOC 601/602 PSYCHOLOGY** **(Semester ½ Credit) (11, 12)**

Have you ever wondered why you do the things you do? If so, as a student of psychology, you will develop the knowledge and skills to explore/analyze this question and others related to lifespan development, personality, sensation, perception, and psychological disorders to gain an understanding of the complexities of human thought and behavior.

### **SOC 701/702 SOCIOLOGY** **(Semester ½ Credit) (11, 12)**

Sociology is the study of group behavior. Topics of study include the similarities and differences in cultures, changes in society, group organization and interaction, deviance, and social class. A special focus is placed on the influence of society on the individual in terms of attitudes, beliefs, and behavior.

## **SOC 801/802 ECONOMICS**

**(Semester ½ Credit) (11, 12)**

This course is an overview of micro and macro-economic concepts relevant to all students. Students will examine key concepts including supply and demand, fiscal and monetary policy and examine economic systems, in particular the American economic system.

### **ADVANCED PLACEMENT SOCIAL STUDIES OPTIONS**

The Social Studies Department Advanced Placement program is a rigorous study in preparation for an AP test in May. Individual motivation and study is necessary to successfully complete the program. Each class is a continuation of the prerequisite course(s) and follows the curriculum recommended by the College Board for preparation for the AP test. The AP instructor or Social Studies Department Building Chair can provide further information about each course. A student may select these courses in either the junior or senior years.

## **SOC 612 AP PSYCHOLOGY**

**(Semester ½ Credit) (11, 12) (AP Level)**

**Prerequisites: Psychology and “B” or higher in all previous Social Studies courses**

**Spring semester only**

This college level course introduces the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice. Course is designed to help students prepare for the College Board exam given in May.

## **SOC 861/862 AP GOVERNMENT & POLITICS U.S.**

**(Semester ½ Credit) (11, 12) (AP Level)**

**Prerequisites: “B” or higher in all previous Social Studies courses**

This college level course fulfills the civics requirement for graduation. The course provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. Course is designed to help students prepare for the College Board exam given in May. **Students enrolled in the fall course are strongly encouraged to enroll in Comparative. AP exam is only administered in May.**

## **SOC 882 AP COMPARATIVE GOVERNMENT & POLITICS**

**(Semester ½ Credit) (11, 12) (AP Level)**

**Prerequisite: “B” or higher in all previous Social Studies courses**

**Spring Semester only**

This college level course introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes. Course is designed to help students prepare for the College Board exam given in May. This is a standalone course and does **NOT** need to be taken in conjunction with AP Government and Politics U.S.

## **SOC 912 AP HUMAN GEOGRAPHY**

**(Semester ½ Credit) (11, 12) (AP Level)**

**Prerequisites: Human Geography and “B” or higher in all previous Social Studies courses**

**Spring semester only.**

This college level course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Course is designed to help students prepare for the College Board exam given in May.

**SOC 931/932 WESTERN CIVILIZATION TO 1500**

**SOC 930 (Semester ½ Credit) (11, 12) (Dual Credit Level)**

This college level course covers the main stream of Western civilization from the first millennium B.C. to 1500. The course considers religious, economic, and cultural trends and developments as well as the major political events of the period. The focus of the course is on Europe but the great Middle Eastern civilizations and cultural contributions are considered as they impact Europe and help shape the West. Special attention is given to individuals and their contributions as well as to the rise of nations. *Heartland Community College dual credit can be achieved for Western Civilization.*

**SOC 941/942 WESTERN CIVILIZATION SINCE 1500**

**SOC 949 (Semester ½ Credit) (11, 12) (Dual Credit Level)**

This college level course covers the development of the modern West in terms of the great movements of the past five centuries: The Reformation, The Enlightenment, Absolutism and the rise of the nation state, the French Revolution, Industrialization, the emergence of modern political ideology, the World Wars, the Cold War and the roots of the present political situation. The course emphasizes watershed events in the realm of religion, politics, economics, artistic and cultural developments, and war. Special attention is given to the contributions of individuals in shaping the modern world. *Heartland Community College dual credit can be achieved for Western Civilization.*

# Intervention Course Descriptions

## **ELA 101 FOCUSED LANGUAGE ARTS I** **(Semester ½ Credit) (9, 10, 11, 12) (Base Level)**

Enrollment Recommendation based on MAP score, reading/writing diagnostic, and MTSS team decision

The goal of this class is to support success in English courses as well supporting students with the literacy demands of the high school curriculum. Instruction will be tailored to meet the needs of the students with an emphasis on writing and reading comprehension. Student assessments will be administered to determine whether future intervention is needed. This class will earn an elective credit, not an English credit.

NOTE: Students take this course in conjunction with their required English course.

## **SPL 131/132 CHOICES** **(Semester ½ Credit) (9, 10, 11, 12) (Base Level)**

**Prerequisite: Referral Form completed by assigned Case Manager**

This course is designed to support students who are experiencing circumstances that interfere with their academic performance. These types of challenges can include but are not limited to failing grades, administrative intervention, attendance factors, frequent transitions, factors that have required counseling, and stressors outside of school. Course objectives include teaching proactive strategies to effectively manage life stressors and identifying resources. Course topics include but are not limited to: ways to succeed in school, handling peer stressors, responding to family relationships, positively navigating dating relationships, avoiding various peer pressures, building resiliency, and improving self-image. Students with the Related Service of Social Work are encouraged to take this course as well as students with the eligibility of Emotional Disability. Students who are transferring to the public school setting from a therapeutic day school or more restrictive placement should be enrolled in this class to assist in the transition process. This class can be taken numerous semesters as an elective credit.

## **SPL 121/122 STUDY SKILLS** **(Semester ½ Credit) (9, 10, 11, 12) (Base Level)**

This one semester class will help students improve basic study skills. Topics will include note taking, test-taking strategies, and organization.

## **MAT101/102 FOCUSED MATH** **(Semester ½ Credit) (9, 10) (Base Level) Pre-Requisite: Map Score & Interventionist Recommendation**

The goal of this class is to support success in Pre-Algebra and at the same time fill skill gaps from middle school by using a combination of hands-on activities, number talks, computer software, and manipulatives. Students will be progress monitored to determine whether further intervention is needed. This class will earn an elective credit, not math credit.

## **MAT331/332 FOCUSED ALGEBRA** **(Semester Credit ½ Credit) (10, 11) (Base Level) Pre-Requisite Map Score & Interventionist Recommendation**

The goal of this class is to support success in Algebra 1 and at the same time fill skill gaps by using a combination of hands-on activities, number talks, computer software, and manipulatives. Students will be progress monitored to determine whether further intervention is needed. This class will earn an elective credit, not math credit.

# Special Education

		<u>Science</u>	<u>Social Studies</u>	<u>Math</u>
Structured Literacy	English 1	Biology	Regional World Studies	Basic Math
Foundations	English 2	Energy & Matter	U.S. History	Introduction to Pre-Algebra
Adventures	English 3	Physical Science		Pre-Algebra
Mastery	Senior Skills			Algebra I
Explorations				Geometry
				Consumer Math

## Physical Education

- Health
- Drivers Education
- Adaptive PE

## Vocations

- Pre-Vocations
- Voc. Training Program I
- Voc. Training Program II
- Voc. Training Program III

## Other

- Choices
- Consumer Education
- Social Thinking
- Study Skills
- Writing Lab

## Resource

- Resource Study Hall
- Communication Resource

## SPECIAL EDUCATION COURSE LIST

SUBJECT	GRADES	PREREQUISITES
<b><u>English</u></b>		
Structured Literacy	9, 10, 11, 12	Recommendation of IEP Team
Foundations	9, 10, 11, 12	Recommendation of IEP Team
Adventures	9, 10, 11, 12	Recommendation of IEP Team
Mastery	9, 10, 11, 12	Recommendation of IEP Team
Explorations	9, 10, 11, 12	Recommendation of IEP Team
English 1	9, 10	Recommendation of IEP Team
English 2	9, 10, 11, 12	Recommendation of IEP Team
English 3	11, 12	Recommendation of IEP Team
Senior Skills	11, 12	Recommendation of IEP Team
<b><u>Science</u></b>		
Biology	9, 10, 11, 12	Recommendation of IEP Team
Physical Science	9, 10, 11, 12	Recommendation of IEP Team
Energy & Matter	9, 10, 11, 12	Recommendation of IEP Team
<b><u>Social Studies</u></b>		
Regional World Studies	9, 10, 11, 12	Recommendation of IEP Team
U.S. History	9, 10, 11, 12	Recommendation of IEP Team
Civics	9, 10, 11, 12	Recommendation of IEP Team
<b><u>Math</u></b>		
Basic Math	9, 10, 11, 12	Recommendation of IEP Team
Introduction to Pre-Algebra	9, 10, 11, 12	Recommendation of IEP Team
Pre-Algebra	9, 10, 11, 12	Recommendation of IEP Team
Algebra 1	9, 10, 11, 12	Recommendation of IEP Team
Geometry	10, 11, 12	Recommendation of IEP Team
Consumer Math	9, 10, 11, 12	Recommendation of IEP Team
<b><u>Physical Education</u></b>		
Driver Education	9, 10, 11, 12	Recommendation of IEP Team
Health	9, 10, 11, 12	Recommendation of IEP Team
Adaptive PE	9, 10, 11, 12	Recommendation of IEP Team
<b><u>Vocations</u></b>		
Pre-Vocations	9, 10	Recommendation of IEP Team
Vocations Training Program I	11, 12	Recommendation of IEP Team
Vocations Training Program II	11, 12	Recommendation of IEP Team
Vocations Training Program III	11, 12	Recommendation of IEP Team
Training Site I	11, 12	Recommendation of IEP Team
Training Site II	11, 12	Recommendation of IEP Team
<b><u>Resource</u></b>		
Resource Study Hall	9, 10, 11, 12	Recommendation of IEP Team
Speech/Communication Resource	9, 10, 11, 12	Recommendation of IEP Team
<b><u>Other</u></b>		
Choices	9, 10, 11, 12	Recommendation of IEP Team
Consumer Education	9, 10, 11, 12	Recommendation of IEP Team
Social Thinking	9, 10, 11, 12	Recommendation of IEP Team
Study Skills	9, 10, 11, 12	Recommendation of IEP Team
Writing Lab	9, 10, 11, 12	Recommendation of IEP Team

## **SPECIAL EDUCATION COURSE DESCRIPTIONS**

Please refer to Page 5 for the description of the weighted grade system associated with regular and base level courses.

### **ENGLISH**

#### **SPL 291/292 STRUCTURED LITERACY**

**(Yearly 1 credit (9,10, 11, 12) (Base Level)**

The curriculum is a focused word study curriculum, Just Words, based on the success of the Wilson Reading System. The course is a study of sounds, syllables, Latin roots and prefix/suffix patterns in the English language. Rules of spelling involving base words and suffixes are directly taught. Decoding and spelling of phonetic and high frequency word patterns of English are taught and practiced. Reading fluency and comprehension strategies are supported.

#### **SPL 311/312 FOUNDATIONS**

**(Yearly 1 Credit) (9, 10, 11, 12) (Base Level)**

The goal of this course is to improve decoding skills through syllable structure and spelling. Repeated exposures and interaction with a rule each week aids the student in applying word structure knowledge. Reading fluency is also targeted daily.

#### **SPL 321/322 ADVENTURES**

**(Yearly 1 Credit) (9, 10, 11, 12) (Base Level)**

The goals of this course are to improve students' ability to recognize words and their meanings, and to increase oral reading fluency. Oral reading is part of each class because students need informed practice as they learn to read. The emphasis continues to be on application and enjoyment during reading. Activities include crossword puzzles, cloze sentences, and analogies--all providing additional practice on the same words used in the computer software program used in this class.

Ideal for: Students reading between the fourth and sixth grade levels.

#### **SPL 331/332 MASTERY**

**(Yearly 1 Credit) (9, 10, 11, 12) (Base Level)**

The goal in Mastery is to build up knowledge of word meanings to improve comprehension. The classes run anywhere from 10 to 15 students per teacher. Students read mostly informational text because students are now making the transition from "learning to read" to "reading to learn," much of the reading is done silently. Homework includes writing assignments using target vocabulary words, along with cloze passages and sentence completions.

Ideal for: Students reading between the sixth and eighth grade levels.

#### **SPL 341/342 EXPLORATIONS**

**(Yearly 1 Credit) (9, 10, 11, 12) (Base Level)**

The goal in Explorations is to promote the ability to integrate information, through both reading and writing. Students learn study skills like note-taking and summarizing in the context of materials taken from a variety of content areas. Use of study skills is also required to respond in writing to short-answer and essay questions.

