



**REGULAR MEETING OF THE BOARD OF EDUCATION**

**Tuesday, December 17, 2024**

**6:30 PM**

**MEETING LOCATION:**

**MT. ZION C.U.S.D. #3 DISTRICT OFFICE- 1595 W. MAIN ST., MT ZION, IL 62549**



**AGENDA**

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1. CALL TO ORDER (ROLL CALL VOTE)
  2. PLEDGE OF ALLEGIANCE
  3. REGULAR MEETING MINUTES OF NOVEMBER 19, 2024 (ROLL CALL VOTE)
  4. VISITOR AND STAFF COMMUNICATIONS
    - A. VISITOR COMMUNICATIONS (INFORMATION ONLY)
    - B. STAFF COMMUNICATIONS (INFORMATION ONLY)
  5. EDUCATION
    - A. FIRST READING-2025-2026 HIGH SCHOOL STUDENT COURSE PLANING HANDBOOK CHANGES (ROLL CALL VOTE)
    - B. ADOPTION OF POLICIES 4:150 AND 5:220 (ROLL CALL VOTE)
  6. FINANCIAL
    - A. FUND WARRANTS (ROLL CALL VOTE)
    - B. TREASURER'S REPORT (ROLL CALL VOTE)
    - C. RESOLUTION ABATING THE TAXES HERETOFORE LEVIED FOR THE YEAR 2024 TO PAY DEBT SERVICE ON THE TAXABLE GENERAL OBLIGATION REFUNDING SCHOOL BONDS (ALTERNATIVE REVENUE SOURCE) SERIES 2020 OF THE DISTRICT (ROLL CALL VOTE)
    - D. RESOLUTION ABATING TAXES HERETOFORE LEVIED FOR THE YEAR 2024 TO PAY DEBT SERVICE ON TAXABLE GENERAL OBLIGATION REFUNDING SCHOOLS BONDS, SERIES 2021, OF THE DISTRICT. (ROLL CALL VOTE)
    - E. ANNUAL TAX LEVY HEARING AND ADOPTION (ROLL CALL VOTE)
  7. EXECUTIVE SESSION (ROLL CALL VOTE)
    - A. FOR THE PURPOSE OF DISCUSSING THE APPOINTMENT, EMPLOYMENT, COMPENSATION, DISCIPLINE, PERFORMANCE, OR DISMISSAL OF A SPECIFIC EMPLOYEE OR OFFICE OF THE PUBLIC BODY
  8. RETURN TO OPEN SESSION (ROLL CALL VOTE)
  9. PERSONNEL (ROLL CALL VOTE)
  10. GENERAL DISCUSSION (INFORMATION ONLY)
  11. NEXT BOARD MEETING: TUESDAY, JANUARY 21, 2025, 6:30 P.M.; (INFORMATION ONLY)  
(3RD TUESDAY IN JANUARY, MT ZION C.U.S.D. #3 DISTRICT OFFICE  
1595 W. MAIN ST., MT. ZION, IL 62549)
  12. ADJOURNMENT (ROLL CALL VOTE)
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**MT. ZION COMMUNITY UNIT SCHOOL DISTRICT #3  
REGULAR MEETING OF THE BOARD OF EDUCATION  
November 19, 2024**

President Jeffrey Sams called the meeting to order at 6:30 p.m.	<b>CALL TO ORDER</b>
Board members present were: Jeffrey Sams, Regan Deering, Michelle Shumaker, Kyle Janvrin, Kent Newton, and Kristi Niles. Nathan Brock was absent.	<b>ROLL CALL</b>
Administration present consisted of: Dr. Travis R. Roundcount, Superintendent of Schools; Brian Rhoades, Associate Superintendent; Justin Johnson, Mt Zion High School Principal; Randy Thacker, Mt. Zion Intermediate School Principal; Gary Gruen, Mt Zion Grade School Principal; Heather Ethell, Mt Zion McGaughey Principal; Billy Rockey, Curriculum and Technology Director; and Renea Smith, Special Education Administrator.	<b>ADMINISTRATION PRESENT</b>
The Pledge of Allegiance was cited by those present and led by Kam Miller and Adalynn Thorp; both 5 <sup>th</sup> graders from Mrs. Minton's 5 <sup>th</sup> grade class.	<b>PLEDGE OF ALLEGIANCE</b>
Michelle Shumaker introduced a motion to approve the Regular and Executive Meeting minutes of November 19, 2024. Seconded: Kyle Janvrin. Roll Call: Michelle Shumaker, Regan Deering, Kyle Janvrin, Kent Newton, Kristi Niles, and Jeffrey Sams yea. Motion carried: 6-0. (See Book of Attachments.)	<b>REGULAR MEETING MINUTES</b>
There were no visitor communications.	<b>VISITOR COMMUNICATIONS</b>
<p><u>Dr Roundcount:</u></p> <ul style="list-style-type: none"> <li>• Thanked the School Board members for all they do</li> <li>• Mentioned that the website now has a new look to it</li> <li>• Mentioned that the March school board meeting is set during spring break. Dr Roundcount asked that the board members let him know if they would prefer to move it to the week before or the week after the break.</li> <li>• The new scoreboard/video board in the high school came from \$125,000 donations.</li> <li>• Soon there will be an ELA position and 3 teaching positions posted for the district due to retirement</li> <li>• An update was given regarding the gym floor at Grade. The black lines need corrected and a new coat put on. Originally the thought was to have it done in 3 days but 7 days will be needed. Due to it taking a longer time than planned, lines may be added for students to play 4-square as well as dots placed on the floor for bowling.</li> <li>• Dr Roundcount recognized Randy Thacker for earning the Abe Lincoln Region Award for outstanding Elementary Principal.</li> </ul>	<b>STAFF COMMUNICATIONS</b>
Kristi Niles presented a motion to approve the District and School Improvement Plans for the Mt. Zion School District as required by the Illinois State Board of Education. Seconded: Michelle Shumaker. Roll Call: Michelle Shumaker, Regan Deering, Kyle Janvrin, Kent Newton, Kristi Niles, and Jeffrey Sams, yea. Motion carried: 6-0. (See Book of Attachment.)	<b>DISTRICT REPORT CARDS AND IMPROVEMENT PLANS</b>
Regan Deering presented a motion to approve the First Reading of Policy 4:150 related to Operational Services – Facility Management and Building Programs. Seconded: Michelle Shumaker. Roll Call: Regan Deering, Kyle Janvrin, Kent Newton, Kristi Niles, Jeffrey Sams, and Michelle Shumaker, yea. Motion carried: 6-0. (See Book of Attachments.)	<b>1<sup>ST</sup> READING: POLICY 4:150</b>
Michelle Shumaker presented a motion to approve payment of the enclosed list of Fund Warrants and Quick Pays. Seconded: Kristi Niles. Roll Call: Kyle Janvrin, Kent Newton, Kristi Niles, Jeffrey Sams, Michelle Shumaker, and Regan Deering, yea. Motion carried 6-0. (See Book of Attachments.)	<b>FUND WARRANTS</b>

<p>Kristi Niles presented a motion that the attached Financial Treasure’s Report be accepted and filed for audit. Seconded: Michelle Shumaker. Roll Call: Kent Newton, Kristi Niles, Jeffrey Sams, Michelle Shumaker, Regan Deering, and Kyle Janvrin, yea. Motion carried 6-0. (See Book of Attachments.)</p>	<p><b>FINANCIAL TREASURE’S REPORT</b></p>
<p>Regan Deering presented a motion to approve the Risk Management Program as a guide for the expenditures from the 2024 Tort Fund levy. Seconded: Kyle Janvrin. Roll Call: Kristi Niles, Jeffrey Sams, Michelle Shumaker, Regan Deering, Kyle Janvrin, and Kent Newton, yea. Motion carried 6-0. (See Book of Attachments.)</p>	<p><b>RISK MANAGEMENT PROGRAM</b></p>
<p>Michelle Shumaker presented a motion to approve the estimated amount of property tax necessary to be levied for the calendar year 2025 as outlined in the chart on the following page. Seconded: Kristi Niles. Roll Call: Jeffrey Sams, Michelle Shumaker, Kyle Janvrin, Kent Newton, and Kristi Niles, yea. Regan Deering, Nay. Motion carried 5-1. (See Book of Attachments.)</p>	<p><b>ESTIMATED TAX LEVY ADOPTION</b></p>
<p>Kristi Niles presented a motion to authorize the administration to award the bid for the Mt. Zion Junior High/High School Science Lab Project to O’Shea as the Construction Manager for a guaranteed maximum price of \$1,899,699, per the bid documents. Seconded: Kent Newton. Roll Call: Michelle Shumaker, Regan Deering, Kyle Janvrin, Kent Newton, Kristi Niles, and Jeffrey Sams, yea. Motion carried 6-0. (See Book of Attachments.)</p>	<p><b>BID AWARD FOR THE MT. ZION JH/HS SCIENCE LAB PROJECT</b></p>
<p>Regan Deering presented the motion that the firm of 20/20 Forensic Accounting be approved as the Mt. Zion School District Forensic Auditor per the attached proposal. Seconded: Michelle Shumaker. Roll Call: Michelle Shumaker, Regan Deering, Kyle Janvrin, Kent Newton, Kristi Niles, and Jeffrey Sams, yea. Motion carried 6-0. (See Book of Attachments.)</p>	<p><b>FORENSIC AUDITOR</b></p>
<p>There was no executive session.</p>	<p><b>EXECUTIVE SESSION</b></p>
<p>Kent Newton presented a motion to consider terminating Darcie Hayes, Food Service Director. Seconded: Michelle Shumaker. Roll Call: Kent Newton, Kristi Niles, Jeffrey Sams, Michelle Shumaker, Regan Deering, and Kyle Janvrin, yea. Motion carried 6-0. (See Book of Attachments)</p> <p>Regan Deering presented a motion to approve the following personnel-related items as outlined below, pending a drug test and background check for new employees. Seconded: Michelle Shumaker. Roll Call: Kristi Niles, Jeffrey Sams, Michelle Shumaker, Regan Deering, Kyle Janvrin, and Kent Newton, yea. Motion carried 6-0. (See Book of Attachments.)</p>	<p><b>PERSONNEL: AS PRESENTED</b></p>

**Memorandum**

**TO:** BOARD OF EDUCATION  
**FROM:** TRAVIS R. ROUNDABOUT  
**DATE:** NOVEMBER 13, 2024  
**RE:** PERSONNEL

**ADMINISTRATIVE RECOMMENDATION:**

To approve the following personnel as outlined below, pending a drug test and background check for new employees.

**EMPLOYMENT:**

Logan Hutton Mt. Zion High School	Braves TV Sponsor 45% split with Blake Faith Effective: October 22, 2024
Blake Faith Mt Zion, High School	Braves TV Sponsor reducing 100% stipend to 55% Effective: October 22, 2024
Shawna Lynch Mt Zion Grade School	Food Service Cashier Effective: November 19, 2024

**EMPLOYMENT OF SUB TEACHERS (effective November 18, 2024):**

Brittany Brandt	Griffin Hawkins	Bree Kessel	Elisse Nibbelin
Lisa Rasche	MaKenzee Velchek	Tyler Henderson	Dustin Piercy

**LEAVE OF ABSENCE:**

Katie Henderson Mt Zion Grade School	Requesting Dock Days Effective: October 15, 2024 thru October 18, 2024
Ina Brown Mt Zion High School	Requesting Dock Days Effective October 28, 2024 thru November 1, 2024
Sadie Stambaugh Mt. Zion Grade School	Requesting FMLA Effective: On or around February 7, 2025 for 12 weeks

**APPOINTMENT:**

Cody Cannon Mt Zion High School	Increasing Stipend Percent for High School Wrestling Coach Effective: November 11, 2024
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<ul style="list-style-type: none"> <li>• Kent Newton spoke regarding the report card process. Discussion took place regarding how this can be affectively monitored.</li> <li>• Regan Deering relayed the monthly IASB information, including school board elections, webinars, and resources that are available to new board members.</li> <li>• Kyle Janvrin asked about police escorts for sports and when it should be allowed.</li> <li>• Michelle Shumaker read a thank you card from John and Melissa Larrison for flowers that were sent to the family.</li> </ul>	<p><b>GERNERAL DISCUSSION</b></p>
<p>Jeffrey Sams announced Tuesday, December 17, 2024, 6:30 p. m. as the next regular meeting of the Board of Education, to be held at the Mt. Zion, C.U.S.D. #3 District Office, 1595 W. Main St., Mt. Zion, IL 62549</p>	<p><b>NEXT REGULAR MEETING</b></p>
<p>Kristi Niles introduced a motion to adjourn the Board of Education Meeting at 7:33 p.m. Seconded: Michelle Shumaker. Roll Call: Jeffrey Sams, Michelle Shumaker, Regan Deering, Kyle Janvrin, Kent Newton, and Kristi Niles, yea. Motion carried 6-0. (See Book of Attachments.)</p>	<p><b>ADJOURNMENT</b></p>
<p>Jeffrey Sams, Board President Mt. Zion Board of Education</p>	<p>Michelle Shumaker, Secretary Mt. Zion Board of Education</p>

## Memorandum

**TO:** BOARD OF EDUCATION  
**FROM:** TRAVIS R. ROUNDABOUT  
**DATE:** DECEMBER 11, 2024  
**RE:** FIRST READING - 2025-2026 HIGH SCHOOL STUDENT COURSE  
PLANNING HANDBOOK CHANGES

**Administrative recommendation:** to approve the First Reading of the recommended changes to the 2025-2026 High School Student Course Planning Handbook as presented.

**Comments:** Recommended changes are indicated in the attached document from High School Principal, Justin Johnson. If this handbook is approved, the Guidance Department will begin registering students for the 2025-2026 school year during the second semester.

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Enclosure

## 25-26 Course Handbook Suggestions

<u>New Courses</u>		
New Course	Changes:	Rationale
<p>Early Graduation</p> <p>Pg 3, 83</p>	<p>Include Following Language:</p> <p style="text-align: center;"><b><u>Early Graduation</u></b></p> <p>Students that are on track to meet all graduation requirements may apply for early graduation. Students may graduate at the conclusion of Junior year or at the end of 1<sup>st</sup> semester of Senior Year. Students applying for early graduation must meet all graduation requirements and submit the Early Graduation Request Form (pg 78) by September 15<sup>th</sup> prior to the early graduation date.</p> <p>*Students that graduate early are no longer considered to be enrolled at Mt. Zion High School and therefore are not able to participate in extracurricular events following early graduation date, excluding the following events: Graduation Ceremony and Project Graduation.</p>	<ol style="list-style-type: none"> <li>1. Clarifying procedures and documents that are currently being used.</li> <li>2. Providing information to all students who are interested in potentially graduating early.</li> </ol>
<p>Advanced Graphic Design</p>	<p>Proposed NEW COURSE</p> <p>Grades: 10, 11, and 12</p>	<ol style="list-style-type: none"> <li>1. This course would serve the students that have a higher interest</li> </ol>

<p>ISBE Course: Digital Graphics</p> <p>Pg 11, 27, 29</p>	<p>Prerequisite: Introduction to Graphic Design</p> <p>This would be the course Description:</p> <p>Digital Graphics course provides students with the opportunity to use the computer to produce visual imagery and to apply graphic techniques to various fields, such as advertising and TV/video. The course will include investigations of how technology influences the creation of graphic and digital designs and study historical and contemporary visual communications design. Students will learn new programs including Adobe Illustrator and Adobe Indesign as well as learn more advanced techniques and tools. Course topics include concept design, layout, animation, and image retouching, creating from scratch vs editing an existing design. Course will also cover various careers that can be taken on in the field and base projects around them.</p>	<p>in graphic design as a career or personal interest.</p> <ol style="list-style-type: none"> <li>2. This course would give students a chance to dig deeper into the adobe product suite (which we already have access to) and learn more advanced tools and functions.</li> <li>3. The course would focus on projects that are related to various careers and topics in the graphic design world.</li> <li>4. This would be an added CTE course</li> </ol>
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**Updated Courses**

<b>Course</b>	<b>Changes:</b>	<b>Rationale:</b>
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<p>Retail Marketing (Marketing in Advertising and Retail Concepts)</p> <p>PG 11, 20, 23</p>	<p>NAME CHANGE to Marketing in Advertising and Retail concepts</p> <p>Adjust the course description to:</p> <p>This course is designed to educate students about various areas of advertising and retail marketing. The course will cover advertising design with an emphasis on applying the fundamental processes of artistic expression used in the fields of advertising and commercial art for the purpose of visual communication. This course will offer experiences in generating advertisements, commercial art, logos, executing layouts, illustrations, displays, lettering, and works with a variety of media. This course will also cover marketing principles and concepts related to the provision of goods or services and how they are marketed to the consumer, emphasizing store operation, advertisement and display of goods (store fronts and promotional displays). This course will cover how business management and ownership (entrepreneurship) work with these principles.</p>	<ol style="list-style-type: none"> <li>1. This new name will describe more accurately the focus of the course as well as draw more student interest in the course.</li> <li>2. The new course description alters the focus of the course just slightly in order to focus on topics that drive more student interest and engagement. This will also drive the course to be more of a projects based learning course.</li> </ol>
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<p>Computer &amp; Digital Graphics</p> <p>Pg 11, 27, 29</p>	<p>Name Change to “Introduction to Graphic Design”</p> <p>Change the course Description (changes are highlighted):</p> <p>This course is designed for those students who are interested in Graphic Design. It will introduce students to the world of graphic arts using various design programs including Canva and Adobe Photoshop . Throughout the course, students will learn about the principles of design as well as work directly with a computer in order to develop the basic ideas behind graphic arts and design. Basic designing and techniques will be developed. Students will learn how to use the software for image editing, and creation.</p>	<ol style="list-style-type: none"> <li>1. This updated course name will let students know that the course covers beginning topics in graphic design.</li> <li>2. The updated course description more closely describes the current curriculum.</li> <li>3. This will remain a CTE course.</li> </ol>
<p><b>Textiles &amp; Design</b></p> <p>Pg 12, 38</p>	<p><u>TEXTILES &amp; DESIGN</u>  Level 9, 10, 11, 12  1/2 credit Semester Course  <u>Prerequisite:</u> none  <u>Aim of Course:</u> This course provides students with opportunities to develop knowledge and understanding of textiles, fashions, and fabrics. Students will explore style, textile fabrication, fashion history, color and shape theory, wardrobe planning, and clothing construction.</p>	<ol style="list-style-type: none"> <li>1. Reduce class to a semester length instead of a year</li> <li>2. The class is hard for students to fit into their schedules. Reducing the length of the class will allow more students to take the class.</li> <li>3. This will also allow for students who are very interested in the class to move on to</li> </ol>

	<p><u>Course Description:</u> This course will provide basic knowledge and understanding of the design, development, and production of textile products. Students will operate sewing equipment as they construct basic sewing projects. This hands-on, project-based course includes: discovery of fiber characteristics, historic clothing design, sales promotion, fabric construction methods, elements of science and design in textiles and apparel, and basic construction skills used in apparel industries. Career and industry trends in textiles are emphasized. Students will have a class fee for the purchase of materials.</p>	<p>the advanced textiles class sooner.</p>
<p>Advanced Textiles &amp; Design Pg 12, 38</p>	<p><u>ADVANCED TEXTILES &amp; DESIGN</u> Level 9, 10, 11, 12 1/2 credit Semester Course <u>Prerequisite:</u> Completion of Textiles &amp; Design and teacher recommendation. <u>Aim of Course:</u> Clothing construction skills; color and shape theory; textile fabrication skills; and fashion merchandising knowledge will be expanded. Construction techniques will become increasingly difficult. The students will study a variety of fabrications such</p>	<ol style="list-style-type: none"> <li>1. Reduce class to a semester length instead of a year -- keeping the option to take it over and over for a grade and if they desire, they could take the class for a whole year (or multiple years).</li> <li>2. The class is hard for students to fit into their schedules. Reducing the length of the class will allow more students to take the class.</li> </ol>

	<p>as, plaids, patterns, French seams, and invisible zippers, among others.</p> <p><u>Course Description:</u> This project-based course focuses on the implementation and recognition of design principles in selecting, constructing, altering, and remodeling textile products. Project management skills, including efficient use of time, materials, technique, and tools are incorporated throughout the course.</p> <p>Topics include: engineered fabric constructions; fiber and textile trends; color theory; principles of design; fabric finishes; industry construction techniques; use of industry tools, equipment, and terminology; knowledge of resources and vendors; research and evaluation of textiles products for special needs populations; impacts of technology; construction, alteration and re-design skills; and simple flat pattern and recognition. Students will be required to purchase their own supplies and materials.</p>	
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<p>Child Care (Previously Parenting)</p> <p>Pg 12, 36, 40</p>	<p><u>Level: 9,10,11,12</u>  <u>Length: Semester</u>  <u>Weighted: n/a</u>  <u>Prerequisite: none</u>  <u>Aim of Course:</u> Provide students with knowledge about physical, mental, emotional, and social growth and development of children from birth through pre-school age.</p> <p><u>Course Description:</u> Main topics include the fundamentals of working with infants, toddlers, and older children; providing healthy environments; evaluating child care settings; and examining the practices, regulations, and opportunities in the child care industry. Students will research various learning theories; development activities/lesson plans; operations of a child care center; recognition of childhood diseases, abuse, and neglect, and first aid/emergency training.</p>	<p>1. Updated the Parenting course description/name to more accurately describe our course.</p>
<p>Child Development &amp; Parenting (previously Child Development)</p> <p>Pg 12, 36, 38</p>	<p><u>Level: 9,10,11,12</u>  <u>Length: Semester</u>  <u>Weighted: n/a</u>  <u>Prerequisite: none</u>  <u>Aim of Course:</u> Provide students with knowledge about family systems and relationships and information about how parents can address the physical, mental, emotional, and social growth</p>	<p>1. Updated the Child Development course description/name to more accurately describe course.</p>

	<p>and development of children from conception to adolescence. In addition, these courses help students discover how parents should respond to the various stages of childhood.</p> <p><u>Course Description:</u> This course includes topics such as prenatal development and birth processes, responsibilities and difficulties of parenthood, family structures, societal and cultural influences, fundamentals of children’s emotional and physical development, and the appropriate care of infants, toddlers, and young and school-aged children. This course will also cover topics specific to teen parenting and students will be required to complete the Baby Think it Over Project.</p>	
<p>Music Theory Pg 12, 42, 45</p>	<p>Split Music Theory into two semester long courses. Music Theory 1 and Music Theory 2. Prerequisite to Music Theory 2 would be to have taken Music Theory 1.</p>	<ol style="list-style-type: none"> <li>1. Separating Music Theory into semesters may provide more flexibility in the course attracting enough students to be held.</li> <li>2. Creating two sections allows for more development of skills</li> </ol>

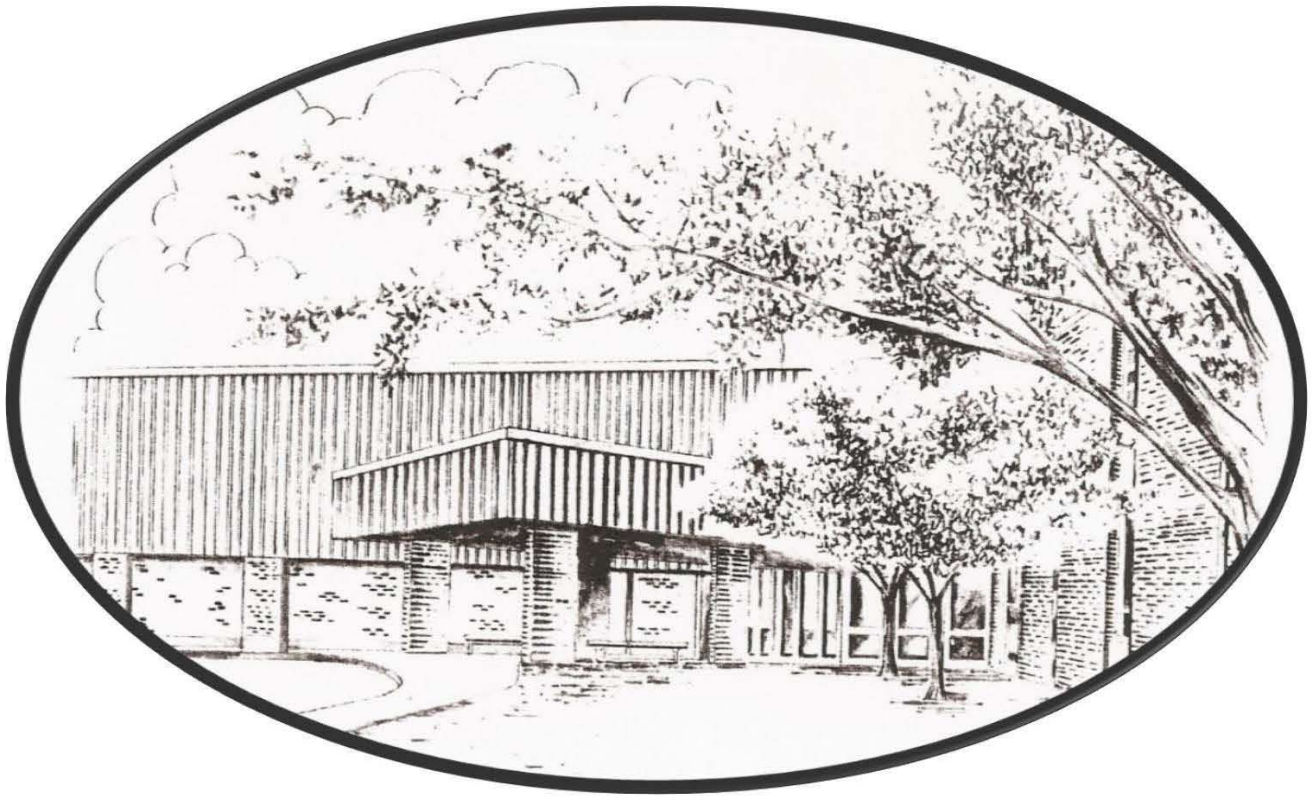
<p>Physical Science Applications in Agriculture</p> <p>Pg 14, 15, 16, 63, 64, 66</p>	<p>Changing name to Environmental Science</p> <p>Course Description: This course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration, and reinforcement of academic concepts.</p>	<ol style="list-style-type: none"> <li>1. The suggested changes will allow for this class to qualify for NCAA Eligibility.</li> <li>2. It will not be a weighted class, but content will allow for student to take AP Exam if they wish to do so.</li> </ol>
<p>Biological Science Applications in Agriculture</p> <p>Pg 14, 15, 17, 63, 64, 66</p>	<p>Changing name from Biological Science Applications in Agriculture to Animal Science</p> <p>Course Description: This course will develop students' understanding of the small and companion animal industry, animal anatomy and physiology, animal ethics and welfare issues, animal health, veterinary medicine, veterinary office practices, and animal services to humans. Topics to be discussed include</p>	<ol style="list-style-type: none"> <li>1. The suggested changes will allow for this class to qualify for NCAA Eligibility.</li> <li>2. This will be a strong introductory course for students that may have interest in vet science as a course or a career.</li> </ol>

	<p>veterinary terminology, anatomy, and physiology, pathology, genetics, handling and restraint, first-aid and physical examinations along with common surgical skills. Career exploration will focus on veterinarians, veterinary lab technicians, office lab assistants, small animal production, research lab assistant, and animal nutrition lab technicians. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration, and reinforcement of academic concepts.</p>	
<p>Richland Community College Dual Credit Courses  Pg 76, 82</p>	<p>Adding language and removing language</p>	<p>The purpose is to clarify the dual credit classes that are taught on Mt. Zion High School campus, but taught by Richland Instructors.</p>



# Mt. Zion High School

## Mt. Zion, Illinois



Student Course Planning Handbook

2025-2026

## **INTRODUCTION**

The administrators, faculty, and counselors of Mt. Zion High School strive to promote the development and growth of all students. Our goal is to graduate students who possess the skills and critical thinking capabilities that are necessary for success in college, post-secondary career opportunities, and social adult living.

Success and productivity are a result of planning and action. This handbook provides the student the opportunity to be proactive in his/her choice of curriculum offered at Mt. Zion. By using this handbook as a reference, the student will be able to intelligently select courses of interest that 1) meet state of Illinois and Mt. Zion Community School District #3 graduation requirements, 2) academically challenge the student, and 3) offer the skills that college and the work place demand.

This handbook is only a summary of Board approved high school courses and programs and may be changed during the year without notice. The handbook cannot possibly cover all scenarios that may arise regarding your academic and co-curricular planning, and it is not intended to limit administrators' authority to address academic and co-curricular matters not identified in the handbook. Therefore, the intent of this handbook is to serve as an academic planning guide for students that may be changed if the administration deems it necessary.

## **MISSION STATEMENT**

The Mt. Zion Community Unit School District: "A Great Place to Learn"...working with families to fully develop every child's ability to be a life-long learner and contributing member of society.

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# **GRADUATION & COLLEGE ADMISSION REQUIREMENTS**

**Mt. Zion High School students must earn 24 credits to graduate. The following courses must be part of those credits:**

- 4 credits of English (English I, II, III, and IV or RCC ENG 101 and RCC ENG 102, or English Literature & Communications, and/or Advanced English I, II, III, and/or English Language & Composition AP or English Literature & Composition AP)
- 3 credits of mathematics; one course must be Algebra and another course must include geometry content
- 3 credits of science (including 1 credit of biological science & 1 credit of physical science)
- 2 credits of social sciences (1 credit of U.S. History during 11th grade, 1/2 credit of Civics, 1/2 credit of Modern World History)
- 1/2 credit of keyboarding
- 1/2 credit of health
- 1 credit of fine arts (may be music, art, foreign language, or vocational education [see below])
- 1/4 credit of consumer education
- 2 credits of physical education (Students must take Wellness/P.E. every semester unless a waiver applies [see page 52 for P.E. Waiver details])

The following courses may be used to satisfy the fine arts requirement with the exception of those courses used to fulfill another graduation requirement.\*\*

- Heartland Technical Academy Programs
- Business Workplace Experience
- Agriculture Department Courses
- Computer Education Courses
- Family and Consumer Sciences Department Courses
- Business Department Courses

\*\* (For example, Consumer Education may not be used to satisfy the fine arts component because it is already a graduation requirement.)

