ARGO COMMUNITY HIGH SCHOOL

COURSE PLANNING GUIDE

SY 2026-2027


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2026–2027

ARGO COMMUNITY HIGH SCHOOL
District 217
7329 W 63rd St
Summit, IL 60501
708–728–3200
708–728–3155 (fax)
www.argohs.net

FULLY ACCREDITED BY THE ILLINOIS STATE BOARD OF EDUCATION

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, order of protection status, or actual or potential marital or parental status, including pregnancy.

* * *

Las oportunidades educativas y extracurriculares iguales estarán disponibles para todos los estudiantes sin consideración alguna hacia color, la raza, la nacionalidad, la religión, el sexo, la orientación sexual, la ascendencia, la edad, la inhabilidad física o mental, la identidad del género, el estado de ser sin hogar, la orden del estado de la protección, o del estado marital o parental real o potencial, incluyendo embarazo.

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Argo Community High School Mission Statement:

We inspire, educate, and empower students to achieve a positive future for themselves and their community.

Dear Argonaut Students and Families,

At Argo Community High School, our mission remains steadfast—to *inspire, educate, and empower* every student to envision and achieve a bright and purposeful future. The **2026 Course Planning Guide** is designed to help you and your student chart an intentional path through high school, aligning each course selection with personal interests, strengths, and long-term goals. At Argo, we truly have something for everyone, and we are committed to supporting each student's unique journey toward success.

We are fortunate to have exceptional educators who bring both expertise and passion to their classrooms. Our core academic courses are rigorous and thoughtfully aligned to essential standards that ensure all students graduate, prepared for *college, career, and life*. Beyond the core, our elective programs foster creativity, innovation, and problem-solving, while our diverse clubs, activities, and athletic teams offer countless ways to build confidence, connection, and community. We encourage every Argonaut to get involved, explore new interests, and make the most of their four years here.

Please use this **Course Planning Guide** as a roadmap to explore the many academic and career pathways available at Argo. At the start of each department section, you'll find detailed information about courses and sequences that can help shape your multi-year academic plan. While our dedicated counseling team works closely with students to design individualized schedules, the most successful planning begins at home—with open conversations about goals, aspirations, and opportunities beyond high school.

We continue to strengthen and expand our curriculum to meet the evolving expectations of colleges, universities, and today's workforce. Our **Dual Credit** partnerships with *Moraine Valley Community College, Eastern Illinois University*, and *Indiana University* offer students the chance to experience college-level learning while earning credits that can reduce future college costs. Alongside our **Advanced Placement** offerings, these opportunities allow students to potentially earn up to a year of college credit before graduation. In addition, our growing catalog of **career-focused, hands-on courses** provides authentic learning experiences that help students connect academic content with real-world applications.

In the fall of **2026**, we look forward to welcoming another outstanding class of freshmen to the Argo family. To our newest Argonauts—you are joining a vibrant, supportive community filled with opportunities to learn, grow, and lead. To our current students—keep challenging yourself to get involved, take risks, and make every moment count. Whether in the classroom, on the field, on stage, or in the community, your Argo experience is what you make of it.

As always, know that our faculty, staff, and administrators are here to support you every step of the way. Together, let's make 2026 a year defined by growth, achievement, and pride in what it means to be an Argonaut.

Respectfully,

Dr. Brandon Cotter
Principal, Argo Community High School

GRADUATION REQUIREMENTS

DIPLOMA	HONORS DIPLOMA*
Math – 3 credits	Math – 3 credits (at the high school)
Science – 2 credits	Science – 3 credits
English – 4 credits	English – 4 credits
Social Science – 2 credits US History – 1 Government & Civics – .5 Elective – .5	Social Science – 3 credits US History – 1 Government & Civics – .5 Elective – 1.5
Consumer Education or Economics – .5 credit	Consumer Education or Economics – .5 credit
Physical Education, Health, Driver Education – 4 credits	Physical Education, Health, Driver Education – 4 credits
Electives – 6.5 credits	Foreign Language or Fine Arts – 2 credits (at the high school) Electives – 4.5 credits
TOTAL: 22 credits	**TOTAL: 24 credits**

*Students who earn a total of 24 credits, including a minimum of at least three honors credits per year for at least grades 10–12 (or two honors credits and a foreign language, or two honors classes and a fine art), will be eligible for an "Honors" diploma.

Students earning below a C in an Honors, Dual Credit, or AP class must obtain permission from the Division Chair to continue.

FOUR-YEAR COLLEGE

The Illinois Board of Higher Education requires the following minimum high school courses for admission into baccalaureate programs at Illinois College and Universities:

English	4 credits	Emphasizing written and oral communication
Mathematics	3 credits	Introductory through advanced algebra, geometry
Science	3 credits	Laboratory sciences
Social Studies	3 credits	Emphasizing history and government
Foreign Language, Music or Art	2 credits	This requirement varies by college

THE ILLINOIS SEAL OF BILITERACY

Students can earn the Illinois State Seal of Biliteracy by showing proficiency in two or more languages (including English). The Seal will be awarded and attached to the student's Argo High School diploma. Argo's official transcripts will also indicate the awarding of the Seal of Biliteracy. Studying language might improve a student's ability to earn the Illinois State Seal of Biliteracy. Students wishing to earn the Seal of Biliteracy are encouraged to take two years of a foreign language before taking the Seal of Biliteracy test. Four years of a foreign language is strongly recommended when testing for the Seal of Biliteracy. Students who obtain the Seal can receive college credit for language at public Illinois universities. Additionally, earning the Seal will help you to stand out on resumes and college applications, and can increase your scholarship and career opportunities. For more information on the qualifications for the Illinois Seal of Biliteracy, please visit the following site:

https://www.isbe.net/documents/language-proficiency-assessment-list.pdf

Illinois law states that public colleges and universities in the state shall award students who earn the State Seal of Biliteracy foreign language credit. Please visit the following site for more information on credit offered at Illinois public colleges and universities:

https://www.isbe.net/Documents/College-Credit-Placement-Seal.pdf

NCAA ELIGIBILITY

Students intending to enroll in college as a freshman and participate in Division I or II athletics must first be certified by the National Collegiate Athletic Association (NCAA) Eligibility Center. The Eligibility Center ensures that the NCAA's standards for athletic eligibility are applied consistently to all prospective student athletes at its member institutions.

Please be aware that no courses in the Art, Business Education, Family and Consumer Science, Music, Physical Education, or Technology and Engineering Education departments can be applied towards the NCAA's eligibility standards for student athletes. Non-approved courses in other departments are identified later in the respective departmental pages of the Course Planning Guide. To check which Argo courses are approved by the NCAA and to register as a prospective student athlete, go to www.eligibilitycenter.org. Prospective Division I or II student athletes are advised to plan their course selections carefully. If you have any questions about NCAA eligibility, please see Mr. Johnson in the Guidance Office.