Ideal for: Those reading at the eighth grade level and beyond.

#### **SPL 211/212 ENGLISH 1**

**(Yearly 1 Credit) (9, 10) (Base Level)**

This course analyzes various literary types such as the short story, poetry, nonfiction, drama and the novel. Speech, paragraph and multi-paragraph writing, grammar and research skills will be taught within each unit.

#### **SPL 221/222 ENGLISH 2**

**(Yearly 1 Credit) (9, 10, 11, 12) (Base Level)**

This course focuses on literature written by authors from a global perspective. Students will complete a variety of writing assignments including narrative and literary analysis, as well as, speech, grammar and research skills.

#### **SPL 231/232 ENGLISH 3**

**(Yearly 1 Credit) (11, 12) (Base Level)**

This course focuses on American Literature. The texts will cover the history of America through American authors. It will include multiple genres (fiction, nonfiction, poetry, drama). Both semesters of this course include daily activities in grammar and vocabulary skills. Grammar activities focus on part of speech and the application of those to the students' own writing. Students are also expected to correctly define, spell and utilize new vocabulary.

**SPL 241/242 SENIOR SKILLS****(Yearly 1 Credit) (11, 12) (Base Level)**

This course is designed for students planning to attend community college. A variety of literature including short stories, nonfiction and novels will be studied. The course emphasizes oral communication skills and writing assignments to help prepare students for community college.

**SCIENCE****SPL 501/502 BIOLOGY****(Yearly 1 Credit) (9, 10, 11, 12) (Base Level)**

First semester biology includes the basic principles of the scientific method, characteristics of living things, using microscopes, cell structure and function, classification of living things, genetics, and the theory of evolutionary development of Earth's species. The second semester curriculum is based on the systems that make up the human body, including the skeletal, muscular, nervous, reproductive, circulatory, respiratory, and digestive.

**SPL 531 PHYSICAL SCIENCE****(Semester ½ Credit) (9, 10, 11, 12) (Base Level)**

Instruction in the interrelationships of the physical sciences presented in a practical setting. Topics include density, gravity, motion, force, energy, light, sound, heat and electricity. The use of simple machines is used to help illustrate various concepts. The class is taught through the use of lecture, class discussions and laboratory explorations.

**SPL 532 ENERGY & MATTER****(Semester ½ Credit) (9, 10, 11, 12) (Base Level)**

This course explores the relationships between matter and energy. Students learn about the periodic table and how elements are categorized. Chemical reactions and a variety of measurement procedures are applied through lecture, class discussion and laboratory explorations.

**SOCIAL STUDIES****SPL 621/622 REGIONAL WORLD STUDIES****(Yearly 1 Credit) (9, 10, 11, 12) (Base Level)**

RWS gives students an overview of world issues, cultures, history, and geography. The main goal is to gain a better understanding of other countries by examining their history, culture, situations, and current events. Through this, we examine our understanding of US foreign policy (why our nation acts the way it acts with other countries). First semester we explore parts of Europe and Africa. Second semester covers the Middle East and Asia.

**SPL 631/632 U.S. HISTORY****(Yearly 1 Credit) (9, 10, 11, 12) (Base Level)**

This course is required for graduation from high school. Students will study modern U.S. History. During the first semester students will study the World War II through the 1960s. Second semester students will examine the 1970's to post-September 11th era. Students will analyze primary sources and recognize patterns to history that will enable them to better understand and communicate conclusions on current issues and concerns.

**SPL 611/612 CIVICS****(Semester ½ Credit) (9, 10, 11, 12) (Base Level)**

This course fulfills the civics requirement for graduation. Students will examine the rights and freedoms protected by the Constitution as well as the limits and responsibilities associated with them. Students will analyze historical and controversial issues through simulations and discussions to take informed action. Students will make informed decisions about civic and governmental issues, ultimately learning how to be an active participant in a democratic society. This course requires the successful completion of the Constitution Test, which is a graduation requirement. It is recommended that students take this course junior or senior year.

## MATHEMATICS

### **SPL 411/412 BASIC MATH** **(Yearly 1 Credit) (9, 10, 11, 12) (Base Level)**

This math course supplements and builds upon foundation math skills. Students who complete this course will be exposed to basic math procedures using the real number system, basic money skills, estimation and relationships between the four basic math functions. Students are given instruction on performing operations using various strategies without the use of a calculator.

### **SPL 401/402 INTRODUCTION TO PRE-ALGEBRA** **(Yearly 1 Credit) (9, 10, 11, 12) (Base Level)**

Students will work on the developing number skills and basic algebra skills and concepts. Topics included will be number relationships, fractions, decimals, percents, integers and inequalities. Students will simplify like terms, solve single step and basic two-step equations.

### **SPL 431/432 PRE-ALGEBRA** **(Yearly 1 Credit) (9, 10, 11, 12) (Base Level)**

This course builds upon the essential skills of arithmetic as they apply to Algebra. Real numbers, linear equations, linear inequalities, factoring, fractions, graphing, multi-step equations (with variables on both sides) and basic elements of geometry are stressed.

### **SPL 451/452 ALGEBRA 1** **(Yearly 1 Credit) (9, 10, 11, 12) (Base Level)**

This course will put an emphasis on setting up and solving equations, inequalities and systems of equations. Other topics include: graphing linear, exponential, square root and quadratic functions, simplifying polynomials and factoring. Algebra provides the background for the future study of more complex math.

### **SPL 471/472 GEOMETRY** **(Yearly 1 Credit) (10, 11, 12) (Base Level)**

In Geometry, algebraic concepts such as solving equations and properties are used and reinforced. Topics include basic geometric proofs, transformations, parallel and perpendicular lines, dilations and similarity, right triangles and trigonometry, congruent triangles, quadrilaterals, circles, area and polygons, and surface area and volume of solids.

### **SPL 441/442 CONSUMER MATH** **(Yearly 1 Credit) (11, 12) (Base Level)**

This math course stresses consumer skills. Students who complete this course will be exposed to important consumer math skills necessary to function independently in society. This course will count as a Consumer Education credit.

## PHYSICAL EDUCATION

### **SPL 361/362 HEALTH** **(Semester ½ Credit) (9, 10, 11, 12) (Base Level)**

A variety of learning activities and student centered discussions will be applied to the following topics: wellness, mental health, stress management, food choices, lifelong fitness, substance abuse, human sexuality and current health topics. This course is required for graduation.

### **PHY 511/512 ADAPTIVE PHYSICAL EDUCATION** **(Yearly 1 Credit) (9, 10, 11, 12) (Standard Level)** **Prerequisite: IEP**

Adapted Physical Education classes are provided for those students with Individualized Education Programs (IEP's). These classes are smaller in number and allow for more individualized attention. The basic intent of this course is to address IEP goals, to increase physical fitness levels, to learn lifetime activity skills and to provide a safe and successful environment while participating in physical activity. Adapted Aquatics will be incorporated into the current Adapted PE curriculum. This class will address Individualized Education Program (IEP) goals as well as basic water safety, water adjustment skills and an introduction to basic swimming strokes. Individual and group instruction will be based on the skill of the individual student. Adapted swim equipment will be provided for safety and instructional needs.

**VOCATIONAL TRANSITION ASSISTANCE PROGRAM (VTAP)**  
**(All levels of VTAP are determined through an IEP Team decision)**

**SPT 251/252 PRE-VOCATIONS**  
**(Yearly 1 Credit) (IEP Team Recommendation) (Base Level)**

This course is designed for students with significant vocational deficits who will benefit from training that addresses functional limitations prior to entering the Vocational Training Program. Pre-Vocations includes, but is not limited to: following basic directions, completion of simple tasks, appropriate hygiene/appearance, learning basic personal information, cooperation skills, communication and social skills, following a basic schedule.

**SPV 101/102 VOCATIONS 1**  
**(Classroom: Yearly 1 Credit) (Base Level)**

This is the introductory course which focuses on basic entry level employment skills. Topics include, but are not limited to: job search, completing job applications, interview preparation, the unwritten rules of the work environment, career exploration, job safety, cooperation, basic employability skills. This course is designed to offer introductory skills for employability. **This course must be taken in conjunction with a training site.**

**SPV 111/112 VOCATIONS II**  
**(Classroom: Yearly 1 Credit) (Base Level)**

This course focuses on the 12 employability skills recognized by adult service agencies. Topics include, but are not limited to: job preparation, job seeking skills, getting to know your strengths and weaknesses, career research, interviewing, resume writing, human relations, taxes, managing your money, growing vocationally for transition. Student participation in this course offers exposure to skills for employability. **This course must be taken in conjunction with a training site.**

**\*\*Students who take Vocations II a second year will have the option of enrolling in Training Sites only, this is an IEP team decision.\*\***

**SPV 151/152 TRAINING SITE 1 – VTAP Work**  
**(Semester 1 Credit or Yearly 2 Credits) (IEP Recommendation) (Base Level)**

This hands-on experience is offered in combination with one of the above Vocations Courses. A variety of training sites are offered and assigned based on student interest, ability, and IEP team recommendations. Training sites are created for the purpose of providing the student with an overall work experience, transferable to any job. Training sites allow for the assessment of the 12 evaluation criteria recognized by adult service agencies. Training sites include, but are not limited to: vocational training center, on-campus sites, and community sites. Training sites are assigned by the Vocational Coordinator.

**SPV161/162 TRAINING SITE 2 – VTAP Work**  
**(Semester 1.5 Credits or Yearly 3 Credits) (IEP Recommendation) (Base Level)**

This experience takes place within the community, is competitive and integrated with non-disabled workers.

- Student must have received a VTAP grade of B or higher the previous 2 semesters.
- Student must have received a vocations work course grade of B or higher the previous 2 semesters.
- Student must meet the VTAP attendance policy the previous 2 semesters.
- Student must provide own transportation to and from work.
- Community employment site must be approved and secured in advance by the date provided by the assigned VTAP Coordinator.
- Student may have the option of enrolling in training site only, this is an IEP team decision.
- If the site falls through, the student will no longer be eligible for the Training Site 2 option and will be considered for the Training Site 1 option.

## **EUGENE FIELD 18-21 SECONDARY SERVICES COURSE DESCRIPTIONS**

The 18-21 Transition Program was developed by Unit 5 Special Education Teachers and Staff. The purpose of the program is to provide Unit 5 students with intensive transition experiences and training in real-life age appropriate settings. These students have attended 4 years of high school and are preparing for life as young adults.

### **SPF 161/162 VOCATIONS III: Eugene Field Secondary Services (Yearly IEP Team Recommendation) (Base Level)**

This course is individually designed to strengthen employment skills of students attending Eugene Field Secondary Services. This may include: career exploration, job search, completing job applications, resume writing, interview preparation, job preparation, job safety, human relations, taxes, managing your money, the unwritten rules of the work environment, basic employment skills. **This course must be taken in conjunction with a training site.**

### **SPF 111/112 LIFE SKILLS I – Eugene Field Secondary Services (Block Schedule AM or PM) (Base Level)**

While individualized for each student, the Life Skills I classroom addresses many of the same areas as Life Skills II with an added emphasis for those students who will transition to the Heartland Halo Program, Supported Employment and/or a Community Integrated Living Arrangement (CILA/Intermittent) such as the Bloomington Housing Authority/Congregate Housing Services Program.

### **SPF 121/122 LIFE SKILLS II – Eugene Field Secondary Services (Block Schedule AM or PM) (Base Level)**

While individualized for each student, the Life Skills II classroom addresses needs in the areas of communication, social skills, life skills, functional academics, and independent functioning across all environments. There is an emphasis on independent skills such as; meal planning, current news, budgeting, problem solving, community transportation, adult services, independent living options and social skills development. Instruction is provided in the classroom, community and vocational settings. Students enrolled in this program typically transition to Supported Employment and/or an Adult Developmental Day Training Program.

### **LIFE SKILLS III – Eugene Field Secondary Services (Block Schedule AM or PM) (Base Level)**

This program is designed to meet the needs of individuals with multiple disabilities. While individualized for each student, the program addresses needs in the areas of mobility/positioning, communication, sensory stimulation, health/medical, and adapted life skills. An intense level of support is provided to each student to ensure needs are met. In addition, use of technology and adapted equipment is widely used to provide for a successful learning environment for the students. Instruction is provided in both the classroom and community environments, with opportunities for rec/leisure experiences in the community. Students enrolled in this program typically transition to an Adult Developmental Training program. Specific Courses for Life Skills 3 are Independent Living Skills, Interpersonal Skills & Employment Skills.

### **SPF131/132 INDEPENDENT LIVING SKILLS**

**Daily Living Skills** - Teaching your students how to manage personal finances (including using credit cards, check cards, etc.), household management, personal needs, family responsibilities, food preparation, citizenship responsibility and leisure activities.