**The Illinois Board of Higher Education recommends that certain high school credits be earned for college admission.** Counselors urge and recommend that students and their parents become aware of these requirements; it will afford the student the utmost consideration by a college for admission purposes if the student has met all of these guidelines:

- 4 credits of English (emphasizing written and oral communications and literature)
- 3 credits of social studies (emphasizing history and civics)
- 3 credits of mathematics (introductory through advanced algebra, geometry, trigonometry, or fundamentals of computer programming)
- 3 credits of science (laboratory sciences)
- 2 credits of the same foreign language (recommended), music, art, or vocational education

**Each college has its own admission or program requirements: therefore, it is imperative that students check the specific entrance requirements of the school of their choice.**

## **STUDENT SERVICES DEPARTMENT**

The Student Services department is comprised of our school guidance counselors, social worker and an academic liaison. The team works with students and staff to address the three domains of school counseling:

- Academic
- Social/Emotional
- Post-Secondary/Career Development

Special Programs include:

- Freshman Orientation
- College Fair
- Host College and Military representatives
- College 101: Planning for your Future (Grade 10)
- Financial Aid Night (Grade 11)
- Awards Night (by invitation - May)

Services available to students include:

- Social/ Emotional Support Services
- Academic Support
- Resource Referrals
  - Community Counseling Resources
  - Test Prep
  - Financial Aid
- Academic Advisement/Four Year planning/Scheduling
- Post-Secondary Planning: Career Exploration and Planning
- Transcript Review
- Coordination/Interpretation of Testing
- Assistance with procedures for NCAA eligibility
- Assistance with the College Application Process (Grade 12)
- Letters of Recommendation
- Transcript Requests

### **Testing Schedule\***

Grade 9 **PSAT 8/9-Pre ACT 9**: Spring

Grade 10 **PSAT 10 Pre ACT**: Spring

Grade 11 PSAT-NMSQT (optional): October

**SAT ACT** School Day: Spring

**IL Science Assessment: Spring**

AP Exams (if applicable): May

ACT National Test Dates/ Registration: [www.act.org](http://www.act.org)

SAT National Test Dates/ Registration: [www.collegeboard.org](http://www.collegeboard.org)

Grade 12 AP Exams (if applicable): May

*\* Testing schedule may vary dependent on ISBE approved testing & policies/ procedures*

## 4-YEAR PLAN

<b>GRADUATION REQUIREMENTS</b>
<b>(24 CREDITS MUST BE EARNED)</b>
4 years of English
3 years of Math
3 years of Science
1 year of U.S. History
1/2 credit of Modern World History
1/2 credit of Civics
1/2 credit of Keyboarding
1/4 credit of Consumer Education
1 credit of Fine Arts (either Music, Art, Foreign Language, or Vocational Education)
1/2 credit of Health
2 credits of Physical Education

<b>COLLEGE-BOUND CURRICULUM</b>
The Illinois Board of Higher Education recommends that students who plan to enter a state supported college or university successfully complete the following high school subject pattern:
4 years of English
3 years of Math (beginning with Algebra 1)
3 years of Lab Science
3 years of Social Science
2 years of same Foreign Language (recommended), Fine Arts, or Vocational Education

**Occupational Goal:** \_\_\_\_\_

**Postsecondary Education/Training needed:** \_\_\_\_\_

YEAR	1	2	3	4	5	6	7	CREDITS
<b>Freshman</b>	English I	Math	Science		P.E.			<i>Credits:</i> _____ <i>Total Credits:</i> _____
<b>Sophomore</b>	English II	Math	Science		P.E.			<i>Credits:</i> _____ <i>Total Credits:</i> _____
<b>Junior</b>	English III	Math	U.S. History	Science	P.E.			<i>Credits:</i> _____ <i>Total Credits:</i> _____
<b>Senior</b>	English IV				P.E.			<i>Credits:</i> _____ <i>Total Credits:</i> _____

### **Early Graduation**

Students that are on track to meet all graduation requirements may apply for early graduation. Students may graduate at the conclusion of Junior year or at the end of 1<sup>st</sup> semester of Senior Year. Students applying for early graduation must meet all graduation requirements and submit the Early Graduation Request Form (pg 78) by September 15<sup>th</sup> prior to the early graduation date.

\*Students that graduate early are no longer considered to be enrolled at Mt. Zion High School and therefore are not able to participate in extracurricular events following early graduation date, excluding the following events: Graduation Ceremony and Project Graduation. \*

# **NCAA ELIGIBILITY**

## **NCAA Clearinghouse Approved Courses**

Mt. Zion High School athletes who plan to continue athletic competition at the collegiate level must meet certain minimum eligibility requirements set forth by the NCAA. One of those requirements is a high school “core” curriculum in English, Mathematics, Science, and Social Science. (For specific criteria requirements, please contact your counselor.) In planning your yearly schedule, it is extremely important for athletes to select courses that have been approved by the NCAA in order to meet their standards. The following courses offered at Mt. Zion High School have been approved by the NCAA Clearinghouse as meeting their “core” requirements. (Courses are added on an ongoing basis; check with your counselor for recent additions to the list or log on to [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net) or [www.eligibilitycenter.org](http://www.eligibilitycenter.org). Our high school code is 143- 085.)

### **ENGLISH**

Drama  
English I  
Advanced English I  
English II  
Advanced English II  
English III  
Advanced English III  
English Language & Composition (AP)  
English IV  
English Literature & Communications  
English Literature & Composition (AP)  
Composition 1  
Composition 2  
Speech Communications

### **MATHEMATICS**

Algebra I  
Algebra II  
Advanced Algebra II/III  
Algebra III  
Calculus I (AP-AB)  
Calculus II (AP-BC)  
Formal Geometry  
Pre-Calculus  
Probability & Statistics  
Applied Statistics  
Quantitative Literacy and Statistics

### **NATURAL/PHYSICAL SCIENCE**

Integrated Science (Lab)  
Biology (Lab)  
Chemistry (Lab)  
Advanced Chemistry (Lab)  
Chemistry (AP) (Lab)  
Anatomy & Physiology (Lab)  
Intro Physics & Chemistry (Lab)  
Physics 1(AP) (Lab)  
Biology (AP) (Lab)

### **SOCIAL SCIENCE**

Ancient World History  
Civics  
Modern World History  
Psychology  
Introduction to Sociology  
Current Topics in Sociology  
United States History  
Contemporary America  
The African-American Experience  
Early America

### **ADDITIONAL CORE COURSES**

French I  
French II  
French III  
French IV  
French V  
Spanish I  
Spanish II  
Spanish III  
Spanish IV  
Spanish Language & Culture (AP)

**Note: Courses are reviewed by NCAA on an ongoing basis for approved course status. Always check their website for the most up to date information.**

## **GRADES**

The final grade for a semester is determined by assigning equal weight for each quarter plus a designated percentage of the semester final exam. The semester grade is the only grade that is recorded on the student's transcript. A student must pass a course in order to receive credit. An explanation of the letters are as follows:

- A - Superior (90%-100%)
- B - Above Average (80%-89%)
- C - Average (70%-79%)
- D - Below Average (60%-69%)
- F - Poor (0%-59%)

SUMMA CUM LAUDE - all A's in all courses

HIGH HONOR ROLL - 3.50-4.00+ average

HONOR ROLL - 3.00-3.49 average

A "D" or "F" in any subject disqualifies a student from any honor roll.

*Report cards are available on Skyward Family Access.*

## **GRADE POINT AVERAGE (GPA)**

To calculate a student's GPA, assign the following points to grades received:

- A = 4 points
- B = 3 points
- C = 2 points
- D = 1 point
- F = 0 points

Total the points and divide by the number of grades received.

This number is the GPA for the student.



# **WEIGHTED & ADVANCED PLACEMENT COURSES**

## **ENGLISH**

Advanced English I  
Advanced English II  
Advanced English III  
English Language & Composition (AP)  
English Literature & Composition (AP)

## **FOREIGN LANGUAGE**

Spanish III, IV & Spanish Language & Culture (AP)  
French III, IV & V

## **MATH**

Advanced Algebra II/III  
Pre-Calculus  
Calculus I (AP-AB)  
Calculus II (AP-BC)  
Applied Statistics

## **SCIENCE**

Physics 1 (AP)  
Anatomy & Physiology  
Advanced Chemistry  
Chemistry (AP)  
Biology (AP)

## **SOCIAL SCIENCES**

African American Experience  
U. S. History (AP)  
Psychology  
Ancient World History

## **VOCATIONAL**

Management Systems  
Advanced Computers  
Accounting II

Note: Courses that are not in our curriculum will not receive the weighted “add-on” (regardless of level).

## **ADVANCED PLACEMENT PROGRAM**

The College Board’s advanced placement program is a cooperative agreement between high schools and colleges. Courses undergo an AP audit process to be classified with AP. Approved courses for Mt. Zion High School are indicated on the list above with (AP) following their title. Students in AP classes have the option to take the correlating AP exam at the end of the academic year. Students can demonstrate college level achievement by scoring a 3, 4 or 5 on the AP exam and are awarded college credit at their chosen college or university in Illinois. (Note: For private institutions or out-of-state universities, please contact their respective admissions office to see how AP credit applies.) For more info visit [www.collegeboard.org](http://www.collegeboard.org)

## HOW TO CALCULATE THE GPA ON THE “ADD-ON” WEIGHTED SYSTEM

With the adoption of the Skyward computer management system, the “Add-On” weighted system was implemented. (Remember that the weighted system is used as an additional means to rank students; it does not change grades.) To determine the GPA using the “Add-On” method:

- 1) Calculate GPA using traditional 4.0 scale.
- 2) For each year long course passed, add .04 to the year-end GPA (semester weighted courses earn .02). (See example.)

### “Add-On” Example

COURSE	1ST SEM.AVG.GRADE	2 <sup>ND</sup> SEM.AVG.GRADE	GRADE PTS.	“ADD-ON”PTS. (AFTER CALCULATING GPA)
*Advanced English III	A	A	4	.04
U.S. History	A	A	4	
*Anatomy & Physiology	A	A	4	.04
*Pre-Calculus	A	A	4	.04
Band	A	A	4	
P.E.	A	A	4	
Spanish II	A	A	4	
<b>*Weighted</b>			<hr style="width: 50%; margin: 0 auto;"/> 28 ÷ 7 = 4.0	+ .12 =
				<b>4.12 YEAR END GPA</b>

## **CREDITS EARNED**

Mt. Zion High School students are required to enroll in a minimum of six (6) credits per school year and a minimum of six (6) classes per semester. Exceptions may be granted by the high school principal only when a scheduling conflict exists. Mt. Zion High School students earn credit for courses passed.

On average, a student should have earned:

- 6 credits at end of freshman year
- 12 credits at end of sophomore year
- 18 credits at end of junior year
- 24 credits at end of senior year

\*Up to an additional 1.0 elective credit can be earned for Focus Period with .25 of a credit being offered for grades 9-12.

## **CLASS DESIGNATION (FOR TRANSFER STUDENTS)**

Students who transfer to Mt. Zion High School will be classified as freshman, sophomore, junior or senior status based on the number of credits earned as delineated below.

1 <sup>st</sup> year student in high school	Freshman
2 <sup>nd</sup> year student in high school and earned a minimum of 4 credits	Sophomore
3 <sup>rd</sup> year student in high school and earned a minimum of 10 credits	Junior
4 <sup>th</sup> year student in high school and earned a minimum of 16 credits	Senior

Students that transfer from home schooling may transfer credits only from a state accredited approved curricula.

## **CLASS RANK, GPA, GRADUATION HONORS**

Mt. Zion High School calculates class ranks and Grade Point Averages on both the unweighted, traditional 4.0 scale and a weighted system. Students are ranked according to GPA; i.e. the person with the highest GPA is #1 in the class and so forth. (See pages 6, 7, and 8 for additional information on the weighted policy and related calculation procedures.) It is important to note that colleges, universities, technical schools, and scholarship programs determine their own criteria for eligibility and use of the appropriate ranking and/or GPA systems. The best/better rank is used for students when applying for post-secondary educational opportunities and for scholarships.

For the graduation honors of valedictorian, salutatorian and top ten, the following criteria must be met:

- 1) Students must complete (at least) the first semester of the twelfth grade at Mt. Zion High School.
- 2) Class ranks will be determined on the weighted grading system and will be calculated at the end of the eighth semester.

## **CREDIT RECOVERY OPTIONS**

Mt. Zion students who need additional credit due to failed courses may obtain that credit in a number of ways:

- 1) Correspondence Courses
- 2) Summer School
- 3) Schedule overload

### **Correspondence Courses**

Counselors have information on correspondence schools. Counselors help the student select and register for appropriate classes; up to four (4) credits may be earned and applied to regular graduation credit. Once Mt. Zion receives an official transcript (from the correspondence school) which indicates credit earned and final grade, these are added to the Mt. Zion transcript. The student, parent, principal, and counselor sign a contract detailing these stipulations. Costs vary but one may expect to pay approximately \$120.00-\$300.00 per one-half credit.

### **Summer School Courses**

Mt. Zion High School offers a limited number of summer school courses. Classes begin in early June. Your counselor will have summer school information in April.

### **Schedule Overload**

To overload a student's schedule, a student may enroll in an early bird course offered in order to attempt to earn 8 credits per year.

*\*Students requiring more intensive credit recovery should consult with their guidance counselor for referral to alternative programs to obtaining those credits.*

## **SCHEDULE CHANGE POLICY**

Students are permitted to make schedule changes only when they are clearly warranted. Since registration for each school year begins in the spring of the preceding year, ample time is provided for careful planning of this program by the parents, the counselor, and the student. Changes in programming will not be allowed with certain important exceptions permitted when advisable.

Despite this policy, it is recognized that circumstances exist which do warrant a legitimate change of schedule. These circumstances include the following:

- 1) A change due to a schedule conflict.
- 2) A change from one level to another. Such a change may be made with written approval of the principal.
- 3) A withdrawal because of a class section overload (first five full days). The approval of the principal is necessary.
- 4) A change for reasons of health. The approval of the principal is required along with a written statement from the physician.
- 5) A change to allow the student to enroll in academic classes which are required for graduation from high school provided that failure to take such classes will result in the pupil being unable to graduate.
- 6) A change which will allow a student to enroll in academic classes which are required for admission to an institution of higher learning provided that failure to take such classes will result in the pupil being denied admission to the institution of his or her choice. Evidence must be shown to indicate that such a change is necessary.

## **DROP/ADD CLASS(ES)**

New classes may only be added during the first ***five full days*** of a semester. Students cannot drop a class after ***six weeks***, without failing the course. After the first five full days of a semester, schedule changes can only be made with approval of the principal or a designee.

## **AUDIT POLICY**

A student who has earned a "D" in a course may choose to audit that course to prepare for the next sequential course and/or to earn a better grade needed for admission to post-secondary programs. Also, a student that has failed a course 2nd semester but passed 1st semester has the option to audit that course. A student must have a counselor recommendation and administrative approval. When a student audits a class:

- 1) No additional credit is earned.
- 2) The new grade (if higher than the original grade) will replace the previous grade.
- 3) Audit courses may only be taken the next consecutive year or semester of the original course.
- 4) The student must be enrolled in seven courses.

## COURSE OFFERINGS

KEY	
X	Grade level course may be taken
*	Weighted class
**	Class that may be repeated for credit
+	Class may be repeated one time for credit

### AGRICULTURE

Course	Credit	Recommended Grade			
		9	10	11	12
Intro to Agriculture	1	X	X		
Agricultural Construction & Technology	1	X	X	X	X
Horticultural Science	1	X	X	X	X
Physical Science Applications in Agriculture	1		X	X	X
Biological Science Applications in Agriculture	1		X	X	X
Supervised Agricultural Experience I (SAE)	¼-1		X	X	X
Supervised Agricultural Experience II (SAE)	¼-1		X	X	X

### BUSINESS & TECHNICAL/VOCATIONAL

Course	Credit	Recommended Grade			
		9	10	11	12
Accounting I	1		X	X	X
*Accounting II	1			X	X
Business Law	½			X	X
Business Mathematics	½		X	X	X
Consumer Education	¼	X	X		
Word Processing	½	X	X	X	X
Retail Marketing Marketing in Advertising and Retail Concepts	½			X	X
Keyboarding & Formatting	½	X	X	X	X
Heartland Technical Academy	3			X	X
Business Workplace Experience	3				X
Creating Entrepreneurial Opportunities (CEO)	2			X	X

### COMPUTER EDUCATION

Course	Credit	Recommended Grade			
		9	10	11	12
Computer Concepts & Software Applications	½		X	X	X
*Advanced Computers	½		X	X	X
Web Development	½		X	X	X
Computer & Digital Graphics Introduction to Graphic Design	½	X	X	X	X
Advanced Graphic Design	½		X	X	X
Video Game Coding & Design	½	X	X	X	X

## ENGLISH

Course	Credit	Recommended Grade			
		9	10	11	12
English I	1	X			
*Advanced English I	1	X			
English II	1		X		
*Advanced English II	1		X		
English III	1			X	
*Advanced English III	1			X	
*English Language & Composition (AP)	1			X	
English IV	1				X
English Literature & Communications	1				X
*English Literature & Composition (AP)	1				X
Speech Communications	½			X	X
Creative Writing	½			X	X
Drama	½			X	X
Theater Arts	½		X	X	X
Film as Literature	½		X	X	X
**Yearbook	1		X	X	X
**Reading	1	X	X	X	

## FAMILY & CONSUMER SCIENCES

Course	Credit	Recommended Grade			
		9	10	11	12
Nutrition & Culinary Arts I	½		X	X	X
Nutrition & Culinary Arts II	½		X	X	X
Child Development & Parenting	½	X	X	X	X
Textiles & Design	4 ½	X	X	X	X
**Advanced Textiles & Design	4 ½	X	X	X	X
Parenting Child Care	½	X	X	X	X
Housing & Interior Design I	½	X	X	X	X
Management of Adult Life	½			X	X

## FINE ARTS

Course	Credit	Recommended Grade			
		9	10	11	12
**Band	1	X	X	X	X
**Flag Corps	½	X	X	X	X
**Jazz Band	1	X	X	X	X
Evolution of Rock and Roll	½	X	X	X	X
Music Theory & Composition Music Theory 1	4 ½		X	X	X
Music Theory 2	½		X	X	X
**Orchestra	1	X	X	X	X
**Concert Choir (Mixed/Male Choir)	1	X	X	X	X
**Les Femmes (Female Show Choir)	1	X	X	X	X
**Swingsations (Mixed Show Choir)	1	X	X	X	X

## FINE ARTS (continued)

Art I	1	X	X	X	X
Art II	1		X	X	X
Art III	1			X	X
Art IV	1				X

## FOREIGN LANGUAGE

Course	Credit	Recommended Grade			
		9	10	11	12
French I	1	X	X	X	X
French II	1	X	X	X	X
*French III	1	X	X	X	X
*French IV	1		X	X	X
*French V	1			X	X
Spanish I	1	X	X	X	X
Spanish II	1	X	X	X	X
*Spanish III	1	X	X	X	X
*Spanish IV	1		X	X	X
*Spanish Language & Culture (AP)	1			X	X

## MATHEMATICS

Course	Credit	Recommended Grade			
		9	10	11	12
Math Concepts	1	X	X		
Informal Geometry	1			X	X
Algebra I Concepts	1	X	X		
Algebra I	1	X	X	X	X
Formal Geometry	1	X	X	X	X
Algebra II	1		X	X	X
*Advanced Algebra II/III	1	X	X	X	X
Algebra III	1			X	X
Probability & Statistics	1			X	X
*Pre-Calculus	1		X	X	X
*Calculus I (AP-AB)	1			X	X
*Calculus II (AP-BC)	1				X
*Applied Statistics	1		X	X	X
**Mathematics Lab	1	X	X	X	
Quantitative Literacy and Statistics	1				X



## PHYSICAL HEALTH & SAFETY EDUCATION

Course	Credit	Recommended Grade			
		9	10	11	12
Driver Education	¼	X	X	X	X
Health	½	X	X	X	X
Wellness	1	X	X	X	X
Power Training	1	X	X	X	X
Athletic Physical Education	1		X	X	X
Physical Education	1	X	X	X	X

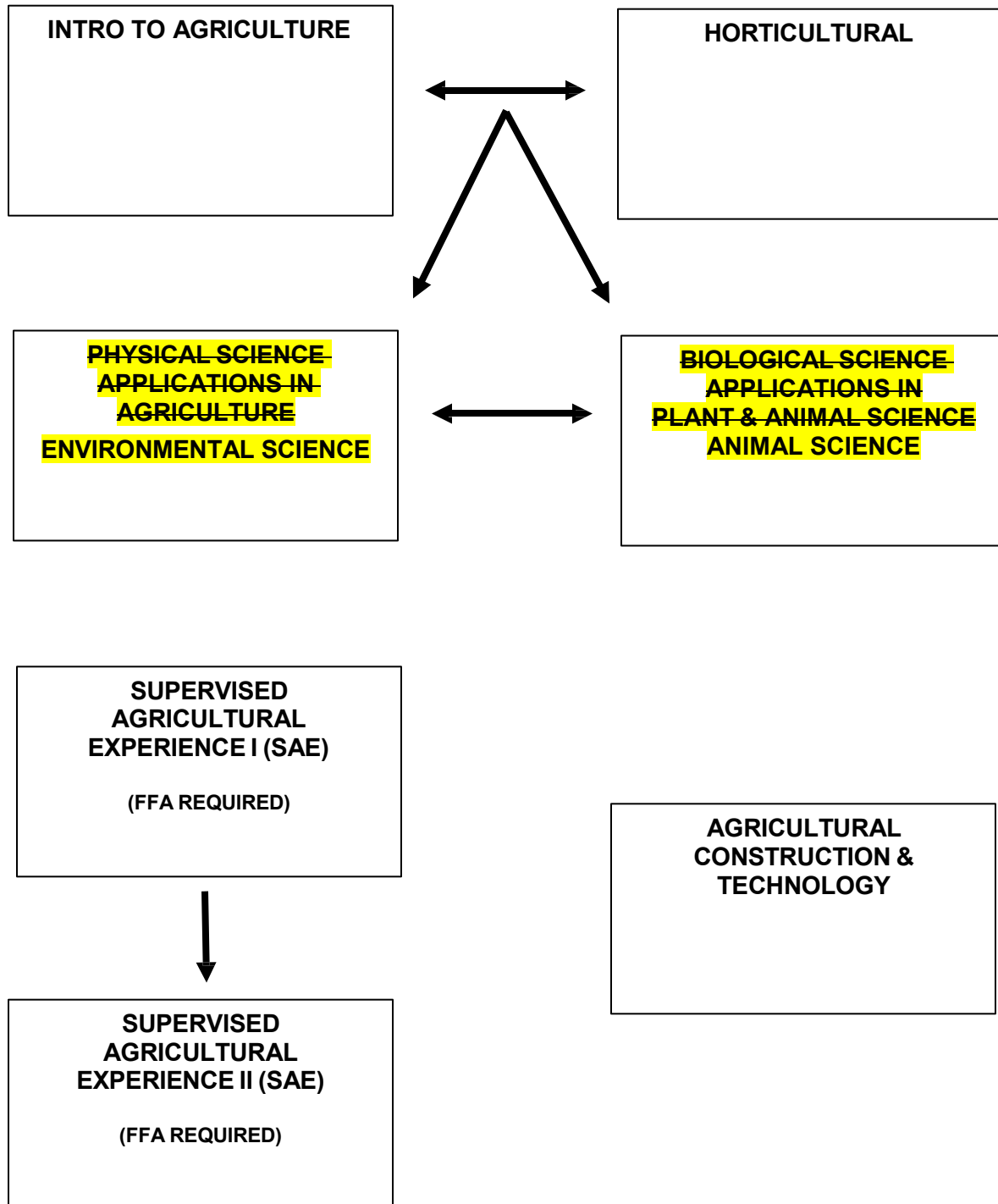
## SCIENCE

Course	Credit	Recommended Grade			
		9	10	11	12
Intro to Agriculture	1	X	X		
Horticultural Science	1	X	X	X	X
Integrated Science	1	X	X		
Physical Science Applications in Agriculture Environmental Science	1		X	X	X
Biological Science Applications in Agriculture Animal Science	1		X	X	X
General Science	1	X	X	X	X
Introductory Physics & Chemistry	1	X	X	X	X
Biology	1	X	X	X	X
*Biology (AP)	1		X	X	X
Chemistry	1		X	X	X
*Advanced Chemistry	1		X	X	X
*Chemistry (AP)	1			X	X
*Physics 1 (AP)	1			X	X
*Anatomy & Physiology	1		X	X	X

## SOCIAL SCIENCES

Course	Credit	Recommended Grade			
		9	10	11	12
Modern World History	½	X	X	X	X
*Ancient World History	½				X
U.S. History	1			X	
*U.S. History (AP)	1			X	
Civics	½		X	X	X
*The African-American Experience	½				X
Early America	½		X		
Contemporary America	½				X
Introduction to Sociology	½			X	X
Current Topics in Sociology	½				X
*Psychology	½			X	X
+Youth-Community Service	½		X	X	X

# AGRICULTURE COURSE FLOW CHART



# AGRICULTURE COURSES

## INTRO TO AGRICULTURE

Level 9, 10 (11, 12 with administrative approval)

1 credit

Year Course

Prerequisite: none

Aim of Course: To offer the student a general background in the areas of plant science and animal science with relation to agricultural concerns.

Course Description: Major units of instruction include agricultural research, soil science, advanced plant science, biotechnology, advanced animal science. Applied science and math skills and concepts will be stressed throughout the course as they relate to each area. Improving computer and workplace skills will be a focus.

## HORTICULTURAL SCIENCE

Level 9, 10, 11, 12

1 credit

Year Course

Prerequisite: none

Aim of Course: To provide students with basic horticulture skills through greenhouse utilization.

Course Description: This course is designed to develop knowledge and skills in the following areas: using soil and other plant growing media; identifying horticultural plants; propagating horticultural plants; landscaping plants and principles; floral arrangement; basics of growing horticultural plants in greenhouse and nursery settings; constructing, maintaining, and using plant-growing structures; operating, repairing, and maintaining equipment used in the horticultural field.

## PHYSICAL SCIENCE

Level 10, 11, 12

## APPLICATIONS IN AGRICULTURE

## ENVIRONMENTAL SCIENCE

1 credit

Year Course

Prerequisite: Level A science course

Aim of Course: To offer the student a background in physical science with relation to the agriculture industry and impact on the environment.

Course Description: This course is designed to reinforce and extend students understanding of physical science and the scientific process by associating scientific and math principles and concepts with relevant applications in agriculture. Topics of study are in the areas of scientific investigations, environmental/natural resource systems, agricultural production systems, agricultural structural systems, energy and power systems, agricultural mechanics and machine systems, and food processing systems. The course will be valuable preparation for further education and will increase the relevance of science through the applied setting of agriculture by enhancing literacy in science and the scientific process.

This course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. Participation in FFA student organization activities and Supervised

Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration, and reinforcement of academic concepts.

**BIOLOGICAL SCIENCE**  
**APPLICATIONS IN AGRICULTURE**  
**ANIMAL SCIENCE**

Level 10, 11, 12

1 credit

Year Course

Prerequisite: Level A science course.

Aim of Course: To offer the student a background in plant and animal science with relation to the agriculture industry.

Course Description: This course is designed to reinforce and extend students understanding of science by associating basic scientific principles and concepts with relevant applications in agriculture. Topics of study are in the areas of initiating plant growth (germination, plant sensory mechanisms, enzyme action, absorption), managing plant growth (photosynthesis, respiration, translocation, metabolism, and growth regulation), growth and development of animals (embryology, ethology, nutrition, immunity systems, and processing animal products (preservation, fermentation, and pasteurization). The course will be valuable preparation for further education and will increase the relevance of science through the applied setting of agriculture by enhancing literacy in science and the scientific process.

This course will develop students' understanding of the small and companion animal industry, animal anatomy and physiology, animal ethics and welfare issues, animal health, veterinary medicine, veterinary office practices, and animal services to humans. Topics to be discussed include veterinary terminology, anatomy, and physiology, pathology, genetics, handling and restraint, first-aid and physical examinations along with common surgical skills. Career exploration will focus on veterinarians, veterinary lab technicians, office lab assistants, small animal production, research lab assistant, and animal nutrition lab technicians. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration, and reinforcement of academic concepts.

**AGRICULTURAL CONSTRUCTION**  
**& TECHNOLOGY**

Level 9, 10, 11, 12

1 credit

Year Course

Prerequisite: none

Aim of Course: To offer the student a background into skilled trades and to build knowledge and understanding of the construction industry.

Course Description: This introduction course focuses on the knowledge, hands-on skills, and work place skills applicable to construction in the agricultural industry. Major units of instruction include: personal safety, hand tools, power tools, surveying, construction skills in carpentry, plumbing, electricity, concrete, block laying, drywall and painting. Careers such as agricultural engineers, carpenter, plumber, electrician, concrete and block layers, finishers, safety specialists, and other related occupations will be examined.

\*A material fee is required to cover material costs for this class, please see the instructor about possible scholarship opportunities if this is an issue.

**SUPERVISED AGRICULTURAL**  
**EXPERIENCE I (SAE)**

Level 10, 11, 12

.25-1 credit

Individual plans determine course length

Prerequisite: Instructor approval.

Aim of Course: To provide the student with the opportunity to extend knowledge learned in a previous agriculture course through individual research and work.

Course Description: This course is designed to establish knowledge and skills in various agricultural careers. Students will gain credit by establishing a project at their home, at a local business, or at their school usually after normal school hours. Example projects may include, but are not limited to: working at a garden center, raising vegetables/grain/livestock, conducting agri-science experiments in a

greenhouse, and training horses at a stable. Students will be required to verify their experiences by keeping written or computerized records including: business agreements, budgets, inventories, daily activities, hours worked, income and expenses, total earnings, depreciation, and net worth. Instructor supervision will be conducted to the student's home or place of employment.

\*SAE participation can lead to fulltime employment, scholarships, and awards through the FFA.

**SUPERVISED AGRICULTURAL  
EXPERIENCE II (SAE)**

Level 10, 11, 12

.25-1 credit

Individual plans determine course length

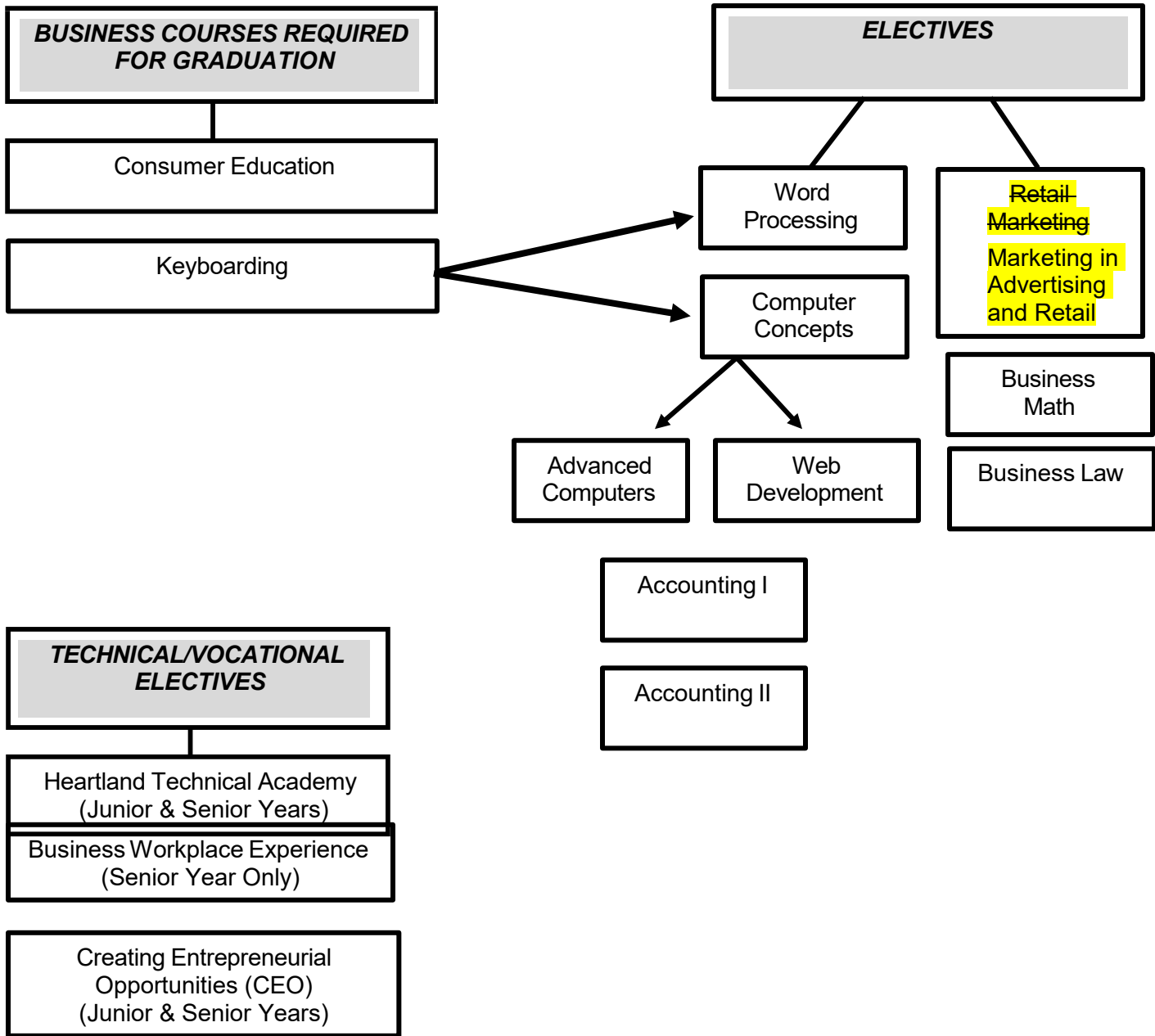
Prerequisite: SAE I and instructor approval.