NCAA Division I Eligibility: 16 Core Courses

- 4 years of English
- 3 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab if offered by high school)
- 1 year of additional English, mathematics, or natural/physical science
- 2 years of social science
- 4 years of additional courses (from any area above or foreign language)
- Minimum 2.30 GPA for Core Courses
- Complete 10 of the 16 NCAA-approved core course credits listed above, before the start of senior year
- See the NCAA's Eligibility website for more information

NCAA Division II Eligibility: 16 Core Courses

- 3 years of English
- 2 years of Math (Algebra 1 or higher)
- 2 years of Natural/Physical Science (Including one year of lab science, if offered)
- 2 years of Social Science
- 3 years additional courses (English, Math, or Natural/Physical Science)
- 4 years of additional courses (English, Math, Natural/Physical Science, Social Studies or Foreign Language)
- Minimum 2.20 GPA for Core Courses

NAIA Eligibility

To be eligible for NAIA athletics, the student must:

- Have a 2.3 or higher GPA without qualifying test scores

-OR-

Must meet two of the following criteria:

- GPA of 2.0 or higher
- Rank in the top half of their class
- An ACT composite of 18 or SAT composite of 970

GRADING SCALE

Grade	GPA Points	Percent	Description
A	4.0	90–100%	Superior
B+	3.5	85–89%	Outstanding
B	3.0	80–84%	Exceeds Requirements
C+	2.5	75–79%	Above Average
C	2.0	70–74%	Average
D+	1.5	65–69%	Below Average
D	1.0	60–64%	Unsatisfactory
F	0.0	00–59%	Failure
P	0.0	60% and above	Pass
R	0.0		Audit
WF	0.0		Withdrawn Failure

DEFINITION OF CREDIT

Students currently enrolled or transferring to ACHS will receive credit for their classes based on the units described in this booklet.

- A course meeting five days a week, a minimum of one period each day (or its equivalent) for 18 weeks, will carry a value of .5 credit.
- Courses meeting for extended periods will receive compensatory credit as enumerated in the booklet.
- Credit is earned when a student completes the semester with a numerical grade average of 1.0 or better or a passing letter grade of D or better for the semester.
- Students will not receive credit for a course taken in the study of their religion or courses related directly to a study of their religion. A course which studies various religions or is a comparison of theologies will be acceptable as an elective credit.

EARLY GRADUATION REQUESTS

The earliest students can request to graduate is after the 7th semester of high school. Students must have 19 credits going into their senior year. Students must declare their intent to graduate early by June 1st after their third year of high school (unless there are extenuating circumstances). Students are responsible for pursuing summer school at their own cost in consultation with their counselor. Parents must sign the Early Graduation Consent Form.

FOUR-YEAR COURSE PLANS

There is considerable flexibility within the Argo Community High School curricular program. All the courses that you select in high school should help you in your personal and career development. Your plans may involve four-year college, two-year college, trade or technical schools, business schools, or direct entry into the labor market. Whatever route you select, it is very important to choose high school courses that challenge and expand your interests.

COLLEGE PREPARATORY

1. The minimum college preparatory program should include English (4 years), Math (3 years), Science (3 years), Social Studies (3 years) & Foreign Language (2 years) or Fine Arts (2 years).

2. English, Math, Science, and Social Studies course placement is based upon standardized test score information, previous academic performance, counselor review, teacher recommendation, and parental input. Study of the same foreign language is strongly recommended for college bound students.

3. College-bound students are encouraged to register for the ACT Prep classes offered at Argo.

HIGH SCHOOL CREDIT FOR JUNIOR HIGH COURSE WORK

High School credit earned in mathematics during 8th grade may count toward the total 22 credits required for graduation. However, these credits will not fulfill one of the three mathematic or foreign language credits required for graduation.

ACCELERATED PLACEMENT ACT (PA 101-0654)

Argo High School continues to strive to expand access to our honors, AP, and Dual Credit courses to all of our students. Students may access our accelerated placement courses through a referrer, which may include a parent, a teacher, or another educator. In addition, each year, our instructional leadership team reviews the most recent state assessment data (e.g., PSAT, SAT, PreACT, ACT, MAP, ISA, etc.) and continues to re-evaluate students' academic placement during their four years at Argo High School. This philosophy has been in place here at Argo High School for over a decade. The state of Illinois recently passed the Accelerated Placement Act. It states that students found to meet or exceed state standards will be identified for automatic acceleration in the Core Content areas. Below are the main highlights of the bill:

- Students who meet or exceed state standards in ELA will be identified for automatic acceleration in English and Social Science.
- Students who meet or exceed state standards in Math will be identified for automatic acceleration in Math.
- Students who meet or exceed state standards in Science will be identified for automatic acceleration in Science.

Before the registration process begins for the next school year, parents and students will be informed of automatic acceleration. Students identified for automatic acceleration, along with all students in accelerated placement, will have access to in-person tutoring and peer mentoring through our Teaching and Learning Center. Our instructional leadership team will routinely monitor the success of all students and ensure the best academic setting for all students.

DISTRICT 217 DUAL CREDIT/DUAL ENROLLMENT COURSES 2026-2027

The dual credit program allows students to take classes at Argo that simultaneously earn college credit. Students who enroll in the following courses and earn an A, B, or C in the class, may qualify for credit for the accompanying course at Moraine Valley Community College or other college institutions. In addition, students who successfully earn the Dual Credit will receive an additional .50 weighted grade point for the course. Dual credit fees may apply in some classes. For more information, please contact the course instructor.

ARGO COURSES	MORAINE VALLEY COURSES
Business	
Dual Credit Accounting 2	OSA 249 (3 hours) QuickBooks for Office Professionals
Family and Consumer Science	
Dual Credit Culinary Arts 3	RTM 100 (2 hours) Food Service Sanitation RTM 103 (2 hours) Basic Food Theory
Mathematics	
Dual Credit Advanced Math Concepts	MTH 141 (4 hours) College Algebra Functions and MTH 142 (2 hours) Trigonometric Functions
Dual Credit AP Statistics	MTH139 (4 hours) MTH-139 Probability & Statistics
Dual Credit College Algebra	MTH 141 (4 hours) College Algebra Functions
Dual Credit Honors Calculus 2	MTH 151 (5 hours) Calculus II/Analytical Geometry
Music	
Dual Credit American Music	MUS 106 (3 hours) Intro to American Music
Technology & Engineering Education	
Dual Credit Autos 3	AUT 112 (4 hours) Introductory Automotive Technology
Dual Credit Autos 5	AUT 121 (4 hours) Automotive Brake Systems
Dual Credit Computer Servicing 1	LAN 101 (1 hour) Orientation to IT Professions LAN 111 (3 hours) IT Hardware Essentials LAN 112 (3 hours) IT Operating Systems Essentials
Dual Credit Computer Servicing 2	LAN 103 (1 hour) Orientation to Cyber Security LAN 121 (3 hours) Managing LAN Hardware LAN 122 (3 hours) Managing Netware OS
Dual Credit Drafting 1/CAD	AET 101 (1 hour) Orientation to AET Careers
Dual Credit Drafting 2/CAD	MDT 101 (3 hours) Intro to Drafting
Dual Credit Drafting 3/CAD	MDT 145 (3 hours) Intro to Computer Aided Drafting
Dual Credit Electronics 1	ELT 101 (3 hours) Electricity & Electronics
Dual Credit Graphic Arts 1, 2	CIS 232 (3 hours) Intro to Adobe Creative Suite
Dual Credit Graphic Arts 3	CIS 234 (3 hours) Adobe Illustrator
Dual Credit Graphic Arts 4	CIS 236 (3 hours) Adobe Photoshop
Dual Credit Graphic Arts 5	CIS 235 (3 hours) Adobe InDesign & Microsoft Publisher
Dual Enrollment Heating & Air-Conditioning	*Varies with semester taken. See counselor for details
Dual Credit Welding 3 Dual Credit Welding 4	WLD 111 (3 hours) Basic Arc/Gas Welding 1 WLD 112 (3 hours) Basic Arc/Gas Welding 2