### **SPF 141/142 INTERPERSONAL SKILLS**

**Self Determination and Interpersonal Skills** - Helping your students develop self-awareness, self-confidence, socially responsible behavior, good interpersonal skills, independence, decision-making and good communication skills.

### **SPF 109/110 EMPLOYMENT SKILLS**

**Employment Skills** - Opening the door to employment possibilities and choices for your students in the 21st century, by teaching them appropriate work habits, how to seek and maintain employment, physical/manual skills, and specific job competencies.

## RESOURCE

### **SPL 991/992 RESOURCE STUDY HALL (No Credit) (9, 10, 11, 12) (Base Level)**

This supported study hall is designed as a means to monitor, assist, and provide specific skills and supports for student IEP goals and progress. Accommodations and adaptations are provided as necessary for each student. Curricular goals are supported during this time.

### **SPL 971/972 SPEECH/COMMUNICATION RESOURCE (No Credit) (9, 10, 11, 12) (Base Level)**

This supported study hall is designed as a means to monitor, assist, and provide specific skills and supports for students who have IEP goals for speech language. Curricular goals are supported during this time.

## OTHER

### **SPL 131/132 CHOICES (Semester ½ Credit) (9, 10, 11, 12) (Base Level) Prerequisite: Referral Form completed by assigned Case Manager**

This course is designed to support students who are experiencing circumstances that interfere with their academic performance. These types of challenges can include but are not limited to failing grades, administrative intervention, attendance factors, frequent transitions, factors that have required counseling, and stressors outside of school. Course objectives include teaching proactive strategies to effectively manage life stressors and identifying resources. Course topics include but are not limited to: ways to succeed in school, handling peer stressors, responding to family relationships, positively navigating dating relationships, avoiding various peer pressures, building resiliency, and improving self-image. Students with the Related Service of Social Work are encouraged to take this course as well as students with the eligibility of Emotional Disability. Students who are transferring to the public school setting from a therapeutic day school or more restrictive placement should be enrolled in this class to assist in the transition process. This class can be taken numerous semesters as an elective credit.

### **SPL 141/142 CONSUMER EDUCATION (Semester ½ Credit) (9, 10, 11, 12) (Base Level)**

This course is designed to increase understanding of personal finances, housing, taxes, loans, and significant purchases. This course meets the consumer education graduation requirement.

### **SPL 701/702 SOCIAL THINKING (Yearly 1 Credit) (9, 10, 11, 12) (Base Level)**

Students placed in Social Thinking have deficits in social skills due to Autistic Spectrum Disorders (ASD) and the communication impact of ASD. Students exhibit difficulties/deficits in the area(s) of Social communication, Problem solving, Communication skills, Peer interactions, Self-advocacy, and Managing anxiety. Please note that deficits may not be noted in all above areas for consideration for enrollment. Students engage in a variety of activities including small/large group discussion, role play, scripting, social interaction games, transition planning, IEP investigation, and conversational skills. Every activity is based on developing communication/interaction skills for the classroom, workplace, social settings, and various interpersonal opportunities.

### **SPL 121/122 STUDY SKILLS (Semester ½ Credit) (9, 10, 11, 12) (Base Level)**

This one semester class will help students improve basic study skills. Topics will include note taking, test-taking strategies, and organization.

### **SPL 201/202 WRITING LAB (Semester ½ Credit) (9, 10, 11, 12) English Credit (Base Level)**

This course is designed to improve written communication skills. Activities will focus on group interaction and the writing process. Instruction in sentence types, sentence structure, writing paragraphs, narrative essays, expository essays, use of prewriting tools, editing and revising is provided.

## **SPECIAL EDUCATION PROGRAMS**

### **Learning Disabilities (LD)**

Courses are offered to students who require services to aid their learning and skill development. Curricular offerings are available in instructional level classes for most required coursework as well as courses for reading and math skills.

### **Speech-Language Impaired (SLI)**

Services and courses are offered for students who exhibit difficulty with speech, voice, fluency, and/or language skills. Speech-language services often include coordination of services with other staff, parents, and transition services.

### **Intellectually Disabled (ID)**

This program consists of functional academic, social skill, vocational, and community-based skills. The expected outcome of this program is to prepare students to function as independently as possible. Curricular ID classes include math, language arts, independent living, and foods. As appropriate, students are given opportunities and support to participate in classes and activities with non-disabled peers.

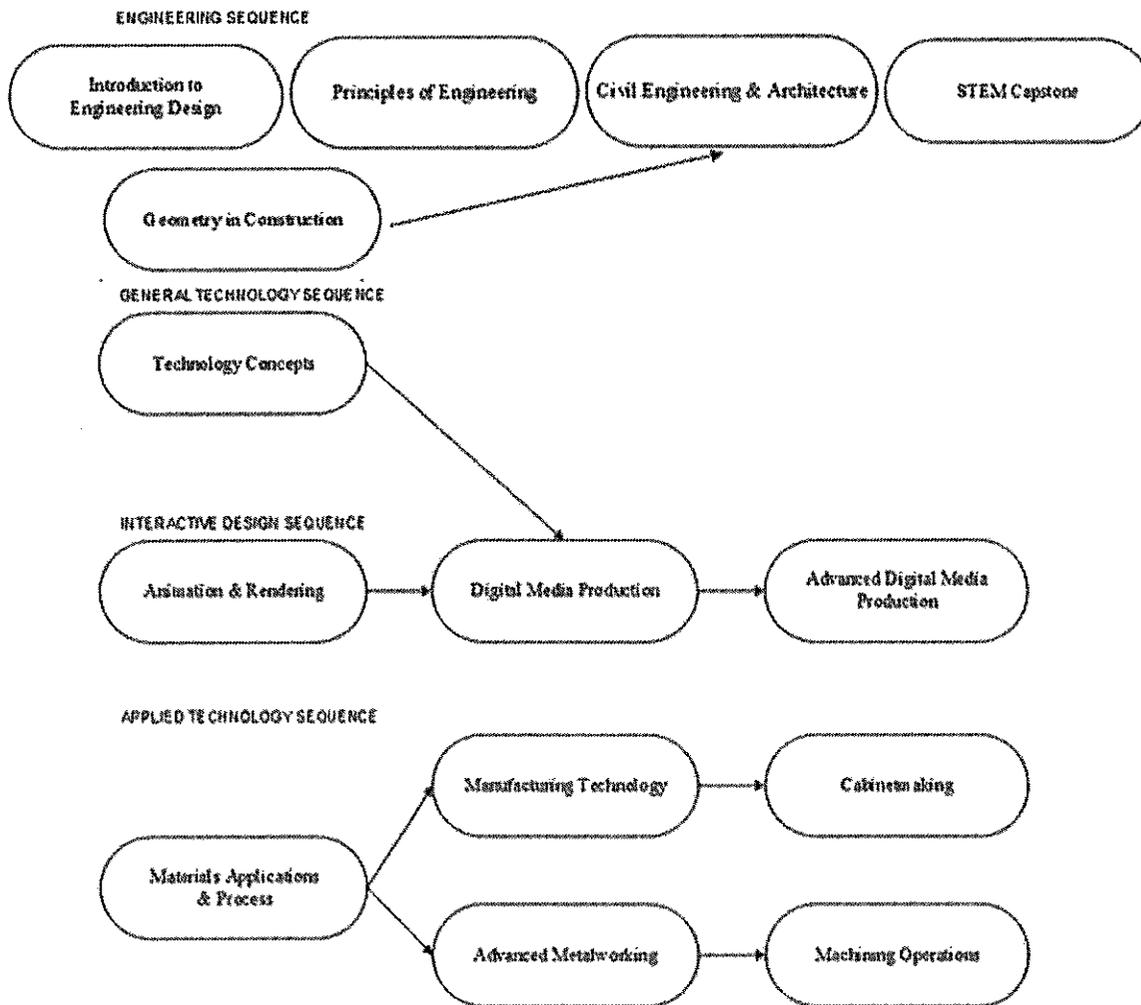
### **Student Support Program (SSP)**

This program is offered to those students who display specific instructional and behavioral needs. Enrollment in other classes within the student's home school may be offered. Supplemental instruction and assistance will be given to the student as needed. Pupil to teacher ratio is kept low to provide maximum benefit to the student. In addition, a work-study program is offered to juniors, seniors, and some qualified sophomores. This course allows students to develop basic vocational attitudes and skills in an actual job environment for one-half day. One hour per day of related classroom work to provide additional support and information is required.

### **Adapted Learning Program (ALP)**

This off-campus program is offered to students who have not been successful in the larger, high school setting. A highly-structured, shortened day with small class sizes provides opportunities for students to develop social and transitional skills. Classes include the core curriculum, social skills training and electives. As appropriate, students transition to their home school. Available services include counseling, speech/language and vocational training.

# Technology



## TECHNOLOGY COURSE LIST

<b>SUBJECT</b>	<b>GRADES</b>	<b>PREREQUISITES</b>
Technology Concepts	9, 10, 11, 12	None
Digital Media Production	10, 11, 12	One year of Technology Concepts or one year of Animation & Rendering
Advanced Digital Media Production	11, 12	Full Year of Digital Media Production
Materials Applications & Process - M.A.P.	9, 10, 11, 12	None
Introduction to Engineering Design – I.E.D.	9, 10, 11, 12	None
Principles of Engineering – P.O.E. TECH 121	10, 11, 12	None
Civil Engineering & Architecture – C.E.A. TECH 124	11, 12	None
Animation & Rendering	9, 10, 11, 12	None
Geometry in Construction	10, 11, 12	Algebra 1
Advanced Metalworking WELD 110	10, 11, 12	One year of M.A.P.
Machining Operations WELD 116	10, 11, 12	One year of Advanced Metalworking
Manufacturing Technology	10, 11, 12	One year of M.A.P.
Cabinetmaking	10, 11, 12	One semester of Manufacturing Technology
STEM Capstone	12	*6 Semesters of STEM Courses

## TECHNOLOGY COURSE DESCRIPTIONS

### **TEC 081/082 TECHNOLOGY CONCEPTS**

**(Semester ½ Credit, Yearly 1 Credit) (9, 10, 11, 12)**

This is an exploratory class in Technology, Computer Repair, Energy Utilization, Technical Drafting and several other technological concepts. Though “Hands-On” projects, students will learn about the history of and the impacts of technology and possible career choices for the future. Students will develop teamwork, problem solving, and design skills. A variety of concepts will be explored through a majority of self-directed activities, utilizing computer based and hands on learning in teams. Upon completion, students will have an understanding of what courses/careers are available to them and demonstrate team working strategies and display technological literacy. Students will also study basic drafting, energy utilization, digital media, personal computer hardware and software, and manufacturing principles. Student projects include: AutoCAD designs, soldering project, engineering design project, Gamemaker video games, video game cases, networking computers, and aerospace project. All in one year of Tech Concepts! *\*This course is designated as a technology concentrated course.*

### **TEC 201/202 DIGITAL MEDIA PRODUCTION**

**(Semester ½ Credit, Yearly 1 Credit) (10, 11, 12)**

**Prerequisite: Full year of Technology Concepts or Animation & Rendering**

This semester or full year course examines how to communicate using digital media. Students will learn how to create digital media in the areas of web page design, computer animation, digital video editing, graphic design, and audio. Within each area students will learn how to create digital media content including text, digital images, videos, and sound. Throughout this course students will become proficient in Adobe Photoshop, Vegas Movie Studio, Adobe Flash, SharePoint, Audacity, etc. Students will design and develop products such as mouse pads, t-shirts, coffee cups, commercials/short videos, web pages, and computer animations. This class will utilize the television studio for video creation and editing. *\*This course is designated as a technology concentrated course.*

### **TEC 231/232 ADVANCED DIGITAL MEDIA PRODUCTION**

**(Semester ½ Credit, Yearly 1 Credit) (11, 12)**

**Prerequisite: Full year of Digital Media Production**

This course builds on the application of knowledge gained during the first level of digital media production. Projects will include, but are not limited to: t-shirt making, dye-sublimation printing, DVD authoring, school broadcasts/video announcements, school-related video creation, instruction video creation, web page construction, film contests, and animation projects. This course is designed for students to produce broadcasts, videos, etc. for “clients.” A client may include businesses or organizations, Unit 5 schools or other non-profit organizations. This course will only be offered to students that have taken a full year of digital media production. Due to the need for consistency from first to second semester, it is recommended that students take this course for the entire year. *\*This course is designated as a technology concentrated course.*

### **TEC 251/252 MATERIALS APPLICATIONS & PROCESS (M.A.P.)**

**(Semester ½ Credit, Yearly 1 Credit) (9, 10, 11, 12)**

This course concentrates on the basic applications and process that are used in working with wood, metal, and plastic. Students will study practical applications where industrial materials are used in today’s society and study the processes of manipulating those materials. Concentration including separating, forming, fabricating, and finishing through hands-on labs and activities. Students will produce various types of take home projects made from industrial materials that will utilize woodworking, machining, and welding processes. This class is a great introduction to learn how to build, visualize and produce projects! Students will receive an opportunity to proficiency test for HCC MFTG 115 upon completion of a full year.