Aim of Course: To provide the student with the opportunity to extend knowledge learned in a previous agriculture course through individual research and work.

Course Description: This course is designed to improve and expand knowledge and skills in various agricultural careers. Students will gain credit by continuing a project at their home, at a local business, or at their school usually after normal school hours. Students are encouraged to add additional projects, experiences, scope, and growth involving managerial and decision-making skills. Students will be required to verify their experiences by keeping written or computerized records including: business agreements, budgets, inventories, daily activities, hours worked, income and expenses, total earnings, depreciation, and net worth. Instructor supervision will be conducted to the student's home or place of employment.

\*SAE participation can lead to fulltime employment, scholarships, and awards through the FFA.

# BUSINESS & TECHNICAL COURSE FLOW CHART



# **BUSINESS & TECHNICAL COURSES**

## **ACCOUNTING I**

Level 10, 11, 12

1 credit

Year Course

Prerequisite: Suggested C average in Mathematics.

Aim of Course: Accounting I is a skill level course for students who have a variety of career objectives: 1) Beginning vocational preparation for careers in accounting. 2) Accounting knowledge and skill needed for careers in related business fields. 3) A foundation on which to continue studying business and accounting at the collegiate level.

Course Description: Accounting procedures are described, drilled, and practiced, then reinforced. In each part new topics are presented that build on previous learnings. Learning progresses from the simple to the complex. Part 1 describes accounting careers and ten commonly accepted accounting concepts. Part 2 describes the accounting cycle for a small service business organized as a proprietorship. Students will learn how to start an accounting system, analyze transactions, journalize and post business transactions. The students then progress and learn the procedures for converting from a manual to an automated accounting system. Students will learn the accounting cycle for a merchandise business organized as a partnership and a merchandising business organized as a corporation. Throughout the course computer concepts related to accounting are presented and problems are completed to provide the students with hands-on experience using computers to automate this accounting cycle.

## **ACCOUNTING II (weighted)**

Level 11 & 12

1 credit

Year Course

Prerequisite: Accounting I

Aim of Course: Accounting II is a course primarily for students with determined career objectives in the accounting profession. This course is designed for students who 1) want an accounting position upon graduation from high school, or 2) want to go to college and major in accounting or some phase of business.

Course Description: Accounting II is a skill level course that builds upon the foundation established in Accounting I. Basic accounting concepts are reviewed with notations made throughout the text to emphasize the application of the accounting concepts. A review of general accounting procedures for a merchandising business is presented which provides a foundation of knowledge and procedures for corporate accounting that will be introduced. Students will learn accounting for uncollectible accounts, plant assets, prepaid expenses, accrued expenses, unearned revenue, accrued revenue, and promissory notes. Computer applications are provided throughout the course when applicable. The organizational structure, acquisition of additional capital, and financial analysis and financial statement preparation for a corporation is presented. The students will become familiar with such specialized fields of accounting as cost accounting, management accounting, payroll accounting, tax accounting, and others.



**BUSINESS LAW**

Level 11 &amp; 12

1/2 credit

Semester Course

Prerequisite: none

Aim of Course: This course is designed to help all students with survival skills in our legal system and to expand their legal vocabulary, sharpen their ability to think analytically and systematically, and better understand the "law-oriented" society in which they live.

Course Description: This course is designed to help the student understand the nature and kinds of today's laws. Emphasis is placed on business and consumer law: torts, crimes, law for the minor, law for the business firm, offer and acceptance, legal agreement, consideration, void and voidable agreements, contractual forms, discharge of contracts, breach of contracts, and insurance. Hypothetical cases and actual court cases are used to help develop the student's ability to analyze and discuss the issues presented. This course will be offered every other year based on student enrollment.

**BUSINESS MATHEMATICS**

Level 10, 11, 12

1/2 credit

Semester Course

Prerequisite: none

Aim of Course: To enable students to see the relationship between business and math and how it is used in everyday calculations in the business world.

Course Description: This course consists of instruction on business and personal money records; gross, average, piece rate, overtime and net pay; fringe benefits; commissions; the metric system; budgeting and buying; borrowing, saving and investing money; and business and home expenses.

**CONSUMER EDUCATION**

Level 9 &amp; 10

1/4 credit

Nine Week Course

Prerequisite: none

Aim of Course: To enable students to become knowledgeable consumers.

Course Description: This course is a state requirement. The units of study include techniques of budgeting, check writing, credit, insurance, and costs of owning and operating a car. Students will complete six learning modules from the Everfi.net website.

## **WORD PROCESSING**

Level 9, 10, 11, 12

1/2 credit

Semester Course

Prerequisite: Keyboarding & Formatting or pass equivalency test.

Aim of Course: The student will be introduced to currently used word processing programs. Knowledge of these word processing programs will give the student an added edge in gaining employment in the workforce and aid college-bound students in preparing professional papers.

Course Description: This class will present the student with comprehensive word processing techniques using MS Word. The student learns to create, edit, and format professional letters, newsletters and multiple-page reports; create mail merge documents: create sections, columns, styles, templates, tables, outlines, tables of content, index, hyperlinks, web pages, on-screen forms, fill-in fields, and embed and link data from other programs; customize toolbars; work with long master documents; and learn the basics of XML.

This course is designated a dual credit course with Richland Community College (IT 130).

## **RETAIL MARKETING** **MARKETING IN ADVERTISING AND RETAIL CONCEPTS**

Level 11 & 12

1/2 credit

Semester Course

Prerequisite: none

Aim of Course: To enable students to understand different aspects of a retail operation.

Course Description: ~~This course is designed to educate students about the following areas of retail marketing: forms of business including sole proprietorships, partnerships, corporations, and franchises; personnel policies including hiring, training, and evaluation of employees; channels of distribution of products from manufacturer to consumer; retail advertising in both print and electronic media; site selection and floor layout; and product selection/mix and inventory controls. This course will be offered every other year based on student enrollment.~~

This course is designed to educate students about various areas of advertising and retail marketing. The course will cover advertising design with an emphasis on applying the fundamental processes of artistic expression used in the fields of advertising and commercial art for the purpose of visual communication. This course will offer experiences in generating advertisements, commercial art, logos, executing layouts, illustrations, displays, lettering, and works with a variety of media. This course will also cover marketing principles and concepts related to the provision of goods or services and how they are marketed to the consumer, emphasizing store operation, advertisement and display of goods (store fronts and promotional displays). The course will cover how business management and ownership (entrepreneurship) work with these principles.

## **KEYBOARDING & FORMATTING**

Level 9, 10, 11, 12

½ credit

Semester Course

Prerequisite: none

Aim of Course: This is a required course for all students. The aim of this course is to prepare students to operate a keyboard with good techniques and reasonable speed.

Course Description: This course provides a brief overview of basic computer concepts and hands-on learning for students. Topics include basics of the following: PC navigation, PC hardware and software, document and file management, downloading and uploading files, and using Google File Stream. This course will emphasize keyboarding techniques, proofreading skills, and presents the student with comprehensive

word processing techniques using MS Word and Google Docs. The student learns to create, edit, and format professional letters, multiple-page reports (MLA & APA), create sections, email basics, tables, and an introduction to Excel using the numeric keypad.

For students who have transferred in and had a Keyboarding class in Junior High a Keyboarding Proficiency Test is available. If a student passes the Keyboarding Proficiency test, a class in computer technology is still required to meet graduation requirements. This test will allow the student to advance to Word Processing or Computer Concepts.

# TECHNICAL PROGRAM COURSES

## HEARTLAND TECHNICAL ACADEMY

Level 11 & 12

3 credits

Year Course

Requirements for Admission: Admission to the Heartland Technical Academy is based on the following guidelines:

1. Junior or senior during the current school year.
2. Academic success defined as a 1.8 overall GPA.
3. Missed no more than 10 unexcused days of school the previous two semesters.
4. Counselor recommendation
5. Administrator recommendation pending review of discipline records for prior two semesters. Serious and/or repeat discipline offenses resulting in out of school suspension can result in loss of admission.

Students must complete an application and transcripts are sent with that application.

Fee Information: Students attending the Technical Academy will be charged \$200 per year and is due in August at the time of registration. Students on reduced lunches will be charged \$100 and students on free lunches will be charged \$50.

Aim of Course: The Heartland Technical Academy is operated as part of the Heartland Region and accepts interested students from 22 area high schools. It offers programs that generally require high expenditure equipment and 2 1/2 hours of attendance per day by the student. This intense vocational training is available in a number of program areas.

All classes are offered at the Technical Academy or on the Richland Community College Campus with the exception of Cosmetology.

NOTE: Meeting the application criteria does not guarantee admission. Participation in the Heartland Technical Academy can further be limited by Mt. Zion CUSD #3 or RCC based on the number of applicants, scheduling concerns, and other administrative considerations.

Course Description: Agricultural Sciences & Technology, Auto Body-Collision Repair, Automotive Technology, Business Technology Procedures, Cosmetology, Criminal Justice, Culinary Arts, Early Childhood Education, Engineering Technology, Entrepreneurship through Technology, Fire Fighting, Graphic Arts, Industrial Trades, Nursing Assistant, and Welding.

All courses through the Technical Academy are taught at Richland Community College with the exception of Cosmetology. The following courses receive dual credit through Richland Community College: Agricultural Science & Technology, Auto Body-Collision Repair, Automotive Technology, Business Technology Procedures, Cosmetology, Criminal Justice, Culinary Arts, Drafting, Early Childhood Education, Engineering Technology, Entrepreneurship through Technology, Fire Fighting, Graphic Arts, Industrial Trades, Nursing Assistant, and Welding.

**BUSINESS WORKPLACE  
EXPERIENCE**

Level 12

3 credits

Year Course

Prerequisite: Senior, 16 years old, coordinator approval based on application

Aim of Course: To enable students to develop appropriate basic employment and business skills through practical, advanced instruction in the school and work experience. Admittance to the program is determined on past attendance, discipline and grades.

Course Description: Business Workplace Experience is a capstone course designed to assist students in the development of effective employment skills and attitudes through practical instruction and experience on the job through cooperative education. A training plan is developed by joint agreement with the teacher/coordinator, job sponsor, student and parent/guardian that identifies training to be provided. Related classroom instruction has a focus on these areas:

1. Developing appropriate skills and attitudes as they apply to the world of work
2. Students career goals based on areas where on-the-job performance indicates need.
3. Character building, basic work relations and ethics, effective communication strategies and mathematical computations.

Students receive one credit for coursework and two credits for the work experience.

**CREATING ENREPRENUREIAL  
OPPORTUNITIES (CEO)**

Level 11 & 12

2 credits

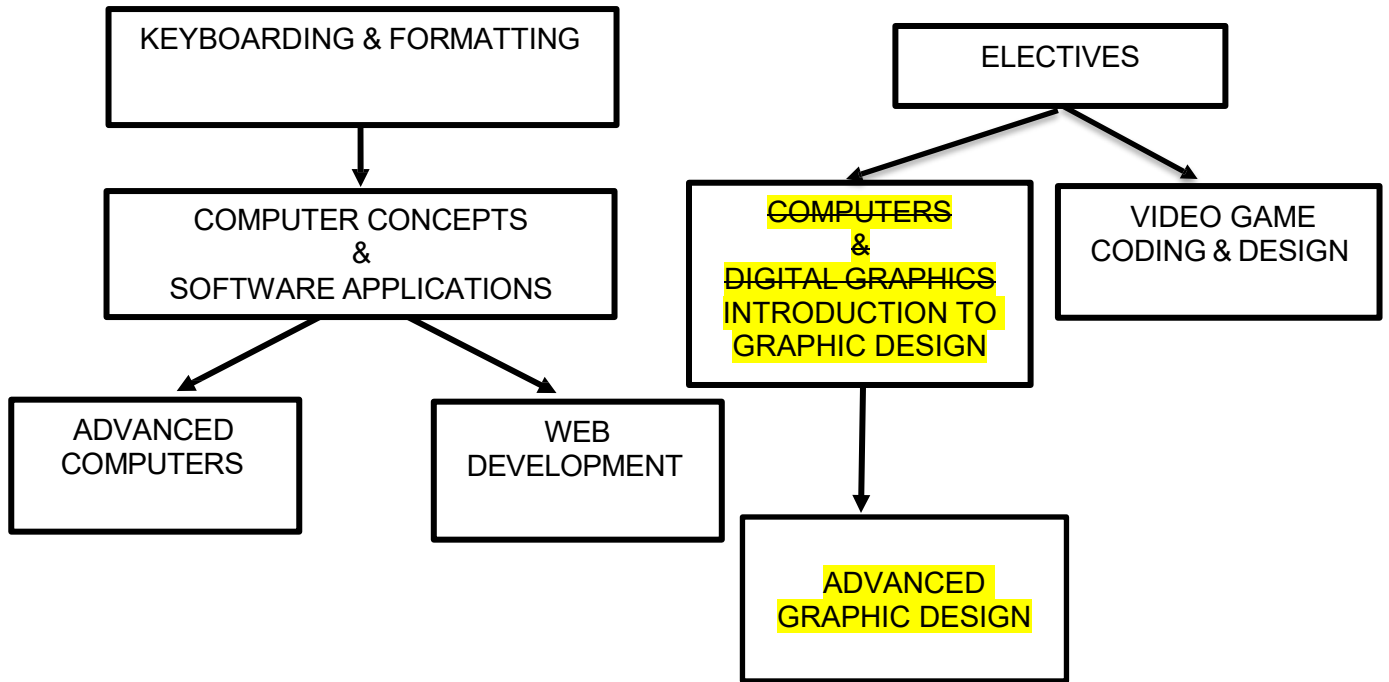
Year Course

Prerequisite: Submission of application and selection by the CEO Board

Aim of Course: Introduces the student to fundamental business skills and partnerships, in order to provide an overview of business development and processes.

Course Description: This community-funded course includes project-based experiences for students that provide funding, expertise, meeting space, business tours, and one-on-one mentoring with local business community partners. Students will visit 30-50 area businesses each year, listen to 30-40 guest speakers each year. The class will emphasize 21st century learning skills. The course will provide the opportunity for each student to start his/her own business with a mentor from the business community. The students will host an annual trade show to showcase student businesses. \*If the collected community funding for this course does not equal \$20,000 by April 1st of the preceding year, then the course will not be held.

# COMPUTER EDUCATION COURSE FLOW CHART



# **COMPUTER EDUCATION COURSES**

## **COMPUTER CONCEPTS & SOFTWARE APPLICATIONS**

Level 10, 11, 12

1/2 credit

Semester Course

Prerequisite: Keyboarding & Formatting or passing the Keyboarding Proficiency Test with a "B" or better.

Aim of Course: To prepare college and non-college bound students in the use of software packages currently being used in businesses.

Course Description: Introduces students to the concepts and applications of operating systems, word processing, spreadsheets, databases, the Internet, and presentation software. Topics will include exposure to software for each of the areas of study and how to evaluate software and hardware. This course is designated as a dual credit course with Richland Community College.

## **ADVANCED COMPUTERS (weighted)**

Level 10, 11, 12

1/2 credit

Semester Course

Prerequisite: Computer Concepts & Software Applications/CIS 110

Aim of Course: To acquire advanced skills in using Microsoft Word, Excel, PowerPoint, Publisher, and Access and advanced skills in accessing information from the Internet.

Course Description: The students will complete a variety of projects using software packages.

## **WEB DEVELOPMENT**

Level 10, 11, 12

1/2 credit

Semester Course

Prerequisite: Computer Concepts & Software Applications/CIS 110

Aim of Course: Web Development design skills have become a necessity in many careers in today's computer-oriented society. In every area of an organization, employees are asked to create, maintain, or contribute to departmental web sites on company intranets. People create personal web sites about their families or interests, as part of a career search, or on almost any subject imaginable. Creating and maintaining professional-looking web pages involves careful planning, organization, and creativity, as well as technical skills. This class teaches those skills.

Course Description: Web Development is designed to introduce students to the fundamentals of web site creation. This course presents the students with windows-based web page and website design techniques using Dreamweaver. Students will develop, manage, and maintain professional web sites using HTML, XHTML and Cascading Style Sheets. The complete production process including pre- production planning, layout and design considerations (including site maps and navigation), testing, uploading and implementing the site, maintenance and applicable legal and ethical issues are covered. Professional web design software and production tools are used for graphics development, image manipulation, and page/site layout in the hands-on laboratory exercises. This course is designed as a dual credit course with Richland, allowing the student to receive 3 hours credit for the semester.

## **COMPUTER & DIGITAL GRAPHICS**

### **INTRODUCTION TO GRAPHIC DESIGN**

Level 9, 10, 11, 12

1/2 credit

Semester Course

Prerequisite: None

Aim of Course: Introduces the student to the fundamentals of using the computer as a fine arts and graphic design tool.

Course Description: This course is designed for those students who are interested in Graphic Design. It will introduce students to the world of graphic arts using Canva and Adobe Photoshop. Throughout the course, students will be working will learn about the principles of design as well as work directly with a computer in order to develop the basic ideas behind graphic arts and design. Basic designing and techniques will be developed. Students will learn how to use the software for image editing, and creation.

### **ADVANCED GRAPHIC DESIGN**

Level 10, 11, 12

1/2 credit

Semester Course

Prerequisite: Introduction to Graphic Design

Aim of Course: Continues the development of using the computer as a fine arts and graphic design tool.

Course Description: Digital Graphics course provides students with the opportunity to use the computer to produce visual imagery and to apply graphic techniques to various fields, such as advertising and TV/video. The course will include investigations of how technology influences the creation of graphic and digital designs and study historical and contemporary visual communications design. Students will learn new programs including Adobe Illustrator and Adobe Indesign as well as learn more advanced techniques and tools. Course topics include concept design, layout, animation, and image retouching, creating from scratch vs editing an existing design. Course will also cover various careers that can be taken on in the field and base projects around them.

## **VIDEO GAME CODING & DESIGN**

Level 9, 10, 11 & 12

1/2 credit

Semester Course

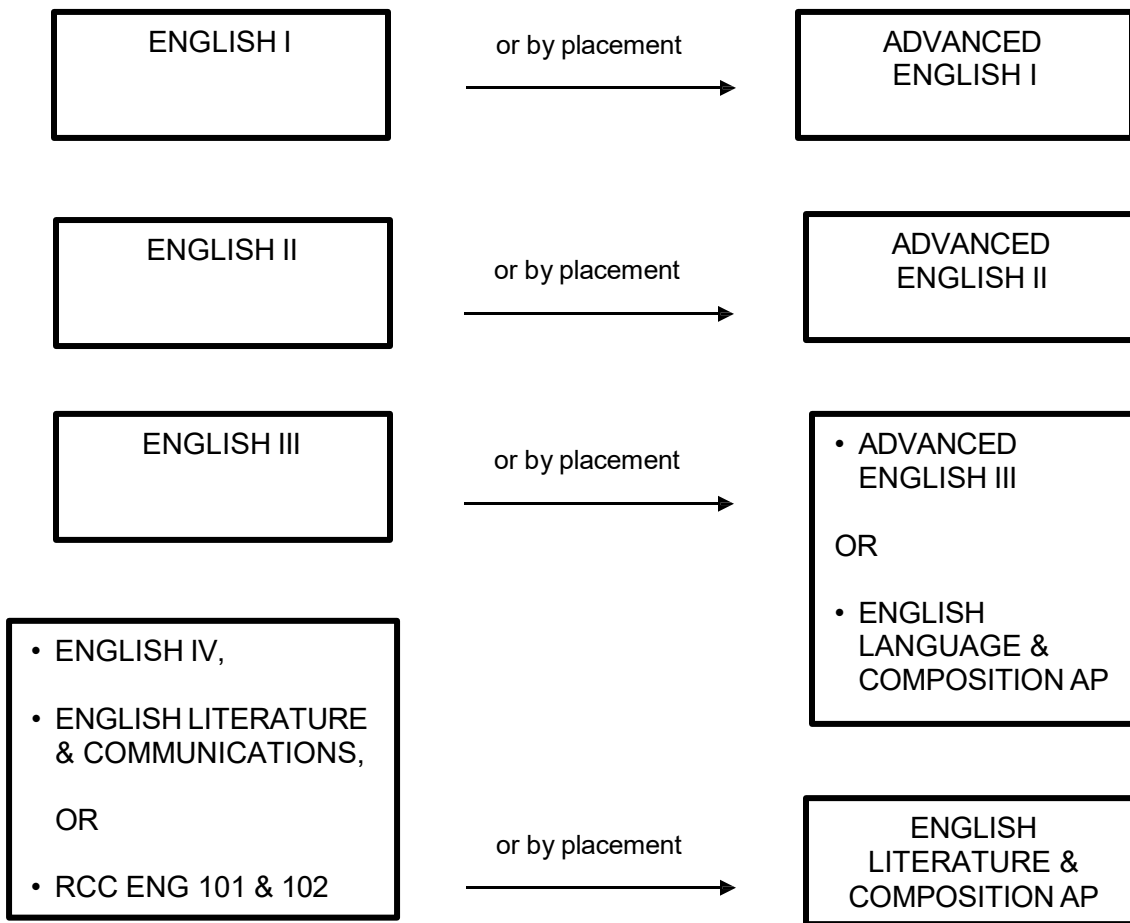
Prerequisite: None

Aim of Course: Introduce basic programming concepts through building video games.

Course Description: Students will experience hands-on programming by building video games while learning computer programming. The course will introduce students to the fundamentals of video game design and provide hands-on experience using game engine software.



## ENGLISH COURSE FLOW CHART



- ENGLISH ELECTIVES:***
- Theater Arts
  - Yearbook - Year long
  - Speech Communications - Semester long
  - Drama - Semester long
  - Creative Writing - Semester long
  - Film as Literature - Semester long

# ENGLISH COURSES

**\*NOTE – All English courses, both advanced and on level, are designed to promote college and career readiness. Reading Lab is not a college preparatory course.**

## ENGLISH I

Level 9

1 credit

Year Course

Prerequisite: none

Aim of Course: To improve both oral and written communication skills and to expose students to the process of values clarification through literature.

Course Description: This course emphasizes the study of grammar, vocabulary, and composition. Other important areas of study are literature and oral communication.

## ADVANCED ENGLISH I (weighted)

Level 9

1 credit

Year Course

Prerequisite: A minimum cumulative G.P.A. of 3.25 in Junior High Literature & Composition as well as appropriate scores on benchmark screening tools.

Aim of Course: To offer literary and composition experiences which are challenging to the superior student and aid in the development of written and oral communication skills.

Course Description: Advanced English I, II, and III are challenging courses. The curriculum includes intensive writing instruction, in-depth literature study, and demanding collaborative group work.

To remain eligible for Advanced English, the student must earn a “C” or better each semester unless administrative permission is granted.

## ENGLISH II

Level 10

1 credit

Year Course

Prerequisite: English I

Aim of Course: To expand skills in grammar, writing, speech, and literature.

Course Description: This course emphasizes a continuation of grammar, theme writing, speech, and literary techniques that are taught in ninth grade. Specific grammar concerns will be the phrase, the clause, correct agreement, pronoun usage, and effective sentences. The study of literature should include the short story, poetry, the play, the novel, and nonfiction. Interpersonal communication, listening, and public speaking skills will be developed throughout the course.

**ADVANCED ENGLISH II (weighted)**

Level 10

1 credit

Year Course

Prerequisite: Successful completion of Advanced English I or administrative recommendation.

Aim of Course: To enable students to understand and intelligently discuss the different genre or literature and display above average knowledge in oral and written work.

Course Description: The literary aspects of the course include the study of the short story, poetry, drama, and novels. Also included in the course will be a review of grammar, the organization and development of various kinds of essays, the research report, and vocabulary expansion. Oral activities will be included in literature and writing units.

To remain eligible for Advanced English, the student must earn a “C” or better each semester unless administrative permission is granted.

**ENGLISH III**

Level 11

1 credit

Year Course

Prerequisite: English I and II

Aim of Course: To instruct the student in communication, grammar, writing, and the understanding of literature.

Course Description: This course consists of a chronological study of American literature with intensive practice in grammar, mechanics, usage, composition and speech activities. The student will analyze the literature and improve practical written and oral communication skills.

**ADVANCED ENGLISH III (weighted)**

Level 11

1 credit

Year Course

Prerequisite: Successful completion of Advanced English II or administrative recommendation.

Aim of Course: To challenge the advanced English student in communication, composition, critical thinking skills, and literary analysis. Discussion, enrichment, research, and creative learning activities are stressed in this course.

Course Description: This course emphasizes intensive analysis skills through the chronological study of American literature. Students will have extensive practice in literary analysis, oral and written communication, as well as opportunities for independent research, group activities, and creative enrichment projects.

To remain eligible for Advanced English, the student must earn a “C” or better each semester unless administrative permission is granted.

**ENGLISH LANGUAGE  
& COMPOSITION (AP) (weighted)**

Level 11

1 credit

Year Course

Prerequisite: Successful completion of Advanced English II or administrative recommendation; concurrent enrollment in AP US History recommended; summer reading assignment required

Aim of Course: to prepare the student for college level coursework and college level credit in English. Students may opt to take the Advanced Placement English Language and Composition Test offered by the College Examination Board in the Spring.

Course Description: This course will enable students to read complex texts with understanding and to write prose to communicate effectively with a variety of audiences. Students will analyze and interpret samples of purposeful multimodal texts from across the American rhetorical canon to identify and evaluate an author's use of rhetorical strategies. Students will also utilize effective rhetorical strategies and techniques when composing their own writing; create and sustain original arguments based on information synthesized from readings and research; and demonstrate understanding and control of Standard Written English as well as stylistic maturity in their own writing. Students will read and annotate a required nonfiction novel prior to the start of the official school year. Students should be prepared for a critical analysis activity of their reading at the start of the school year.

To remain eligible for AP Language & Composition, the student must earn a "C" or better each semester unless administrative permission is granted.

**ENGLISH IV**

Level 12

1 credit

Year Course

Prerequisite: Successful completion of English I, II, and one semester of English III.

Aim of Course: To instruct students in communication, grammar, writing, and the understanding/analysis of literature applying real world activities.

Course Description: This is a year-long comprehensive class and includes the study of literature, grammar practice through application, mechanics, composition, research, and speech activities.

**ENGLISH LITERATURE AND COMMUNICATIONS**

Level 12

1 credit

Year Course

Prerequisite: Successful completion of English I, II, one semester of English III and teacher recommendation.

Aim of Course: To instruct students in communication, writing, research, and analysis of non-fiction literature.

Course Description: This course stresses the importance of communication skills through the development of writing, speaking, listening, and reading skills. Specifically, students will read contemporary nonfiction pieces in order to assess authorial intent, rhetorical strategies, and author bias. Students will also write in a variety of contexts based in the digital media spectrum. Students will take part in both individual and group research-based projects in order to develop effective collaboration and critical thinking skills. This course will prepare students for a variety of post-secondary educational opportunities.

**ENGLISH LITERATURE  
& COMPOSITION (AP) (weighted)**

Level 12

1 credit

Year Course

Prerequisite: Successful completion of Advanced English III or administrative recommendation.

Aim of Course: To prepare the student for college level coursework and college level credit in English. Students may opt to take the Advanced Placement English Literature and Composition Test offered by the College Examination Board in the Spring.

Course Description: This course emphasizes college preparatory skills through the study of British and western literature. Students will develop advanced level skills in analysis, discussion, interpretation, and response to literature. In addition, students will write a college application essay, persuasive essay, research paper, as well as literary analyses and other types of essays. Students will read and annotate a required novel prior to the start of the official school year. Students should be prepared for a critical analysis activity of their reading at the start of the school year.

To remain eligible for Advanced English, the student must earn a "C" or better each semester unless administrative permission is granted.

**SPEECH COMMUNICATIONS**

Level 11 & 12

1/2 credit

Semester Course

Prerequisite: Two years of English.

Aim of Course: To make students better oral communicators.

Course Description: This course develops communication skills: one-to-one, group discussion, public speaking, and mass communication. A variety of speaking situations include group projects in mass communication and short, informal speaking assignments like the "Pet Peeve" speech. Other speeches include the audio-visual and the sales/persuasion speech. An emphasis will be placed on outlining, research, and bibliographies. This is a valuable course no matter what your plans are after graduation.

**CREATIVE WRITING**

Level 11 & 12

1/2 credit

Semester Course

Prerequisite: none

Aim of Course: Creative Writing will develop and enhance students' writing skills, help them to discover ways to use language creatively, and provide students with an opportunity to write in a variety of genres.

Course Description: Creative Writing is an elective course for students who seek an overview of the basic aspects of creative writing techniques. Students will learn to polish writing skills and to communicate in a professional and engaging manner.

**DRAMA**

Level 11 & 12

1/2 credit

Semester Course

Prerequisite: Successful completion of English I and II.

Aim of Course: To expose the students to drama as literature.

Course Description: This course introduces the appreciation of drama as an art form. Students will trace the development of drama, beginning in ancient Greece through modern United States. Coursework will include the reading and studying of plays, writing essays, completing projects, and oral presentations. Films will accompany many of the plays we read and students will be required to attend one live production.

**THEATER ARTS**

Level 10, 11, 12

1/2 credit

Semester Course

Prerequisite: Successful completion of English I.

Aim of Course: To give students a background in Theater Arts.

Course Description: Theater Arts explores the world of theater by focusing on physical acting, vocal acting, theater appreciation, and technical theater. Coursework includes class participation, play reading, acting and performing, tests, projects, and papers. Students are required to attend and critique two live performances. Students will explore the technical aspects of theater through ten hours of crew/technical work for the school play.

**YEARBOOK**

Level 10, 11, 12

1 credit

Year Course

Prerequisite: Successful completion of English I. An application must be successfully completed or the student must obtain administrative approval.

Aim of Course: To acquaint students with the publication process and to successfully publish a yearbook.

Course Description: This course is the study of the publishing process. Students are involved in the production of the book from the planning stages through the completed product. Students are involved in composition, selling advertisements, producing photography, copywriting, editing, completion of various layout designs, and proofreading.

**READING LAB**

Level 9, 10, 11

1 credit

Year Course

Prerequisite: Students that are identified as behind in reading levels and benchmark scores in 8<sup>th</sup> grade, as measured by various assessments, may be required to enroll in this reading course.

Aim of Course: In addition to the primary aim of raising reading skills to grade level, students will also develop an appreciation of literary genres, enhance development of overall reading skills, and increase comprehension and vocabulary.

Course Description: Students will read for comprehension and with fluency. They will also read and understand literature representative of various societies, eras, and ideas. Reading materials will include short stories, essays, instructional manuals, and non-fiction works.

**FILM AS  
LITERATURE**

Level 10, 11, 12

1/2 credit

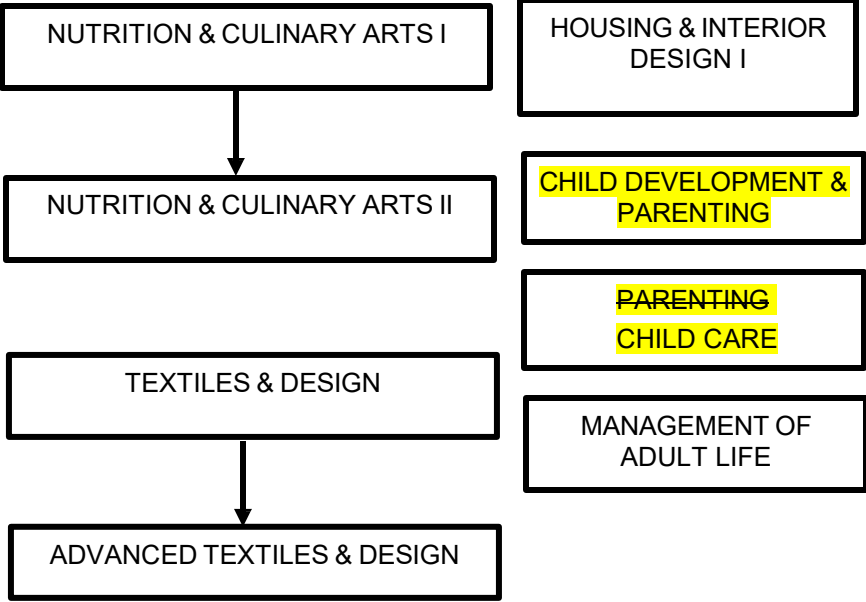
Semester Course

Prerequisite: None

Aim of Course: This course will develop students' skills in reading, thinking, writing, listening, and speaking through an in-depth study of films in a variety of genres. Students will be taught to analyze a film in the same way that they study a literary text, by viewing and discussing classic films.