Physical Education/ Health	
Dual Enrollment Certified Nursing Assistant	HSC 150 (7 hours) Basic Nursing Assistant Training
Dual Enrollment Emergency Medical Services	EMS 101 (8 hours) Emergency Medical Technician
Dual Credit Medical Terminology	MRT 110 (3 hours) Medical Terminology
Science	
Dual Credit AP Chemistry	CHM 111 (4 hours) Fundamentals of Chemistry CHM 131 (4 hours) University Oriented Chemistry
World Languages	
Dual Enrollment Sign Language	*Varies with semester taken. See counselor for details

ARGO COURSES	INDIANA UNIVERSITY COURSES
English	
Dual Credit Public Speaking	SPCH S121 Public Speaking
Social Sciene	
Dual Credit US History	HIST-H 105 (3 hours) American History I HIST-H 106 (3 hours) American History II
Dual Credit Psychology	PSY-P 101 (3 hours) Introductory Psychology I PSY-P 102 (3 hours) Introductory Psychology II

ARGO COURSES	COLLEGE OF DUPAGE COURSES
Technology & Engineering Education	
Dual Credit Clothing 2	FASHI 1200 - Beginning Clothing Instruction
Dual Credit Fashion Merchandising	FASHI 1210 - Intro to the Fashion Industry
Dual Credit Machine Technology 3	MANUF 1151 - Machine Shop 1

ARGO COURSES	EASTERN ILLINOIS UNIVERSITY COURSES
English	
Dual Credit College Writing	ENG 1001G - College Composition 1: Critical Reading &
College Reading & Writing (Year-long)	Source-Based Writing ENG 1001G - College Composition 1: Critical Reading & Source-Based Writing (student must have a C or higher in S1 and S2)

HONORS PROGRAM

Honors level courses of study are available in English, Mathematics and Science for all four years. Advanced Placement opportunities (specific courses or supplementary instruction for the AP exam) are available in Social Studies, Science, Math, English, Foreign Language, and Fine Arts. These are considered college-level courses. Students can enroll in these courses when they meet the minimum placement test requirements when they demonstrate a strong ability in the subject.

Honors courses receive an additional .50 weighted grade point. Advanced Placement courses (in preparation for the College Board Exam) receive an additional 1.00 weighted grade point in consideration for the levels of difficulty.

HONORS

Art
Honors Ceramics 2
Honors Ceramics 3
Honors Ceramics 4
Honors Digital Video Art 1
Honors Digital Video Art 2
Honors Digital Photography 1
Honors Digital Photography 2
Honors Drawing 1
Honors Painting 1
Honors Studio Art

Business
Honors Accounting 1
Honors Accounting 2

English
Honors English 1
Honors English 2
Honors Journalism
Honors Advanced Journalism
Honors Writing 1
Honors Speech & Communication
Dual Credit College Writing
Dual Credit Public Speaking

World Language
Honors Arabic Language & Culture
Honors Spanish 1
Honors Spanish 2
Honors Spanish 3
Honors Spanish 4
Honors Spanish Language & Culture 1
Honors Spanish Language & Culture 2
Honors Spanish Language & Culture 3

Math
Honors Algebra 1
Honors Algebra 2
Honors Calculus 2* (Dual Credit)
Honors Geometry 10
Honors Plane Geometry
Honors Pre-Calculus*
Dual Credit Advanced Math
Dual Credit AP Statistics

Music
Honors Chamber Orchestra
Honors Chorale
Honors Wind Ensemble
Dual Credit American Music

Physical Education
Honors Anatomy/Physiology 1
Honors Anatomy/Physiology 2
Honors Anatomy/Physiology 3

Science
Honors Chemistry
Honors Comparative Biology
Honors Earth Science
Honors Forensic Science
Honors Medical Biology
Honors Physics
Dual Credit AP Chemistry

Social Science
Dual Credit US History
Dual Credit Psychology

ADVANCED PLACEMENT

Art
AP Studio Art - 2D
AP Studio Art - Photography
AP Studio Art - 3D

English
AP English Language & Composition
AP English Literature & Composition

World Language
AP Spanish Language & Culture
AP Spanish Literature & Culture

Math
AP Calculus
AP Computer Science A
AP Computer Science Principles
AP Statistics

Science
AP Biology
AP Chemistry
AP Environmental Science
AP Physics C - Mechanics

Social Science
AP Human Geography
AP Microeconomics
AP Psychology
AP US Government & Politics
AP US History

HONORS COURSES

The honors courses are provided as accelerated classes for students with high ability and proven achievement. These courses are designed to challenge students beyond the standard curriculum. Students earn a weighted GPA for Honors/AP courses: +.5 for Honors and +1.0 for AP courses (exception: Honors Calculus 2* and Honors Pre-Calculus* = +1.0). Students earning below a C in an honors class must obtain permission from the Department Chair to continue in the honors class. Students earning below a C in an Honors or AP course **do not** receive the weighted grade for that course for the semester.

ADVANCED PLACEMENT TESTING

All students enrolled in Advanced Placement courses are required to take the Advanced Placement Examination offered by the College Board in May.

Enrollment Information, Deadlines & Procedures

1. In January and February, Counselors meet with students to discuss the selection of coursework for the next school year. Parents are encouraged to advise their children on course planning prior to enrollment in January/February.
2. Eighth graders will be pre-enrolled at their junior high schools during January or February.
3. Course requests for the next school year will be completed by the end of February.
4. Final schedules will be distributed in early August. No student schedule change requests will be accommodated once the first day of the semester begins. Exceptions are scheduling errors, level changes, and classes added to meet graduation requirements.
5. Students who request to drop a 1st semester AP class must follow the AP drop request checklist before any final schedule change will be considered.
6. If an instructional level change appears needed, the teacher will make a recommendation for change to the Assistant Division Chair. The Assistant Division Chair will then consult with both the teacher and counselor. If all three parties agree that a level change seems appropriate, a schedule change will be made.
7. Students who fail a semester or whole year of required courses are strongly encouraged to attend summer school to make up the lost credit(s).

GRADE LEVEL AND COURSE SELECTION

Each course has been identified as being available to students who have attained a specific grade level in high school. For clarification purposes, grade levels are identified as "9" (Freshmen), "10" (Sophomores), "11" (Juniors), "12" (Seniors).

SCHEDULE CHANGE POLICIES AND PROCEDURES

Since students are given more than ample time when selecting a program of study for the following year, no student or parent-initiated changes will be made after the first day of school in a given semester, unless there is an error or change in student status. Changes are contingent on space availability.

ART

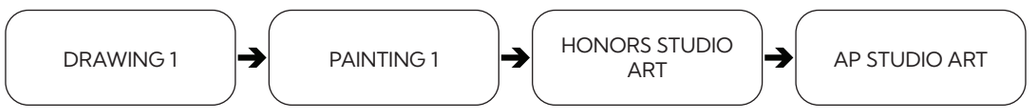
The Art department inspires students to be creative, empowers students to express ideas visually, encourages students to find beauty in the diverse world around them, and helps students become confident in themselves. We aim to expand the students' view of the human experience and help them become creative problem solvers who use higher level thinking skills. Through analysis, inquiry, writing, collaborating, innovating, and creating, art classes empower students to achieve a positive future for themselves and the world around them.