**\*Project Lead the Way (PLTW)** is a nationally recognized high school Pre-Engineering curriculum that uses rigorous and relevant curriculum through a project-based approach that engages students in conjunction with math and science content. Unit Five courses offered in the PLTW sequence include: Introduction to Engineering Design, Principles of Engineering, Biotechnical Engineering (Science Department) and Civil Engineering and Architecture. Project Lead the Way courses are eligible for college credit at certain engineering universities (i.e. RIT, Bradley, Purdue and others).

**TEC 411/412 INTRODUCTION TO ENGINEERING DESIGN (I.E.D.)**

**\*In Cooperation with Project Lead the Way  
(Yearly 1 Credit) (9, 10, 11, 12)**

IED focuses on the design process and the applications that are used in the design world. Through hands-on projects, students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer's notebook, and communicate solutions to peers and members of the professional community. *\*This course is designated as a technology concentrated course.*

**TEC 421/422 PRINCIPLES OF ENGINEERING (P.O.E.)**

**\*In Cooperation with Project Lead the Way  
(Yearly 1 Credit) (10, 11, 12) (Standard Level)**

This course will offer students a unique opportunity to earn dual credit for high school level Project Lead the Way (PLTW) coursework; students must be enrolled in approved high school level PLTW programs in order to qualify for this course. This course is the second in a series of pre-engineering courses developed by a national organization called Project Lead the Way. Students will study the different fields of engineering thought, the study of technological systems and manufacturing processes. Students will also be involved in activities that focus on social and political consequences of technological change. Lessons are taught through hands-on projects that concentrate on how engineers and technicians use math, science, and technology to solve problems to benefit people. Students will receive an opportunity to proficiency test for HCC upon completion of a full year. *\*This course is designated as a technology concentrated course. Heartland Community College Career Technical Education Credit can be achieved for Principles of Engineering.*

**TEC 431/432 CIVIL ENGINEERING AND ARCHITECTURE (C.E.A)**

**\*In Cooperation with Project Lead the Way  
(Yearly 1 Credit) (11, 12) (Standard Level)**

This course will offer students a unique opportunity to earn dual credit for high school level Project Lead the Way (PLTW) coursework; students must be enrolled in approved high school level PLTW programs in order to qualify for this course. Students enrolled in CEA will study the area of Civil Engineering and Architecture through a long-term project that involves the development of a local property site. As you learn about various aspects of civil engineering and architecture, you will apply what you learn to the design and development of this property. The course covers the following: The Roles of Civil Engineers and Architects, Project and Site Planning, Building Design, and Project Documentation and Presentation. Revit, which is a state of the art 3D design software package from AutoDesk, will be used to help design solutions to solve your major course project. Working in teams, you will learn about documenting your project, solving problems, and communicating your solutions to other students and members of the professional community of civil engineering and architecture. CEA is an advanced specialized course within the Project Lead the Way sequence. Students will receive an opportunity to proficiency test for HCC upon completion of a full year. *\*This course is designated as a technology concentrated course. Heartland Community College Career Technical Education Credit can be achieved for Civil Engineering and Architecture.*

**TEC 491/492 ANIMATION & RENDERING**

**(Yearly 1 Credit) (9, 10, 11, 12)**

In this course students will learn basic methods of creating 3D animation and renderings. The courses focus on scene, shape and object manipulation and animation. Using industry leading drafting and 3D animation software, the student will learn to create animations that resemble famous movies such as: Toy Story, Monsters, Inc., and A Bug's Life. Attention will also be given to rendering and animating of simple machines and architectural walk-throughs. Ninety percent of this course is actual rendering and animating with the software. This course also focuses on an introduction to the fundamentals, concepts, and techniques of drafting. Students will explore areas of hand sketching, and computer-aided design. Attention is given to introducing basic mechanical, architectural, and animation techniques. Students will become proficient with an industry leading software. This class is articulated through Heartland Community College for college credit.

**MAT 501/502 GEOMETRY IN CONSTRUCTION**

**AVT 501/502 Heartland Community College 3 HRS - Dual Credit Course  
(Yearly 2 Credits – 1 Math Credit and 1 Elective Credit) (10, 11, 12) (Standard Level)**

**Prerequisite: Successful Completion of Algebra I**

Geometry in Construction is an integrated geometry in construction course. The common core aligned geometry curriculum is taught in the context of construction. The course is team taught by a math teacher and a technology teacher. The concepts within the course are organized to complement the skills and the knowledge needed in the building process starting with foundational concepts. The students in this course will have math days as well as build days. On the build days, the students will be working together to build a tiny house, shed or assist with a Habitat for Humanity house. This course will provide students the

opportunity to immediately apply what they are learning in the classroom to what they are doing on the build site. Students will receive two credits for this year long, blocked course; one elective credit, one math credit.

**TEC 521/522 ADVANCED METALWORKING**  
(Semester ½ Credit, Yearly 1 Credit) (Standard Level)

**Prerequisite: One Year of Materials & Applications Process (M.A.P.)**

This course introduces the metal-working processes used to form, fabricate, and assemble manufactured products. Course content focuses on shielded metal arc welding, gas metal arc welding, oxy-fuel cutting, plasma torch cutting, lathe turning, and milling. Eighty-five percent of the content is taught through hands-on problem solving activities. *Heartland Community College Career Technical Education Credit can be achieved for Introduction to the Welding Process.*

**TEC 561/562 MACHINING OPERATIONS**  
(Semester ½ Credit, Yearly 1 Credit) (Standard Level)

**Prerequisite: One Year of Advanced Metalworking**

This course focuses on advanced topics in metalworking such as: milling, lathe turning, welding, and project design. Throughout the semester, students will design and build a functional working product along with completing welding preparation in shielded metal arc welding, gas metal arc welding, and gas tungsten arc welding. Course material concentrates on problem solving and hands-on activities. *Heartland Community College Career Technical Education Credit can be achieved for Shielded Metal Arc Welding. For an additional fee, students may choose to earn OSHA General Industry training credential through an on-line supplemental curriculum.*

**TEC 721/722 MANUFACTURING TECHNOLOGY**  
(Semester ½ Credit, Yearly 1 Credit) (10, 11, 12) (Standard Level)

**Prerequisite: One Year of Materials Applications & Process (M.A.P.)**

This course is designed to help students develop an understanding of the manufacturing process through woodworking. Students will become skilled in the use of woodworking machines, tools and techniques. Students will also design, develop and produce a manufactured project. Topics include the manufacturing process, basic cabinetmaking/woodworking, jig and fixture production, finishing, assembly, wood identification and wood production. Considerable emphasis is placed on the production of wood products within a manufacturing environment.

**TEC 741/742 CABINETMAKING**  
(Semester ½ Credit, Yearly 1 Credit) (10, 11, 12)

**Prerequisite: One Semester of Manufacturing Technology**

This course is an advanced study of the manufacturing process of wood products. Students will research, plan, and manufacture a student designed wood project with instructor approval. Topics include the product design, measurement, layout, manufacturing processes, cabinetmaking/woodworking, jig and fixture production, finishing assembly, wood identification and wood production. *For an additional fee, students may choose to earn OSHA General Industry training credential through an online supplemental curriculum.*

**TEC 811/812 STEM CAPSTONE**  
(Yearly, 1 Credit) (12)

**Prerequisite: "C" in 6 semesters of STEM Designated classes with at least 2 semesters from each STEM group.**

The STEM Capstone course is the final course in the STEM Designation sequence. Students who enroll in this course will have the opportunity to apply the knowledge and skills they have learned through their previous STEM courses by working with local businesses / nonprofits to identify and solve a real-world problem. Students will explore the fundamentals of STEM design through robot construction, computer programming, profit analysis of design solutions and scientifically determining material properties. Students will then identify a problem, develop a solution and transform their idea into a product. The authentic partnerships developed during the course with STEM professionals will enable students to gain experience in STEM industries and explore potential careers. At the conclusion of this course students will have a marketable design solution which solves a real-world problem.

**Please see page 17 for a complete description of the STEM Designation and for a list of courses that meet the prerequisite requirements.**

**WRK 111/112 CAREER EXPLORATION**  
**(Semester ½ Credit) (10, 11, 12)**

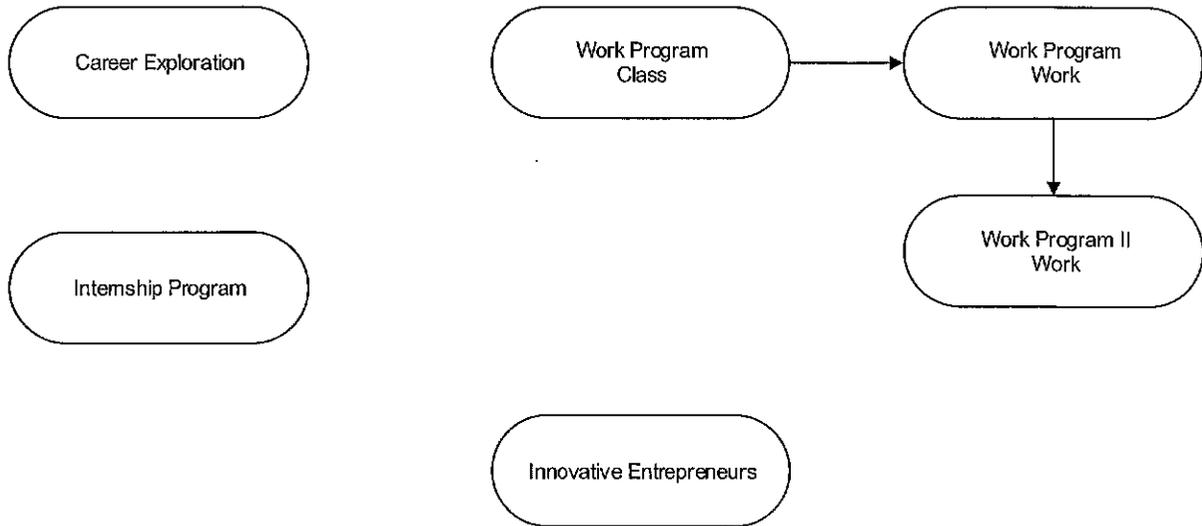
Students will have the opportunity to explore the sixteen nationally recognized career clusters as well as their own personal interests and skill set to determine potential career pathways. Students will be exposed to workplace skills that are necessary to be successful after high school. Students may interact with professionals from a variety of career clusters to further examine career possibilities. The skills and information students are exposed to in this class will provide a foundation for students to participate in hands-on work based learning courses (internship program). Workplace skills such as interpersonal relationships, communication skills, decision-making, critical thinking and self-management will be included as part of the course. Students may interact with professionals from a variety of career clusters to further examine career possibilities. This course is the prerequisite/co-requisite for internship program.

**WRK 141/142 INTERNSHIP PROGRAM**  
**(Semester ½ Credit or 1 Credit (Yearly 1 Credit or 2 Credits) (12)**  
**Internship Program. Administrative approval is required.**

The Internship Program is designed for career exploration that benefits the student and will be tailored to meet the unique needs and interests of the learner. The student will participate in a workplace experience while interning with a mentor in a business/organization, which is reflective of the student's career interest, while observing workplace functions and investigating the requirements of a specific career field. Essential career skills will be correlated with soft skills and academic skills in a project-based format. The student will be released from school Monday-Thursday during practicum period(s) to intern with their mentor in an unpaid position with a business/organization an average of four hours per week for ½ credit or eight hours per week for 1 credit. Every Friday the student will participate in Internship Seminars during practicum period(s) at school instead of working with their mentor at the internship site. Seminars will assist the student in making connections between academic learning and workplace experiences in the following areas:

- Academic application, competency, and relationship development in a professional setting
- Career exposure, professionalism, and organizational culture
- Performance evaluation in light of expressed goals and learning outcomes
- Self-perception as compared to professional perception of site mentor
- Career goal assessment and clarification through reflection on internship experience

# Work/Career Exposure



## WORK/CAREER EXPOSURE COURSE LIST

All Elective Courses

SUBJECT	GRADES	PREREQUISITES
Career Exploration	10, 11, 12	
Work Program	11, 12	
Internship Program	12	Administrative approval is required
Innovative Entrepreneurs	12	Administrative approval is required

### WORK/CAREER EXPOSURE COURSE DESCRIPTIONS

The primary purpose of the work program is to prepare a student for entry-level employment. However, the program could also serve as a means for a student to explore entry level work in a future career. The program combines classroom instruction with on-the-job learning experiences consistent with the student's occupational objectives. The program would have a class-related period and a regularly scheduled time that the student would be released from school to be employed throughout the school year.