Course Description: An elective course for students who wish to view literature through a different lens. Students will learn to read a film much like a novel. A film's narrative structure, genre conventions, subtext, technical and artistic factors, and purpose will be analyzed. Students will review symbolism, points of view, plot development, and character development. Students will discuss how films reflect the culture and times in which they are made. Students will learn how film has influenced attitudes and values in society, the history of film and technical aspects of film making.

**FAMILY & CONSUMER SCIENCE COURSE FLOW CHART**



## **FAMILY & CONSUMER SCIENCE COURSES**

### **NUTRITION & CULINARY ARTS I**

Level 10, 11, 12

1/2 credit

Semester Course

Prerequisite: none

Aim of Course: Students will recognize the influences of food choices pertaining to nutritional value and food guidelines. They will apply food safety and sanitation principles while participating in food labs. Basic food preparation will be examined, studied, and practiced to give students a basis to build upon in the future.

Course Description: This course will provide classroom and laboratory experiences to develop a knowledge and understanding of culinary principles and nutrition for people of all ages. Emphasis is placed on the practical skills needed for the development of food service job-related competencies. This course includes: food service and preparation management using the decision-making process; meeting basic needs by applying nutrition concepts; meeting health, safety, and sanitation requirements; maximizing resources when planning, preparing, preserving, and serving food; applying hospitality skills; and analyzing nutritional needs in relation to change.

This course has an instructional fee to assist with the cost of consumable materials. See the District Handbook fee information.

### **NUTRITION & CULINARY ARTS II**

Level 10, 11, 12

1/2 credit

Semester Course

Prerequisite: Passing grade in Nutrition & Culinary Arts I.

Aim of Course: Food preparation skills will be expanded. Students will prepare more difficult recipes and utilize time, skills, and resources more efficiently. Food safety and sanitation will be stressed. The students will study a variety of food-related topics such as food customs, entrepreneurship, restaurant management, and food art.

Course Description: This class provides principles of application into the hospitality industry that include nutrition, culinary, and entrepreneurial opportunities. Emphasis is placed on careers in nutrition and culinary arts. This course includes: the selection, purchase, and conservation of food, cost accounting, advertising, taking inventory, dietary needs and trends, regional and international cuisine, safety and sanitation, and careers in food service industries. All of these concepts will be interpreted through laboratory experiences.

This course has an instructional fee to assist with the cost of consumable materials. See the District Handbook fee information.



**CHILD DEVELOPMENT & PARENTING**

Level 9, 10, 11, 12

1/2 credit

Semester Course

Prerequisite: none

Aim of Course: ~~Students will gain an understanding of the physical, cognitive, social, and emotional development of children from the age of one year through adolescence. Fetal development, child birth, and delivery will be examined. The students will learn to care for a child from the viewpoint of a childcare coordinator, director, and teacher. The students will prepare and teach childcare lessons.~~

Provide students with knowledge about family systems and relationships and information about how parents can address the physical, mental, emotional, and social growth and development of children from conception to adolescence. In addition, these courses help students discover how parents should respond to the various stages of childhood.

Course Description: ~~This course is designed to address the skills, attitudes, and behaviors needed to support and promote optimal growth and development in infants and children. This course focuses on research-based nurturing and parenting practices and skills, including brain development research. This hands-on course will allow students to explore opportunities in human services and education-related careers. Students will also have the opportunity to develop child-specific career related materials.~~

This course includes topics such as prenatal development and birth processes, responsibilities and difficulties of parenthood, family structures, societal and cultural influences, fundamentals of children's emotional and physical development, and the appropriate care of infants, toddlers, and young and school-aged children. This course will also cover topics specific to teen parenting and students will be required to complete the Baby Think it Over Project.

**TEXTILES & DESIGN**

Level 9, 10, 11, 12

4 ½ credit

~~Year~~ Semester CoursePrerequisite: none

Aim of Course: This course provides students with opportunities to develop knowledge and understanding of textiles, fashions, and fabrics. Students will explore style, textile fabrication, fashion history, color and shape theory, wardrobe planning, and clothing construction.

Course Description: This course will provide basic knowledge and understanding of the design, development, and production of textile products. Students will operate sewing equipment as they construct basic sewing projects. This hands-on, project-based course includes: discovery of fiber characteristics, historic clothing design, sales promotion, fabric construction methods, elements of science and design in textiles and apparel, and basic construction skills used in apparel industries. Career and industry trends in textiles are emphasized. ~~Students will be required to purchase their own supplies and materials. Students will have a class fee for the purchase of materials.~~

**ADVANCED TEXTILES & DESIGN**

Level 10, 11, 12

4 ½ credit

~~Year~~ Semester CoursePrerequisite: Completion of Textiles & Design and teacher recommendation.

Aim of Course: Clothing construction skills; color and shape theory; textile fabrication skills; and fashion merchandising knowledge will be expanded. Construction techniques will become increasingly difficult. The students will study a variety of fabrications such as, plaids, patterns, French seams, and invisible

zippers, among others.

Course Description: This project-based course focuses on the implementation and recognition of design principles in selecting, constructing, altering, and remodeling textile products. Project management skills, including efficient use of time, materials, technique, and tools are incorporated throughout the course. Topics include: engineered fabric constructions; fiber and textile trends; color theory; principles of design; fabric finishes; industry construction techniques; use of industry tools, equipment, and terminology; knowledge of resources and vendors; research and evaluation of textiles products for special needs populations; impacts of technology; construction, alteration and re-design skills; and simple flat pattern and recognition. Students will be required to purchase their own supplies and materials.

## **HOUSING & INTERIOR DESIGN I**

Level 9, 10, 11, 12

1/2 credit

Semester Course

Prerequisite: none

Aim of Course: Students will examine housing selection, construction, architectural styles, landscaping, interior and exterior design, furnishings, and lighting. Students will explore housing and interior design through the use of hands-on projects and activities.

Course Description: This course provides basic knowledge and skills needed to select, acquire, furnish, maintain, and manage residential and commercial environments to meet the needs of the users and occupants. Emphasis is placed on the design applications used to construct and adorn the exterior and interior housing structure. The course includes the application of interior design elements and principles; selection and care of furnishings, equipment and accessories in relation to socio-economic factors, trends, personal tastes, and physical and psychological needs; safety, sanitation, and efficiency factors in interior design; and evaluating the use and care of textiles. This project-based class focuses on project management skills. Students will be required to purchase their own supplies and materials.

## **PARENTING CHILD CARE**

Level 9, 10, 11, 12

1/2 credit

Semester Course

Prerequisite: none

Aim of Course: ~~Students will recognize the many responsibilities of parenting; parenting styles, parenting theories, real life situations, discipline, and emotional and social development will be examined. The students will also learn the importance of proper nutrition and toy selection.~~

~~Provide students with knowledge about physical, mental, emotional, and social growth and development of children from birth through pre-school age.~~

Course Description: ~~This course will focus on the responsibilities, satisfactions and stresses of parenthood. Emphasis is placed on family relationships and well-being. This course includes: managing and organizing parenting by applying decision-making and goal-setting skills; applying the basic principles of the parenting process and life cycle; practicing health and safety standards as they relate to parenting; providing experiences which encourage parents and children to maximize community resource agencies and services; encouraging human relations skills in children/adolescents; and evaluating the impact of family and career changes.~~

~~Main topics include the fundamentals of working with infants, toddlers, and older children; providing healthy environments; evaluating child care settings; and examining the practices, regulations, and opportunities in the child care industry. Students will research various learning theories; development activities/lesson plans; operations of a child care center; recognition of childhood diseases, abuse, and neglect, and first aid/emergency training.~~

## **MANAGEMENT OF ADULT LIFE**

Level 11, 12

1/2 credit

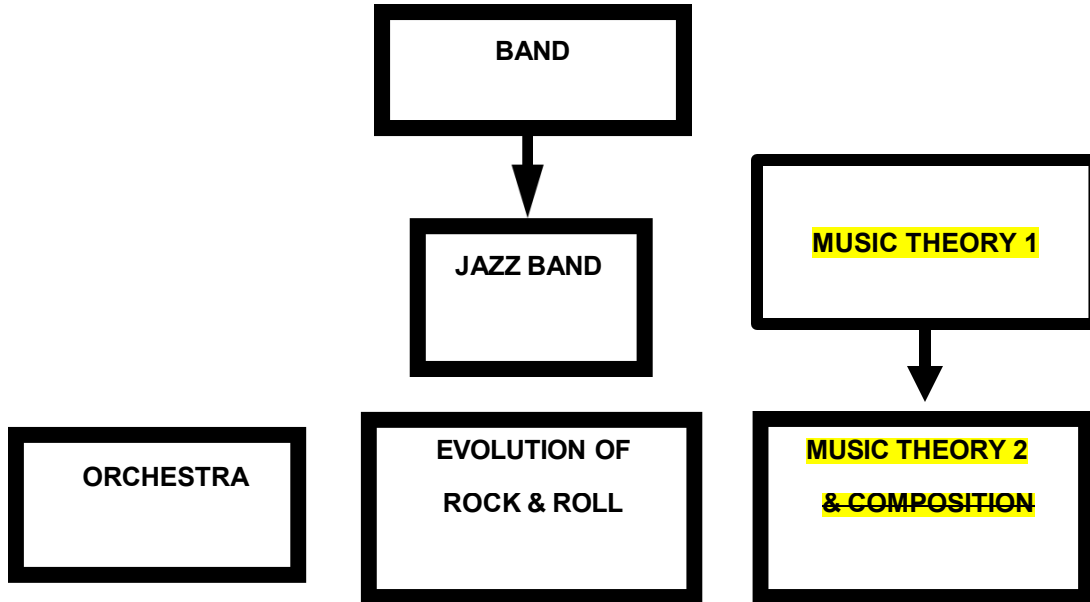
Semester Course

Prerequisite: none

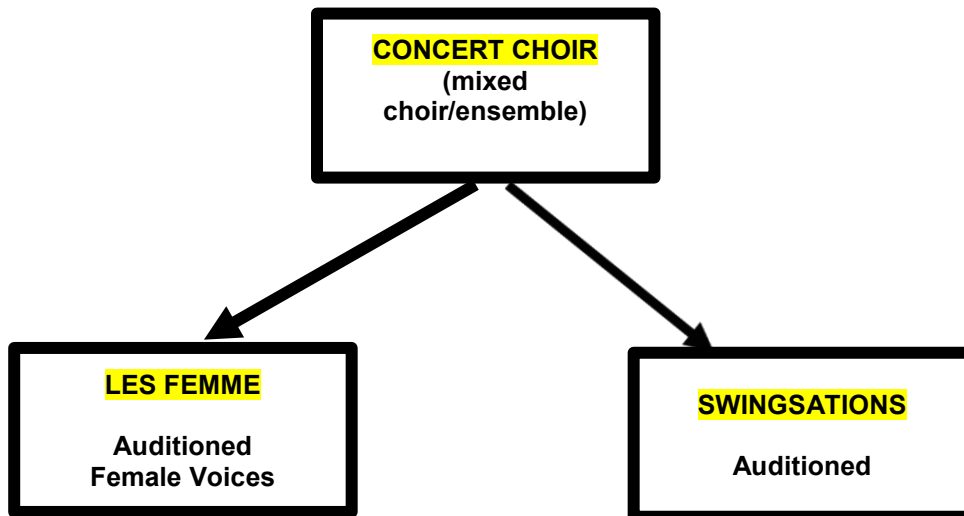
Aim of Course: This Independent Living course was developed to prepare young adults for making decisions for their future. The responsibilities of being independent and managing resources are strongly emphasized. Students will have the opportunity to research the expenses of finding a place to live, furnishing an apartment or home, and buying a new car. This course will also explore maintaining checking and savings accounts, paying taxes, keeping a budget, and meal planning/healthy living.

Course Description: Independent Living is a preparatory course to living on your own. It is designed to help the student understand his/her development as an individual, as a family member, and as part of society. This project-based course uses communication, leadership, and management methods to develop knowledge and behaviors necessary for individuals to become independent, contributing, and responsible participants in family, community, and career settings. The students will gain life management skills, utilize problem-solving methods, develop management processes, stress management, mental health awareness, and practice coping skills.

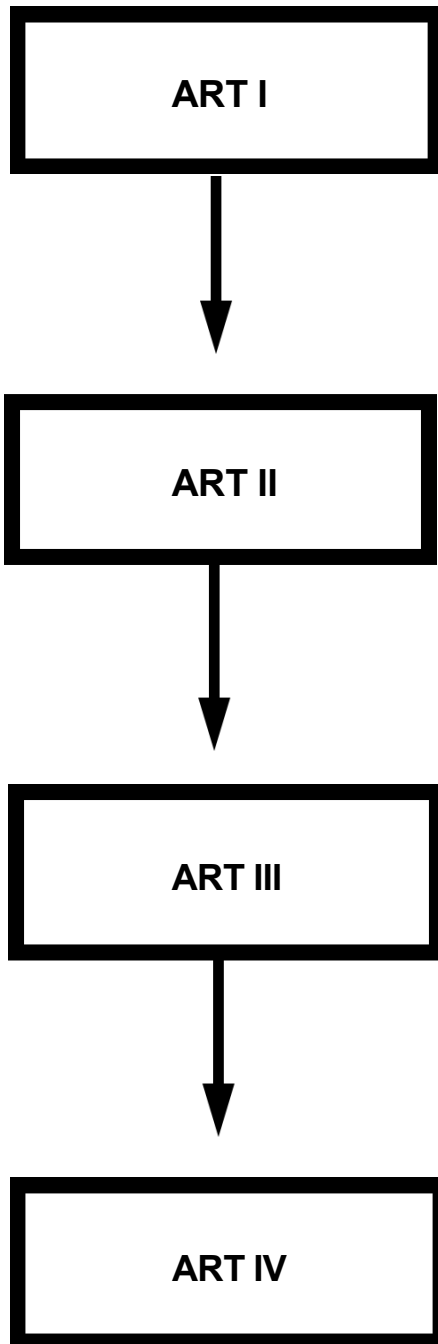
## INSTRUMENTAL MUSIC COURSE FLOW CHART



## VOCAL MUSIC COURSE FLOW CHART



**ART COURSE FLOW CHART**



## **FINE ARTS COURSES**

### **BAND**

Level 9, 10, 11, 12

1 credit

Year Course

Prerequisite: Previous musical training on one's chosen instrument or permission of instructor.

Aim of Course: To develop a high level of musicianship, both individually and as a large ensemble; including a basic appreciation and understanding of band music.

Course Description: The course emphasizes performance and competition in both marching and concert settings. When you assume the responsibility of being a band member, you must agree to be present for all scheduled activities of the band such as concerts, parades, game performances, and special rehearsals. The marching band performs quite extensively, providing opportunities for travel and public performance. Students participating in the program are a very enthusiastic group who, through their music, extend the positive attitude of Mt. Zion High School to our community, state, and region. Grades and awards are based upon the student's music achievement, efforts, participation, attendance, and attitude.

### **FLAG CORPS**

Level 9, 10, 11, 12

1/2 credit

First Semester Course

Prerequisite: Audition

Aim of Course: To become an integral member of the flag squad and participate in performances with the band.

Course Description: Students will develop discipline, showmanship techniques, and an understanding of the flag corps' role in marching bands.

### **JAZZ BAND**

Level 9, 10, 11, 12

1 credit

Year Course

Prerequisite: Audition and enrollment in Band.

Aim of Course: To equip the student with the knowledge and technique to perform musically in a jazz band.

Course Description: The course emphasizes performance in festivals, contests, concerts, and basketball games.

### **EVOLUTION OF ROCK AND ROLL**

Level 9,10, 11, 12

1/2 credit

Semester Course

Prerequisite: None

Aim of Course: To survey the development of the genre of Rock and Roll and study the impact the development and evolution of Rock and Roll had on the culture at large, from its inception to the present.

Course Description: This semester long course focuses on the history of Rock and Roll, the music that changed the world. This course will explore the music of rock and roll and its world in depth. From its roots in Blues, Country, Gospel, and Rhythm and Blues, Rock and Roll and its related forms have touched all facets of our lives, private and public, for over five decades. Rock and Roll is experienced not simply as a sound

culture, but as a cinematic and televisual culture, a literary culture, a fashion culture, a political culture, a dance culture, and more. Students will be exposed to a wide variety of rock and roll music and analyze rock and roll's evolution through daily participation, peer collaboration, and individual exams and projects.

**MUSIC THEORY 1 & COMPOSITION**

Level 10, 11, 12

1 ½ credit

Year Semester Course

Prerequisite: Elementary Piano Skills

Aim of Course: To equip students with a basic knowledge of Music Theory (melodic, harmonic, form, and rhythmic construction), for the purpose of understanding and analyzing the compositional techniques used by composers as well as the creation of works of their own.

Course Description: Students will study the building blocks of music. Using both written and aural skills, students will learn to analyze keys, signatures, modes, melodies, intervals, and chord progression using traditional four-part writing practices. Students will also study the use of small forms.

This course will be offered every other year based on student enrollment.

**MUSIC THEORY 2**

Level 10, 11, 12

½ credit

Semester Course

Prerequisite: Completion of Music Theory 1

Aim of Course: To continue building students' knowledge of Music Theory (melodic, harmonic, form, and rhythmic construction), for the purpose of understanding and analyzing the compositional techniques used by composers as well as the creation of works of their own.

Course Description: To expand on the analyzation of music and components. Skills will be expanded to more complex music and students will begin to create music of their own in a variety of styles.

This course will be offered every other year based on student enrollment.

**ORCHESTRA**

Level 9, 10, 11, 12

1 credit

Year Course

Prerequisite: Previous musical training on one's chosen instrument or permission of instructor.

Aim of Course: To develop musicianship, both individually and as an ensemble, including a basic appreciation and understanding of string/orchestra music.

Course Description: The course emphasizes individual development through performance with limited exposure to solo and chamber music (most attention is paid to the concert settings). Students' progress through fundamental concepts of basic musicianship. The orchestra is a very enthusiastic group that through music, extends the positive attitude of Mt. Zion High School to our community, state, and region. Grades and awards are based upon the student's musical achievement, effort, participation, attendance, and attitude.

**CONCERT CHOIR (MIXED CHOIR/UNISEX ENSEMBLE)**

Level 9, 10, 11, 12

1 credit

Year Course

Prerequisite: Consent of instructor or administrative recommendation.

Aim of Course: To develop the singing voice and ensemble singing and to study musical elements,



sight reading, and vocal techniques.

Course Description: The philosophy of this course is to provide musical development by the building and understanding of concepts and skills through active involvement in speech and singing. This course will include: Knowing and understanding cultural and historical contexts; developing knowledge and understanding about analytical and critical processes for evaluating the arts; demonstrating knowledge and understanding by creating, producing and performing; and promoting personal identity, positive self-worth, and group interaction.

**LES FEMMES (FEMALE SHOW CHOIR)**

Level 9, 10, 11, 12

1 credit

Year Course

Prerequisite: Selected by audition only.

Aim of Course: To develop the singing voice and ensemble singing, to study musical elements, sight reading, vocal techniques, and to learn basic to advanced dance skills, staging methods, performance techniques, and proper stage etiquette.

Course Description: This course emphasizes ensemble singing and performing. Performance shows are learned for both competitive and non-competitive venues. The philosophy of this course is the musical development to build and understand the concepts and skills through active involvement in speech, movement, singing, and playing instruments. This course will include: Knowing and understanding cultural and historical contexts; developing knowledge and understanding about analytical and critical processes for evaluating the arts; demonstrating knowledge and understanding by creating, producing and performing; and promoting personal identity, positive self-worth, and group interaction

**SWINGSATIONS  
(MIXED SHOW CHOIR)**

Level 9, 10, 11, 12

1 credit

Year Course

Prerequisite: Selected by audition only.

Aim of Course: To develop the singing voice and ensemble singing, to study musical elements, sight reading, vocal techniques, and to learn basic to advanced dance skills, staging methods, performance techniques, and proper stage etiquette.

Course Description: This course emphasizes ensemble singing and performing. Performance shows are learned for both competitive and non-competitive venues. The philosophy of this course is the musical development to build and understand the concepts and skills through active involvement in speech, movement, singing, and playing instruments. This course will include: Knowing and understanding cultural and historical contexts; developing knowledge and understanding about analytical and critical processes for evaluating the arts; demonstrating knowledge and understanding by creating, producing and performing; and promoting personal identity, positive self-worth, and group interaction.

**ART I**

Level 9, 10, 11, 12

1 credit

Year Course

Prerequisite: none

Aim of Course: To introduce students to a variety of art materials and techniques as well as the art of other cultures.

Course Description: Art I is a hands-on course that acquaints students with many forms of art, media, and artists. Students will study the following skills/topics: basic drawing, color theory, design, painting, sculpture, and art history.

**ART II** Level 10, 11, 12

1 credit Year Course

Prerequisite: Art I

Aim of Course: To continue the study of more advanced art techniques, concepts, and artists.

Course Description: Art II is designed to complement Art I, but to provide a greater challenge for students. Students will study clay and oil paints, pointillism, watercolor, and glass mosaics. The study of art history will advance to more contemporary artists.

**ART III** Level 11 & 12

1 credit Year Course

Prerequisite: Art I and Art II

Aim of course: To enable students to further develop individual style and skills in a variety of media.

Course Description: Art III is a more in-depth study of the media and art forms the student is interested in. Further study of the following concepts are included: elements of art, principles of design, basic drawing, color theory, painting, and art history. Students will utilize time management skills to set their project outlines and meet their due dates.

**ART IV** Level 12

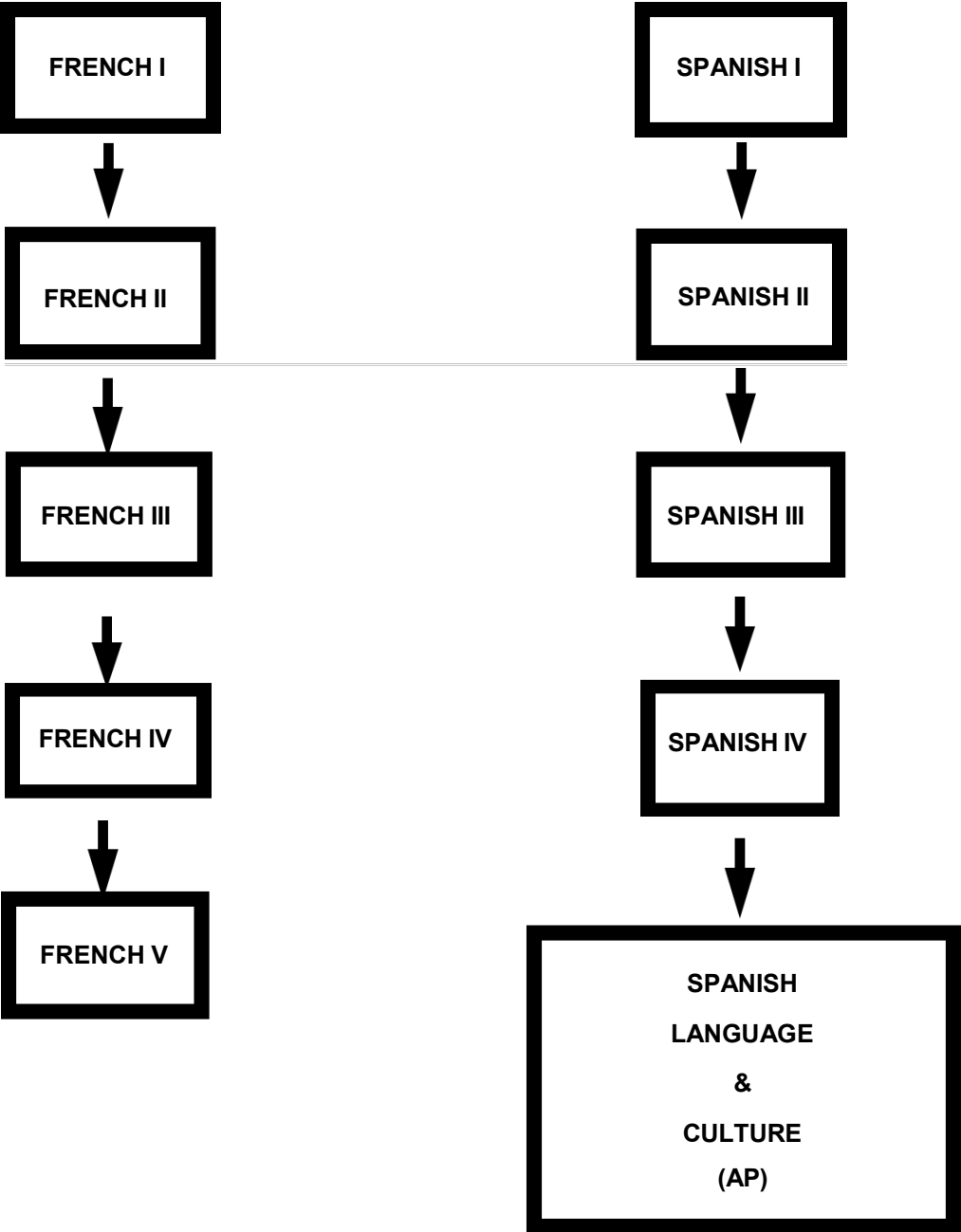
1 credit Year Course

Prerequisite: Art I, II and III

Aim of Course: To develop the artistic style of the individual.

Course Description: Art IV is a more in-depth study of the media and art forms the student is interested in. Further study of the following concepts are included: elements of art, principles of design, basic drawing, color theory, painting, and art history. Students will utilize time management skills to set their project outlines and meet their due dates. Art IV seniors are responsible for a Senior Showcase at the Annual Art Show.

**FOREIGN LANGUAGE COURSE FLOW CHART**



# **FOREIGN LANGUAGE COURSES**

**FRENCH I** Level 9, 10, 11, 12

1 credit Year Course

Prerequisite: none

Aim of Course: To enable students to communicate in the target language and help them develop an appreciation of a foreign culture.

Course Description: Through reading, writing, and oral/aural practice, students gain ability in pronunciation, basic conversation, fundamental grammar principles, and vocabulary practice. Through informal discussion students gain knowledge of French culture and civilization.

**FRENCH II** Level 9, 10, 11, 12

1 credit Year Course

Prerequisite: C or better in French I

Aim of Course: To enable students to build vocabulary, make use of more sophisticated grammatical structures, and communicate more in oral French.

Course Description: More complex sentence structures are emphasized, incorporating more verb tenses. Dialogues for conversation are generally more lengthy and sophisticated than in French I. Cultural units of study include such topics as French cuisine and dining customs.

**FRENCH III (weighted)** Level 9, 10, 11, 12

1 credit Year Course

Prerequisite: C or better in French II

Aim of Course: To have students communicate totally in French, use more subtle nuances of the language, and become acquainted with events in French history.

Course Description: Students carry more of the responsibility of oral communication in class than in previous courses. They use new grammatical principles, covering all verb tenses and moods. Students study literary works such as Voltaire's Candide, Dumas' Three Musketeers, Phantom of the Opera, and others. Students are required to write several two- page reports entirely in French as well as give several oral presentations on subject matter covered. Students also study important events in French history and cultural differences between French speaking countries and the United States.

**FRENCH IV (weighted)**

Level 10, 11, 12

1 credit

Year Course

Prerequisite: C or better in French III

Aim of Course: To have students communicate totally in French, use more subtle nuances of the language, and become acquainted with events in French history.

Course Description: Students carry more of the responsibility of oral communication in class than in previous courses. They use new grammatical principles, covering all verb tenses and moods. Students study literary works such as Voltaire's Candide, Dumas' Three Musketeers, Phantom of the Opera, and others. Students are required to write several two- page reports entirely in French as well as give several oral presentations on subject matter covered. Students also study important events in French history and cultural differences between French speaking countries and the United States.

**FRENCH V (weighted)**

Level 11 &amp; 12

1 credit

Year Course

Prerequisite: C or better in French IV

Aim of Course: To stimulate students to further advance their speaking and reading skills through a variety of authentic media.

Course Description: This course will promote creative self-expression and exploration of francophone literature.

The emphasis will be on oral and written communication. Advanced grammatical concepts will be covered.

**SPANISH I**

Level 9, 10, 11, 12

1 credit

Year Course

Prerequisite: None

Aim of Course: To provide a careful balance among basic listening, speaking, reading and writing skills in Spanish.

Course Description: This course emphasizes the cultural concepts of Hispanic countries through the use of dialogues, narratives, and videos. Grammatical concepts are approached clearly and logically through a variety of exercises and oral activities.

**SPANISH II**

Level 9, 10, 11, 12

1 credit

Year Course

Prerequisite: C in Spanish I

Aim of Course: To continue to provide a balance in the basic skills of listening, speaking, reading, and writing in Spanish.

Course Description: This course provides a complete review of the first year's work with a greater emphasis on speaking Spanish. The content is student-centered and the grammar sections feature varied exercises and activities. The vocabulary is practical and the cultural units expand the student's knowledge of Hispanic civilization.

**SPANISH III (weighted)**

Level 9, 10, 11, 12

1 credit

Year Course

Prerequisite: C in Spanish II

Aim of Course: To stimulate students to advance their speaking and reading skills in order to become more proficient in Spanish.

Course Description: This course continues to emphasize the grammatical structures of Spanish. It also promotes creative self-expression and interaction correlated to literature.

**SPANISH IV (weighted)**

Level 10, 11, 12

1 credit

Year Course

Prerequisite: C or better in Spanish III

Aim of Course: To continue to stimulate students to advance their speaking, writing, and reading skills in order to become even more proficient in Spanish.

Course Description: This course provides more opportunities for self-expression through writing in journals and verbally stating opinions. A more comprehensive overview of the grammatical structures of the language is emphasized as well as an in-depth study of the Hispanic culture.