ART SEQUENCES:

Below are recommended course sequences for students based on their interest in art. Students can take courses at any time while attending Argo. The sequences are only recommendations, and a student may start taking courses in one sequence and change to another. Students may also skip courses or take courses in a different order, as long as prerequisites are considered.

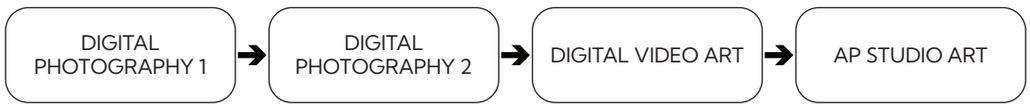
Art 1 is a survey course in the Art department. It is recommended, but not required. (9-12)

Recommended 2D Sequence:



Recommended 3D Sequence:

Recommended Photography Sequence:



COURSE TITLE	COURSE #		PREREQUISITE	CREDIT	YEAR
General Art					
Art 1	AR100	–	No	1	9, 10, 11, 12
LEAP Art (Tutors)	AR220	–	Yes	1	10, 11, 12
2D Sequence					
Drawing 1	AR321	–	No	.5	9, 10, 11, 12
Painting 1	AR342	–	No	.5	9, 10, 11, 12
Honors Studio Art	–	AR600	Yes	1	10, 11, 12
AP Studio Art	–	AR900	Yes	1	11, 12
3D Sequence					
Ceramics 1	AR301	– AR301H	No	.5	9, 10, 11, 12 Honors: 10, 11, 12
Ceramics 2	AR602	AR602H	Yes	.5	9, 10, 11, 12
Ceramics 3	AR311	AR311H	Yes	.5	10, 11, 12
Ceramics 4	AR611	AR611H	Yes	.5	10, 11, 12
AP Studio Art	–	AR900D	Yes	1	11, 12
Photography Sequence					
Digital Photography 1	AR200	– AR200H	No	1	9, 10, 11, 12 Honors: 10, 11, 12
Digital Photography 2	AR300	AR300H	Yes	1	10, 11, 12
Digital Video Art	AR700	AR700H	No	1	9, 10, 11, 12
Digital Video Art 2	AR750	AR750H	Yes	1	10, 11, 12
AP Studio Art		AR900P	Yes	1	11, 12

COURSE DESCRIPTIONS:

AP STUDIO ART — Year: 11, 12 | Credit: 1

AR900 – 2D/Drawing | AR900P – Photography | AR900D – 3D

This course follows a college-level curriculum and is for the serious student who wants to produce college-level art. Prior to the end of the school year, each student will complete a portfolio that is submitted to the College Board for evaluation and possible college credit. Students may choose to concentrate on 2D (Drawing/Painting), 3D (Ceramics/Sculpture), or Digital (Photo/Video).

Prerequisite: 2 years of Art and Assistant Division Chair approval

ART 1 — Year: 9, 10, 11, 12 | Credit: 1

AR100

Art 1 is an introductory survey class open to all students. This course will introduce students to the different areas and mediums of art. This course helps prepare students for other art classes. In this course, students will demonstrate:

- application of knowledge in the different areas of art such as drawing, painting, ceramics, sculpture, and printmaking
- an understanding of the uses and limitations of different mediums
- comprehension of general art terminology and equipment
- knowledge of major artists and art history the ability to understand aesthetics and critique art

CERAMICS 1 — Year: 9, 10, 11, 12 | Honors: 10, 11, 12 | Credit: .5 (semester)

AR301 | AR301H – Honors

Ceramics 1 is an introduction to basic techniques including hand building, wheel throwing, and glazing. In this course, students will demonstrate:

- an understanding of design principles and apply these to studio pieces
- an understanding of ceramic terminology and equipment
- a knowledge of historical and multicultural views of ceramics
- the ability to critique and understand the aesthetic qualities of ceramics

If students elect to take this course for honors credit, there will be additional requirements. The honors option requires Assistant Division Chair approval or teacher recommendation. Incoming freshmen need to complete a portfolio review.

CERAMICS 2 – HONORS CERAMICS 2 — Year: 9, 10, 11, 12 | Credit: .5 (semester)

AR602 | AR602H – Honors

Ceramics II is the continuation of studio work in clay. More complex projects will be assigned. Artwork created in this class can be used for a presentation portfolio. In this course students will demonstrate:

- improved technical skills in hand building and wheel-thrown pieces
- an understanding of the principles, types, and stages of clay
- proper use of equipment in the studio
- an understanding of ceramic terminology
- a knowledge of historical and multicultural views of ceramics
- the ability to critique and understand the aesthetic qualities of ceramics

If students elect to take this course for honors credit, there will be additional requirements. The honors option requires Assistant Division Chair approval or teacher recommendation. Incoming freshmen need to complete a portfolio review.

Prerequisite: Ceramics 1

CERAMICS 3 – HONORS CERAMICS 3 — Year: 10, 11, 12 | Credit: .5

AR311 | AR311H – Honors

Ceramics 3 will continue to build ceramic skills. The course will work on higher-level thinking and expand the student's knowledge of ceramics through project-based lessons designed to encourage creative problem solving. All Ceramics 3 level course work will be geared toward the production of portfolio quality pieces. Students will work with high fire clay and glazes to create functional and conceptual pieces of art. Students will practice alternative and experimental techniques as well as continued exploration of throwing on the wheel.

If students elect to take this course for honors credit, there will be additional requirements.

Prerequisite: Ceramics 2

CERAMICS 4 – HONORS CERAMICS 4

Year: 10, 11, 12 | Credit: .5

AR611 | AR611H – Honors

Ceramics 4 will continue to build ceramic skills. The course will work on higher-level thinking and expand the student's knowledge of ceramics through project-based lessons designed to encourage creative problem solving. All Ceramics 4 level course work will be geared toward the production of portfolio quality pieces. Students will work with high fire clay and glazes to create functional and conceptual pieces of art. Students will practice alternative and experimental techniques as well as continued exploration of throwing on the wheel.

If students elect to take this course for honors credit, there will be additional requirements.

Prerequisite: Ceramics 3

DIGITAL PHOTOGRAPHY 1 – HONORS DIGITAL PHOTOGRAPHY 1

Year: 9, 10, 11, 12
Honors: 10, 11, 12 | Credit: 1

AR200 | AR200H – Honors

This course covers the basic concepts and practices of digital photography and related technologies for the production of fine art. With access to Digital SLR and mirrorless cameras, as well as a selection of lenses, students will study the elements of exposure, lighting, composition, and color. This course provides students with opportunities to extend their knowledge and skills in the field of photography and the use of industry standard software, Adobe Lightroom, and Photoshop for digital editing and photo manipulation. Students will develop creative problem-solving skills and the ability to produce strong visual communication as they begin to build a portfolio of images. If students elect to take this course for honors credit, there will be additional requirements.

The honors option requires Assistant Division Chair approval or teacher recommendation. Incoming freshmen need to complete a portfolio review.

DIGITAL PHOTOGRAPHY 2 – HONORS DIGITAL PHOTOGRAPHY 2

Year: 10, 11, 12 | Credit: 1

AR300 | AR300H – Honors

This is an advanced level course designed to further develop students' skills and knowledge in the art and science of digital photography. Building on the foundation established in Digital Photography 1, this course delves deeper into both the technical and creative aspects of digital image creation. Students will explore advanced camera and digital darkroom techniques, gain a deeper understanding of photographic principles, and refine their artistic vision. With a focus on portfolio development and the refinement of a personal photographic style, students will engage in fun and challenging projects, critique sessions, and portfolio building activities to prepare them to exhibit their work and submit images to local and national photography contests. Combining service to the school and developing commercial photography skills, students are engaged in taking pictures of teams, clubs, and school events.