#### **WRK 111/112 CAREER EXPLORATION** (Semester ½ Credit) (10, 11, 12)

Students will have the opportunity to explore the sixteen nationally recognized career clusters as well as their own personal interests and skill set to determine potential career pathways. Students will be exposed to workplace skills that are necessary to be successful after high school. Students may interact with professionals from a variety of career clusters to further examine career possibilities. The skills and information students are exposed to in this class will provide a foundation for students to participate in hands-on work based learning courses (internship program). Workplace skills such as interpersonal relationships, communication skills, decision-making, critical thinking and self-management will be included as part of the course. Students may interact with professionals from a variety of career clusters to further examine career possibilities. This course is strongly recommended as a prerequisite/co-requisite for the internship program.

#### **WRK 101/102 WORK PROGRAM (CLASS)** (Yearly 1 Credit) (11, 12)

**Prerequisite: Must enroll in WRK151/152**

Workplace competencies and foundation skills such as orientation to a new job, interpersonal relationships, communication skills, evaluations, self-management, decision-making, critical thinking, responsibilities, labor laws, money management, income tax, career exploration, and entrepreneurship are covered and related to real-world working situations. Second year work program students cannot take WRK 101/102. \*Meets Consumer Education requirement.

#### **WRK 151/152 WORK PROGRAM (Work)** (Yearly 2 Credits) (11, 12) (First Year)

This course enables students to develop and refine occupational competencies needed to acquire and succeed in a job, adjust to the employment, and advance in an occupation of their choice. On-the-job instruction is supervised by the employer. They work closely with the teacher-coordinator in planning student learning experiences, which are compatible with student goals. Students are required to work an average of 15 hours per week.

#### **WRK 161/162 WORK PROGRAM II (Work)** (Yearly 2 Credits) (12) (Second Year)

This course enables students to develop and refine occupational competencies needed to acquire and succeed in a job, adjust to the employment, and advance in an occupation of their choice. On-the-job instruction is supervised by the employer. They work closely with the teacher-coordinator in planning student learning experiences, which are compatible with student and employer goals. Students are required to work an average of 15 hours per week. Any student who has already taken WRK101/102 will be required to meet with the work program coordinator once a week to submit hourly logs and discuss their job. Failure to meet with the coordinator at agreed upon times may result in removal from the work program.

### **Additional Information...**

- Any student wishing to enroll in the Work Program must complete the application provided by their counselor.
- Parents/guardians are required to sign the application prior to acceptance.
- Interested students will meet with the Work Program coordinator to discuss the program prior to being accepted.
- Students are responsible for obtaining their own employment, and must be employed by the first day of school.
- Students are responsible for their own transportation to and from work.
- The Work Program coordinator will meet with the employers to evaluate the students each quarter.
- Students who fail the class portion of the Work Program (WRK 101/102) will be removed from the Work Program entirely.

### **WRK 141/142 INTERNSHIP PROGRAM (Semester ½ Credit or 1 Credit) (Yearly 1 Credit or 2 Credits) (12) Administrative approval is required.**

The Internship Program is designed for career exploration that benefits the student and will be tailored to meet the unique needs and interests of the learner. The student will participate in a workplace experience while interning with a mentor in a business/organization, which is reflective of the student's career interest, while observing workplace functions and investigating the requirements of a specific career field. Essential career skills will be correlated with soft skills and academic skills in a project-based format. The student will be released from school Monday-Thursday during practicum period(s) to intern with their mentor in an unpaid position with a business/organization an average of four hours per week for ½ credit or eight hours per week for 1 credit. Every Friday the student will participate in Internship Seminars during practicum period(s) at school instead of working with their mentor at the internship site. Seminars will assist the student in making connections between academic learning and workplace experiences in the following areas:

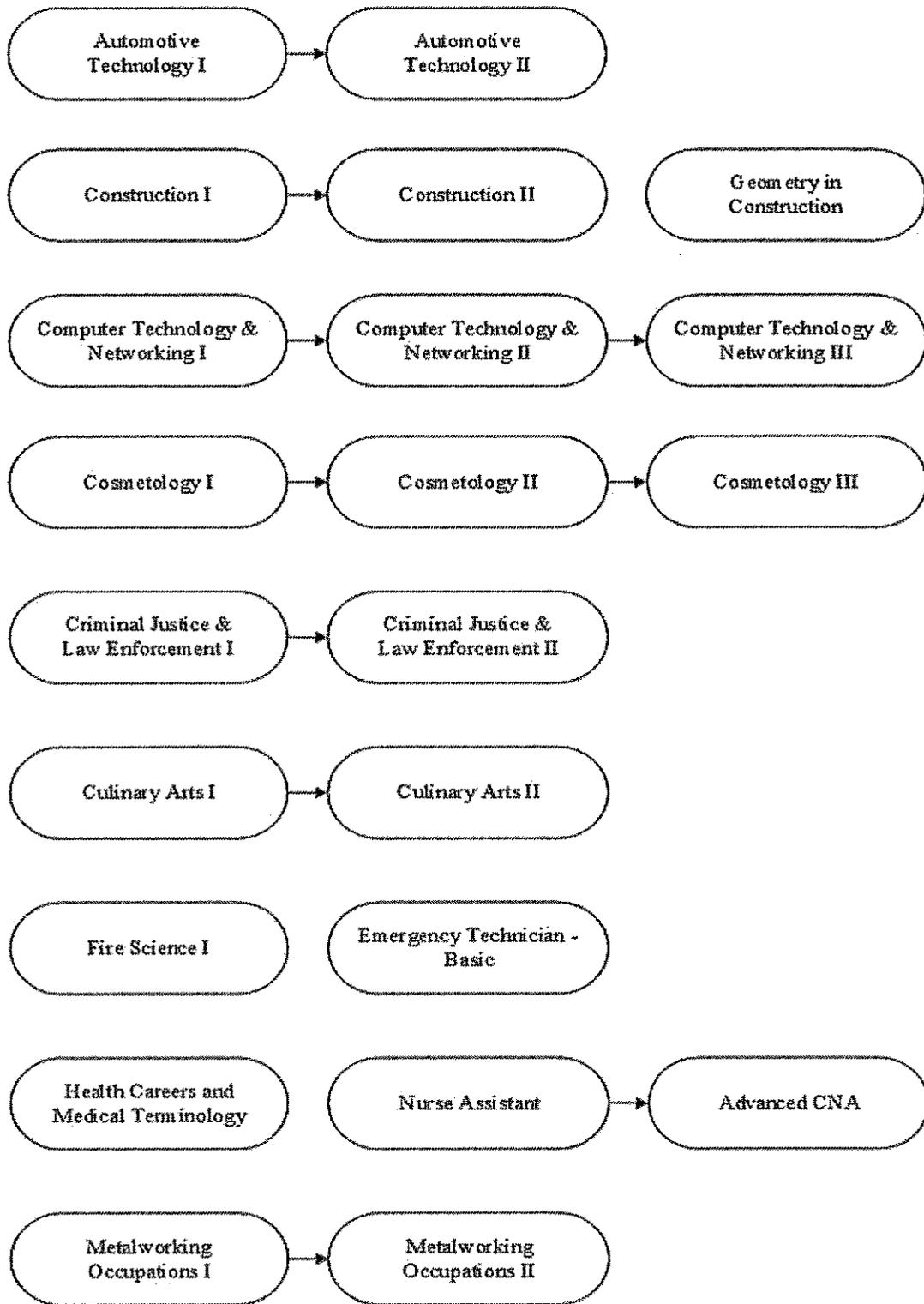
- Academic application, competency, and relationship development in a professional setting
- Career exposure, professionalism, and organizational culture
- Performance evaluation in light of expressed goals and learning outcomes
- Self-perception as compared to professional perception of site mentor
- Career goal assessment and clarification through reflection on internship experience
- Career Portfolio development, networking, and social media

### **BUS 741/742 INNOVATIVE ENTREPRENEURS (Yearlong 2 Credits) (12) Prerequisite: None**

This class is a year-long experience that 1) engages students in startup business development and processes, and 2) creates meaningful connections with local business owners and innovators. Students will visit local businesses, partner with a business mentor, learn from guest speakers, develop their own business idea, and present progress to panels of business owners and investors throughout the year. Students will be exposed to design thinking, ideation, prototyping and a multitude of business and entrepreneurship concepts. Teamwork, motivation, responsibility, communication and inquiry will be further developed through this course. Students must be able to transport themselves to class each day as class will be held at various local businesses. Students must apply for this course and be selected to participate. This class requires an application and interview process that takes place in November.

This class will take place during 1st and 2nd hours; students will return to school prior to the beginning of 3rd hour.

# Bloomington Area Career Center



**BLOOMINGTON AREA CAREER CENTER**  
All Elective Courses

<b>SUBJECT</b>	<b>GRADES</b>	<b>PREREQUISITES</b>
Automotive Technology I	11, 12	None
Automotive Technology II	12	Automotive Technology I
Computer Technology & Networking I	10, 11, 12	Technology Concepts
Computer Technology & Networking II	10, 11, 12	Computer Technology & Networking I
Computer Technology & Networking III	11, 12	Computer Technology & Networking I & II
Construction I	10, 11, 12	MAP and Successful Completion of Manufacturing TEC721/722
Construction II	12	Construction I
Geometry in Construction	10, 11, 12	Successful Completion of Algebra I
Barbering I, II, III	10, 11, 12	None
Cosmetology I	10, 11, 12	None
Cosmetology II	11, 12	Cosmetology I
Cosmetology III	11, 12	Cosmetology I & II
Criminal Justice & Law Enforcement I	10, 11, 12	None
Criminal Justice & Law Enforcement II	12	Criminal Justice & Law Enforcement I
Culinary Arts I	11, 12	Culinary Arts FCS 111 or FCS 112 and Food for Thought FCS 122
Culinary Arts II	12	Culinary Arts I
Emergency Medical Technician – Basic	12	Senior Standing
Fire Science I	11, 12	None
Health Careers & Medical Terminology	10, 11, 12	None
Nurse Assistant	11, 12	None
Advanced CNA	12	“B” or higher in Nurse Assistant and CNA Certification
Metalworking Occupations I	11, 12	Machining Operations TEC 561/562
Metalworking Occupations II	12	Metalworking Occupations I

## **BLOOMINGTON AREA CAREER CENTER COURSE DESCRIPTIONS**

The Bloomington Area Career Center, located at Bloomington High School, is available to 11<sup>th</sup> and 12<sup>th</sup> grade students. The programs are designed to further a student's training in a specialized occupational area if they meet the prerequisites listed for that program. Transportation is provided from Unit 5 High Schools to the Bloomington Area Career Center and back each school day. **Students must adhere to attendance guidelines. Students who have missed 10% (18 days) of school in the previous 180 enrollment days will not be considered.** For more information, students should see their counselor.

**Note: Additional class time will be required for travel.**

**Any student wishing to enroll in the Bloomington Area Career Center must complete the application and return to their counselor.**

### **AVT 641/642 AUTOMOTIVE TECHNOLOGY I (Yearly 2 Credits) (11, 12)**

This course is designed to prepare students for an entry level job or advanced training in the automotive service and diesel technology field. Students will develop skills in the design, theory, function, and diagnostic procedures of the gasoline and diesel engines. In addition, all aspects of the vehicle will be covered, including safety, basic maintenance, braking systems, engine repair, suspension and steering, electrical/electronic, which include modern computer controls and emissions systems. Students will perform automotive service work with an emphasis on shop operating safety procedures.

*This class is Dual Credit with Illinois Central College, Automotive 101, 3 credits*

### **AVT 651/652 AUTOMOTIVE TECHNOLOGY II (Yearly 2 Credits) (12)**

**Prerequisite: Successful Completion of Automotive Technology I**

Students will enhance the skills learned in Automotive Technology I as well as develop new skills. Students will learn to use advanced tools and equipment through hands-on experience with the latest technology in the automotive industry. Specific topics that will be covered in depth include safety, basic maintenance, braking systems, engine repair, suspension and steering, electrical/electronic, which include modern computer controls and emissions systems. The students will perform automotive service work with an emphasis on real world shop operating scenarios using teacher and community vehicles.