**SPANISH LANGUAGE  
& CULTURE (AP) (weighted)**

Level 11 & 12

1 credit

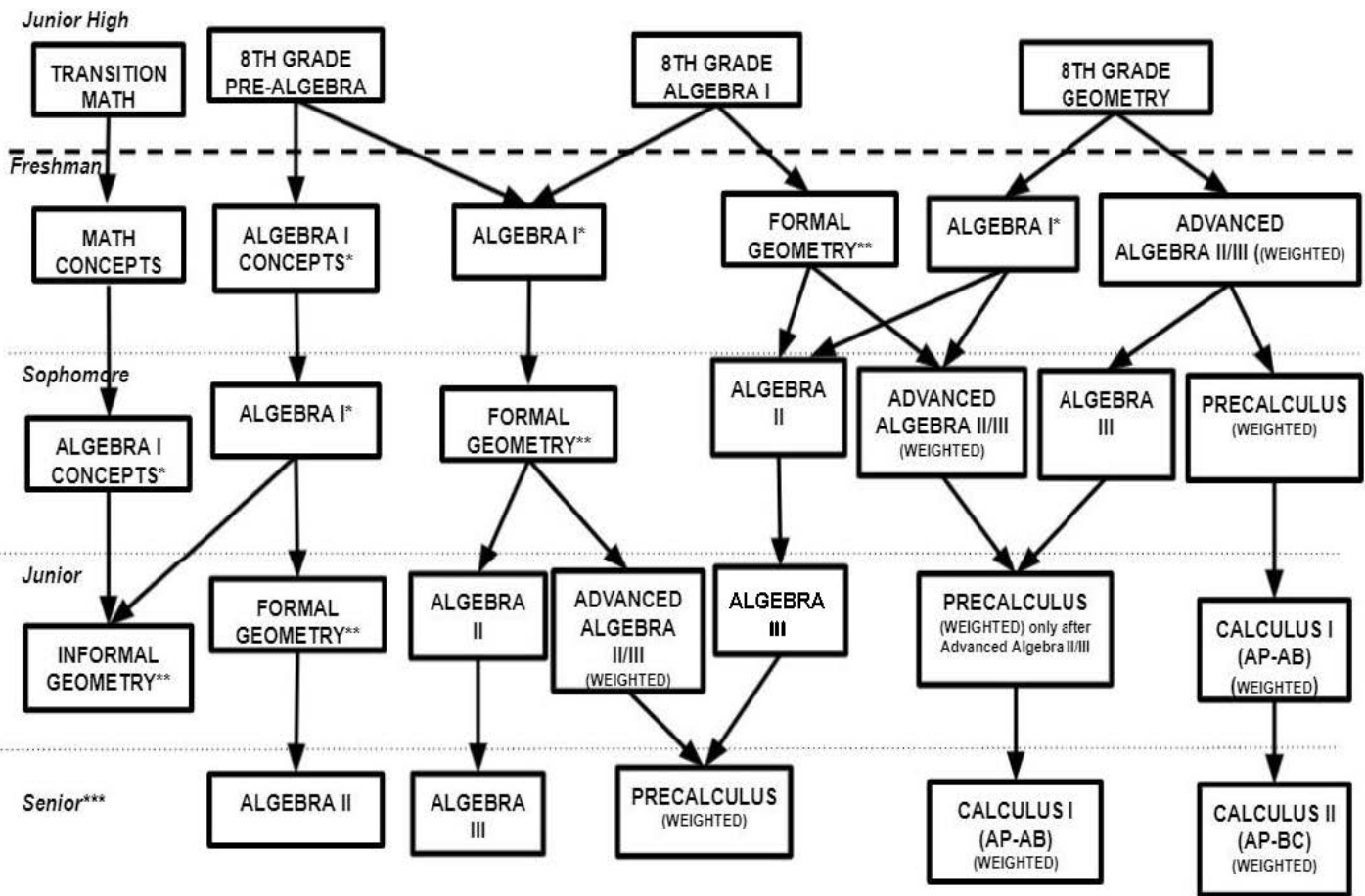
Year Course

Prerequisite: C or better in Spanish IV

Aim of Course: To prepare the student for college level credit. Students may opt to take the Spanish Language exam offered by the Advanced Placement Program of the College Board offered for a fee in May.

Course Description: This course emphasizes college preparatory skills through the study and practice of the Spanish language. Students will take practice tests which include: listening comprehension, vocabulary, sentence structure, reading comprehension, and free-response in writing and in speaking. The total time for the examination is approximately three hours.

## MATHEMATICS 4 YEAR PLAN



**State requirements for graduation include:**

1. All students must have three years of high school math.
2. All students must have one year of Algebra I content. (indicated with \*)
3. All students must have a class with geometry content. (indicated with \*\*)

\*\*\* PROBABILITY & STATISTICS, QUANTITATIVE LITERACY AND STATISTICS, OR APPLIED STATISTICS (RCC/weighted) may be taken as a 3rd or 4th year math class as long as student has taken Algebra II  
Applied Statistics requires meeting RCC entrance requirements.



# **MATHEMATICS COURSES**

## **MATH CONCEPTS**

Level 9 & 10

1 credit

Year Course

Prerequisite: Placement by 8th grade math teacher.

Aim of Course: To serve as a first course in high school mathematics and to provide an opportunity to gain basic skills and knowledge.

Course Description: Math Concepts is the basic study of sets, real numbers, operations, properties, equations, inequalities, factors, polynomials, linear sentences, rational expressions.

## **ALGEBRA I CONCEPTS**

Level 9 & 10

1 credit

Year Course

Prerequisite: A grade of C or above in 8th grade math, completion of Math Concepts or administrative recommendation.

Aim of Course: To review basic math skills, introduce and practice basic algebra I concepts, preparing students for more advanced algebra I concepts.

Course Description: This course consists of a review of basic math skills including operations involving whole numbers, integers, rational numbers, conversion of measurements, percentages, area, and volume. Students are also introduced to basic algebra properties of solving, factoring, and graphing including slope. The concepts are applied in the development of introductory algebraic skills including operations with signed numbers, roots and powers, equations, and graphing linear functions.

## **ALGEBRA I**

Level 9, 10, 11, 12

1 credit

Year Course

Prerequisite: A grade of C or above in Algebra I Concepts or Informal Geometry, or an A in 8th grade General Math, or administrative recommendation based on placement test.

Aim of Course: To serve as a first course in a college preparatory curriculum, and to extend the development of numbers and logical thinking.

Course Description: Algebra I is the study of sets, operations, properties, equations, inequalities, factors, polynomials, linear sentences, rational expressions, radicals, and quadratics.

## **ALGEBRA II**

Level 10, 11, 12

1 credit

Year Course

Prerequisite: Completion of Algebra 1 and Formal Geometry or teacher recommendation

Aim of Course: To expand on concepts found in Algebra I, introduce new topics in algebra, while developing the problem-solving abilities of the student.

Course Description: This course consists of topics in Algebra including systems, functions, matrices, quadratics, complex numbers, higher degree polynomials, rational expressions, exponential functions, logarithmic functions, conic sections, introductory trigonometric functions, sequences and series, and some probability and statistics

**ADVANCED ALGEBRA II/III (weighted)**

Level 9, 10, 11, 12

1 credit

Year Course

Prerequisite: Algebra 1 with C or above and Formal Geometry or concurrent enrollment in Formal Geometry with teacher recommendation

Aim of Course: To expand on concepts found in Algebra I, introduce new topics in algebra, and develop the problem-solving abilities of the student. This course is taught at a higher level of learning than Algebra II.

Course Description: This course consists of topics in Algebra including systems, functions, matrices, quadratics, complex numbers, higher degree polynomials, rational expressions, exponential functions, logarithmic functions, conic sections, introductory trigonometric functions, sequences and series, and some probability and statistics. Advanced Algebra II is taught at a faster pace than Algebra II and is a Prerequisite for Pre-Calculus.

**ALGEBRA III**

Level 11, 12

1 credit

Year Course

Prerequisite: Algebra II

Aim of Course: Algebra III prepares students (that did not take Advanced Algebra 2-3) for a Pre-calculus class.

Course Description: Algebra III courses review and extend algebraic concepts for students who have already taken Algebra II. Course topics include (but are not limited to) operations with rational and irrational expressions, factoring of rational expressions, linear equations and inequalities, quadratic equations, solving systems of linear and quadratic equations, properties of higher degree equations, and operations with rational and irrational exponents. The courses may introduce topics in discrete math, elementary probability and statistics; matrices and determinants; and sequences and series

**INFORMAL GEOMETRY**

Level 11, 12

1 credit

Year Course

Prerequisite: Successful completion of Algebra 1 Concepts or Algebra 1.

Aim of Course: To improve practical geometry skills such as finding of area and volume, and to improve application of geometric skills to broader math concepts.

Course Description: Informal Geometry is focused on application rather than formal proof, differentiating it from higher level STEM focused Formal Geometry. Concepts developed include congruence, similarity, and the special properties of parallelograms, circles, and right triangles. Coordinate geometry, transformations, constructions, and the areas and volumes of plane and solid figures are also studied.

**FORMAL GEOMETRY**

Level 9, 10, 11, 12

1 credit

Year Course

Prerequisite: Algebra I with a grade of C or above or administrative recommendation.

Aim of Course: To improve practical geometry skills such as the finding of area and volume, and to improve logical thinking skills.

Course Description: Geometry is the development of a mathematical system involving definitions, postulates, and theorems. Concepts developed include congruence, similarity, and the special properties of parallelograms, circles, and right triangles. Coordinate geometry, transformations, constructions, and the areas and volumes of plane and solid figures are also studied.

("A" students may take Formal Geometry and Algebra II simultaneously in order to accelerate the math sequence.

**PROBABILITY & STATISTICS**

Level 11 & 12

1 credit

Year Course

Prerequisite: Algebra II with a C or better or administrative recommendation.

Aim of Course: The purpose of this course is to give a general introduction to the fields of statistics and probability while integrating Algebra and Geometry content. This course should enable students to appropriately interpret data and use this information in everyday life to help make decisions.

Course Description: This course is designed for students with a wide variety of interests. Statistics involves collecting numerical information called data, analyzing it, and making meaningful decisions based upon the data. Probability and its application to statistics will also be presented.

**APPLIED STATISTICS (\*weighted)**  
**(MATH 113 dual credit)**

Level 11 & 12

Level 10 with concurrent enrollment in Pre-Calculus

1 credit

Year Course

Prerequisite: Completion of Algebra II and satisfactory score on the mathematics & English RCC placement exam. Students may be exempt from placements exams based on ACT scores.

Aim of Course: To provide college level statistics instruction and experience including application and testing methods.

Course Description: Descriptive statistics covered include frequency tables, graphs, and measures of location and variation. Topics from probability include probability rules, counting techniques, and probability distributions. Inferential statistics coverage includes estimation, confidence intervals, hypothesis testing, and probability values. Statistical methods discussed include the one and two sample t-tests, one and two proportion tests, chi-square goodness of fit and test for independence, correlation, regression, and analysis of variance. This course makes heavy use of technology to solve real-world applications. \*This course can only be taken for weight if the student has not previously taken weighted Probability & Statistics offered in past years.

**PRE-CALCULUS (weighted)**

Level 10, 11, 12

1 credit

Year Course

Prerequisite: Advanced Algebra II/III with a C or above

Aim of Course: To gain a better understanding of algebra, geometry, and trigonometry and their applications. This course will also enable students to prepare for calculus and further mathematical studies.

Course Description: The first semester of this course includes the study of functions and their graphs and the study of trigonometry and its practical applications. Trigonometry involves the relationships of angles, triangles, and related functions such as sine, cosine, and tangent. The second semester of pre-calculus involves the review and further development of all previous math courses.

**CALCULUS I (AP-AB) (weighted)**      Level 11 & 12

1 credit      Year Course

Prerequisite: Pre-Calculus with a grade of C or above, or administrative recommendation.

Aim of Course: This course ties together concepts that students have studied in previous math classes and introduces the new concepts of Calculus. This course provides an excellent opportunity for the student to experience a college-level mathematics course in a high school setting.

Course Description: This course discusses the two major concepts of Calculus: the derivative and the integral. First semester topics include limits, continuity and derivatives. The main emphasis of the second semester is on the study of integrals. Application of concepts is emphasized throughout the year. Advanced Placement Test may be taken to acquire one college math credit.

**CALCULUS II (AP-BC) (weighted)**      Level 12

1 credit      Year Course

Prerequisite: Calculus I (AP) with a grade of C or above, or administrative recommendation.

Aim of Course: The purpose of this course is to provide students the opportunity to deepen their knowledge of calculus and to apply calculus skills.

Course Description: The material addressed in this course will include subjects that are not addressed by the AB level Advanced Placement tests, but will be encountered on the BC level test and in a college level Calculus II program. Some of the subjects in this class include: Integration by parts, surface revolutions, slope fields, line lengths, and trigonometric functions in calculus. This course will also include many hands- on explorations of calculus with the goal of applying calculus skills to real life situations, as well as an in- depth review of material covered in Calculus I focusing on how the skills and subjects already learned are interrelated and dependent upon each other. Students who complete this course will have the coursework necessary to be prepared to take the Calculus Level BC Advanced Placement test.

**MATHEMATICS LAB**      Level 9, 10, 11

1 credit      Year Course

Prerequisite: Students that are identified as behind in math levels and benchmark scores in 8<sup>th</sup> grade, as measured by various assessments, may be required to enroll in this math course.

Aim of Course: To provide students with individualized and differentiated instruction keyed to specific content and skill needs in mathematics based on both the student's global performance data and regular progress checks.

Course Description: The course is a small group setting (10-13 students) that allows students with identified needs in mathematics performance and skills to receive individualized teaching and monitoring beyond what can be reasonably accomplished in the larger class setting. The scope of the content and skills will range from foundational math concepts to Algebra II/Math 3 concepts as defined by the Common Core Standards.

**QUANTITATIVE LITERACY AND  
STATISTICS**

Level 12

1 credit

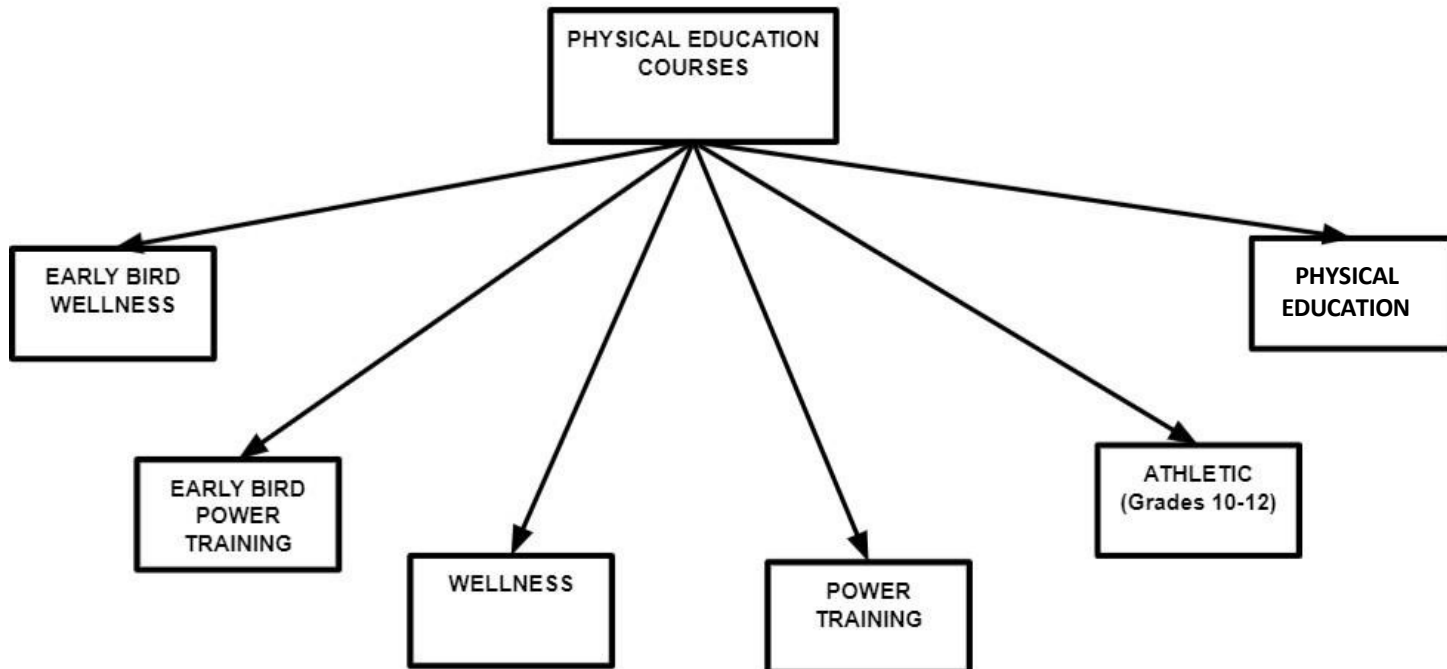
Year Course

Prerequisite: All previous graduation requirements of Algebra and Geometry must have been met.

Aim of Course: To provide students with a fourth year of mathematics that focuses on topics in real world applications of Algebra, Geometry, and Statistics.

Course Description: This course will cover the topics of personal finance, statistics, and predictions in everyday life, describing and planning the physical world using mathematical ideas and properties, and using math to make decisions. Students will use the skills they learn throughout the course to complete a capstone project that focuses on the difficulties and complexities of starting a business. Special attention will be paid to finding investors, developing budgets, and projecting future costs.

## PHYSICAL EDUCATION COURSE FLOW CHART



### PE WAIVER

Illinois School Code requires that all high school students take P.E. every semester. Students are required to obtain a minimum of 2 P.E. credits for graduation. However, students may be exempt from P.E. for the semester if they meet any of the following criteria:

- 1) The student is in grade 11 or 12 and is a participant in interscholastic athletics, cheer, poms, and/or show choir.
- 2) The student is in grade 9-12 and is a participant in Marching Band (1<sup>st</sup> semester only).
- 3) The student is in grade 11 or 12 and must enroll in a class that, if not taken, would prevent the student from graduating (requires verification by one of our high school counselors).
- 4) The student is in grade 11 or 12 and must enroll in a class that, if not taken, would prevent the student from admission to an institution of higher learning of the student's choice (requires written verification from a college admissions counselor).
- 5) The student has a medical issue and provides documentation signed by a physician.
- 6) The student is enrolled in Work Program, Creating Entrepreneurial Opportunities, Heartland Technical Academy, and/or Transfer Academy.

# **PHYSICAL, HEALTH & SAFETY EDUCATION COURSES**

## **DRIVER EDUCATION - CLASSROOM PHASE**

Level 9, 10, 11, 12

1/4 credit

Nine Weeks Course

Prerequisite: Students must have passed eight courses during the previous two semesters.

Aim of Course: To enable students to develop sound judgments and proper mental attitudes for the safe operation of a motor vehicle.

Course Description: Each student must attend at least thirty clock hours in order to receive a passing grade for the classroom phase. The classroom course will be offered eight times throughout the school year and once during the summer months.

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

No credit

Level 9 & 10

Prerequisite: Successful completion or enrollment in the classroom phase.

Aim of Course: To enable students to achieve the basic skills necessary in handling a motor vehicle.

Course Description: The fundamental knowledge of good driving will be taught. In the behind-the-wheel phase of driver education, the student will receive a minimum of six hours of actual behind-the-wheel driving time. The behind-the-wheel phase will be taught before school, after school, weekends, vacation days, or during the summer. Only one hour each day of behind-the-wheel driving will be taught during the school year.

This course has an instructional fee to assist with the cost of consumable materials. See the District Handbook fee information.

## **HEALTH**

Level 9, 10, 11, 12

1/2 credit

Semester Course

Prerequisite: none

Aim of Course: To enable students to acquire information, knowledge, and skills necessary to make responsible decisions for their own health and welfare.

Course Description: This course will help students develop the knowledge and skills they need to make healthy decisions that allow them to stay active, safe and informed. The lessons and activities are designed to introduce the student to important aspects of the main types of health: emotional and mental, social and consumer, and physical. Among other topics, students will explore nutrition (including dangers of allergies), understanding and avoiding disease, first aid and CPR, human sexuality, and substance abuse prevention (including nicotine/vaping, dangers of fentanyl). Students will learn about the components of a healthy lifestyle and ways to approach making healthy choices and decisions.

**WELLNESS**

Level 9, 10, 11, 12

1 credit

Year Course

Prerequisite:

none

Aim of Course: To enhance the overall well-being of students through various activities. Physical fitness is achieved by having the students do various activities with emphasis on cardiovascular endurance, muscular endurance, muscular strength, and flexibility.

Course Description: This course consists of circuit workouts, aerobic and anaerobic interval training, yoga, HIIT, dance cardio, and team-based activities.

**POWER TRAINING**

Level 9, 10, 11, 12

1 credit

Year Course

Prerequisite: Priority enrollment for this class will be given to students involved in athletics at Mt. Zion High School as verified by the Mt. Zion High School coaching staff. Physical ability to do all activities within the structure of the class including, but not limited to: squats, jumping, sprinting, and cardiovascular training. Enrollment will be open to all other students by seniority grade level, as the class numbers will allow.

Aim of Course: To enhance the physical abilities of students/athletes at Mt. Zion High School. This course will provide an opportunity for students/athletes to develop an advanced level of physical fitness and muscular power, i.e., strength and speed combination.

Course Description: This course consists of activities organized in a schedule of progression to improve the student's level of physical power and fitness. These activities include weight training; quickness development through vigorous, repetitive drills; speed development through varied sprinting drills including plyometric training; and overall cardiovascular improvement through prolonged, vigorous movement. Early bird power training classes are designed for the student that cannot fit physical education into the regular seven period day.

**ATHLETIC PHYSICAL EDUCATION**

Level 10, 11, 12

1 credit

Year Course

Prerequisite: The student must be a member in good standing of a Mt. Zion High School athletic team(s) and have the approval of both the athletic coach of said team(s) and administration. To remain in course for the entire year the student must be in a sport during the fall, winter, and/or spring. To be counted as being in the sport the athlete needs to have been on the roster the previous season and also finish the season. Team managers or student assistants do not count as being members of the athletic team as eligibility to be in Athletic PE.

Aim of Course: To provide an opportunity for students/athletes to further develop the physical fitness levels needed to compete in interscholastic athletics while further developing the specific fundamental skills required in each of their sports.

Course Description: This course consists of athletic skill sessions, weight lifting, plyometrics, speed and agility training, cardiovascular training, and yoga.



**PHYSICAL EDUCATION** Level 9, 10, 11, 12

1 credit

Year Course

Prerequisite: Application required and students will be approved by administration on an enrollment basis.

Aim of Course: This course will provide an opportunity for students to enhance overall well-being through various physical activities. As well as provide a social benefit to working with a variety of students with varying levels of ability.

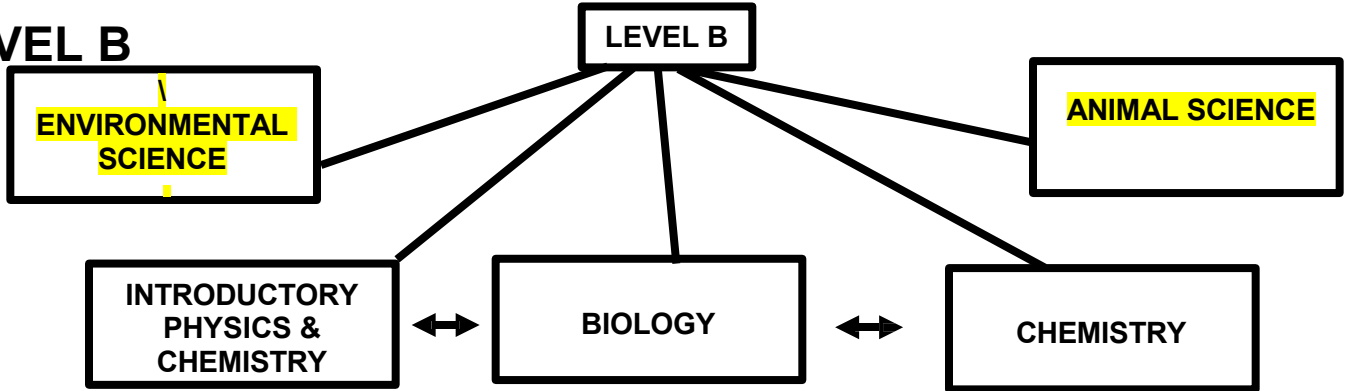
Course Description: This course is designed to provide students with aerobic and anaerobic activities, yoga, dance cardio and team-based activities. While working as a peer buddy to aid in the completion of adapted physical education goals for students enrolled in the life skills and essential skills physical education class. This will create learning opportunities for social interaction for all students and develop skills in teamwork, empathy, and motivation

## SCIENCE COURSE FLOW CHART

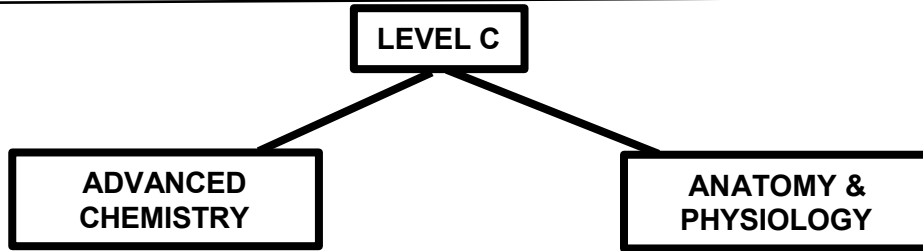
### LEVEL A



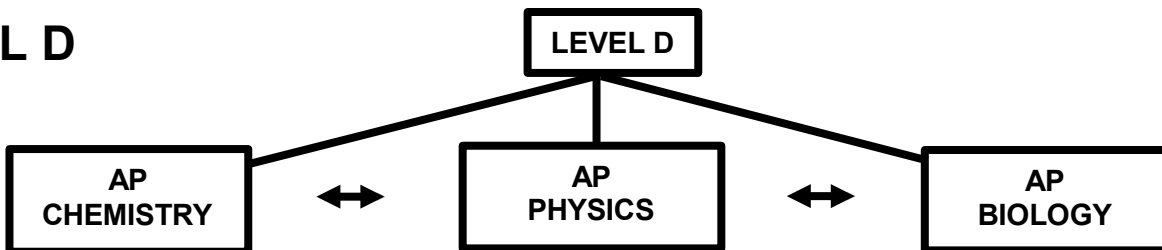
### LEVEL B



### LEVEL C



### LEVEL D



Students are required to complete three years of science. One must be a biological science and one a physical science.

#### LEVEL A COURSES

Integrated Science (P.S./B.S.)  
Intro to Agriculture (A.S.)  
Horticultural Science (A.S.)

#### LEVEL B COURSES

Biology (B.S.)  
Intro Physics & Chem. (P.S.)  
**Environmental Science.**(A.S./P.S.)  
**Animal Science.** (A.S./B.S.)  
Chemistry (P.S.)

#### LEVEL C COURSES

Advanced Chemistry (P.S.)  
Anatomy & Physiology (B.S.)

#### LEVEL D COURSES

Chemistry (AP) (P.S.)  
Physics 1 (AP) (P.S.)  
Biology (AP) (B.S.)

(P.S. = Physical Science; A.S. = Ag. Science; B.S. = Biological Science)

## **MATH/SCIENCE CONNECTION**

Students who will be enrolled in the following math courses (per Jr. High teacher recommendation) should consider the science courses connected to them:

- ✓ **Math Concepts or Informal Geometry**  
Consider taking Integrated Science or Intro to Agriculture
- ✓ **Algebra I Concepts**  
Consider taking Integrated Science or Intro to Agriculture
- ✓ **Algebra I**  
Consider taking Integrated Science or Biology or **Environmental Science or Animal Science**
- ✓ **Formal Geometry**  
Consider taking Integrated Science, Biology, or Introductory Physics & Chemistry
- ✓ **Algebra II**  
Consider taking Integrated Science, Biology, or Introductory Physics & Chemistry
- ✓ **Advanced Algebra II/III**  
Consider taking Biology, or Introductory Physics & Chemistry

# **SCIENCE COURSES**

## **GENERAL SCIENCE**

Level 9, 10, 11, 12

1 credit

Year Course

Prerequisite: Teacher recommendation as well as appropriate scores on benchmark screening tools.

Aim of Course: To introduce basic skills of science for students.

Course Description: This course is for students who need development in basic science concepts. It will cover all areas of science including Earth, Space, Biology, and Physical

## **INTEGRATED SCIENCE**

Level 9 & 10

1 credit

Year Course

Prerequisite: none

Aim of Course: To explore the individual science disciplines of physics, chemistry, biology, earth science, and astronomy plus the areas where these disciplines overlap.

Course Description: By completing this course, students will have an idea of the fields of science they intend to follow. Integrated science is designed to be an introductory course to reinforce science concepts. This course will include lecture that will be supplemented with laboratory exercises.

## **INTRO TO AGRICULTURE**

Level 9, 10 (11, 12 with administrative approval)

1 credit

Year Course

Prerequisite: none

Aim of Course: To offer the student a general background in the areas of plant science and animal science with relation to agricultural concerns.

Course Description: Major units of instruction include agricultural research, soil science, advanced plant science, biotechnology, advanced animal science. Applied science and math skills and concepts will be stressed throughout the course as they relate to each area. Improving computer and workplace skills will be a focus.

## **HORTICULTURAL SCIENCE**

Level 9, 10, 11, 12

1 credit

Year Course

Prerequisite: none

Aim of Course: To provide students with basic horticulture skills through greenhouse utilization.

Course Description: This course is designed to develop knowledge and skills in the following areas: using soil and other plant growing media; identifying horticultural plants; propagating horticultural plants; landscaping plants and principles; floral arrangement; basics of growing horticultural plants in greenhouse and nursery settings; constructing, maintaining, and using plant-growing structures; operating, repairing, and maintaining equipment used in the horticultural field.

**PHYSICAL SCIENCE**

Level 10, 11, 12

**APPLICATIONS IN AGRICULTURE****ENVIRONMENTAL SCIENCE**

1 credit

Year Course

Prerequisite: Level A science course.

Aim of Course: To offer the student a background in physical science with relation to the agriculture industry and impact on the environment.

Course Description: This course is designed to reinforce and extend students understanding of physical science and the scientific process by associating scientific and math principles and concepts with relevant applications in agriculture. Topics of study are in the areas of scientific investigations, environmental/natural resource systems, agricultural production systems, agricultural structural systems, energy and power systems, agricultural mechanics and machine systems, and food processing systems. The course will be valuable preparation for further education and will increase the relevance of science through the applied setting of agriculture by enhancing literacy in science and the scientific process. Improving computer and workplace skills will be a focus.

This course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration, and reinforcement of academic concepts.

**BIOLOGICAL SCIENCE**

Level 10, 11, 12

**APPLICATIONS IN AGRICULTURE****ANIMAL SCIENCE**

1 credit

Year Course

Prerequisite: Level A science course.

Aim of Course: To offer the student a background in plant and animal science with relation to the agriculture industry.

Course Description: This course is designed to reinforce and extend students understanding of science by associating basic scientific principles and concepts with relevant applications in agriculture. Topics of study are in the areas of initiating plant growth (germination, plant sensory mechanisms, enzyme action, absorption), managing plant growth (photosynthesis, respiration, translocation, metabolism, and growth regulation), growth and development of animals (embryology, ethology, nutrition, immunity systems, and processing animal products (preservation, fermentation, and pasteurization). The course will be valuable preparation for further education and will increase the relevance of science through the applied setting of agriculture by enhancing literacy in science and the scientific process.

This course will develop students' understanding of the small and companion animal industry, animal anatomy and physiology, animal ethics and welfare issues, animal health, veterinary medicine, veterinary office practices, and animal services to humans. Topics to be discussed include veterinary terminology, anatomy, and physiology, pathology, genetics, handling and restraint, first-aid and physical examinations along with common surgical skills. Career exploration will focus on veterinarians, veterinary lab technicians, office lab assistants, small animal production, research lab assistant, and animal nutrition lab technicians. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration, and reinforcement of academic concepts.

**BIOLOGY**

Level 9, 10, 11, 12

1 credit

Year Course

Prerequisite: Successful completion of Integrated Science or concurrently enrolled in Algebra I or higher.

Aim of Course: Students will be introduced to the basic principles and theories of the life sciences.

Course Description: In this program, students will acquire a clear understanding and mastery of key biological concepts and ideas. Mastery of important science process and safety skills through laboratory investigation and dissections are emphasized. Students will be able to develop a proficiency in critical and creative thinking and problem solving skills – skills essential in science and in everyday life. The overall goal is to allow the students to foster a growing appreciation of and interest in biology – and all other sciences. Students will be required to participate in lab activities to meet course requirements. Students will be assessed by homework assignments, quizzes, lab reports, and tests.

**ANATOMY & PHYSIOLOGY (weighted)** Level 10, 11, 12

1 credit

Year Course

Prerequisite: Introductory Physics & Chemistry or Biology with a "C" average or above.

Aim of Course: To introduce students to the principles of human anatomy and physiology.

Course Description: This course will include a year-long program of intense human anatomy and physiology studies. The areas covered will include: medical terminology, basic chemistry, cell and tissue structure, and the 11 systems of the human body (integumentary, skeletal, muscular, nervous, endocrine, circulatory, lymphatic, digestive, respiratory, urinary and reproductive). Laboratory work will be required, including a 6-8 week comparative anatomy dissection lab using the domestic cat.