If students elect to take this course for honors credit, there will be additional requirements.

Prerequisite: Digital Photography 1 or Assistant Division Chair approval

DIGITAL VIDEO ART 1 – HONORS DIGITAL VIDEO ART 1

Year: 9, 10, 11, 12 | Credit: 1

AR700 | AR700H – Honors

This is an introductory course designed for high school students interested in exploring the fundamentals of digital video creation using DSLR and mirrorless cameras. Through hands-on experiences, students will learn the basics of camera operation, cinematography, lighting, and video editing using Adobe Premiere Pro. A focus will be placed on visual communication and the art of storytelling. This is a hands-on studio class where students will work independently and collaboratively to develop small video portfolios. The course aims to provide a foundational understanding of digital video production, fostering creativity and technical proficiency. Students can use the skills learned in this class to advance their skills in digital photography.

If students elect to take this course for honors credit, there will be additional requirements.

DIGITAL VIDEO ART 2 – HONORS DIGITAL VIDEO ART 2

Year: 10, 11, 12 | Credit: 1

AR750 | AR750H – Honors

Digital Video Art 2 is an advanced high school course that builds on the foundation established in Digital Video 1, focusing on advanced camera, filming and editing techniques, using Adobe Premiere Pro and After Effects. This course is designed for students who are passionate about filmmaking and wish to elevate their skills to create high-quality videos for school, community events, and competitions. Students will engage in hands-on projects to produce films that demonstrate technical proficiency, storytelling prowess, and creative innovation.

If students elect to take this course for honors credit, there will be additional requirements.

Prerequisite: Digital Video Art 1 or Digital Photography or Assistant Division Chair approval

DRAWING 1 – HONORS DRAWING 1

Year: 9, 10, 11, 12 | Credit: .5

AR321 | AR321H – Honors | Recommended for students who would eventually like to take Honors Studio Art, AP Studio Art or 2D/Drawing.

Drawing 1 is a one-semester course. Artwork created in this class can be used for a presentation portfolio. In this course, students will demonstrate:

- the ability to draw a variety of subjects in different styles and mediums
- comprehension of general drawing terminology and equipment
- a knowledge of major artists and art history
- the ability to understand aesthetics and critique art

If students elect to take this course for honors credit, there will be additional requirements. The honors option requires Assistant Division Chair approval or teacher recommendation. Incoming freshmen need to complete a portfolio review.

HONORS STUDIO ART — Year: 10, 11, 12 | Credit: 1

AR600

Honors Studio Art is an elective course for students who have done well in at least one year of art and wish to continue at an advanced level. In this course, students will:
- demonstrate proficiency in their chosen area of concentration
- demonstrate mastery of art terminology and equipment
- demonstrate knowledge of major artists and art history
- demonstrate an ability to understand aesthetics and critique art
- assemble a portfolio that shows quality, breadth, and concentration of an artistic interest

Students may choose to concentrate on any of the following:
- Drawing (2D)
- Painting (2D)
- Mixed Media (2D)

Prerequisite: 1 year of Art and Assistant Division Chair approval

LEAP ART (TUTORS) — Year: 10, 11, 12 | Credit: 1

AR220

Students will be given the opportunity to provide peer tutoring to exceptional learners within the existing fine arts curriculum. At the completion of this course, students will be able to:
- understand the diversity and needs of exceptional learners
- learn to work collaboratively with peers with a general education curriculum
- apply knowledge in the different areas of art such as drawing, painting, ceramics, sculpture, and printmaking
- comprehension of general art terminology and equipment

Prerequisite: 1 credit in Art or Assistant Division Chair approval

PAINTING 1 – HONORS PAINTING 1 — Year: 9, 10, 11, 12 | Credit: .5

AR342 | AR342H – Honors | Recommended for students who would eventually like to take Honors Studio Art or AP Studio Art, or 2D/Drawing.

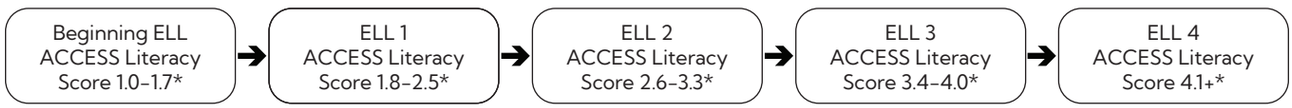
Painting is a one-semester course. Artwork created in this class can be used for a presentation portfolio. In this course, students will demonstrate:
- the ability to paint a variety of subjects in different styles and mediums
- an understanding of color theory and color mixing
- comprehension of painting terminology and equipment
- a knowledge of major artists and art history
- the ability to understand aesthetics and critique art

If students elect to take this course for honors credit, there will be additional requirements. The honors option requires Assistant Division Chair approval or teacher recommendation. Incoming freshmen need to complete a portfolio review.

BILINGUAL EDUCATION/ ELL

In preparation to become successful citizens and positive contributors in society, the ELL program will provide a rigorous curriculum to prepare students socially and academically for higher education or the workforce.

Recommended ELL Sequence:



*Recommended guidelines; other factors will be considered in level placement

ELL / Bilingual Education is a program for students who have a first language other than English and who are limited English proficient.

ELL / Bilingual Education consists of four components:

- Bilingual
  - ◊ Transitional Bilingual
- English Language Learner classes
- Content Classes for ELL Students
- Resource

Guidelines:

- Students in the Bilingual/ELL program will transition to the mainstream in a timely manner.
- All bilingual/ELL courses will receive full academic status and will fulfill graduation requirements.
- All students enrolled in bilingual courses may also be enrolled in English Language Learner classes.
- All bilingual courses include instruction in both languages. The instruction is dependent upon the student population and is left to the discretion of the instructor.
- Students enrolled in these courses will take the Access Exam each year to monitor English Language Development.

ALL ELL STUDENTS ARE STRONGLY ENCOURAGED TO TAKE SUMMER SCHOOL TO INCREASE THEIR ENGLISH ABILITY.

COURSE DESCRIPTIONS:

BEGINNING ELL — Year: 9, 10, 11, 12 | Credit: 1

LE090

This course is designed for the entering non-English speaking student. Students will be able to read with increasing fluency through enlarging vocabulary knowledge, increasing comprehension, and application of vocabulary and word analysis. Students will be able to demonstrate the ability to write for diverse communications and audiences. Students will produce complete sentences that can lead to basic paragraph writing. This course will count for 1 English credit.

ELL 1 — Year: 9, 10, 11, 12 | Credit: 1

LE100

This course will assist students to read with increasing fluency by applying work knowledge, analyzing work meanings through context, and applying prior knowledge to new literature. Students will practice basic questions and responses. This course will count for one English credit.

ELL 2 — Year: 9, 10, 11, 12 | Credit: 1

LE200

This course will introduce low intermediate students to authentic literature and public speaking. Students will receive additional instruction in word application and analysis of work meanings through context. This course will count for 1 English credit.