### **AVT 221/222 COMPUTER TECHNOLOGY & NETWORKING I (Yearly 2 Credits) (10, 11, 12)**

**Prerequisite: Successful Completion of Technology Concepts**

The Computer Technology & Networking course is designed to equip both the novice and experienced students with entry-level computer technician proficiencies. Students will work closely with the instructor, an educational technology department, and local technology businesses to better their understanding of the material covered in class. The course will help students become adept with customer support techniques and key computer hardware architecture components, such as: the motherboard, processor, memory, drives, networks, power supplies, and peripheral devices for both desktop and laptop computers. Additionally, students will install, configure, and troubleshoot the significant operating systems utilized today. Significant lab time is provided to offer the student authentic hands-on experiences in working with computers. The goal is to prepare these students to take the Comptia A+ Certification (starting point for a career in IT), and have them available to assist schools' technology departments in a variety of manners. In addition to hardware curriculum the class will also be working on basic networking knowledge and skills; connecting to a network, connecting to internet through an ISP, network addressing, network services, wireless technologies, basic security, and troubleshooting your network.

*This class is Dual Credit with Heartland Community College, Computer Science 101, 4 credits, Networking 151, 3 credits and Networking 160, 3 credits.*

### **AVT 231/232 COMPUTER TECHNOLOGY & NETWORKING II (Yearly 2 Credits) (10, 11, 12)**

**Prerequisite: Successful Completion of Computer Technology & Networking I**

This course builds on the skills introduced in Computer Technology & Networking I. Students learn how to connect and install multiple computers and peripherals together to create a computer network. Students build, configure, and maintain network servers along with installing and configuring various network operating systems such as Novell, Windows, and Linux. Students learn to use troubleshooting services, system monitoring utilities, and data backup and recovery systems. Other topics include

learning how to connect various network components such as servers, computers, and printers together using data cabling, hubs, and switches. Students learn to run, terminate, and troubleshoot data cabling. In addition, students learn how to install and upgrade software across the network, as well as map drives and share resources such as printers, software, and files. The course includes setting up and configuring various network services such as TCP/IP, DHCP, DNS, VPN, terminal services, email, and web services. Students learn how to secure and protect network servers and data as well as setting up and configuring a firewall, intrusion detection system, and encryption software for identifying and preventing potential network attacks.

*This class is Dual Credit with Heartland Community College: Networking 150, 3 credits, Networking 166, 3 credits, and Networking 167, 3 credits.*

**AVT 241/242 COMPUTER TECHNOLOGY & NETWORKING III  
(Yearly 2 Credits) (11, 12)**

**Prerequisite: Successful Completion of Computer Technology & Networking I & II**

This course builds on the skill introduced in Computer Technology & Networking I and II. Internships will be a part of this course along with independent study in the students' area of interest.

**AVT 761/762 CONSTRUCTION I  
(Yearly 2 Credits) (10, 11, 12)**

**Prerequisite: MAP and Successful Completion of Manufacturing TEC721/722**

This course provides an opportunity for students who are planning on entering a post-secondary educational program in construction or entering into the workforce at entry level. The focus of the class is the construction by the students of a residential home, with emphasis on foundations, framing, exterior and interior finish and roofing. Students will develop workplace skills in basic math, hand and power tools, basic blueprint reading, safe work habits, proper job attitudes, technical jargon and learn about the wide variety and opportunities in the field of construction. Students have an opportunity to receive two certifications: **Opportunity to earn a certification for the OSHA 10 hour certification.**

**AVT 781/782 CONSTRUCTION II  
(Yearly 2 Credits) (12)**

**Prerequisite: Successful Completion of Construction I**

This course provides an opportunity for students who are planning on entering a post-secondary educational program in construction or enter into the workforce at entry level. Students will enhance workplace skills in blueprint reading, mechanical systems, electrical wiring, and construction estimating and scheduling, while developing leadership roles. Students have the opportunity to earn additional certification in other career areas through a national database.

**AVT 501/502 GEOMETRY IN CONSTRUCTION  
(Yearly 2 Credits) (11, 12)**

**Prerequisite: Successful Completion of Algebra I**

Geometry in Construction is an integrated geometry in construction course. The common core aligned geometry curriculum is taught in the context of construction. The course is team taught by a math teacher and a technology teacher. The concepts within the course are organized to complement the skills and the knowledge needed in the building process starting with foundational concepts. The students in this course will have math days as well as build days. On the build days, the students will be working together to build a tiny house, shed or assist with a Habitat for Humanity house. This course will provide students the opportunity to immediately apply what they are learning in the classroom to what they are doing on the build site. Students will receive two credits for this year long, blocked course; one elective credit, one math credit.

**AVF 701/702 BARBERING I, II, AND III  
(YEARLY 2 CREDITS) (10, 11, 12)**

When you enroll in the BACC Barbering program, you will be attending class at Hairmasters Institute of Cosmetology, Inc., which is a Pivot Point Legacy School. Pivot Point training is a system of learning that has completely revolutionized beauty education. You will be learning by seeing, hearing and doing these tested, step-by-step training techniques that will give you the advantage you need to succeed. All hours accumulated during the student's time in Barbering are credited towards the completion of the 1500-hour course and licensure. Classes will attend the Midwest Beauty Show in Chicago where they are able to network with over 50,000 hair, skin and nail professionals!

First, second and third year students may also attend extra hours on Saturday and attend night school to complete their certification early with the approval of their instructor. The Bloomington Area Career Center will pay for one night school class and may pay for some Saturday hours.

*This program pathway may be completed at Hairmasters where they will prepare you to take the Illinois State mandated exam.*

**AVF 801/802 COSMETOLOGY I**

**AVF 851/852 COSMETOLOGY II**

**AVF861/862 COSMETOLOGY III**

**(Yearly 2 Credits) (10, 11, 12)**

Do you want to learn how to braid, style, and perm long and short hair? Then this is the program for you! Students attend Hairmasters which is a Pivot Point Member School. While attending, students demonstrate competencies in two of the five classroom modules needed for the required Illinois State Board Exam. All students will focus on one module in the first year and another module in the second year. Classes will also attend the Midwest Beauty Show in Chicago, IL where they are able to network with over 50,000 hair, skin, and nail professionals.

*Module One* will consist of styling hair in the wet and dry state. Training on manikins will develop an understanding of the shape of the head. Observation will be made of different ways of styling long and short hair. These methods may include braiding, curling, straightening, up and down styles, and many more. Students then practice these methods until they have mastered these techniques based upon industry standards. *Module Two* will consist of understanding the texture of the hair. This will include adding and removing texture to hair, as well as multicultural texture reformation. Observation will be made of different ways of perming using different chemicals and rod styles, and relaxing hair using different chemical relaxers. Students then practice these methods until they have mastered these techniques based upon industry standards. All hours accumulated during the student's time at BACC Hairmasters Cosmetology are credited towards the completion of the 1,500 hour course and licensure.

First and second year students may also attend extra hours on Saturday and attend night school to complete their certification early with the approval of their instructor. The Bloomington Area Career Center will pay for one night school class and may pay for some Saturday hours.

*This program pathway can be completed at Hairmasters where they will prepare you to take the Illinois State mandated exam.*

**AVC 241/242 CRIMINAL JUSTICE & LAW ENFORCEMENT I**

**(Yearly 2 Credits) (10, 11, 12)**

This program is designed to introduce students to various aspects of law enforcement and the legal system. Students will be introduced to the history of law enforcement, constitutional law, Illinois law, and the courts and legal system. Students will discover communication and dispatch operations, create reports, analyze records and criminal investigations, establish proper search and seizure procedures, and encourage community relationships. Students will also hear from various industry speakers who will expand on the multitude of career opportunities in the criminal justice field. Students will have the opportunity to participate in job shadowing experiences and develop law enforcement skills and ethics to enhance employability.

Students will also be involved in many related field trips designed to further their criminal justice career pursuit, which include Eureka College CSI Labs, FBI Facility, and the McLean County Law & Justice Center. The students will also be taught proper crime scene investigation techniques and then asked to process a crime scene without contaminating the crime scene. All Criminal Justice and Law Enforcement students will be CPR certified.

**AVC 271/272 CRIMINAL JUSTICE & LAW ENFORCEMENT II**

**(Yearly 2 Credits) (12)**

**Prerequisite: Successful Completion of Criminal Justice & Law Enforcement I**

Students will have the opportunity to experience a variety of experiences through extended campus settings. Students will be introduced to police administration, a variety of management styles, interviewing techniques, preliminary investigations, police security services, pursuits, arrests and expand their knowledge of computer systems. Students will examine different avenues of criminal justice such as social work and probation, court reporting, and paralegal services. Finally, students will participate in job shadowing experiences and develop law enforcement skills and ethics to enhance employability.

**AVF 551/552 CULINARY ARTS I**  
**(Yearly 2 Credits) (11, 12)**

**Prerequisite: Culinary Arts FCS 111 or FCS 112 and Food for Thought FCS 122**

This course provides students considering a career in culinary arts and the food service industry with classroom instruction and lab experiences to develop job-related competencies. Students start with basic sanitation and workplace safety, and then continue with instruction on food handling, preparation, quantity production, quality control, planning, operation, and presentation. Commercial quality food service equipment will be used to prepare food and provide hands-on instruction for each area of food study. Students will have the opportunity to earn the Foodservice Food handler Certification.

*This class is Dual Credit with Joliet Junior College: CA 106, 2 credits. Through this Dual Credit course, students will have the opportunity to earn the Foodservice Sanitation Manager Certification through ServSafe, which is endorsed by the National Restaurant Association.*

**AVF 591/592 CULINARY ARTS II**  
**(Yearly 2 Credits) (12)**

**Prerequisite: Successful Completion of Culinary Arts I**

This course provides students with leadership opportunities and responsibility for food service management. Students in this class have the opportunity to cater many different events. Students have the opportunity to plan menus, select food, supervise food preparation, develop pricing strategies, order food, and maintain safety and sanitation, while mastering operation of all food preparation equipment. Students develop skills which will prepare them for post-secondary education and employment opportunities.

**AVC 341/342 FIRE SCIENCE I**  
**(Yearly 2 Credits) (11, 12)**

This program allows students to explore and prepare for a possible career in Fire Service and as an Emergency Medical Responder (EMR). Professional Firefighters teach the course. Students will gain lab experience on-site at Bloomington and Normal Fire Stations and will learn technical and manipulative skills. Those skills include, but are not limited to the following areas of study: fire behavior, safety, self-contained breathing apparatus, turnout gear use, portable fire extinguishers, ladders and ladder use, fire hose and appliances, building construction, forcible entry, ventilation, water supply, nozzles and fire streams, rescue, fire control, and ropes and knots. The students will be offered the opportunity to participate in Skills USA, a competition of other fire science students in Illinois.

- Students must be in good physical condition to enroll in the course, as training will include climbing stairs and crawling with additional equipment and supplies.

*This program will offer Dual Credit with Illinois Central College: Fire Science 110, 3 credits & Fire Science 201, 3 credits. Students will also have the opportunity for certification for "Emergency Medical Responder".*

**AVC 361/362 EMT (EMERGENCY MEDICAL TECHNICIAN)-BASIC**  
**(Yearly 2 Credits) (12) (Seniors Only)**

This course will introduce the care and handling of the critically ill and injured. Emphasis is on the development of skills in assessment of illnesses and the application of proper emergency care procedures. This course will meet federal and state guidelines for basic EMT training. Students who successfully complete this course will be able to sit for the Illinois State or National Registry EMT-Basic licensure exam after turning 18 years of age and graduating from high school.

*This class is Dual Credit with Heartland Community College, EMT 101, 8 credits.*

**AVH701/702 HEALTH CAREERS AND MEDICAL TERMINOLOGY**  
**(YEARLY 2 CREDITS) (10, 11, 12)**

Health Careers and Medical Terminology is a one-year program offered to sophomore, junior and senior students interested in pursuing a career in the medical field or in public safety. Students will learn basic human anatomy and physiology, a solid foundation in medical terminology, and injury/disease processes. Students will have many opportunities for hands-on training and skills development. It will provide a clear understanding of the necessary first-aid process in an emergency situation. The course will include field trips to local hospitals to see the skills firsthand with the potential for job shadowing. The course will explore many medical career options such as Physical and Occupational Therapy, Radiology, Dental Assistant, Nursing, Sports Medicine, X-Ray Technician, as well as Physician specialties. It will give students an up close look at employment opportunities and educational pathways.