**BIOLOGY (AP) (weighted)**

Level 10, 11, 12

1 credit

Year Course

Prerequisite: Biology or Introduction to Physics & Chemistry and Chemistry or concurrent enrollment in Chemistry or science teacher recommendation.

Aim of Course: To provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The goals have been set for percentage coverage of three general areas: molecules and cells (25%), heredity and evolution (25%), organisms and populations (50%).

Course Description: This is an introductory college course for accelerated students with a special interest in biology. The course satisfies and exceeds the requirements set by the College Board for AP Biology which includes the study of the "Four Big Ideas". The student acquires an in-depth understanding of many biological processes and principles. Emphasis is on molecular and cell physiology, genetics, organisms and populations, evolution, and ecology. Comprehensive lab experience is included in this course. Evaluation is based on student review of current journal articles, tests, and laboratory work. The course meets for 1 period daily (50 minutes per day) and is open-enrollment. Field trips enhance study.

**INTRODUCTORY PHYSICS  
& CHEMISTRY**

Level 9, 10, 11, 12

1 credit

Year Course

Prerequisite: Successful completion of Biology or concurrently enrolled in Geometry or higher.

Aim of Course: To present an introduction to the physical sciences and fundamental physical science theories and concepts.

Course Description: The topics covered in this course are atomic structures, basic chemistry, and chemical reactions, principles and theories of energy, basic physics, electricity, waves and wave motion, and science technology. Class lecture will be supplemented with laboratory exercises. This course is designed to prepare students for more advanced science courses or to satisfy a graduation requirement.

**CHEMISTRY**

Level 10, 11, 12

1 credit

Year Course

Prerequisite: Successful completion of Introductory to Physics & Chemistry or Biology and enrollment in Algebra II.

Aim of Course: To provide students with an introduction to basic chemistry concepts

Course Description: Topics covered during this year long course will be metrics, states of matter, atomic structure, nomenclature, solutions, and chemical reactions. Laboratory work and problem solving will be emphasized.

**ADVANCED CHEMISTRY (weighted)**

Level 10, 11, 12

1 credit

Year Course

Prerequisite: Successful completion of Introductory Physics & Chemistry and enrollment in Algebra II. For students to transition from Biology to Advanced Chemistry without the Introductory Physics & Chemistry course, successful completion of Biology with a "B" or higher and concurrent enrollment in Pre-Calculus is required.

Aim of Course: To provide students with an in-depth introduction to the principles of chemistry

Course Description: This course includes topics such as scientific measurement, atomic structure, chemical formulas and compounds, physical states of matter, thermochemistry, nuclear chemistry, organic chemistry, acids and bases, solutions, kinetics and equilibrium. Laboratory work and problem solving are vital to this course.

**CHEMISTRY (AP) (weighted)**

Level 11 & 12

1 credit

Year Course

Prerequisite: Advanced Chemistry

Aim of Course: To provide an in-depth study of matter and the changes it undergoes.

Course Description: This course includes a year-long program in chemistry comparable to a basic first- year college course. A college textbook is used to assist the study of stoichiometry, atomic structure, bonding, thermodynamics, kinetics, solutions and electro-chemistry. This course allows the student the option of an advanced level of chemistry by using additional time preparing for the AP exam.

**PHYSICS I (AP) (weighted)**

Level 11 & 12

1 credit

Year Course

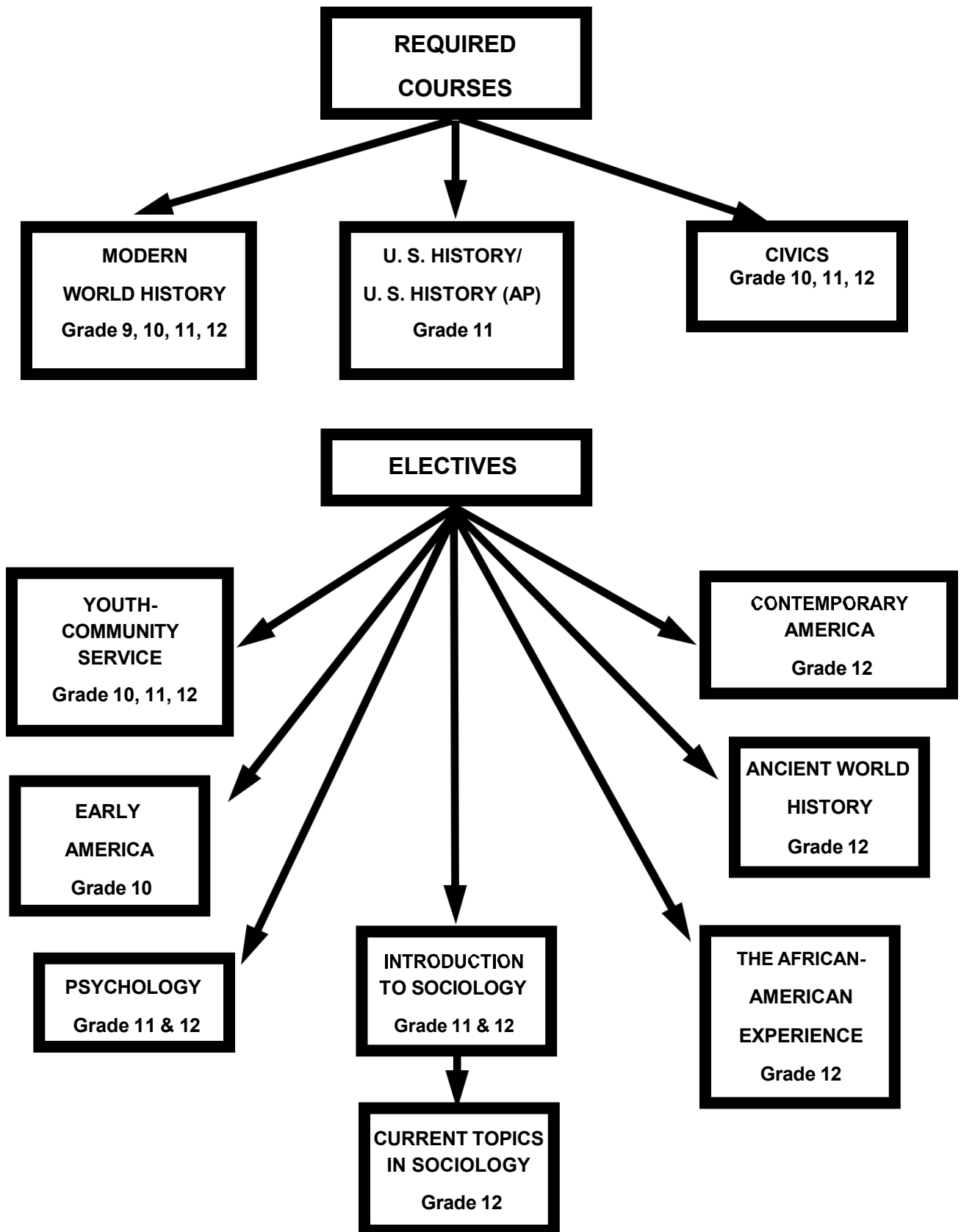
Prerequisite: Successful completion of Algebra II.  
Introductory Physics & Chemistry is recommended.

Aim of Course: To introduce students to the principles of physics which involve the relationships between matter and energy.

Course Description: The course includes the topics of kinematics, dynamics, energy, momentum, circular motion, torque, rotational motion, simple harmonic motion, electric charge, electric force, circuits, and waves. Emphasis is placed on problem solving and laboratory work. The course follows the recommended guidelines of the Advanced Placement Program and students will be prepared to take the A.P. Physics Exam in May.



# SOCIAL SCIENCE COURSE FLOW CHART



## **SOCIAL SCIENCE COURSES**

### **MODERN WORLD HISTORY**

Level 9, 10, 11, 12

1/2 credit

Semester Course

Prerequisite: none

Aim of Course: To survey the development of the modern world from 1400 BCE to the present day.

Course Description: Modern World History explores the evolution and development of political, social, and economic systems throughout the last six hundred years. Methodology will utilize the study of world geography, research skills, basic historiography, and critical thinking towards mastery of the course content. The course content includes the following topics: The Middle Ages, Renaissance and Reformation, The Global Age of Exploration, Enlightenment and Revolution, The Age of Napoleon, Industrialization and World War I.

### **ANCIENT WORLD HISTORY (weighted)**

Level 12

1/2 credit

Semester Course

Prerequisite: Modern World History, U.S. History, "B" average recommended.

Aim of Course: The purpose of this course is to familiarize students with the ancient world through the medieval period of Europe. Because this is a college preparation course, it will require a commitment to complete intensive reading and writing assignments. The student will also participate in classroom discussion, collaborative group efforts, and analysis of primary sources.

Course Description: This course is a survey study of the development of early human social groups, and their evolution towards a complex civilization. Beginning with a brief study of Neanderthals and early Homo sapiens, the class traces the development of humans from the Neolithic Revolution and into the River Valley Civilizations of Egypt, and Mesopotamia. The course will also emphasize the Hellenistic and Roman Heritage of the West, as well as the development of major religions such as Judaism, Christianity, and Islam.

### **U.S. HISTORY**

Level 11

1 credit

Year Course

Prerequisite: none

Aim of Course: To give students a better understanding of America today, based upon the historical factors which determined America's current place in the world, and to give students a greater appreciation of the uniqueness of the American heritage.

Course Description: This course is a comprehensive study of the history of the United States. It emphasizes the ideas and institutions that have determined the course of American progress from being a newly independent nation to a major world power. Subject matter is divided into two semesters. The course will focus on such topics as the Second World War, the Cold War, as well as social and cultural history of the post-World War II era. Historical, as well as political, economic, and social developments and influences will be analyzed.

**U.S. HISTORY (AP) (weighted)**

Level 11

1 credit

Year Course

Prerequisite: Early America, Advanced English I & II recommended; concurrent enrollment in AP Language & Composition recommended; written essay and summer work required.

Aim of Course: This course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States History. The program prepares students for intermediate and advanced college courses by making demands on them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials – their relevance to a given interpretive problem, their reliability, and their importance – and to weigh the evidence and interpretations presented in historical scholarship. This course thus develops the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

Course Description: This course is a comprehensive study of the history of the United States. It emphasizes the ideas and institutions that have determined the course of American progress from being a newly independent nation to a major world power. Subject matter is divided into two semesters: The Colonial Period through the 1920's and the Great Depression through the 1970s. The areas of concentration include historical, political, and economic history coupled with an intense study of cultural and intellectual institutions and their development. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed in this challenging course. Students will be prepared throughout the year to take the nationally administered proficiency examination by which college credit may be attained.

**CIVICS**

Level 10, 11, 12

1/2 credit

Semester Course

Prerequisite: none

Aim of Course: To create an awareness of the several styles of world governments and the role these institutions play in relation to social, political, and economic systems.

Course Description: This course consists of four units which are required by state law: U.S. and Illinois Constitutions, the U.S. Flag Code, and the Declaration of Independence. In addition, the political process is examined through the input of public opinion, political parties, and pressure groups. Several mini-units are studied including the incumbent executive policies, the judicial and legal systems of the U.S., and municipal governments. Written and oral projects are also required.

**CONTEMPORARY AMERICA**

Level 12

1/2 credit

Semester Course

Prerequisite: U.S. History (AP) or U.S. History.

Aim of Course: The purpose of this course is to convey an understanding of the political, economic, and social developments that occurred in the United States from the 1980s up to the present day. Students will learn research skills, analyze primary sources, complete intensive reading and writing assignments, and participate in classroom discussion and collaborative group efforts.

Course Description: This course takes a comprehensive look at American life and institutions since the Vietnam/Watergate era, with special emphasis on domestic change, foreign policy, and presidential politics. Content will be devoted to analyzing the conservatism of the 1980s, the expressionism of the 1990s, and finally an evaluation of America's current position as a world power of the in the 21<sup>st</sup> century.

**THE AFRICAN-AMERICAN EXPERIENCE (weighted)**

Level 12

½ credit

Semester Course

Prerequisite: U.S. History (AP) or at least a B average in U.S. History.

Aim of the Course: This course is designed to provide students with an awareness of the experiences of African-Americans throughout history as well as create an appreciation for their heritage. In addition, students will have the opportunity to engage in a community service learning project in conjunction with a local African American cultural museum. Since this is a college-prep course, the demands are high, requiring a deep commitment to complete challenging reading and writing assignments. Strong essay writing skills are expected from all students.

Course Description: The African-American experience spans four hundred years, from the initial settlement of the American continent by Europeans and the establishment of the trans-Atlantic slave trade, through emancipation and the push for civil rights, down to the present day. This introductory course is organized chronologically, with an emphasis on the ideas of political protest and efforts to initiate social change.

**EARLY AMERICA**

Level 10

(Level 11 only with administrative approval)

½ credit

Semester Course

Prerequisite: Modern World History recommended.

Aim of the Course: The purpose of this course is to convey an understanding of the political and cultural landscape of the beginnings of the United States of America. This course will require completing reading and writing assignments, analyzing and interpreting primary documents, and participating in classroom discussion.

Course Description: This course is a comprehensive study of the beginnings of the United States of America. It emphasizes the various people, ideas, and events that played a role in creating the United States of America. Topics to be discussed, researched, and evaluated in this course begin with the arrivals of the Spanish and English into the Americas and conclude with the assassination of President Lincoln following the Civil War. Historical, political, economic, and social factors will be analyzed. Students enrolled in this course will be expected to discuss, read, and write extensively in regards to the various topics being covered.

**INTRODUCTION TO SOCIOLOGY**

Level 11 & 12

1/2 credit

Semester Course

Prerequisite: none

Aim of Course: To understand human relationships and how individuals act, react, and interact in social contexts.

Course Description: This course explains the place and behavior of people in society. The scope of study extends from concerns of the family to problems of mass society. Topics of discussion and analysis include culture, status, roles, norms, birth order, deviance, social institutions, social structure, and social problems. Students participate in a variety of individual and group projects that examine how groups operate and the conflicts that affect society.

**CURRENT TOPICS IN SOCIOLOGY**

Level 12

1/2 credit

Semester Course

Prerequisite: Introduction to Sociology

Aim of Course: To build on the basics of sociology that were covered in the Introduction to Sociology course, and apply those fundamentals to varying sociological topics and issues.

Course Description: Students will build on the three fundamental theoretical perspectives of sociology that were discussed in the Introduction to Sociology class. Topics that will be covered include race/ethnicity, marriage and the family, religion, social class, social stratification, deviance and crime, and various current sociological issues.

**PSYCHOLOGY (weighted)**

Level 11 &amp; 12

1/2 credit

Semester Course

Prerequisite: none

Aim of Course: To understand how we think and why we choose to act in certain ways, scientists engage in psychological research. Briefly put, psychology is the study of the human mind and human behavior. This course will give students a perspective into how and why people do the things they do. Not only will students better understand others, they will engage in meta-analysis of their own lives. Throughout the class, they will relate to specific cultural and biological events that take place during adolescence. Adolescence is more than just puberty; it is how society defines a specific period in every person's life.

Course Description: During the course of this semester, a number of fields within the discipline will be examined. These include, but are not limited to, the self, the body, the mind, the environment, mental health, and how these factors control human emotions and decisions. In their investigations, students will look at different psychological methods. Students will realize that multiple interpretations exist. Through these interpretations, students will realize that often a clear-cut answer does not exist. Students will analyze experiments, cases studies, and other procedures to become familiar with the methodologies of the subject. They will understand the processes of the nervous system, the functions of the brain, and the how the senses perceive stimuli.

**YOUTH-COMMUNITY SERVICE**

Level 10, 11, 12

1/2 credit

Semester Course

Prerequisite: none

Aim of course: To encourage students to participate in community-based volunteer programs.

Course Description: This course will provide guidance to students entering into the fulfilling world of volunteer services. Student research into an approved community-based program will be required before actual community service activities are pursued. Students will be required to have a community sponsor and document 100 hours of service. Students may volunteer in two different organizations (earning 100 hours in each organization) to receive one full credit.

## Dual Credit Options for Students with Richland Community College

<p style="text-align: center;"><b>At Mt. Zion High School</b></p> <ul style="list-style-type: none"> <li>• Pass the placement tests or get an acceptable score on ACT/SAT.</li> <li>• Students of Junior or Senior standing.</li> </ul> <p>Options include: Accounting I (ACCT 100) Business Law (BUS 231) English 101, English 102 Psychology 110 Sociology 110</p> <p>Self-Pay: Tuition, Books, Fees</p>	<p style="text-align: center;"><b>At Richland Community College</b></p> <ul style="list-style-type: none"> <li>• Pass the placement tests or get an acceptable score on ACT/SAT.</li> <li>• Students of Junior or Senior standing.</li> </ul> <p>Students are at Mt. Zion part of the day and attend classes at RCC part of the day.</p> <p>Any three credit hour class will be accepted for dual credit.</p> <p>Self-Pay: Tuition, Books, Fees</p>
<p style="text-align: center;"><b>Heartland Tech Academy</b></p> <ul style="list-style-type: none"> <li>• Meet the GPA criteria of 1.80 GPA and attendance requirements.</li> <li>• Students of Junior or Senior standing</li> </ul> <p>Students choose a career/ technical ed program to participate in ½ day on RCC’s campus.</p> <p>The amount of dual credit awarded varies with each program’s requirements.</p> <p>Students pay \$200 participation fee. (Sliding scale available for students who qualify for free or reduced lunch).</p>	<p style="text-align: center;"><b>Transfer Academy at RCC</b></p> <ul style="list-style-type: none"> <li>• Meet the GPA criteria (3.70 GPA) and attendance requirements</li> <li>• Pass placement tests or acceptable ACT/SAT scores</li> <li>• Students of Junior or Senior standing</li> </ul> <p>Attend MTZ ½ day, Attend RCC ½ day.</p> <p>Students are given options of transferable college courses (IAI) to choose from based on RCC’s semester schedule.</p> <p>Student pays \$400 participation fee and cost of books. District covers cost of tuition.</p>

\*Notes: Classes such as Accounting 1 (ACCT 100), Applied Statistics (Math 113), Business Law (BUS 231), Computer Concepts (CIS 110), and Web Development (IT 153), are in house options for dual credit. Students may have to pay for cost of books. Tuition is waived because the course is taught by staff at MTZ.

Speech Communications (CMN 1301G) is offered through a cooperative agreement with Eastern Illinois University. Students must be Junior or Senior standing. Self pay: Tuition, books, & any applicable fees.

# **RICHLAND TRANSFER ACADEMY**

Patterned after the Heartland Technical Academy, Richland Community College is partnering with area high schools to offer an opportunity for students to earn up to 38-41 transferrable college credits in a two-year Dual Credit Program.

Much like the students who attend the technical academy, students who enroll in the RTA will be at Mt. Zion High School ½ day and will attend RCC and must be enrolled and carry three college level courses the remainder of the day, earning 9-10 college credits each semester. Courses offered to students in this program are “approved” by the Illinois Articulation Initiative to transfer as General Education Core Curriculum (GECC) to other 4 year colleges and universities in the State of Illinois. (For more information on the Illinois Articulation Agreement visit their website at <http://www.itransfer.org>).

## **Requirements for Admission:**

In order to enroll in the Richland Transfer Academy students must meet the following criteria:

1. Minimum 3.70 weighted cumulative HS GPA
2. Fully enrolled at Mt. Zion High School
3. Junior or Senior during the current school year.
4. Missed no more than 10 unexcused days of school the previous two semesters.
5. No Out of School disciplinary issues the previous two semesters.
6. Sophomore Applicants: Have earned 9 credits by January of Grade 10.  
Junior Applicants: Earned 15 credits by January of Grade 11.
7. Option 1: Successfully pass both the English and Math placement tests required by RCC.  
Option 2: Earn approved ACT/SAT scores for placement into transferrable coursework: Math ACT 22/SAT 530, English & Reading ACT 19/SAT 480. Students taking the ACT/SAT should have their scores sent directly to RCC.
8. Complete the MTZ - Richland Transfer Academy Application and have it turned in by the stated deadline. **See your counselor for further details.**

**NOTE: Meeting the application criteria does not guarantee admission. Participation in the RTA can further be limited by Mt. Zion CUSD #3 or RCC based on the number of applicants, scheduling concerns, and other administrative considerations.**

## **Fee Information**

Mt. Zion School District pays for tuition, and fees associated with enrollment in the Richland Transfer Academy.

Individual students will pay a program fee of \$400 per year for participation in the program as well as for books.

The program fee is due at the time of school registration in August.

Any student who does not earn college credit in a course will reimburse Mt. Zion School District the cost of tuition for that course. \* College courses require a C or better in order to earn college credit\*

## **GPA Information**

**It is important to note students do start their college GPA with enrollment in the dual credit courses, and this GPA may transfer to their intended 4-year college or university.**

Students enrolled in the RTA would be expected to follow the attendance calendar of Richland Community College. Students enrolled in the RTA would still be expected to meet the graduation requirements set forth by the Mt. Zion Board of Education to receive a Mt. Zion High School Diploma.

# Richland Community College and Mt. Zion Community Unit School District #3

## DUAL CREDIT COOPERATIVE AGREEMENT

### I. Purpose

This cooperative agreement between Richland Community College District #537 (RCC) and Mt. Zion Community Unit School District #3 (MZCUSD) documents both parties' agreement to offer dual credit for Richland Community College (RCC) courses taken by high school students from Mt. Zion Community Unit School District #3 (MZCUSD).

### II. Guidelines

#### A. Credit

Richland Community College will offer one or more college courses at Mt. Zion High School or at another designated site, said courses to be jointly selected by the administrations from RCC and MZCUSD. In addition, high school students may attend classes on the RCC campus with the written approval of the high school principal. (100 level or above and 3 credit hour minimum.)

All Illinois community college policies, accreditation standards and local college policies for RCC must be met, as stated in the "Dual Credit Program Guidelines".

When students successfully complete an RCC course, college credit will be awarded at Richland Community College. Mt. Zion's administration will determine which college courses will receive dual credit at the high school by completing and submitting the "Principal's Approval Form" to the RCC Records Office.

This handbook delineates RCC courses that may be substituted through dual credit for MZCUSD required courses. Other RCC courses may be substituted only with prior approval of Mt. Zion High School principal.

#### B. Student Requirements

Students selected for enrollment in college courses must have appropriate academic qualifications, a high level of motivation, and adequate time to devote to studying a college-level course. The Mt. Zion High School principal, in consultation with the high school counselors, will recommend high school juniors and seniors, and high school "gifted" students who may benefit from enrollment in dual credit courses.

Students enrolled in the college courses must satisfy course placement tests and Prerequisites when applicable.

- Students must take placement tests unless they have an ACT score of at least 19 or an SAT score of at least 480 (English and Reading).
- Students must take a Math placement exam unless they have an ACT score of at least 22 or an SAT score of at least 530.
- Students must submit a principal's approval form and a signed parent permission form.

All college class participants will abide by the college rules and regulations as stated in RCC's Student Rights and Responsibilities publication.

High school students will be required to attend a minimum of two (2) Mt. Zion High School classes (in addition to enrollment in any dual credit courses) and must carry a minimum course load of six courses.



### **C. Class Requirements**

The college class enrollment size will be determined by RCC. A minimum of 12 students will be needed to hold an RCC class on a Mt. Zion site.

The course outlines utilized for college courses offered at Mt. Zion High School will be the same as for the courses offered on RCC's campus and will contain the content articulated with colleges and universities in the State of Illinois. Course Prerequisites, description, requirements, learning outcomes and methods of evaluating students will be the same as those used for the same course on campus.

### **D. Calendar**

Students enrolled in RCC courses for dual credit will be required to follow Richland's calendar throughout the school year. This includes vacation days, early dismissal days, high school assemblies, or any other high school special activity scheduled during the RCC class time. RCC classes held in a high school classroom and during the high school day will operate on the high school bell schedule.

### **III. Class Instructors**

- A. Instructors for Dual Credit courses will be selected, employed, and evaluated by Richland Community College. Instructors will be selected from RCC's full time or adjunct faculty.
- B. Instructors will have appropriate credentials as stated in the faculty position description and demonstrated teaching competencies at the college level. High school teachers who meet the qualifications for teaching college level courses may submit an RCC application form for adjunct faculty positions. Generally, the minimum credential is a Master's degree in the course discipline.
- C. Instructors will utilize the same course outline, textbooks, learning outcomes, and grading policies as the same course(s) taught on the RCC campus. The appropriate college dean will provide the current syllabi and course materials for each course covered by this Agreement.

### **IV. Grades**

- A. Richland Community College will supply a grade roster to each dual credit course instructor. According to college procedures, the instructor will submit a grade for each student enrolled to the RCC Records Office by the date specified. RCC Records Office will submit final grades to the Mt. Zion administration for each student enrolled and approved for dual credit.
- B. Dual credit students may withdraw from Richland Community College classes under the withdrawal regulations as given in the College Catalog. The policy states that students may withdraw through the last day of class before the final exam week of the term. A grade of "W" will be given at the college for courses that are officially dropped. If a student quits attending and does not officially withdraw, a grade of "F" may be assigned for the class on the College records.
- C. For Mt. Zion High School records, students enrolled in dual credit courses must adhere to Mt. Zion deadlines for withdrawing from a class (six weeks). Withdrawals after the six-week deadline will result in an "F" on the High School transcript and will be calculated as such into the student's high school G.P.A.
- D. Instructors of dual credit courses will notify the Mt. Zion High School principal on a weekly basis of any dual credit student who is failing the course. This grade report is needed to establish student eligibility for co-curricular activities. The high school administration will establish the required reporting dates.

### **V. Registration**

- A. Students may register for dual credit courses at designated times when an RCC representative will be scheduled at Mt. Zion High School or at RCC's main campus. Students must pay tuition and any other appropriate fees according to the schedule established for payment each semester.
- B. Students will purchase the appropriate textbooks and required course materials as specified by the course instructor.

# DUAL CREDIT PROGRAM GUIDELINES

Richland Community College provides a variety of opportunities for high school students to accelerate their education. High school students who meet the necessary placement requirements and Prerequisites may enroll in regularly scheduled courses offered on campus or at one of the many extension sites within RCC's district. College courses offered at off-campus sites, including high schools, are of the same high quality, cover the same content, and have the same rigor as courses offered on Richland's campus.

The following guidelines apply to Dual Credit course offerings:

**State Policies and Accreditation Standards:** All state policies specified by the Illinois Community College Board, accreditation standards specified by the North Central Association, and local college policies that apply to courses, instructional procedures, and academic standards at the college apply to college-level courses offered by the college on campus, at off-campus sites, and at secondary schools. These policies, regulations, instructional procedures, and academic standards apply to students, faculty, and staff associated with these courses.

**Instructors:** The instructors for these courses will be selected, employed, and evaluated by Richland Community College. Instructors will be selected from RCC's full-time and/or adjunct faculty with appropriate credentials and demonstrated teaching competencies at the college level.

**Qualifications of Students:** Students selected for enrollment in college-level courses must have appropriate academic qualifications, a high level of motivation, and adequate time to devote to studying a college-level course. The students' course selections are made in consultation with high school counselors and/or principals and ordinarily are restricted to students in the junior and senior years of high school. The students will meet all college criteria and follow all college procedures for enrolling in courses.

**Placement Testing and Prerequisites:** Students enrolling in college-level courses must satisfy course placement tests or course Prerequisites when applicable. This ensures that high school students enrolled in college-level courses have the same qualifications and preparation as other college students.

**Course Outlines:** The course outlines utilized for courses offered at secondary schools are the same as for courses offered on campus, and at other off-campus sites, and contain the content articulated with colleges and universities in the state of Illinois. Course Prerequisites, descriptions, outlines, requirements, learning outcomes, and methods of evaluating students are the same as for on-campus offerings.

**Dual Credit:** The determination for whether a college course is offered for concurrent credit at the high school is made at the secondary level according to the policies and practices of the school district. (100 level or above and 3 credit hour minimum.) The main objective for offering college-level academic courses for high school students is to stimulate qualified secondary students to be challenged during their junior and/or senior year of high school and to allow them to have advanced college placement status when entering the college of their choice. A course(s) can be selected from transfer courses that have been articulated with senior institutions in Illinois or from the first-year courses in ICCB approved associate in applied science degree programs. The main objective in offering college-level occupational courses for high school students is to provide successful transitions from one educational experience to another, improving students' successful transition to high-skill, high-wage careers.

## HIGH SCHOOL CREDIT AWARDED:

All courses awarded college credit through Richland Community College are eligible for ½ (one-half) Mt. Zion High School credit, provided the course (or combination of courses) entails at least three (3) semester hours and is 100 level or above.

### Mt. Zion High School Required Courses

The following Richland Community College (RCC) courses may be substituted for Mt. Zion High School “required” courses in the “Dual Credit Program.” Other RCC courses may be substituted only with prior approval of the high school principal. See an example below.

#### Mt. Zion High School Course

English IV (1 credit)

U.S. History (AP) or U.S. History (1 credit)

#### RCC Course

English 101 & 102 (1/2 H.S. credit each)

\*History 101 & 102 (1 H.S. credit)

\*Will be weighted only once (see note on weighted grades below).

### WEIGHTED GRADES:

The above Richland Community College (RCC) courses delineated with an asterisk (\*) will be accepted as Mt. Zion High School weighted classes if substituted for Mt. Zion courses. However, a student may only receive one “add-on” if he/she enrolls in both courses (Mt. Zion High School and RCC).

## Correlated Weighted Courses Between Mt. Zion and RCC

### **Mt. Zion Weighted Course**

#### **Mathematics**

Calculus I (AP-AB)  
Calculus II (AP-BC)  
Pre-Calculus  
Applied Statistics  
Advanced Algebra II/III

#### **Science**

Physics I (AP)  
Anatomy & Physiology  
Advanced Chemistry  
Chemistry (AP)  
Biology (AP)

#### **English**

Advanced English III  
English Language & Composition (AP)  
English Literature & Composition (AP)

#### **Social Sciences**

U.S. History (AP)  
African American Experience  
Psychology  
Ancient World History

#### **Foreign Language**

Spanish III  
Spanish IV  
Spanish Language & Culture (AP)  
French III  
French IV  
French V

#### **Career & Technical**

Accounting II  
Advanced Computers

### **Richland Correlated Course**

#### **Mathematics**

Mathematics 121  
Mathematics 122 & Mathematics 121  
Mathematics 116 & Mathematics 117  
Mathematics 113  
No correlated course

#### **Science**

No correlated course  
Biology 201 & Biology 202  
Chemistry 100 & Chemistry 110  
Chemistry 131 & Chemistry 132  
Biology 101

#### **English**

No correlated course  
English 101  
English 115

#### **History & Psychology**

History 101 & History 102  
African American Experience 120  
Psychology 110  
History 111

#### **Spanish & French**

No correlated course  
No correlated course  
Spanish 101 & Spanish 202  
No correlated course  
No correlated course  
No correlated course

#### **Accounting & C.I.S.**

Accounting 102  
No correlated course

# Richland Community College Dual Credit Courses for Mt. Zion High School

(Tentative Listing)

**Site:** Mt. Zion High School

During the past several years that Mt. Zion and Richland Community College have cooperated in the Dual Credit Agreement, several courses have routinely been offered at Mt. Zion **taught by Richland Community College Instructors**. They are

**Fall:** ENGL 101 Composition 1  
PSYCH 110 Introduction to Psychology  
~~Accounting I (ACCT 100)~~  
~~Business Law (BUS 231)~~

**Spring:** ENGL 102 Composition 2  
SOCIO 110 Introduction to Sociology  
~~Accounting I (ACCT 100)~~  
~~Business Law (BUS 231)~~

Other courses may be offered on our campus based on student interest and sign up. (A course may be offered on our campus if a minimum of 12 students sign up.)

Mt. Zion recognizes Richland Community College courses for Dual Credit purposes if the course is a minimum of three credit hours and at the 100 level or above. Students may take Richland Community College Dual Credit courses on our campus and/or on the Richland Community College campus. No on-line, hybrid, or independent study courses are accepted for Dual Credit.