ELL 3 — Year: 9, 10, 11, 12 | Credit: 1

LE300

This course will assist students to read with greater fluency and understanding of literature from diverse cultures and eras. Students will learn to analyze literary techniques and elements to analyze authors' style, focus, and structure.

ELL 4 — Year: 9, 10, 11, 12 | Credit: 1

LE400

This course will assist students to read with greater understanding and fluency by having students connect the literature with prior knowledge and related information. The literature will be from diverse sources and will represent various eras. Students will apply literary techniques and elements, make predictions, ask questions, synthesize, and draw conclusions about the reading materials. Students will write for diverse audiences and establish central ideas and organization as well as edit, proofread, and revise documents. This class is introductory to mainstream English classes.

ELL ALGEBRA 1 — Year: 9, 10, 11, 12 | Credit: 1

LE120

This course will focus on key topics such as solving and graphing linear equations, solving and graphing inequalities, solving quadratic equations, and using equations to solve word problems. Students will explore real life data graphs to make algebraic concepts more meaningful. Students will be able to create meaningful visual representations of algebraic concepts through the use of technology.

ELL ALGEBRA 2 — Year: 10, 11, 12 | Credit: 1

LE140

This course will focus on key topics such as linear equations, functions, systems, and matrices, logarithmic and trigonometric functions. Students will study algebraic methods and concepts that will include quadratic equations, polynomial and exponential functions, as well as trigonometric ratios. Students will be able to apply and extend the foundations of Algebra and Geometry. This course will incorporate a technology-based approach to help students make connections to real-world applications of problem-solving.

Prerequisite: Geometry

ELL GOVERNMENT & CIVICS — Year: 11, 12 | Credit: .5

LE821

This course of study includes the basic principles of the government of the United States, the structures and functions of the state and federal governments, the election process and citizen responsibilities. Students will be able to describe and analyze the similarities and differences among world political systems and the relationships between international communities. Students will use compare and contrast and parts-whole analysis as means to evaluate their roles as citizens of the present and future.

ELL BIOLOGY — Year: 9, 10, 11, 12 | Credit: 1

LE730

Students will understand and be able to define the process needed for life on earth. Students use the five-step scientific problem-solving method of investigation and problem solving. Specific areas of study include evolution, genetics, ecology, cellular biology, and human physiology. Students will ask questions, formulate hypotheses, gather data, analyze results, and draw conclusions based on evidence. Students will use their knowledge of life processes to solve everyday problems.

ELL CONSUMER EDUCATION

Year: 9, 10, 11, 12 | Credit: .5

LE801

This course includes the study of economic systems, the relationship of economics and life choices, and the use of resources as members of society. Students will be able to comprehend the relationship between global and national economies and will be able to analyze the influence of these. Students will be able to compare and contrast personal choices and will be able to evaluate their options. Students will be able to analyze market structure and the effects of government interventions.

ELL EARTH SCIENCE

Year: 9, 10 | Credit: 1

LE710

Earth Science is designed as a one-year course. Eight units of study are tied together through a set of enduring topics that are emphasized throughout the course. The topics below are designed to address three-dimensional learning standards including disciplinary core ideas, core-cutting concepts, and science practices:

- Space Systems: What is Earth's place in the universe. What makes up our solar system?
- History of Earth: How has the Earth and life on it changed over time?
- Earth Systems: How does water influence the Earth's surface: How do major Earth systems interact?
- Weather and Climate: What factors interact and influence weather and climate?
- Human Sustainability and Impact: How can natural hazards be predicted? How do human activities affect the Earth's systems?

Learning objectives will remain the same, with additional language support being offered.

ELL GEOMETRY

Year: 10, 11, 12 | Credit: 1

LE130

This course will focus on key topics such as reasoning, geometric shapes and their properties. Students will study geometric methods and concepts that include points, lines, planes, and space. Students will be able to develop a connection between Geometry and real-world problems using the algebraic skills previously learned. Students will apply geometric figures to problem solve in science and in real life applications through the use of technology.

Prerequisite: Algebra 1

ELL HEALTH

Year: 10, 11, 12 | Credit: .5

LE611

This will enable students to identify positive health practices, positive health care, and ways to identify health risks. Students will study human anatomy, physiology, nutrition, growth stages, and development. Students will understand how health systems work in parts and as a whole in order to apply this information to enhance their lives and to assist in decision-making. Students will analyze the community's environment and will evaluate public health policies and laws.

ELL HUMAN GEOGRAPHY

Year: 9, 10, 11, 12 | Credit: 1

LE850

Human Geography is a course designed to help the student better understand our constantly changing and complex world. The course will examine geography through the physical, political, and cultural perspective through the five basic geographical themes of location, place, human-environment interaction, movement, and region. The course will focus on non-fiction reading, analysis, writing, and research skills.

ELL INTRO TO ALGEBRA / GEOMETRY

Year: 9, 10, 11, 12 | Credit: 1

LE110

This course reinforces and extends skills needed for success in Algebra 1 and Geometry. Standard mathematical operations are enhanced. Students model and solve problems that involve varying quantities by using variables, expressions, and equations. Students receive language support to increase their understanding of mathematical terminology. Through communication and the use of technology, students recognize and apply mathematical concepts in varied settings.

ELL INTRO TO PHYSICS & CHEMISTRY

Year: 9, 10, 11, 12 | Credit: 1

LE720

This course will focus on exploring the process of scientific inquiry and technological design to investigate questions, conduct experiments, and solve problems. Students will be required to gain mastery of fundamental concepts of chemistry, principles of physics, and earth science. They will gain understanding and be able to create visual and mathematical representations of scientific concepts. The students will understand these concepts in relation to technology and society in historical and contemporary contexts.

ELL UNITED STATES HISTORY

Year: 10, 11, 12 | Credit: 1

LE810

This course of study will include political systems, events, trends, and movements that have influenced the development of the United States. Students will comprehend significant political policies and events and will apply historical analysis to determine the importance of them. Students will use parts-whole, compare and contrast to evaluate individuals, events and trends, and decision-making.

ELL WORLD HISTORY

Year: 10, 11, 12 | Credit: 1

LE800

This course includes materials from prehistory to the twentieth century. Students will be able to comprehend the movements that have shaped the contemporary world, analyze, compare and contrast parts-whole, and exercise critical judgments in interpreting events. Study of economic developments from the Middle Ages to the present will include analysis and evaluation. Students will analyze the relationship between social history and political, economic, and environmental histories of the world.

BILINGUAL PROGRAM COURSES

The following courses are offered on a rotating basis based on needs and numbers. All Bilingual Courses will use student background knowledge and language skills to increase content knowledge. These courses are taught with an emphasis on supporting student acquisition of academic Spanish, Polish, or Arabic with the intent of gaining English language proficiency. The ratio of language usage will change as the course progresses.

COURSE TITLE	COURSE #	CREDIT	YEAR
Math			
Bilingual Algebra 1	LS120	1	9, 10, 11, 12
Bilingual Algebra 2	LS140	1	10, 11, 12
Bilingual Geometry	LS130	1	10, 11, 12
Bilingual Intro to Algebra & Geometry	LS110	1	9, 10, 11, 12
Science			
Bilingual Biology	LS730	1	9, 10, 11, 12
Bilingual Chemistry	LS320	1	9, 10, 11, 12
Bilingual Earth Science	LS710	1	9, 10
Bilingual Intro to Physics & Chemistry	LS720	1	9, 10, 11, 12
Social Science			
Bilingual Economics	LS391	.5	11, 12
Bilingual Government & Civics	LS821	.5	11, 12
Bilingual Human Geography	LS850	1	9, 10, 11, 12
Bilingual US History	LS810	1	10, 11, 12

COURSE DESCRIPTIONS:

BILINGUAL ALGEBRA 1 — Year: 9, 10, 11, 12 | Credit: 1

LS120

This course will focus on key topics such as solving and graphing linear equations, solving and graphing inequalities, solving quadratic equations, and using equations to solve word problems. Students will explore real life data graphs to make algebraic concepts more meaningful. Students will be able to create meaningful visual representations of algebraic concepts through the use of technology.