*This class is Dual Credit with Heartland Community College: Health 110, 3 credits*

**AVH 651/652 NURSE ASSISTANT  
(Yearly 2 Credits) (11, 12)**

Are you thinking of a career in health care? Well this is the class for you! The opportunities are unlimited for trained professionals in the health care field. Upon successful completion of this course, students are eligible to take the State Certification for Certified Nurse's Assistant (CNA). Classroom instruction will include fundamental health-care principles, basic patient care, such as Vital Signs (blood pressure, pulse, respirations and temp.), height/weight, transferring residents, dressing and feeding residents, bathing, and basic aseptic procedures. Students will participate in clinical two days weekly from October to April at nursing homes. Attendance is essential due to the number of State Mandated hours. \*This class is recommended for students planning for post-secondary education or career attainment. \*Math, reading, spelling, and communication skills are necessary. Students will be CPR certified.

*This class is Dual Credit with Heartland Community College: Nursing 110, 8 credits*

**AVH 691/692 ADVANCED CNA  
(Yearly 2 Credits) (12)**

**Prerequisite: Successful completion of Nurse Assistant with a B average or above, and successful attainment of CNA Certification.**

Students who have successfully attained the CNA certification, have at least a B average, and who are in the Top 15 of the class may have the opportunity to enroll in Advanced CNA. Students will benefit from speakers within the industry, enhance their technical skill development through internships, and develop workplace skills required in the health care profession. Student internships include, but are not limited to: Millennium Pain Center, OSF Surgi-Center, Community Cancer Center, St. Joseph Hospital, Advocate BroMenn Medical Center, and various doctor offices and clinics. This class is recommended for students planning for post-secondary education or career attainment.

**AVT 601/602 METALWORKING OCCUPATIONS I  
(Yearly 2 Credits) (11, 12)**

**Prerequisite: Machining Operations TEC 561/562  
Program held at Heartland Community College**

This course is designed for students with an interest in the field of manufacturing, which includes machining, sheet metal, computerized machines, and welding. Classroom instruction will include workplace safety, blue print reading, applied math, training of hand and power tools, and instruction on proper procedures of laboratory equipment. Specialized laboratory learning experiences include planning, manufacturing, assembling, and metal fabricating process. Students may work towards the American Welding Society (AWS) certification in Shielded Metal Arc Welding (SMAW). Students will develop skills necessary to continue with post-secondary education, or obtain an entry level position in the manufacturing occupations. Students will also benefit from the business partnership with Caterpillar.

*This class is Dual Credit with Heartland Community College: Technology 114 and Manufacturing 115, 3 credits each.*

**AVT 621/622 METALWORKING OCCUPATIONS II  
(Yearly 2 Credits) (12)**

**Prerequisite: Metalworking Occupations I  
Program held at Heartland Community College**

Students enrolled in this course will enhance their opportunities for obtaining employment in manufacturing. Students will specialize in an area of interest while mastering blueprint reading, applied math, training of hand and power tools, and instruction on proper procedures of laboratory equipment. Students will also increase the amount of lab experience in the area of Computer Numerical Control (CNC) by using a lathe and vertical mill. Students experience 95% hands-on activities during the second year and may work towards the American Welding Society (AWS) certification in the Shielded Metal Arc Welding (SMAW). Students will also benefit from the business partnership with Caterpillar.

*This class is Dual Credit with Heartland Community College: Welding 110, Welding 116, 3 credits each.*

*Dual Credit is subject to change at the discretion of the community college.*

**Unit 5 Math Course Placement**  
**Effective Beginning Summer Enrollment at HCC**

Heartland Community College will allow students to place into credit bearing courses and bypass the Heartland College Readiness assessment if a grade of an A or B is earned in the courses designated below.

Unit 5 Course	HS Course Duration	Placement
MAT 681/682: Algebra 2	Year-long	TMAT 103: Technical Math I
MAT 721/722: Honors Algebra 2	Year-long	TMAT 103: Technical Math I
MAT 741/742: College Algebra	Year-long	TMAT 103: Technical Math I MATH 131: Explorations in Math MATH 135: Math for Elementary Teachers I MATH 141: Intro to Statistics
MAT 801/802: Trigonometry	Semester	TMAT 103: Technical Math I MATH 131: Explorations in Math MATH 135: Math for Elementary Teachers I MATH 141: Intro to Statistics
MAT 841: Finite Math	Semester	TMAT 103: Technical Math I MATH 131: Explorations in Math MATH 135: Math for Elementary Teachers I MATH 141: Intro to Statistics
MAT 842: Probability & Statistics	Semester	TMAT 103: Technical Math I MATH 131: Explorations in Math MATH 135: Math for Elementary Teachers I MATH 141: Intro to Statistics
MAT 851/852: AP Statistics	Year-long	TMAT 103: Technical Math I MATH 131: Explorations in Math MATH 135: Math for Elementary Teachers I MATH 141: Intro to Statistics
MAT 891/892 Honors Pre-Calculus	Year-long	TMAT 103: Technical Math I MATH 109: College Algebra MATH 131: Explorations in Math MATH 135: Math for Elementary Teachers I MATH 141: Intro to Statistics
MAT 921/922 AP Calculus AB	Year-long	TMAT 103: Technical Math MATH 109: College Algebra MATH 111: Finite Math MATH 131: Explorations in Math MATH 135: Math for Elementary Teachers I MATH 141: Intro to Statistics MATH 151: Calculus for Business & Social Science MATH 161: Calculus I
MAT 942/942 AP Calculus BC	Year-long	TMAT 103: Technical Math MATH 109: College Algebra MATH 111: Finite Math MATH 131: Explorations in Math MATH 135: Math for Elementary Teachers I MATH 141: Intro to Statistics MATH 151: Calculus for Business & Social Science MATH 161: Calculus I

- Any student earning a B or better in the indicated Unit 5 course will meet placement for the designated HCC course(s) and will not need to take the HCC assessment.
- High school courses for placement will be honored if completed within 2 years prior to enrollment.
- In year-long high school courses, a B or better is required both semesters.

- PSAT, SAT, and ACT scores will be accepted. Any student earning the following score will not need to take the HCC assessment.

<u>SAT</u>	<u>ACT</u>
EBRW 480+	English 19
Math 500+	Math 19

**Unit 5 English Course Placement**  
**Effective Beginning Summer Enrollment at HCC**

Heartland Community College will allow students to place into credit bearing courses and bypass the Heartland College Readiness assessment if a grade of an A or B is earned in the courses designated below.

<b>Unit 5 Course</b>	<b>HS Course Duration</b>	<b>Placement</b>
ENG 571/572: English IV - Composition	Semester	College Level Reading and Writing
ENG 631/632: English IV - Literature	Semester	College Level Reading and Writing
ENG 721/722: Philosophy and Literary Criticism	Semester	College Level Reading and Writing
ENG 881/882: AP English Literature and Composition	Year-long	College Level Reading and Writing

- Any student earning a B or better in the indicated Unit 5 course will meet placement for the designated HCC course(s) and will not need to take the HCC assessment.
- High school courses for placement will be honored if completed within 2 years prior to enrollment.
- In year-long high school courses, a B or better is required both semesters.
- PSAT, SAT, and ACT scores will be accepted. Any student earning the following score will not need to take the HCC assessment.

<u>SAT</u>	<u>ACT</u>
EBRW 480+	English 19
Math 500+	Math 19

# Comparative Freshman Course Requirements

	Total	English	Social Studies	Mathematics	Laboratory Sciences	Electives/Other
Chicago State University	15	4 <sup>1</sup>	3 <sup>7</sup>	3 <sup>8</sup>	3 <sup>12</sup>	2 foreign language, music, vocational education, or art *
Eastern Illinois University	15	4 <sup>1</sup>	3 <sup>4</sup>	3 <sup>8</sup>	3	2 years of academic or vocational electives
Governors State University	15	4 <sup>1</sup>	2	3 <sup>10</sup>	2	2 years of one foreign language or fine arts; and 2 years of electives
Illinois State University	15	4	2	3 <sup>10</sup>	2	2 years of one foreign language or fine arts; and 2 years of electives.
Northeastern Illinois University	15	4 <sup>1</sup>	3 <sup>4</sup>	3 <sup>8</sup>	3	2 years of foreign language (FL), or 2 years of fine arts (FA) or a combination of 1 year FA/FL and 1 year of vocational education.
Northern Illinois University	15	4 <sup>2</sup>	3 <sup>5</sup>	3 <sup>8</sup>	3 <sup>13</sup>	2 units (one must be foreign language, art, or music); Up to three units of the required fifteen units may be distributed throughout any of the five categories of course work. Vocational education may satisfy up to three of the units.
Southern Illinois University, Carbondale	15 or 16	4 <sup>1</sup>	3 <sup>7</sup>	3 or 4 <sup>13</sup>	3 <sup>12</sup>	2 years of electives in foreign language, art, fine arts, music or vocational education; if a foreign language is taken, it must include two semesters of the same language.
Southern Illinois University, Edwardsville	15	4 <sup>1</sup>	3 <sup>4</sup>	3 <sup>10</sup>	3	2 years chosen from foreign language, music, the visual arts, theatre, dance and/or vocational education.
University of Illinois at Chicago	16	4	3	3	3	2 years of foreign language (recommended); 1 year of electives.
University of Illinois at Springfield	15	4 <sup>2</sup>	3 <sup>5</sup>	3 <sup>10</sup>	3 <sup>12</sup>	2 years of one foreign language or 2 years of fine arts, selected from art, music, dance and theatre are required.
University of Illinois at Urbana-Champaign	15/15.5	4 <sup>2</sup>	2 <sup>7</sup>	3 or 3.5 <sup>11</sup>	2 <sup>12</sup>	2 years of one foreign language are required; and 2 years (flexible academic units) from any of the five subject categories. Approved art, music, or vocational education courses may be counted in the flexible academic units category.
Western Illinois University	15	4 <sup>1</sup>	3 <sup>4</sup>	3 <sup>8</sup>	3	2 years of foreign language, music, vocational education, art, theatre, film, religion, philosophy, speech or journalism+

## NOTES:

+ Suggested electives - includes other academic courses.

1) Emphasizing written and oral communication and literature.

2) Three units of English must be courses emphasizing written and oral communication and literature.

3) Studies in language, composition, and literature requiring practice in expository writing in all such work. Coursework should emphasize reading, writing, speaking, and listening.

4) Emphasize history and government.

5) One unit must be U.S. history or a combination of U.S. history and government.

6) At least 2 years of history and/or government, other acceptable subjects are anthropology, economics, geography, psychology, and sociology.

7) History and government are preferred. Additional acceptable social studies include anthropology, economics, geography, philosophy, political science, psychology, and sociology.

8) Introductory through advanced algebra, geometry, trigonometry, or fundamentals of computer programming.

9) College preparatory mathematics, including one year of geometry and one year of advanced algebra and/or trigonometry.

10) Algebra I & II, and a proof-based geometry course. A fourth unit is highly recommended: trigonometry and pre-calculus, or statistics, depending on the student's area of interest.

11) Algebra, geometry, advanced algebra, trigonometry. Typically, such courses as career/occupational mathematics, consumer mathematics, applied business

mathematics, pre-algebra, and computer courses are not acceptable. 3.5 years of mathematics including trigonometry are required in the following curricula: Agricultural, Consumer and Environmental Sciences - agricultural engineering; Business - all curricula; Engineering - all curricula; Fine and Applied Arts - architectural studies; Liberal Arts and Sciences-specialized curricula in biochemistry, chemical engineering, chemistry, geology, and physics.

12) Laboratory courses in biology, chemistry, or physics are preferred. Laboratory courses in astronomy and geology are also acceptable. General science will not be acceptable.

13) Two units must be courses in the physical or biological sciences. One unit must be a laboratory science.