# MT. ZION HIGH SCHOOL EARLY GRADUATION REQUEST FORM

(Submission Deadline: September 15<sup>th</sup> prior to early graduation date)

Application is hereby being made for the early graduation of \_\_\_\_\_  
from Mt. Zion High School, Mt. Zion, Illinois.

It is understood that diplomas are issued only at or after graduation exercises at the end of the school year.

Reasons given for this early graduation request are:

\_\_\_\_\_  
\_\_\_\_\_

I hereby request that permission be given for early graduation.

**Please check one.**     **End of Junior Year (May)**     **Mid Senior Year (December)**

Student's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Guardian's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Student's Address/City/Zip: \_\_\_\_\_

I **will** attend all graduation practices and ceremonies.

I **will not** attend graduation practices and ceremonies.

## **DISTRICT #3 RESPONSE SECTION**

### **Guidance Department**

Statement of credits to date: \_\_\_\_\_ Credits in Progress: \_\_\_\_\_ Total: \_\_\_\_\_

To the best of my knowledge, \_\_\_\_\_ will meet all graduation requirements at the end of \_\_\_\_\_ semester \_\_\_\_\_.

(Date)

Counselor's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### **Principal's Office**

Permission for early graduation is granted/denied on \_\_\_\_\_.

Conditions applying to this decision are stated below:

\* All graduation requirements must be met before early graduation.

\* \_\_\_\_\_

Principal's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Memorandum

**TO:** BOARD OF EDUCATION

**FROM:** TRAVIS R. ROUNDABOUT

**DATE:** DECEMBER 11, 2024

**RE:** ADOPTION OF POLICIES 4:150 AND 5:220

**Administrative recommendation:** to approve the adoption of Policy 4:150 and 5:220 as presented.

**Comments:** Please find summaries below and policies attached.

Policy 4:150 regarding Operational Services – Facility Management and Building Programs. This administrative recommendation primarily addresses details when naming facilities. This policy includes language previously discussed and/or recommended by other districts when researching the topic. Highlights in yellow reflect the language presented last month, and the blue represents changes since the first reading. Changes since the first reading include reducing the number of signatures from 750 to 600, registered voters to residents, removing #5 that didn't allow it for active employees, updating language in #7 regarding the approval timeline, and removing the recognition plaque for large donations; however, it was discussed that the district would provide this type of recognition without it being in the policy.

### Policy 5:220 - Professional Personnel - Substitute Teachers

This administrative recommended policy primarily changes the number of days a substitute teacher must work to be eligible for an additional \$20 per day. The recommendation is to remove the current language below from the policy but still provide the additional pay under the following guidelines. The board will reapprove this system when pay rates are presented. With the board's approval of this recommendation, the district will waive the need for a second reading and implement the policy and additional pay eligibility immediately for the 2024-2025 school year.

The previous policy language stated, "Substitute teachers working for 30 consecutive days (or more) in the same position will be given twenty additional dollars beyond the established rate (plus TRS)."

With that previous language removed, the administration will implement the following: Substitute teachers working for at least 30 consecutive days, or 50 days during the school

year, will receive \$20 additional dollars beyond the established rate. This will be retroactive to the beginning of the 2024-2025 school year.

Certified teachers who worked at least four years full-time in a certified position in the Mt. Zion School District will be eligible for \$30 additional pay per day for everyday subbing. These previous teachers are also eligible for the \$20 additional pay if they work that number of days.

TRR

Attachment



## **Operational Services**

### **Facility Management and Building Programs**

The Superintendent shall manage the District's facilities and grounds as well as facility construction and building programs in accordance with the law, the standards set forth in this policy, and other applicable School Board policies. The Superintendent or designee shall facilitate: (1) inspections of schools by the Regional Superintendent and State Fire Marshal or designee, (2) review of plans and specifications for future construction or alterations of a school if requested by the relevant municipality, county (if applicable), or fire protection district, and (3) compliance with the 10-year safety survey process required by the School Code.

#### **Standards for Managing Buildings and Grounds**

All District buildings and grounds shall be adequately maintained in order to provide an appropriate, safe, and energy efficient physical environment for learning and teaching. The Superintendent or designee shall provide the Board with periodic reports on maintenance data and projected maintenance needs that include cost analysis.

#### **Standards for Green Cleaning**

For each District school with 50 or more students, the Superintendent or designee shall establish and supervise a green cleaning program that complies with the guidelines established by the Illinois Green Government Coordinating Council.

#### **Standards for Facility Construction and Building Programs**

As appropriate, the Board will authorize a comprehensive study to determine the need for facility construction and expansion. On an annual basis, the Superintendent or designee shall provide the Board with projected facility needs, enrollment trends, and other data impacting facility use. Board approval is needed for all new facility construction and expansion.

When making decisions pertaining to design and construction of school facilities, the Board will confer with members of the staff and community, the Ill. State Board of Education, and educational and architectural consultants, as it deems appropriate. The Board's facility goals are to:

1. Integrate facilities planning with other aspects of planning and goal-setting.
2. Base educational specifications for school buildings on identifiable student needs.
3. Design buildings for sufficient flexibility to permit new or modified programs.
4. Design buildings for maximum potential for community use.
5. Meet or exceed all safety requirements.
6. Meet requirements on the accessibility of school facilities to disabled persons as specified in State and federal law.
7. Provide for low maintenance costs, energy efficiency, and minimal environmental impact.

### Naming Buildings and Facilities

Recognizing that the name for a school building, facility, or ground or field reflects on its public image, the Board's primary consideration will be to select a name that enhances the credibility and stature of the school or facility, per the policy language below.

1. Any request to name or rename an existing facility should be submitted to the Board, through the superintendent.
2. When a facility is requested to be named or renamed, the superintendent will share with the person making the nomination a nomination form and petition form.
3. A petition with 750 600 signatures (not digital) from registered voters residents in the school district or alumni from the school district shall be submitted with the nomination form.
4. Once the nomination form and petition has been submitted to the superintendent, the superintendent will ensure all board members receive them. the Board President will appoint a special committee to consider nominations and make a recommendation, along with supporting rationale, to the Board.
5. ~~Effective with nominations after the approval of this policy, to be eligible to have district facilities in someone's name, the person cannot be an active employee and have a facility named after them at the same time.~~
6. The Board will make the final selection. ~~The Superintendent or designee may name a room or designate some area on a school's property in honor of an individual or group that has performed outstanding service to the school without using the process in this policy.~~
7. The maximum number of nomination approvals is one per calendar year. Once an individual has been nominated, they are eligible to be approved in the following and subsequent calendar year. remain in consideration in the future if not approved in the first year. For example, nominations will be accepted from the approval of this policy through the end of 2024, and an individual could be selected in 2025. Nominations will also be received in 2025, added to those still being considered from 2024, and another approval could occur in 2026.

~~In addition to naming facilities, the district recognizes those selected to a hall of fame. The district will also consider hanging plaques in recognition for donations of \$250,000 or more.~~

## **Professional Personnel**

### **Substitute Teachers**

The Superintendent may employ substitute teachers as necessary to replace teachers who are temporarily absent. A substitute teacher must hold either a valid teaching or substitute license and may teach in the place of a licensed teacher who is under contract with the Board. There is no limit on the number of days that a substitute teacher may teach in the District during the school year, except as follows:

1. A substitute teacher holding a substitute license may teach for any one licensed teacher under contract with the District only for a period not to exceed 90 paid school days in any one school term.
2. A teacher holding a Professional Educator License or Educator License with Stipulations may teach for any one licensed teacher under contract with the District only for a period not to exceed 120 paid school days.

The Ill. Teachers' Retirement System (TRS) limits a substitute teacher who is a TRS annuitant.

The School Board establishes a daily rate of pay for substitute teachers.

### **Short-Term Substitute Teachers**

A short-term substitute teacher must hold a valid short-term substitute teaching license and have completed the District's short-term substitute teacher training program. Unless otherwise permitted by law, short-term substitutes may teach no more than five consecutive school days for each licensed teacher who is under contract with the Board.

### **Emergency Situations**

A substitute teacher may teach when no licensed teacher is under contract with the Board if the District has an emergency situation as defined in State law. During an emergency situation, a substitute teacher is limited to 30 calendar days of employment per each vacant position. The Superintendent shall notify the appropriate Regional Office of Education (ROE) within five business days after the employment of a substitute teacher in an emergency situation. The Board may continue to employ the same substitute teacher in a vacant position for 90 calendar days or until the end of the semester, whichever is greater, if, prior to the end of the then current 30 calendar-day-period, the District makes a written request to the ROE for a 30 calendar-day-extension and the extension is granted by the ROE.

**Memorandum**

**TO:** BOARD OF EDUCATION  
**FROM:** TRAVIS R. ROUNDABOUT  
**DATE:** DECEMBER 11, 2024  
**RE:** FUND WARRANTS

**Administrative recommendation:** to approve payment of the enclosed list of Quick Pay, Fund Warrants, and Athletic Imprest Checks.

BMR nmg

Enclosures

**MT. ZION COMMUNITY UNIT SCHOOL DISTRICT #3****QUICK PAYS****11/08/2024-12/06/2024**

<b>CHECK</b>	<b>VENDOR</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>
36986	DD TRS EMP CONTRIBUTIONS	PAYROLL ACCRUAL	\$ 54,373.61
36987	DD TRS FEDERAL CONTRIBUTIONS	PAYROLL ACCRUAL	879.57
36988	DD TRS RET CONT .58	PAYROLL ACCRUAL	3,802.73
36989	DD TRS SSP	PAYROLL ACCRUAL	119.34
36990	DD TRS THIS CONTRIBUTIONS	PAYROLL ACCRUAL	8,910.86
36991	AT & T	PURCHASED SERVICE	49.40
36992	CONFIDENTIAL ON SITE PAPER SHREDDING	PURCHASED SERVICE	375.00
36993	DEMCO	SUPPLIES	193.32
36994	GORDON FOOD SERVICE	SUPPLIES	11,024.10
36995	GRANITE TELECOMMUNICATIONS	PURCHASED SERVICE	122.42
36996	ICTM MATHEMATICS CONTEST	PROF DEVELOP	350.00
36997	ILLINOIS SCHOOL FOR THE DEAF	PURCHASED SERVICE	49.50
36998	IMPERIALDADE	SUPPLIES	2,112.53
36999	KRUEGER POTTERY SUPPLY	SUPPLIES	483.88
37000	NEWTON, KENT	PROF DEVELOP	544.15
37001	NILES, KRISTI	PROF DEVELOP	544.15
37002	REDWOOD LITERACY	MISC EXPENSE	1,335.00
37003	UNITY SCHOOL BUS PARTS	SUPPLIES	347.88
37004	WM CORPORATE SERVICES, INC.	PURCHASED SERVICE	2,325.69
37005	CAPITAL ONE - DD	SUPPLIES	34,921.87
37006	CAPITAL ONE - DD	PURCHASED SERVICE	34,861.83
37007	BEHREND, SABRINA	TEXTBOOKS	13.50
37008	BLAND, TARYN	SUPPLIES	50.99
37009	COMCAST	PURCHASED SERVICE	1.66
37010	DARLING INGREDIENTS INC.	SUPPLIES	300.00
37011	DD MAGIC-WRIGHTER	PURCHASED SERVICE	1.50
37012	EVERGREEN FS - #15	SUPPLIES	4,352.23
37013	FORVIS	PURCHASED SERVICE	4,300.00
37014	FOX, KELLY	PROF DEVELOP	606.14
37015	GORDON FOOD SERVICE	SUPPLIES	15,173.80
37016	GUIN MUNDORF, LLC.	PURCHASED SERVICE	2,530.00
37017	ILMEA	PROFESSIONAL DEVELOPMENT	100.00
37018	INTERSTATE BILLING SERVICE	SUPPLIES	161.58
37019	JOSTENS, INC.	PURCHASED SERVICE	22.45
37020	MCCARTY, NICOLE	PROF DEVELOP	200.00
37021	LEARNING TECHNOLOGY CENTER ILL	PROFESSIONAL DEVELOPMENT	180.00
37022	MT. ZION LES FEMMES	SUPPLIES	320.00
37023	NELSON'S TERMITE & PEST CONTROL	PURCHASED SERVICE	375.00
37024	O'SHEA BUILDERS	PURCHASED SERVICE	18,456.64
37025	SCHOOL HEALTH & CONSULTING	PURCHASED SERVICE	5,165.00
37026	SPRINGFIELD ELECTRIC	PURCHASED SERVICE	762.80
37027	SUNBELT RENTALS	PURCHASED SERVICE	619.98

37028	SWINGSATIONS	SUPPLIES	680.00
37029	TYLER TECHNOLOGIES, INC.	PURCHASED SERVICE	8,347.91
37030	WATTS COPY SYSTEMS	PURCHASED SERVICE	7,350.65
37031	DD AFLAC REMITTANCE	PAYROLL ACCRUAL	504.08
37032	DD COLONIAL LIFE PREM PROCESS	PAYROLL ACCRUAL	244.24
37033	DD ILL DEPT OF REVENUE	PAYROLL ACCRUAL	31,942.78
37034	DD IRS FICA	PAYROLL ACCRUAL	24,849.12
37035	DD IRS MEDICARE	PAYROLL ACCRUAL	19,988.97
37036	DD IRS W/H FEDERAL	PAYROLL ACCRUAL	57,391.97
37037	DD MTZ CUSD MED INS	PAYROLL ACCRUAL	152,696.39
37038	DD MTZ CUSD FLEX INS	PAYROLL ACCRUAL	3,967.13
37039	DD MTZ CUSD LIFELOCK INS	PAYROLL ACCRUAL	199.74
37040	DD MTZ FEDERATION OF TEACHERS	PAYROLL ACCRUAL	5,361.04
37041	DD MUTUAL OF OMAHA PMT PROCESS	PAYROLL ACCRUAL	14,229.95
37042	DD STATE DISBURSEMENT-EXPERTPAY	PAYROLL ACCRUAL	591.93
37043	DD THE OMNI GROUP PAYROLL REMIT	PAYROLL ACCRUAL	12,965.10
37044	MT. ZION FOUNDATION FOR QUALITY EDUCATION	PAYROLL ACCRUAL	103.68
37045	NCPERS GROUP LIFE INS.	PAYROLL ACCRUAL	184.00
37046	DD TRS EMP CONTRIBUTIONS	PAYROLL ACCRUAL	54,231.54
37047	DD TRS FEDERAL CONTRIBUTIONS	PAYROLL ACCRUAL	879.57
37048	DD TRS RET CONT .58	PAYROLL ACCRUAL	3,283.46
37049	DD TRS SSP	PAYROLL ACCRUAL	119.34
37050	DD TRS THIS CONTRIBUTIONS	PAYROLL ACCRUAL	8,887.50
37051	ABBOTT, AMY	SUPPLIES	538.00
37052	ARTHUR PUBLISHING	PURCHASED SERVICE	705.60
37053	AT&T	PURCHASED SERVICE	64.05
37054	BLAND, TARYN	SUPPLIES	130.00
37055	BROWN, ANDREW	PURCHASED SERVICE	1,764.43
37056	CLIFTON, DOUGLAS	SUPPLIES	29.27
37057	CONSTELLATION NEWENERGY GAS DIVISION LLC.	PURCHASED SERVICE	5,354.68
37058	EVERGREEN FS - #15	SUPPLIES	3,688.63
37059	GORDON FOOD SERVICE	SUPPLIES	14,218.78
37060	GREEN, NICOLE	PROF DEVELOP	62.00
37061	INTEGRITY TECHNOLOGY SOLUTIONS	PURCHASED SERVICE	6,687.50
37062	INTERSTATE BILLING SERVICE	PURCHASED SERVICE	6,161.80
37063	KING-LAR	PURCHASED SERVICE	165.00
37064	LINCOLN PRAIRIE BEHAVIORAL HEALTH CENTER	MISC EXPENSE	750.00
37065	MT. ZION HIGH SCHOOL ACTIVITY FUND	PROF DEVELOP	110.00
37066	NATIONAL FIRE SUPPRESSION	PURCHASED SERVICE	865.22
37067	NEVCO SPORTS, LLC	EQUIPMENT	75,817.50
37068	PURITAN SPRINGS	PURCHASED SERVICE	105.17
37069	SCHOOL SPECIALTY	SUPPLIES	431.55
37070	SMITH, LARANDA	MISC EXPENSE	15.00
37071	SPRINGFIELD ELECTRIC	PURCHASED SERVICE	395.36
37072	SUMMIT FINANCIAL RESOURCES L.P.	SUPPLIES	429.44

37073	SUNBELT RENTALS	PURCHASED SERVICE	2,580.67
37074	TOTH, KEVIN	MISC EXPENSE	40.00
37075	UNITY SCHOOL BUS PARTS	SUPPLIES	431.63
37076	WATTS COPY SYSTEMS	PURCHASED SERVICE	62.00
37077	CAPITAL ONE - DD	SUPPLIES	47,561.23
37078	CAPITAL ONE - DD	SUPPLIES	8,219.23
37079	ATHLETIC IMPREST	MISC EXPENSE	5,784.80
37080	DD IMRF	PAYROLL ACCRUAL	19,723.58
37081	B & B GLASS	PURCHASED SERVICE	230.00
37082	BAKER, MARIE	SUPPLIES	43.46
37083	BUSHUE HUMAN RESOURCES	PURCHASED SERVICE	4,100.00
37084	EMPATHIA	PURCHASED SERVICE	978.00
37085	JARVIS, ADRIANNA	PROF DEVELOP	75.00
37086	MCCARTY, NICOLE	PROF DEVELOP	130.65
37087	MCNAMARA, JULIA	PROF DEVELOP	250.00
37088	MIDWEST OCCUPATIONAL HEALTH ASSOCIATES	PURCHASED SERVICE	260.00
37089	MOORE, JENNY	PROF DEVELOP	50.00
37090	MT. ZION HIGH SCHOOL ACTIVITY FUND	PURCHASED SERVICE	90.00
37091	MT. ZION CHAMBER OF COMMERCE	PROF DEVELOP	175.00
37092	PARKS SEWER SERVICE	PURCHASED SERVICE	210.00
37093	POWERSCHOOL GROUP LLC	PURCHASED SERVICE	2,160.00
37094	QUILL	SUPPLIES	146.98
37095	ROCKEY, WILLIAM	PROF DEVELOP	275.00
37096	SCHMAHL, AMY	SUPPLIES	102.23
37097	SHIELDS COWGILL, JENNIFER	SUPPLIES	10.43
37098	SMITH, ALEXANDRIA	PROF DEVELOP	100.00
37099	SMITH, LINDA	PROF DEVELOP	275.00
37100	TAYLOR, JENNIFER	SUPPLIES	34.12
37101	WATTS COPY SYSTEMS	PURCHASED SERVICE	6,155.08
37102	WILSON, NICOLE	PROF DEVELOP	100.00
37103	DD ILL DEPT OF REVENUE	PAYROLL ACCRUAL	30,873.80
37104	DD IRS FICA	PAYROLL ACCRUAL	21,424.00
37105	DD IRS MEDICARE	PAYROLL ACCRUAL	19,288.55
37106	DD IRS W/H FEDERAL	PAYROLL ACCRUAL	56,854.89
37107	DD MTZ CUSD MED INS	PAYROLL ACCRUAL	150,913.61
37108	DD MTZ CUSD FLEX INS	PAYROLL ACCRUAL	3,967.13
37109	DD MTZ CUSD LIFELOCK INS	PAYROLL ACCRUAL	199.74
37110	DD MTZ FEDERATION OF TEACHERS	PAYROLL ACCRUAL	5,361.04
37111	DD MUTUAL OF OMAHA PMT PROCESS	PAYROLL ACCRUAL	1,741.90
37112	DD STATE DISBURSEMENT-EXPERTPAY	PAYROLL ACCRUAL	591.93
37113	DD THE OMNI GROUP PAYROLL REMIT	PAYROLL ACCRUAL	12,965.10
37114	DD TRS EMP CONTRIBUTIONS	PAYROLL ACCRUAL	50,986.42
37115	DD TRS FEDERAL CONTRIBUTIONS	PAYROLL ACCRUAL	879.57
37116	DD TRS RET CONT .58	PAYROLL ACCRUAL	3,285.91

37117	DD TRS SSP	PAYROLL ACCRUAL	119.34
37118	DD TRS THIS CONTRIBUTIONS	PAYROLL ACCRUAL	8,894.24

**TOTAL**

<b>\$1,207,610.43</b>
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10 - EDUCATION FUND	\$	943,861.94
20 - OPERATION & MAINTENANCE FUND	\$	70,110.68
40 - TRANSPORTATION FUND	\$	51,790.64
50 - MUNICIPAL RETIREMENT FUND	\$	46,107.20
60- SITE & CONSTRUCTION FUND	\$	95,739.97

**TOTAL**

<b>\$ 1,207,610.43</b>
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**MT. ZION COMMUNITY UNIT SCHOOL DISTRICT #3**  
**FUND WARRANTS**  
**December 18, 2024**

<b>CHECK #</b>	<b>VENDOR</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>
37119	BLDD ARCHITECTS, INC.	PURCHASED SERVICE	\$ 4,200.00
37120	BUSHUE BACKGROUND SCREENING	PURCHASED SERVICE	258.00
37121	ELECTRICAL SERVICE COMPANY	PURCHASED SERVICE	3,563.84
37122	EVERGREEN FS - #15	SUPPLIES	5,083.21
37123	GORDON FOOD SERVICE	SUPPLIES	18,679.01
37124	ILLINOIS TOLLWAY	PURCHASED SERVICE	55.30
37125	ILLINOIS SCHOOL FOR THE DEAF	PURCHASED SERVICE	66.00
37126	IMPERIALDADE	SUPPLIES	1,084.27
37127	KEEPING IT GREEN LAWN IRRIGATION	PURCHASED SERVICE	850.00
37128	MIDAMERICAN ENERGY SERVICES, LLC.	PURCHASED SERVICE	7,895.41
37129	PRAIRIE FARMS DAIRY	SUPPLIES	6,700.43
37130	SPRINGFIELD ELECTRIC	SUPPLIES	706.17

<b>TOTAL</b>	<b>\$ 49,141.64</b>
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10 - EDUCATION FUND	\$	25,637.44
20- OPERATION & MAINTENANCE FUND	\$	14,099.69
40 - TRANSPORTATON FUND	\$	5,204.51
60- SITE & CONSTRUCTION FUND	\$	4,200.00

<b>TOTAL</b>	<b>\$ 49,141.64</b>
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**MT. ZION COMMUNITY UNIT SCHOOL DISTRICT #3**  
**ATHLETIC IMPREST EXPENSES**  
**11/1/24-11/26/24**

<b>CHECK</b>	<b>VENDOR</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>
15330	RYAN, EVAN	LLBOFF	-160.00
16128	MCCLELLAND, TROY	OFFICIAL	90.00
16129	MCCLELLAND, TROY	OFFICIAL	90.00
16130	ROTZ, MARK	OFFICIAL	90.00
16131	ROTZ, MARK	OFFICIAL	90.00
16132	SMITH, BRYAN	OFFICIAL	90.00
16133	SMITH, BRYAN	OFFICIAL	90.00
16134	CHAMPAIGN CENTRAL HIGH SCHOOL	ENTRYFEE	200.00
16135	TAYLORVILLE HIGH SCHOOL	ENTRY FEE	150.00
16136	FLOYD, GAIGE	SECURITY	150.00
16137	HIGGINS, SEAN	SECURITY	150.00
16138	RUENGER, NOAH	SECURITY	150.00
16139	SKUNDBERG, ADAM	SECURITY	150.00
16140	TRAVIS, MATTHEW	SECURITY	150.00
16141	BLICKENSDEFER, MARK	OFFICIAL	90.00
16142	BLICKENSDEFER, MARK	OFFICIAL	55.00
16143	BLICKENSDEFER, MARK	OFFICIAL	55.00
16144	BLICKENSDEFER, MARK	OFFICIAL	55.00
16145	DAMPEER, MARVELON	OFFICIAL	90.00
16146	MCCLELLAND, ANTWANE	OFFICIAL	90.00
16147	MCCLELLAND, TROY	OFFICIAL	90.00
16148	ROTZ, MARK	OFFICIAL	55.00
16149	ROTZ, MARK	OFFICIAL	55.00
16150	ROTZ, MARK	OFFICIAL	55.00
16151	MCCLELLAND, TROY	OFFICIAL	25.00
16152	ROTZ, MARK	OFFICIAL	50.00
16153	SMITH, BRYAN	OFFICIAL	25.00
16154	FLOYD, GAIGE	SECURITY	50.00
16155	HIGGINS, SEAN	SECURITY	50.00
16156	RUENGER, NOAH	SECURITY	50.00
16157	SKUNDBERG, ADAM	SECURITY	50.00
16158	TRAVIS, MATTHEW	SECURITY	50.00
16159	CHARLESTON HIGH SCHOOL	ENTRY FEE	200.00
16160	BANDELOW, GREGORY	OFFICIAL	55.00
16161	BANDELOW, GREGORY	OFFICIAL	55.00
16162	BANDELOW, GREGORY	OFFICIAL	55.00
16163	DAMPEER, MARVELON	OFFICIAL	55.00
16164	MCCLELLAND, ANTWANE	OFFICIAL	55.00
16165	MCCLELLAND, ANTWANE	OFFICIAL	55.00
16166	MOSS, RANDY	OFFICIAL	90.00
16167	ODOM, ROGER	OFFICIAL	55.00

16168	ODOM, ROGER	OFFICIAL	90.00
16169	RYAN, EVAN	LLBOFF	160.00
16170	TEUTOPOLIS JUNIOR HIGH SCHOOL	ENTRY FEE	75.00
16171	PORTA HIGH SCHOOL	ENTRY FEE	225.00
16172	BEATTY JR, FRANK	OFFICIAL	75.00
16173	BUTLER, MARCUS	OFFICIAL	90.00
16174	GARRETT, GRANT	OFFICIAL	75.00
16175	PHIPPS, DAVID	OFFICIAL	90.00
16175	PHIPPS, DAVID	OFFICIAL	-90.00
16176	SMITH, BRYAN	OFFICIAL	75.00
16177	SMITH, BRYAN	OFFICIAL	90.00
16178	SMITH, JONAH	OFFICIAL	75.00
16179	HIGGINS, SEAN	SECURITY	100.00
16180	SKUNDBERG, ADAM	SECURITY	100.00
16181	KOLB, DAVID	OFFICIAL	90.00
16182	BEATTY JR, FRANK	OFFICIAL	75.00
16183	BEATTY JR, FRANK	OFFICIAL	75.00
16184	BOBBITT, RICHARD	OFFICIAL	75.00
16185	BRANDENBURG, JORDAN	OFFICIAL	75.00
16186	CROUCH, KEITH	OFFICIAL	90.00
16187	DAMPEER, MARVELON	OFFICIAL	90.00
16188	HOWARD, DAVID	OFFICIAL	90.00
16189	MATTHEWS, DENNIS	OFFICIAL	90.00
16190	MCCONAHA, AUSTIN	OFFICIAL	170.00
16191	MCCONAHA, GREG	OFFICIAL	170.00
16192	MCELROY, MATTHEW	OFFICIAL	90.00
16193	MOSS, RANDY	OFFICIAL	90.00
16194	ROTZ, MARK	OFFICIAL	90.00

**TOTAL** **\$ 5,785.00**

10 - EDUCATION FUND \$ 5,785.00

INTEREST \$ 0.20

**TOTAL** **\$ 5,784.80**

## Memorandum

**TO:** BOARD OF EDUCATION  
**FROM:** TRAVIS R. ROUNDABOUT  
**DATE:** DECEMBER 11, 2024  
**RE:** FINANCIAL TREASURER'S REPORT

**Administrative recommendation:** that the attached Financial Treasurer's Report be accepted and filed for audit

BMR nmg

Attachment

**MT. ZION COMMUNITY UNIT DISTRICT #3  
FINANCIAL REPORT  
NOVEMBER 30, 2024**

<u>EDUCATION FUND</u>	BUDGET	ACTIVITY/MO	RECEIVED TO DATE
LOCAL TAX	\$ 8,947,000.00	\$ 113,769.96	\$ 8,844,977.28
REPLACEMENT TAXES	550,500.00	-	155,891.54
TUITION	298,000.00	32,786.96	158,602.70
INTEREST	327,000.00	48,485.67	127,490.38
FOOD SERVICE	810,300.00	83,435.99	343,059.55
PUPIL ACTIVITIES	122,000.00	5,972.00	78,410.50
TEXTBOOKS	160,400.00	1,788.00	146,064.00
OTHER/TRANSFERS	150,500.00	85,496.93	14,718.96
STATE UNRESTRICTED	10,550,000.00	1,009,966.00	4,039,864.00
STATE RESTRICTED	272,000.00	6,087.58	104,707.46
FEDERAL RESTRICTED	1,355,000.00	47,383.10	565,604.71
<b>TOTAL REVENUE</b>	<b>\$ 23,542,700.00</b>	<b>\$ 1,435,172.19</b>	<b>\$ 14,579,391.08</b>

	BUDGET	ACTIVITY/MO	EXPENDED TO DATE
SALARIES	\$ 15,786,050.00	\$ 1,298,663.22	\$ 6,517,240.90
EMPLOYEE BENEFITS	4,223,430.00	361,810.45	1,508,718.30
PURCHASED SERVICES	780,655.00	42,322.82	450,205.34
SUPPLIES/MATERIALS	1,397,785.00	124,418.66	534,303.14
CAPITAL OUTLAY	99,000.00	-	36,564.88
TUITION/OTHER	1,192,780.00	52,819.58	76,198.83
<b>TOTAL EXPENDITURES</b>	<b>\$ 23,479,700.00</b>	<b>\$ 1,880,034.73</b>	<b>\$ 9,123,231.39</b>

<u>OPERATIONS &amp; MAINTENANCE FUND</u>	BUDGET	ACTIVITY/MO	RECEIVED TO DATE
LOCAL TAX	\$ 1,775,000.00	\$ 22,573.45	\$ 1,754,955.79
INTEREST	27,100.00	4,823.00	12,632.64
STATE UNRESTRICTED	30,000.00	-	-
FEDERAL RESTRICTED	-	-	-
OTHER REVENUE	-	-	14,610.00
<b>TOTAL REVENUE</b>	<b>\$ 1,832,100.00</b>	<b>\$ 27,396.45</b>	<b>\$ 1,782,198.43</b>

	BUDGET	ACTIVITY/MO	EXPENDED TO DATE
SALARIES	\$ 715,000.00	\$ 61,421.17	\$ 391,627.66
EMPLOYEE BENEFITS	126,600.00	10,207.22	52,372.63
PURCHASED SERVICES	257,300.00	13,051.82	180,999.67
SUPPLIES/MATERIALS	673,200.00	36,910.18	411,559.59
CAPITAL OUTLAY	60,000.00	-	-
OTHER OBJECTS	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>\$ 1,832,100.00</b>	<b>\$ 121,590.39</b>	<b>\$ 1,036,559.55</b>

<u>DEBT SERVICE FUND</u>	BUDGET	ACTIVITY/MO	RECEIVED TO DATE
LOCAL TAX	\$ 2,058,000.00	\$ 184,953.33	\$ 1,530,088.21
INTEREST	1,000.00	102.17	465.79
OTHER	-	-	-
<b>TOTAL REVENUE</b>	<b>\$ 2,059,000.00</b>	<b>\$ 185,055.50</b>	<b>\$ 1,530,554.00</b>

	BUDGET	ACTIVITY/MO	EXPENDED TO DATE
PURCHASED SERVICES	\$ 2,500.00	\$ -	\$ 1,000.00
OTHER OBJECTS	2,056,500.00	-	1,774,405.00
TRANSFERS	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>\$ 2,059,000.00</b>	<b>\$ -</b>	<b>\$ 1,775,405.00</b>