This course is taught predominately in Spanish, Polish, or Arabic and designed to serve the needs of all transitional bilingual education (TBE) students.

BILINGUAL ALGEBRA 2

Year: 10, 11, 12 | Credit: 1

LS140

This course will focus on key topics such as linear equations, functions, systems, and matrices, logarithmic and trigonometric functions. Students will study algebraic methods and concepts that will include quadratic equations, polynomial and exponential functions, as well as trigonometric ratios. Students will be able to apply and extend the foundations of Algebra and Geometry. This course will incorporate a technology-based approach to help students make connections to real-world applications of problem-solving.

This course is taught predominately in Spanish, Polish, or Arabic and designed to serve the needs of all transitional bilingual education (TBE) students.

BILINGUAL BIOLOGY

Year: 9, 10, 11, 12 | Credit: 1

LS730

Students will understand and be able to define the process needed for life on earth. Students use the five-step scientific problem-solving method of investigation and problem solving. Specific areas of study include evolution, genetics, ecology, cellular biology, and human physiology. Students will ask questions, formulate hypotheses, gather data, analyze results, and draw conclusions based on evidence. Students will use their knowledge of life processes to solve everyday problems.

This course is taught predominately in Spanish, Polish, or Arabic and designed to serve the needs of all transitional bilingual education (TBE) students.

BILINGUAL CHEMISTRY

Year: 9, 10, 11, 12 | Credit: 1

LS320

Students will understand and be able to define the process needed for life on earth. Students use the five-step scientific problem-solving method of investigation and problem solving. Specific areas of study include evolution, genetics, ecology, cellular biology, and human physiology. Students will ask questions, formulate hypotheses, gather data, analyze results, and draw conclusions based on evidence. Students will use their knowledge of life processes to solve everyday problems.

This course is taught predominately in Spanish, Polish, or Arabic and designed to serve the needs of all transitional bilingual education (TBE) students.

BILINGUAL EARTH SCIENCE

Year: 9, 10 | Credit: 1

LS710

Earth Science is designed as a one-year course. Eight units of study are tied together through a set of enduring topics that are emphasized throughout the course. The topics below are designed to address three-dimensional learning standards including disciplinary core ideas, core-cutting concepts, and science practices:

- Space Systems: What is Earth's place in the universe. What makes up our solar system?
- History of Earth: How has the Earth and life on it changed over time?
- Earth Systems: How does water influence the Earth's surface: How do major Earth systems interact?
- Weather and Climate: What factors interact and influence weather and climate?
- Human Sustainability and Impact: How can natural hazards be predicted? How do human activities affect the Earth's systems?

Learning objectives will remain the same, with additional language support being offered.

This course is taught predominately in Spanish, Polish, or Arabic and designed to serve the needs of all transitional bilingual education (TBE) students.

BILINGUAL ECONOMICS

Year: 11, 12 | Credit: .5 (semester)

LS391

Economics prepares students to understand the major components of the American economic system. The course will examine the effects of society and politics on economic trends in the USA and international markets. Economics is a course about people who are buying, selling, hiring, farming, building houses, starting families, working jobs yet to be created, and trying to make their lives better. Students will be able to understand personal finances, understand the global economy, media news concerning economic issues and world events.

This course satisfies the requirement of Consumer Education for graduation as established in the State of Illinois.

This course is taught predominately in Spanish, Polish, or Arabic and designed to serve the needs of all transitional bilingual education (TBE) students.

BILINGUAL GEOMETRY

Year: 10, 11, 12 | Credit: 1

LS130

This course will focus on key topics such as reasoning, geometric shapes and their properties. Students will study geometric methods and concepts that include points, lines, planes, and space. Students will be able to develop a connection between Geometry and real-world problems using the algebraic skills previously learned. Students will apply geometric figures to problem solve in science and in real life applications through the use of technology.

Prerequisite: Algebra 1

This course is taught predominately in Spanish, Polish, or Arabic and designed to serve the needs of all transitional bilingual education (TBE) students.

BILINGUAL GOVERNMENT & CIVICS

Year: 11, 12 | Credit: .5 (semester)

LS821

This course of study includes the basic principles of the government of the United States, the structures and functions of the state and federal governments, the election process and citizen responsibilities. Students will be able to describe and analyze the similarities and differences among world political systems and the relationships between international communities. Students will use compare and contrast and parts-whole analysis as means to evaluate their roles as citizens of the present and future.

This course is taught predominately in Spanish, Polish, or Arabic and designed to serve the needs of all transitional bilingual education (TBE) students.

BILINGUAL HUMAN GEOGRAPHY

Year: 9, 10, 11, 12 | Credit: 1

LS850

Human Geography is a course designed to help the student better understand our constantly changing and complex world. The course will examine geography through the physical, political, and cultural perspective through the five basic geographical themes of location, place, human-environment interaction, movement, and region. The course will focus on non-fiction reading, analysis, writing, and research skills.

This course is taught predominately in Spanish, Polish, or Arabic and designed to serve the needs of all transitional bilingual education (TBE) students.

BILINGUAL INTRO TO ALGEBRA/GEOMETRY

Year: 9, 10, 11, 12 | Credit: 1

LS110

This course reinforces and extends skills needed for success in Algebra 1 and Geometry. Standard mathematical operations are enhanced. Students model and solve problems that involve varying quantities by using variables, expressions, and equations. Students receive language support to increase their understanding of mathematical terminology. Through communication and the use of technology, students recognize and apply mathematical concepts in varied settings.

This course is taught predominately in Spanish, Polish, or Arabic and designed to serve the needs of all transitional bilingual education (TBE) students.

BILINGUAL INTRO TO PHYSICS & CHEMISTRY

Year: 9, 10, 11, 12 | Credit: 1

LS720

This course will focus on exploring the process of scientific inquiry and technological design to investigate questions, conduct experiments, and solve problems. Students will be required to gain mastery of fundamental concepts of chemistry, principles of physics, and earth science. They will gain understanding and be able to create visual and mathematical representations of scientific concepts. The students will understand these concepts in relation to technology and society in historical and contemporary contexts.

This course is taught predominately in Spanish, Polish, or Arabic and designed to serve the needs of all transitional bilingual education (TBE) students.

BILINGUAL US HISTORY

Year: 10, 11, 12 | Credit: 1

LS810

This course of study will include political systems, events, trends, and movements that have influenced the development of the United States. Students will comprehend significant political policies and events and will apply historical analysis to determine the importance of them. Students will use parts-whole, compare and contrast to evaluate individuals, events and trends, and decision-making.

This course is taught predominately in Spanish, Polish, or Arabic and designed to serve the needs of all transitional bilingual education (TBE) students.