## Foreign Language Requirements for Admission and Graduation

	Foreign Language Requirement for Admission	Foreign Language Requirement for Graduation
Chicago State University	Not required	All programs – 6 hours of college language (can be met by assessment/proficiency test or college level courses only)
Eastern Illinois University	Not required, 2 years recommended	2 semesters of college language (can be met by 2 years of single foreign language in high school with "C" or better average)
Governors State University	2 years of one foreign language or 2 years of fine arts	Not required
Illinois State University	2 years of one foreign language or 2 years of fine arts	College of Arts and Sciences - 2 semesters of college language (can be met by successful completion of 3 years of same foreign language in high school). American Sign Language may be used to fulfill this requirement by transfer credit or by proficiency. Bachelor of Arts – 3 semesters of college language (may be met by proficiency test or college level courses only)
Northeastern Illinois University	Not required	Not required
Northern Illinois University	Humanities: 2 years of foreign language or combination of language, art, music, theatre	Bachelor of Arts - 2 years of one foreign language at the college level (can be met by 4 years of one foreign language in high school with "C" or greater in each course)
Southern Illinois University, Carbondale	Not required; used toward fulfillment of 2 year elective requirement. Must include two semesters of the same language.	College of Liberal Arts - one year (2 courses) of college language (met by college coursework or exam only) some degrees in College of Liberal Arts are exempt
Southern Illinois University, Edwardsville	Not required – 2 years recommended	Bachelor of Arts – college language required (met by college level coursework only)
University of Illinois at Chicago	Not required – 2 years recommended	College of Business Administration: 2 semesters at collegiate level; can be waived with 2 years at the high school level or if student's native language is not English  All programs in the College of Liberal Arts and Sciences, Urban Planning and Public Affairs, as well as the Public Health, and Art History: 4 semesters at the collegiate level
University of Illinois at Springfield	2 years of one foreign language OR 2 years of fine arts	Honors students must have 2 years of one language
University of Illinois at Urbana-Champaign	2 years of one language required. 4 years recommended	Colleges of Business and Liberal Arts and Sciences: up to the 4th collegiate level of foreign language (can be met by 4 years of one high school foreign language)  All other colleges - up to the 3rd collegiate level (can be met by 3 years of one high school foreign language)
Western Illinois University	Not required	Selected majors - bi-cultural, bi-lingual education, foreign language, and biology (can be met by 2 years of high school foreign language)

## Comparative Undergraduate Admission Information

### Admission as a Freshman

The standardized test score, GPA and class rank middle 50% ranges of the entering freshman class of 2017 show that admission standards vary across the twelve universities. Note that since a holistic approach\*\* is used in the admission review process, having standardized test scores, GPA, and class rank within the entering freshman profile does not guarantee admission.

	ACT middle 50%	SAT middle 50% (M+CR only)	GPA	HSPR		ACT middle 50%	SAT middle 50% (M+CR only)	GPA	HSPR
CSU	19	*	3.1	71.5	SIUC	19-25	*	2.62-3.60	38-80%
EIU	18-24	*	2.69-3.43	*	SIUE	20-26	* 1020-1260	*	47-85%
GSU	19	*	2.88	*	UIC	21-27	1090-1300	3.1-3.7	73-92%
ISU	21-26	1080-1270	3.08-3.80	*	UIS	19-25	980-1230	2.91-3.80	49-85%
NEIU**	16-36	860-1600	**	N/A	UIUC	27-33	1360-1480	3.37-3.89 UW	No longer calculated
NIU	19-25	*	2.86-3.71	46-80%	WIU	18-23	940-1130	2.54-3.35	Top 40%

## Priority Filing Dates and Deadlines For 2018 Freshmen

Students are encouraged to file their application as early as possible in fall of the senior year. Submit an official transcript including senior courses in progress, class size and rank with the application. The state universities of Illinois will continue to consider applications as long as space exists.

Applications with all required credentials should be received during the following application periods:

	Term	Application Available	Priority Filing / Early Action Date	Final Application Deadline	Decision Notification	Application Fee
Chicago State University	Spring	May 1	November 16	As space permits	Rolling	\$25
	Summer I	June 1	May 1			
	Summer II		June 1			
	Fall		July 15			
Eastern Illinois University	Spring	January 15	N/A	As space permits	Rolling	\$30*
	Summer	June 1	October 15			
	Fall	June 1	October 15			
Governors State University	Fall	September 1	November 1	April 1	Rolling	\$25
Illinois State University	Spring	April 1	August 1	November 1	Rolling; if applied by November 15, decision no later than December 31	\$50
	Summer	September 1	November 15	April 1		
	Fall	September 1	November 15	April 1		
Northeastern Illinois University	Spring		N/A	November 1	Rolling	\$30
	Summer I			April 1		
	Summer II			May 1		
	Fall			July 15		
Northern Illinois University	Spring	May 1	November 1	December 1	Rolling	\$40
	Summer	July 1	December 1	May 15		
	Fall	July 1	December 1	August 1		
Southern Illinois University, Carbondale	Spring	February 1	November 1	December 1	Rolling	\$40
	Summer	June 1	December 1	May 1		
	Fall	June 1	December 1	May 1		
Southern Illinois University, Edwardsville	Spring	One year prior to term	N/A	December 8	Rolling	\$40
	Summer	One year prior to term	N/A	April 27		
	Fall	June 1 (prior to senior year)	December 1	May 1		
University of Illinois at Chicago	Fall	August 1	November 1 (Early Action)	January 15	EA: December 1 Regular: Rolling	\$60 (domestic) \$70 (international)
University of Illinois at Springfield	Fall	August 1	May 1	As space permits	Rolling	\$50 (domestic) \$60 (international)
	Spring	January 1	N/A			
University of Illinois at Urbana-Champaign	Fall	August 30	November 1 (Early Action)	December 1	EA: December 15 Final: February 2	\$50 (domestic) \$75 (international)
Western Illinois University	Fall	August 1 (2017)	December 1	August 1 (2018)	Rolling	\$30
	Spring		N/A			

## Admission as a Transfer

Admission as a transfer student to one of the state universities of Illinois is based primarily on grade point average for all previous college work and meeting the minimum number of credit hours.

Students with the Illinois Articulation Initiative (IAI) General Education Core Curriculum (GECC) verified on their transcript from any Illinois Public Universities will have met the University general education requirement.

	Minimum Semester Hours (semester hours x 1.5 req'd)	Minimum Cumulative GPA (A = 4.00)
CSU	24	2.0
EIU	24	2.0
G8U	24	2.0
ISU	24 <sup>1</sup>	2.0 <sup>2</sup>
NEIU	24 <sup>3</sup>	2.0
SIUC	26	2.0
SIUE	30	2.0
UIC	24 <sup>3</sup>	2.5 <sup>4</sup>
UIS	30	2.0
UIUCA <sup>5</sup>	12	2.5
WIU	24	2.0 <sup>1,4,*</sup>

1) AA courses based on theoretical/analytical courses from a community college in Illinois generally are considered to have junior status and have met lower-division general education requirements.

2) Prerequisite coursework is reviewed as a factor for admission.

3) Transfer admission is competitive. Some programs require a higher GPA than the stated minimum.

4) The schedule on which applications will be reviewed provides for competitive admission on a space available basis.

5) Students with fewer credit hours than the posted minimum may need to submit additional materials for review, such as ACT or SAT scores and/or high school transcripts.

## When to Apply for Transfer Admission

Applications should be filed as early as possible. This allows the university adequate time to process the application and give maximum consideration to credentials.

Illinois Public Universities will continue to consider applications as long as space exists. Applications with all required credentials should be received during the following application periods:

	Application Period Begins	Application Period Ends
CSU	Consult university	Consult university
EIU	One year in advance of desired entry date	Consult university
G8U	Consult university	Consult university
ISU	Summer/Fall: September 1 Spring: April 1	Summer/Fall: May 1, or as space exists Spring: November 1, or as space exists
NEIU	One year in advance of desired entry date	Fall: July 15; Spring: Nov 1; Summer: April 1
NIU	Spring 2018: May 1, 2017 Fall 2018: July 1, 2017	Spring 2018: December 1, Fall 2018: August 1, 2018
SIUC	One year in advance of desired entry date	Consult university
SIUE	One year prior to term of entry	4 weeks prior to the start of the term
UIC	Fall: August 1 Spring: May 15	Fall: April 2 Spring: October 18
UIS	A year in advance of entry term	Prefer 1 month prior to start of entry term
UIUC	Spring: August 30 Fall: December 15	Spring: October 15, Fall: March 1
WIU	One year in advance of desired entry date	Fall: August 1 Spring: December 1

**2019-2020 COURSE SELECTION FORM**

Circle High School:    NCHS        NCWHS

PLEASE PRINT LEGIBLY

Student's Name: \_\_\_\_\_ Current Grade: \_\_\_\_\_

\*\*Each student must make seven requests per semester; one may be a study hall.

	Course #	Course Title
<b>1<sup>st</sup> Semester</b>	1	
	2	
	3	
	4	
	5	
	6	
	7	
<b>2<sup>nd</sup> Semester</b>	1	
	2	
	3	
	4	
	5	
	6	
	7	

**ZERO HOUR OPTION:** Students who elect to take a zero hour class will finish their day after their 7<sup>th</sup> hour class. A student may take **no more** than seven (7) classes. Parents and/or guardians are responsible for transporting to and from school any child who has elected to take a zero hour class. **Bus transportation will not be provided.**

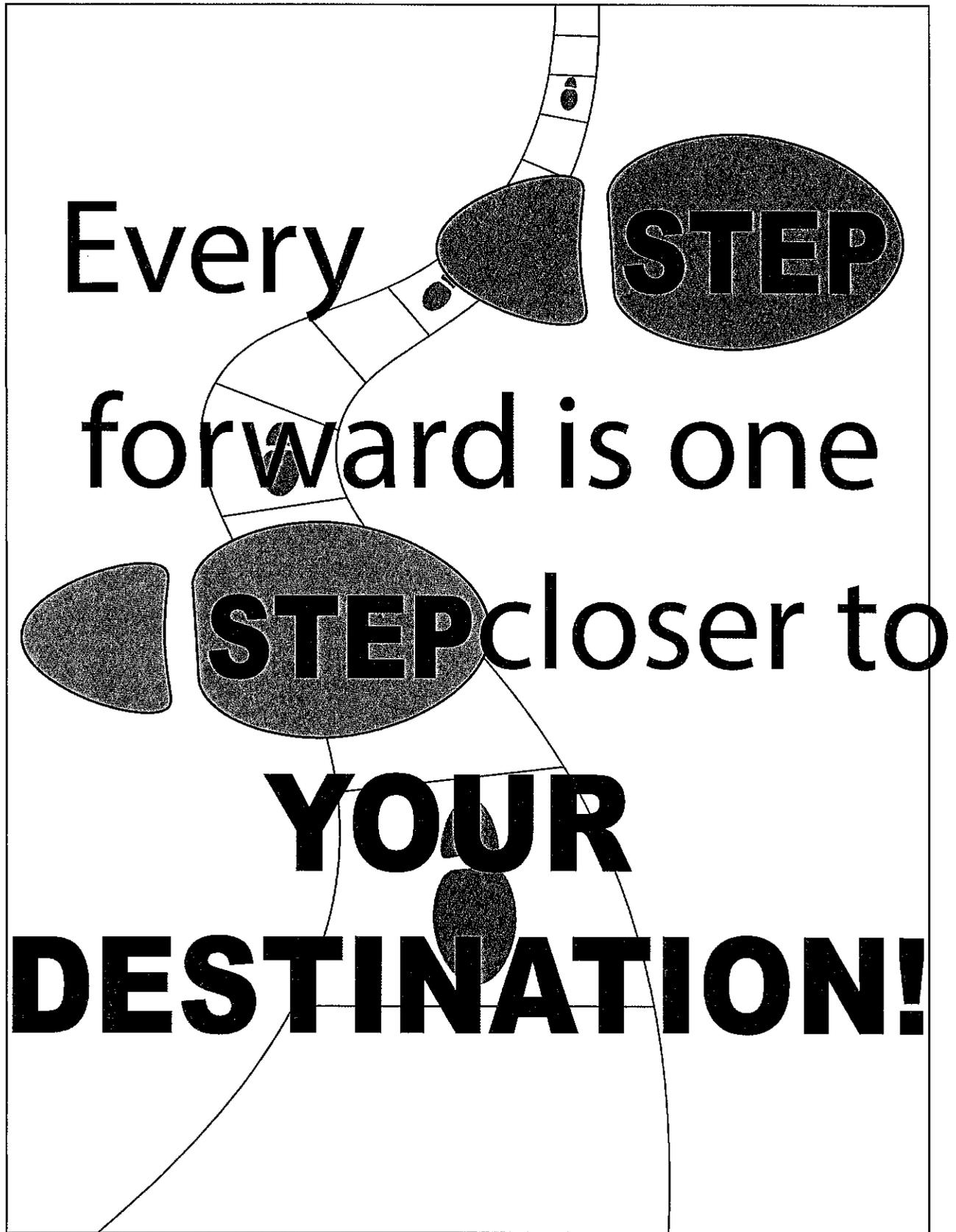
**ANTICIPATED CAREER** \_\_\_\_\_

**PARENTS:** Please review the courses requested for next year. Courses should be selected to meet your child's graduation requirements, and to prepare for future occupational plans. If you have questions, please contact the counseling department for your school:

NCHS 557-4644 · NCWHS 557-4969 · CJHS 557-4850 · EJHS 557-4694 · KJHS 557-4899 · PJHS 557-4790

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date



Every

**STEP**

forward is one

**STEP**

closer to

**YOUR**

**DESTINATION!**