<u>TRANSPORTATION FUND</u>	BUDGET	ACTIVITY/MO	RECEIVED TO DATE
LOCAL TAX	\$ 710,000.00	\$ 9,029.37	\$ 701,982.62
TRANSPORTATION FEES	6,000.00	-	1,129.59
INTEREST	34,000.00	4,788.95	12,477.37
OTHER	470,000.00	-	-

STATE UNRESTRICTED	-	-	-
STATE RESTRICTED	520,000.00	-	137,736.71
FEDERAL RESTRICTED	-	-	-
<b>TOTAL REVENUE</b>	<b>\$ 1,740,000.00</b>	<b>\$ 13,818.32</b>	<b>\$ 853,326.29</b>

			<b>EXPENDED TO DATE</b>
SALARIES	\$ 813,000.00	\$ 79,851.31	\$ 299,139.19
EMPLOYEE BENEFITS	46,800.00	5,998.80	21,524.56
PURCHASED SERVICES	42,200.00	1,955.89	18,182.32
SUPPLIES/MATERIALS	233,000.00	42,459.44	113,231.05
CAPITAL OUTLAY	835,000.00	-	-
<b>TOTAL EXPENDITURES</b>	<b>\$ 1,970,000.00</b>	<b>\$ 130,265.44</b>	<b>\$ 452,077.12</b>

<b><u>IMRF/FICA FUND</u></b>	<b>BUDGET</b>	<b>ACTIVITY/MO</b>	<b>RECEIVED TO DATE</b>
LOCAL TAX	\$ 639,400.00	\$ 8,209.44	\$ 638,241.96
REPLACEMENT TAX	15,000.00	-	-
INTEREST	18,900.00	4,080.48	10,583.99
OTHER REVENUE	-	-	-
<b>TOTAL REVENUE</b>	<b>\$ 673,300.00</b>	<b>\$ 12,289.92</b>	<b>\$ 648,825.95</b>

			<b>EXPENDED TO DATE</b>
OTHER LIABILITY	\$ 3,300.00	\$ -	\$ -
EMPLOYEE BENEFITS	670,000.00	46,545.84	211,380.76
<b>TOTAL EXPENDITURES</b>	<b>\$ 673,300.00</b>	<b>\$ 46,545.84</b>	<b>\$ 211,380.76</b>

<b><u>SITE &amp; CONSTRUCTION FUND</u></b>	<b>BUDGET</b>	<b>ACTIVITY/MO</b>	<b>RECEIVED TO DATE</b>
SALES TAX	\$ 70,000.00	\$ -	\$ -
INTEREST	10,000.00	4,097.52	10,661.64
OTHER REVENUE	1,100,000.00	300,000.00	425,000.00
TRANSFERS	-	-	-
<b>TOTAL REVENUE</b>	<b>\$ 1,180,000.00</b>	<b>\$ 304,097.52</b>	<b>\$ 435,661.64</b>

			<b>EXPENDED TO DATE</b>
PURCHASED SERVICES	\$ 1,460,000.00	\$ 72,612.77	\$ 287,278.16
SUPPLIES/MATERIALS	150,000.00	703.03	269,547.02
CAPITAL OUTLAY	200,000.00	76,910.03	580,669.29
TRANSFERS	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>\$ 1,810,000.00</b>	<b>\$ 150,225.83</b>	<b>\$ 1,137,494.47</b>

<b><u>WORKING CASH FUND</u></b>	<b>BUDGET</b>	<b>ACTIVITY/MO</b>	<b>RECEIVED TO DATE</b>
LOCAL TAX	\$ 177,000.00	\$ 2,257.40	\$ 175,495.48
INTEREST	10,100.00	2,040.24	5,291.99
SALE OF BONDS	-	-	-
<b>TOTAL REVENUE</b>	<b>\$ 187,100.00</b>	<b>\$ 4,297.64</b>	<b>\$ 180,787.47</b>

			<b>EXPENDED TO DATE</b>
OTHER OBJECTS	\$ -	\$ -	\$ -
TRANSFERS	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

<b><u>TORT FUND</u></b>	<b>BUDGET</b>	<b>ACTIVITY/MO</b>	<b>RECEIVED TO DATE</b>
LOCAL TAX	\$ 730,000.00	\$ 9,363.82	\$ 727,990.75
INTEREST	500.00	34.06	155.26
OTHER	-	-	-
<b>TOTAL REVENUE</b>	<b>\$ 730,500.00</b>	<b>\$ 9,397.88</b>	<b>\$ 728,146.01</b>

			<b>EXPENDED TO DATE</b>
SALARIES	\$ 331,000.00	\$ -	\$ -
EMP. BENEFITS	-	-	-
PURCHASED SERVICES	399,500.00	1,257.00	126,020.85
<b>TOTAL EXPENDITURES</b>	<b>\$ 730,500.00</b>	<b>\$ 1,257.00</b>	<b>\$ 126,020.85</b>

<u>FIRE PREVENTION/SAFETY FUND</u>		<b>BUDGET</b>		<b>ACTIVITY/MO</b>		<b>RECEIVED TO DATE</b>
LOCAL TAX	\$	177,000.00	\$	2,257.40	\$	175,495.48
INTEREST		3,000.00		691.43		1,815.74
<b>TOTAL REVENUE</b>	<b>\$</b>	<b>180,000.00</b>	<b>\$</b>	<b>2,948.83</b>	<b>\$</b>	<b>177,311.22</b>
						<b>EXPENDED TO DATE</b>
PURCHASED SERVICES	\$	-	\$	-	\$	-
CAPITAL OUTLAY		-		-		-
<b>TOTAL EXPENDITURES</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>-</b>

**ANALYSIS SUMMARY****EDUCATION FUND**

Actual Carryover	\$	6,164,587.32
Received to Date		14,579,391.08
Expended to Date		(9,123,231.39)
Fund Balance 11/30/2024	\$	11,620,747.01
Imprest Fund		5,000.00
Athletic Imprest Fund		5,000.00
Projected Carryover 6/30/2025	\$	6,227,587.32

**OPERATIONS AND MAINTENANCE FUND**

Actual Carryover	\$	977,936.34
Received to Date		1,782,198.43
Expended to Date		(1,036,559.55)
Fund Balance 11/30/2024	\$	1,723,575.22
Projected Carryover 6/30/2025	\$	977,936.34

**DEBT SERVICE FUND**

Actual Carryover	\$	619,353.68
Received to Date		1,530,554.00
Expended to Date		(1,775,405.00)
Fund Balance 11/30/2024	\$	374,502.68
Projected Carryover 6/30/2025	\$	619,353.68

**TRANSPORTATION FUND**

Actual Carryover	\$	963,353.50
Received to Date		853,326.29
Expended to Date		(452,077.12)
Fund Balance 11/30/2024	\$	1,364,602.67
Projected Carryover 6/30/2025	\$	733,353.50

**IMRF/FICA FUND**

Actual Carryover	\$	500,076.99
Received to Date		648,825.95
Expended to Date		(211,380.76)
Fund Balance 11/30/2024	\$	937,522.18
Projected Carryover 6/30/2025	\$	500,076.99

**SITE & CONSTRUCTION FUND**

Actual Carryover	\$	1,964,384.49
Received to Date		435,661.64
Expended to Date		(1,137,494.47)
Fund Balance 11/30/2024	\$	1,262,551.66
Projected Carryover 6/30/2025	\$	1,964,384.49

**WORKING CASH FUND**

Actual Carryover	\$	481,739.56
Received to Date		180,787.47
Expended to Date		-
Fund Balance 11/30/2024	\$	662,527.03
Projected Carryover 6/30/2025	\$	668,839.56

**TORT FUND**

Actual Carryover	\$	2,135.73
Received to Date		728,146.01
Expended to Date		(126,020.85)
Fund Balance 11/30/2024	\$	604,260.89
Projected Carryover 6/30/2025	\$	2,135.73

**FIRE PREVENTION & SAFETY FUND**

Actual Carryover	\$	78,660.89
Received to Date		177,311.22
Expended to Date		-
Fund Balance 11/30/2024	\$	255,972.11
Projected Carryover 6/30/2025	\$	258,660.89

**TREASURER'S REPORT****EDUCATION FUND**

Beginning Cash Balance	\$	1,104,369.06
Revenue less Disbursed		(479,885.31)
Monthly Liabilities		(13,285.02)
Ending Cash Balance		611,198.73
Ending MM Investments		1,163,316.42
Ending Special Savings		9,846,231.86
Total Assets	\$	11,620,747.01

**OPERATIONS AND MAINTENANCE FUND**

Beginning Cash Balance	\$	1,464,100.18
Revenue less Disbursed		(1,098,967.90)
Monthly Liabilities		(34.83)
Ending Cash Balance		365,097.45
Ending MM Investments		56,855.19
Ending Special Savings		1,301,622.58
Total Assets	\$	1,723,575.22

**DEBT SERVICE FUND**

Beginning Cash Balance	\$	80,547.45
Revenue less Disbursed		184,967.54
Ending Cash Balance		265,514.99
Ending MM Investments		16,814.49
Ending Special Savings		92,173.20
Total Assets	\$	374,502.68

**TRANSPORTATION FUND**

Beginning Cash Balance	\$	1,109,765.70
Revenue less Disbursed		(621,173.09)
Monthly Liabilities		(53.50)
Ending Cash Balance		488,539.11
Ending MM Investments		161,740.61
Ending Special Savings		714,322.95
Total Assets	\$	1,364,602.67

**IMRF/FICA FUND**

Beginning Cash Balance	\$	545,037.96
Revenue less Disbursed		(38,331.66)
Monthly Liabilities		-
Ending Cash Balance		506,706.30
Ending MM Investments		184,034.35
Ending Special Savings		246,781.53
Total Assets	\$	937,522.18

**SITE & CONSTRUCTION FUND**

Beginning Cash Balance	\$	757,945.00
Revenue less Disbursed		(350,218.72)
Ending Cash Balance		407,726.28
Ending MM Investments		36,942.06
Ending Special Savings		817,883.32
Total Assets	\$	1,262,551.66

**WORKING CASH FUND**

Beginning Cash Balance	\$	360,530.26
Revenue less Disbursed		2,259.77
Ending Cash Balance		362,790.03
Ending MM Investments		11,110.92
Ending Special Savings		288,626.08
Total Assets	\$	662,527.03

**TORT FUND**

Beginning Cash Balance	\$	594,051.76
Revenue less Disbursed		8,111.56
Ending Cash Balance		602,163.32
Ending MM Investments		2,056.85
Ending Special Savings		40.72
Total Assets	\$	604,260.89

**FIRE PREVENTION & SAFETY FUND**

Beginning Cash Balance	\$	183,518.41
Revenue less Disbursed		2,259.77
Ending Cash Balance		185,778.18
Ending MM Investments		44,761.55
Ending Special Savings		25,432.38
Total Assets	\$	255,972.11

**TOTAL ASSETS**

PRAIRIE STATE BANK AND TRUST	\$	18,806,261.45
INSURANCE FUND	\$	329,706.69



**Memorandum**

**TO:** BOARD OF EDUCATION

**FROM:** TRAVIS R. ROUNDABOUT

**DATE:** DECEMBER 11, 2024

**RE:** RESOLUTION ABATING THE TAXES HERETOFORE LEVIED FOR THE YEAR 2024 TO PAY THE DEBT SERVICE ON THE TAXABLE GENERAL OBLIGATION REFUNDING SCHOOL BONDS (ALTERNATE REVENUE SOURCE), SERIES 2020 OF THE DISTRICT

**Administrative recommendation:** to approve the attached resolution authorizing the abatement of all of our alternate revenue bonds series 2020.

**Comments:** This allows us to pay the alternate revenue bonds with our current year's sales tax proceeds. It is stating that we have the money to do so and do not need to levy additional amounts to pay back the bonds.

BMR

Attachment

MINUTES of a regular public meeting of the Board of Education of Community Unit School District Number 3, Macon and Moultrie Counties, Illinois, held in the District Office, 1595 W. Main Street, Mt. Zion, Illinois, in said School District at 6:30 P.M., on the 17<sup>th</sup> day of December, 2024.

\* \* \*

The President called the meeting to order and directed the Secretary to call the roll.

Upon the roll being called, Jeffrey Sams, the President, and the following Members were physically present at said location: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

The following members were allowed by a majority of the members of the Board of Education in accordance with and to the extent allowed by rules adopted by the Board of Education to attend the meeting by video or audio conference: \_\_\_\_\_

\_\_ No member was permitted to attend the meeting by video or audio conference. \_\_\_\_\_

The following members were absent and did not participate in the meeting in any manner or to any extent whatsoever: \_\_\_\_\_

\_\_\_\_\_

The President announced that the next item of business before the Board of Education was the consideration of a resolution abating the taxes heretofore levied for the year 2024 to pay debt service on the Taxable General Obligation Refunding School Bonds (Alternate Revenue Source), Series 2020, of the District.

Whereupon Member \_\_\_\_\_ presented and the Secretary read by title a resolution as follows, copies of which were available to everyone in attendance at said meeting who requested a copy:

RESOLUTION abating the taxes heretofore levied for the year 2024 to pay debt service on the Taxable General Obligation Refunding School Bonds (Alternate Revenue Source), Series 2020, of Community Unit School District Number 3, Macon and Moultrie Counties, Illinois.

\* \* \*

WHEREAS, the Board of Education (the “*Board*”) of Community Unit School District Number 3, Macon and Moultrie Counties, Illinois (the “*District*”), by resolution adopted on the 15th day of December, 2020 (the “*Resolution*”), did provide for the issue of \$19,015,000 Taxable General Obligation Refunding School Bonds (Alternate Revenue Source), Series 2020, of the District (the “*Bonds*”), and the levy of direct annual taxes sufficient to pay the principal of and interest on the Bonds (the “*Pledged Taxes*”); and

WHEREAS, the Board hereby determines that the Pledged Revenues (as defined in the Bond Resolution) will be available to pay the principal of and interest on the Bonds when due, so as to enable the abatement of the Pledged Taxes levied for the year 2024; and

WHEREAS, the Board has further determined and does hereby further determine that it is necessary and in the best interests of the District that the tax heretofore levied for the year 2024 to pay the principal of and interest on the Bonds be abated:

NOW, THEREFORE, Be It and It is Hereby Resolved by the Board of Education of Community Unit School District Number 3, Macon and Moultrie Counties, Illinois, as follows:

*Section 1. Abatement of Tax.* The Pledged Taxes levied for the year 2024 in the Resolution are hereby abated in their entirety.

*Section 2. Filing of Resolution.* Forthwith upon the adoption of this Resolution, the Secretary of the Board shall file a certified copy hereof with the County Clerks of The Counties of Macon and Moultrie, Illinois, and it shall be the duty of said County Clerks to abate the Pledged Taxes levied for the year 2024 in accordance with the provisions hereof.

*Section 3. Effective Date.* This Resolution shall be in full force and effect forthwith upon its adoption.

Adopted December 17, 2024.

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President, Board of Education

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Secretary, Board of Education

Member \_\_\_\_\_ moved and Member \_\_\_\_\_ seconded the motion that said resolution as presented and read by title be adopted.

After a full discussion thereof, the President directed that the roll be called for a vote upon the motion to adopt said resolution.

Upon the roll being called, the following members voted AYE: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NAY: \_\_\_\_\_

Whereupon the President declared the motion carried and said resolution adopted, approved and signed the same in open meeting and directed the Secretary to record the same in the records of the Board of Education of Community Unit School District Number 3, Macon and Moultrie Counties, Illinois, which was done.

Other business not pertinent to the adoption of said resolution was duly transacted at the meeting.

Upon motion duly made, seconded and carried, the meeting was adjourned.

\_\_\_\_\_  
Secretary, Board of Education

**Memorandum**

**TO:** BOARD OF EDUCATION

**FROM:** TRAVIS R. ROUNDABOUT

**DATE:** DECEMBER 11, 2023

**RE:** RESOLUTION ABATING TAXES HERETOFORE LEVIED FOR THE YEAR 2024 TO PAY DEBT SERVICE ON TAXABLE GENERAL OBLIGATION REFUNDING SCHOOL BONDS SERIES 2021 OF THE DISTRICT

**Administrative recommendation:** to approve the attached resolution authorizing the abatement of our 2021 bonds with funds on hand in the bond and interest fund.

**Comments:** We are using a portion of our sales tax proceeds to abate some of our general obligation bonds as we have done in the past. The total amount abated leaves us with the \$660,000 that was a part of our proposed levy in November.

BMR

Attachment

MINUTES of a regular public meeting of the Board of Education of Community Unit School District Number 3, Macon and Moultrie Counties, Illinois, held in the District Office, 1595 W. Main Street, Mt. Zion, Illinois, in said School District at 6:30 P.M., on the 17<sup>th</sup> day of December, 2024.

\* \* \*

The President called the meeting to order and directed the Secretary to call the roll.

Upon the roll being called, Jeffrey Sams, the President, and the following Members were physically present at said location: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

The following Members were allowed by a majority of the members of the Board of Education in accordance with and to the extent allowed by rules adopted by the Board of Education to attend the meeting by video or audio conference: \_\_\_\_\_

\_\_\_ No Member was permitted to attend the meeting by video or audio conference. \_\_\_\_\_

The following Members were absent and did not participate in the meeting in any manner or to any extent whatsoever: \_\_\_\_\_

\_\_\_\_\_

The President announced that the next item of business before the Board of Education was the consideration of a resolution abating the tax heretofore levied for the year 2024 to pay debt service on the Taxable General Obligation Refunding School Bonds, Series 2021, of the District.

Whereupon Member \_\_\_\_\_ presented and the Secretary read by title a resolution as follows, a copy of which was provided to everyone in attendance at said meeting who requested a copy:

RESOLUTION abating the tax heretofore levied for the year 2024 to pay debt service on Taxable General Obligation Refunding School Bonds, Series 2021, of Community Unit School District Number 3, Macon and Moultrie Counties, Illinois.

\* \* \*

WHEREAS, the Board of Education (the “*Board*”) of Community Unit School District Number 3, Macon and Moultrie Counties, Illinois (the “*District*”), by resolution adopted on the 19th day of January, 2021 (as supplemented by a related notification of sale, the “*Bond Resolution*”), did provide for the issue of \$8,870,000 Taxable General Obligation Refunding School Bonds, Series 2021 (the “*Bonds*”), and the levy of a direct annual tax sufficient to pay the principal of and interest on the Bonds; and

WHEREAS, the Bonds were issued by the District pursuant to the terms of the Bond Resolution; and

WHEREAS, the Board has determined and does hereby determine that the District has funds on hand and lawfully available to pay the principal and interest on the Bonds due in the next Bond year (the “*Available Funds*”); and

WHEREAS, such Available Funds have been deposited into the Bond Fund as created pursuant to and defined in the Bond Resolution; and

WHEREAS, the Board has determined and does hereby determine that it is necessary and in the best interests of the District to apply the Available Funds to the payment of the Bonds and abate the taxes heretofore levied to pay the principal of and interest on the Bonds to the amount of the Available Funds:

NOW, THEREFORE, Be It and It is Hereby Resolved by the Board of Education of Community Unit School District Number 3, Macon and Moultrie Counties, Illinois, as follows:

*Section 1. Abatement of Tax.* The tax heretofore levied for the year 2024 in the Bond Resolution is hereby abated, as set forth in *Exhibit A* attached hereto and made a part hereof.



*Section 2. Filing of Resolution.* Forthwith upon the adoption of this resolution, the Secretary of the Board shall file a certified copy hereof with the County Clerks of Macon and Moultrie Counties, Illinois, and it shall be the duty of said County Clerks to abate said tax levied for the year 2024 in accordance with the provisions hereof.

*Section 3. Effective Date.* This resolution shall be in full force and effect forthwith upon its adoption.

Adopted December 17, 2024.

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President, Board of Education

---

Secretary, Board of Education

**EXHIBIT A**

**TAXABLE GENERAL OBLIGATION REFUNDING SCHOOL BONDS, SERIES 2021**

YEAR OF LEVY	TAX CURRENTLY ON FILE	TAX TO BE ABATED	TAX TO BE EXTENDED SUFFICIENT TO PRODUCE
2024	\$892,991.00	\$232,991.00	\$660,000.00

Member \_\_\_\_\_ moved and Member \_\_\_\_\_ seconded the motion that said resolution as presented and read by title be adopted.

After a full discussion thereof, the President directed that the roll be called for a vote upon the motion to adopt said resolution.

Upon the roll being called, the following members voted AYE: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NAY: \_\_\_\_\_

Whereupon the President declared the motion carried and said resolution adopted, approved and signed the same in open meeting and directed the Secretary to record the same in the records of the Board of Education of Community Unit School District Number 3, Macon and Moultrie Counties, Illinois, which was done.

Other business not pertinent to the adoption of said resolution was duly transacted at the meeting.

Upon motion duly made, seconded and carried, the meeting was adjourned.

\_\_\_\_\_  
Secretary, Board of Education

## Memorandum

**TO:** BOARD OF EDUCATION

**FROM:** TRAVIS ROUNDABOUT

**DATE:** DECEMBER 11, 2024

**RE:** ANNUAL TAX LEVY HEARING AND ADOPTION

**Procedural comment:** It is necessary to convene the scheduled public hearing before adopting the Annual Tax Levy Certificate. In order to convene the hearing, the Board President should request that a motion be made "to open the public hearing on the annual tax levy." A roll call vote follows.

After announcing the vote result, the President should state: "The Secretary is hereby directed to show in the minutes that official publication has been made notifying the public of this hearing . . . The floor is now open to public comments on the proposed annual tax levy."

When any/all public comments have been heard according to the operating rules, the President should ask for a motion to close the hearing. A roll call vote to close the hearing follows.

The President then states: "At this time, the Board shall consider adoption of the annual tax levy..."

**Administrative recommendation:** to adopt the Certificate of Tax Levy as attached indicating aggregate amounts of property tax necessary to be levied on the District's EAV.

**Comments:** This is the second step in approval of our Annual Tax Levy. The numbers are the same as last month. Using our EAV estimate, this year's estimated levy increases our total levy (not including bond and interest) by \$1,179,980 which is an increase in total dollars levied of 9.04%, while slightly lowering our estimated actual tax rate from **3.89393 to 3.85886**, and it continues to be well below the rates of most other Macon County schools.

BMR

Attachments: Certificate of Tax Levy  
Certificate of Compliance (Truth in Taxation)  
November Board of Education Memo

ILLINOIS STATE BOARD OF EDUCATION

School Business Services Department
217-785-8779

Original: [x]
Amended: [ ]

CERTIFICATE OF TAX LEVY

A copy of this Certificate of Tax Levy shall be filed with the county clerk of each county in which the school district is located on or before the last Tuesday of December.

Table with 3 columns: District Name (Mt. Zion Community Unit School District), District Number (#3), County (Macon/Moultrie)

Amount of Levy

Table listing various levy categories and amounts: Educational (\$9,379,800), Operations & Maintenance (\$1,930,000), Transportation (\$772,000), Working Cash (\$193,000), Municipal Retirement (\$320,000), Social Security (\$320,000), Fire Prevention & Safety (\$193,000), Tort Immunity (\$780,000), Special Education (\$154,400), Leasing (\$193,000), Other (\$), Other (\$), Total Levy (\$14,235,200)

\* Includes Fire Prevention, Safety, Energy Conservation, Disabled Accessibility, School Security, and Specified Repair Purposes.

See explanation on reverse side.

Note: Any district proposing to adopt a levy must comply with the provisions set forth in the Truth in Taxation Law.

We hereby certify that we require:

the sum of 9,379,800 dollars to be levied as a special tax for educational purposes; and
the sum of 1,930,000 dollars to be levied as a special tax for operations and maintenance purposes; and
the sum of 772,000 dollars to be levied as a special tax for transportation purposes; and
the sum of 193,000 dollars to be levied as a special tax for a working cash fund; and
the sum of 320,000 dollars to be levied as a special tax for municipal retirement purposes; and
the sum of 320,000 dollars to be levied as a special tax for social security purposes; and
the sum of 193,000 dollars to be levied as a special tax for fire prevention, safety, energy conservation, disabled accessibility, school security and specified repair purposes; and
the sum of 780,000 dollars to be levied as a special tax for tort immunity purposes; and
the sum of 154,400 dollars to be levied as a special tax for special education purposes; and
the sum of 193,000 dollars to be levied as a special tax for leasing of educational facilities or computer technology or both, and temporary relocation expense purposes; and
the sum of 0 dollars to be levied as a special tax for
the sum of 0 dollars to be levied as a special tax for
on the taxable property of our school district for the year

Signed this 17th day of December 20 24 (President)

(Clerk or Secretary of the School Board of Said School District)

When any school is authorized to issue bonds, the school board shall file a certified copy of the resolution in the office of the county clerk of each county in which the district is situated to provide for the issuance of the bonds and to levy a tax to pay for them.

Number of bond issues of said school district that have not been paid in full

(Detach and Return to School District)

This is to certify that the Certificate of Tax Levy for School District No. 3, Macon/Moultrie County, Illinois, on the equalized assessed value of all taxable property of said school district for the year was filed in the office of the County Clerk of this County on

In addition to an extension of taxes authorized by levies made by the Board of Education (Directors), an additional extension(s) will be made, as authorized by resolution(s) on file in this office, to provide funds to retire bonds and pay interest thereon.

The total levy, as provided in the original resolution(s), for said purposes for the year 2024, is \$ 660,000

(Signature of County Clerk)

(Date)

(County)

**CERTIFICATE OF COMPLIANCE WITH  
THE TRUTH IN TAXATION ACT**

I, the undersigned, do hereby certify that I am President of the Board of Education of Mt. Zion Community Unit School District No. 3, Counties of Macon and Moultrie, State of Illinois; and

I do further certify that the Board of Education of said district adopted a “Resolution Regarding Estimated Amounts Necessary to be Levied for 2024,” at a regularly convened meeting held on the 19<sup>th</sup> day November 2024, said date being at least twenty (20) days preceding the adoption of the aggregate tax levy of the district; and

I do further certify that public notice of the intention of the district to levy taxes in excess of 105% of the amount of taxes extended or estimated to be extended exclusive of election costs and bond and interest costs, upon the levy of the district for 2024 was published on December 4, 2024, in accordance with the provisions of the Truth in Taxation Act, in a newspaper of general circulation in Mt. Zion Community Unit School District No. 3; and

I do further certify that a public hearing on proposed tax levy was held in said district on December 17<sup>th</sup>, 2024; and

I do further certify that the aggregate tax levy of the district was adopted on December 17<sup>th</sup>, 2024 after public notice and a hearing, all in accordance with the Truth in Taxation Act.

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PRESIDENT, BOARD OF EDUCATION  
MT. ZION COMMUNITY UNIT SCHOOL DISTRICT NO. 3  
COUNTIES OF MACON AND MOULTRIE  
STATE OF ILLINOIS

## TRUTH IN TAXATION CERTIFICATE OF COMPLIANCE

I, the undersigned, hereby certify that I am the presiding officer of the Board of Education of Mt. Zion Community Unit School District No. 3, Counties of Macon and Moultrie, State of Illinois, and as such presiding officer I certify that the levy ordinance, a copy of which is attached, was adopted pursuant to, and in all respects in compliance with the provisions of Section 18-60 through 18-85 of the "Truth in Taxation" law.

Check one of the choices below:

- 1. The taxing district published a notice in the newspaper and conducted a hearing meeting the requirements of the Truth in Taxation law.
- 2. The taxing district's aggregate levy did not exceed a 5% increase over the prior year's extension. Therefore, a notice and a hearing were not necessary.
- 3. The proposed aggregate levy did not exceed a 5% increase over the prior year's extension. Therefore, a hearing was not held. The adopted aggregate tax levy exceeded 5% of the prior year's extension and a notice was published within 15 days of its adoption in accordance with the Truth in Taxation Law.
- 4. The adopted levy exceeded the amount stated in the published notice. A second notice was published within 15 days of the adoption in accordance with the Truth in Taxation Law.

Date: \_\_\_\_\_

\_\_\_\_\_  
Presiding Officer

## **CERTIFICATE**

I, Michelle Shumaker, Secretary of the Board of Education of the Mt. Zion Community Unit School District No. 3, Macon and Moultrie Counties, in the State of Illinois, DO HEREBY CERTIFY that the above and foregoing Tax Levy Ordinance is a true and correct copy of the Tax Levy Ordinance passed by said Board of Education, Counties of Macon and Moultrie, Illinois on the 17<sup>th</sup> day of December 2024, at a regular meeting of said Board of Education and that the original of said Ordinance is on file with the undersigned.

Dated the 17<sup>th</sup> day of December 2024.

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Secretary of the Board of Education  
Counties of Macon and Moultrie, Illinois



## Memorandum

**TO:** BOARD OF EDUCATION

**FROM:** TRAVIS R. ROUNDABOUT

**DATE:** NOVEMBER 13, 2024

**RE:** ESTIMATED TAX LEVY ADOPTION

**Administrative recommendation:** to approve the estimated amount of property tax necessary to be levied for the calendar year 2024 as outlined in the chart on the following page.

**Comments:** As you are probably aware, an annual responsibility of the Board of Education is to adopt a Tax Levy. An estimated levy is to be presented at least 20 days prior to adoption of the official levy, which will take place at the December 17, 2024 Board of Education meeting.

The Administration relies on a combination of the County Assessor's estimated taxable values, the County Clerk's estimated extensions, and recent historical computations to derive an estimated EAV for the District. With the above input, the administration predicts an increase of about \$34 million in EAV. This is an increase in EAV of 9.67%. It is the Administration's recommendation to levy the designated amount in order to allow the District to maintain our strong educational focus. Using this EAV estimate, this year's estimated levy increases our total levy (not including bond and interest) by \$1,179,980 which is an increase in total dollars levied of 9.04% while **lowering our actual tax rate from 3.89393 to 3.85886**, and it continues to be well below the rates of most of the other Macon County schools (see next page).

The District's EAV, due to stabilizing residential and commercial development, allows the Board to levy amounts equal to those allowed by statute and previous referenda: Education (2.4300%), Operations and Maintenance (0.5000%), Transportation (0.2000%), Special Education (0.0400%), Working Cash (0.0500%), Fire Prevention and Safety (0.0500%), and Facility/ Lease (0.0500%).

It is important to note, even though the tax rate will be decreasing, the increase in the levy will be over the 5% level and the district will have a Truth in Taxation hearing prior to adoption next month.

**LEVY ANALYSIS BY FUND AND ANNUAL COMPARISONS**

PROPOSED LEVY	PRIOR YEAR ACTUAL		ESTIMATED NEW LEVY	
	EAV	\$351,963,831	EAV	\$386,000,000
	Tax rate	Dollar value	Tax rate	Dollar value
EDUCATION FUND	2.43000	8,552,721	2.43000	9,379,800
BOND AND INTEREST FUND	0.18468	650,006	0.17098	660,000
OPERATIONS/MAINT. FUND	0.50000	1,759,819	0.50000	1,930,000
IMRF (Retirement Fund)	0.09092	320,006	0.08290	320,000
TRANSPORTATION FUND	0.20000	703,928	0.20000	772,000
WORKING CASH FUND	0.05000	175,982	0.05000	193,000
FIRE PREV./SAFETY FUND	0.05000	175,982	0.05000	193,000
SPECIAL EDUCATION LEVY	0.04000	140,786	0.04000	154,400
TORT LEVY (Insurance/Legal)	0.20741	730,008	0.20207	780,000
SOCIAL SECURITY/MED. FUND	0.09092	320,006	0.08290	320,000
RENT/LEASE FUND	0.09092	175,982	0.05000	193,000
TAX RATE per \$100 EAV	3.89393	13,705,226	3.85886	14,895,200
LEVY w/out BOND & INTEREST		13,055,220		14,235,200
PRIOR YEAR EXTENTION				13,055,220
ADDITIONAL LEVY YIELD				1,179,980
% Increase of Levy over prior year				9.04%

**NOTES:**

EAV increased \$34,036,169  
 EAV percentage increase = 9.7%  
 Maximum tax rate used where allowable

BMR  
 Enclosures