CAREER & TECHNICAL EDUCATION

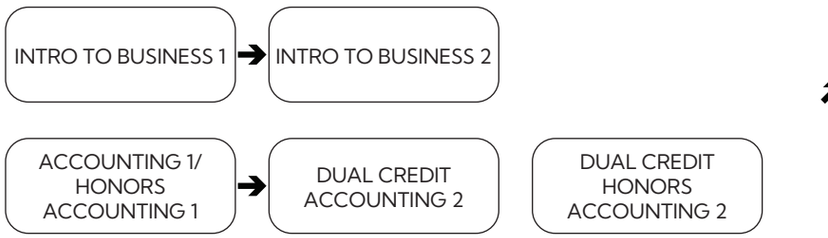
The Career and Technical Education Department provides a comprehensive educational experience for students to develop and apply technical skills and knowledge that will lead to successful professional careers.

The Career and Technical Education Department consists of Business Education, Family and Consumer Sciences, and Technology and Engineering Education. These elective courses specialize in the highly skilled trades, applied sciences, and modern technologies to prepare students for the many different career opportunities available. In addition, these courses will enhance a student's education by giving them the skills necessary to directly start their career or get a head start with their post-secondary education by receiving dual credit through Moraine Valley Community College.

BUSINESS & ACCOUNTING SEQUENCES:

Recommended Business Management Sequence:

Recommended Finance & Accounting Sequence:



CAREER INTERNSHIP

Capstone of many CTE programs. Apply what you learn in a real-world setting.

Required Course:

NATIONAL BUSINESS HONOR SOCIETY (NBHS)

The National Business Honor Society recognizes outstanding high school students who have demonstrated excellence in business education, leadership, service and character. Membership in NBHS is both a distinction and an opportunity–honoring academic success while encouraging continued growth in the study and practice of business.

Eligibility:
- Juniors or seniors
- Must have completed or be currently enrolled in their third business course.
- Minimum GPA of 3.5 in business courses and 3.0 overall.

Application Process:
- Submit application form, transcript, and resume to the local chapter advisors.
- Highlight all business courses on transcript
- Selection is made by chapter advisors.

COURSE DESCRIPTIONS:

ACCOUNTING 1 — Year: 9, 10, 11, 12 | Credit: 1

BE320

This full-year course is for average and above average students who intend to select a career in any area of business. It is a prerequisite for Accounting II. At the end of this course, students will be able to:
solve basic accounting problems
- analyze and demonstrate business transactions in a journal
- prepare financial statements showing the condition of a business
- demonstrate mastery of accounting terms as they relate to the recording, summarizing, and reporting phase of the records of a business

Highly recommended for students planning for a college major in business.

BUSINESS LAW — Year: 11, 12 | Credit: .5

BE352

Students will learn how to plan and outline the steps required to become entrepreneurs and to own their own business from the business law point of view. Students will learn about how contracts arise, how to buy real estate, marriage formalities, buying a car, legality of a contract, and negotiable instruments.

COMPUTER CONCEPTS — Year: 9, 10 | Credit: .5

BE110

This is an introductory course designed to develop computer literacy with a focus on the Office 365 Suite. Students will learn the basic word processing and document formatting techniques using Microsoft Word, spreadsheet development using Microsoft Excel, and will learn both basic and advanced presentation techniques using Microsoft PowerPoint. In addition, students will become proficient in using the school's common systems such as file management using OneDrive. The acquired knowledge and skills will effectively integrate into required academic courses.

CONSUMER EDUCATION

Year: 10, 11, 12 | Credit: .5

BE391

This course equips students with knowledge and skills in financial literacy, designed to empower them to make informed financial decisions and build a foundation for lifelong well-being. Through practical, real-world applications, students will explore topics such as budgeting, saving, banking, investing, credit and debt management and financial planning for postsecondary education and careers. The course also covers strategies for becoming an informed consumer, risk management and acquiring credit for personal/business ventures. By building practical financial skills and concepts throughout the course, students will gain the confidence to navigate the financial challenges of today's economy and develop the ability to make wise financial choices for their future.

This is a required course for graduation.

DUAL CREDIT ACCOUNTING 2

Year: 10, 11, 12 | Credit: 1

BE620 | BE620H - Honors

This full year course is for average and above average students who intend to select a career in accounting and related areas. At the end of this course students will be able to:

- solve multi-ledger and payroll problems on a computer using accounting software
- analyze and demonstrate transactions of a departmentalized business
- prepare interim and end-of-the period reports showing the condition of a departmentalized business
- analyze financial statements to include trend analysis, percentage, and ratio analysis
- demonstrate mastery of accounting terms as they relate to accounting on a cash and accrual basis

Highly recommended for students planning for a college major in business.

Prerequisite: Completion of Accounting 1 or Honors Accounting 1

Completion of this course with a grade of A, B, or C will qualify students for Dual Credit at MVCC. (OSA 249-Quickbooks for Office Professionals)

ENTREPRENEURSHIP

Year: 10, 11, 12 | Credit: .5

BE201

The Entrepreneurship class will get students prepared to open businesses. Students will work in groups and learn how to develop business plans, marketing strategies, and the financial aspect of running a business. Through real-world projects, students will be exposed to different types of innovative entrepreneurial concepts, such as design thinking, rapid prototyping, and team building. Students will also be challenged to identify and develop their personal professional strengths along with their innovative spirits.

Prerequisite: Successful completion of Intro to Business 1 or Intro to Business 2

HONORS ACCOUNTING 1

Year: 10, 11, 12 | Credit: 1

BE900

This course introduces students to the fundamental processes that allow businesses to account for their income and expenses. Students will analyze financial transactions and create financial reports based on them. This course teaches the same curriculum as Accounting I but at a faster pace with additional, more challenging activities.

INTRO TO BUSINESS 1

Year: 9, 10, 11, 12 | Credit: .5 (1st semester)

BE101

This course will introduce students to the study of business organization, the American business system, and the role of government. Students will be exposed to corporate organizations and will participate in creating a business plan.

INTRO TO BUSINESS 2

Year: 9, 10, 11, 12 | Credit: .5 (2nd semester)

BE102

This course expands on business concepts and focuses on understanding the financial needs of small businesses, levels of management, business leadership skills and ethics in the business world. Students will engage in simulations that reinforce topics of study.

PROFESSIONAL OFFICE SKILLS

Year: 9, 10, 11, 12 | Credit: 1

BE120

This course will focus on the development of skills needed for the management of the office environment; understanding how the flow of documents and information are used to successfully manage a customer base of an entrepreneurial business. The course will explore, through hands-on projects, using Microsoft Office 365 Suite (Excel, Word, Power Point, Publisher, Outlook, and OneDrive), understanding of the workplace environment, business communication, and records management. Students will develop problem-solving skills, teamwork, and communication skills needed in the workplace along with exploring career opportunities.

SPORTS ENTERTAINMENT MARKETING

Year: 11, 12 | Credit: .5

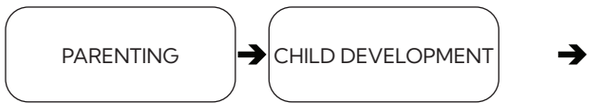
BE341

This course will introduce students to marketing and advertising concepts used in the sports and entertainment industries. Emphasis is placed on the following: branding and licensing, the market plan, economic foundations, and promotion. Topics will be taught through real-world case studies, group projects, and discussions of current events.

FAMILY & CONSUMER SCIENCE SEQUENCES:

Recommended Culinary & Restaurant Management Sequence:

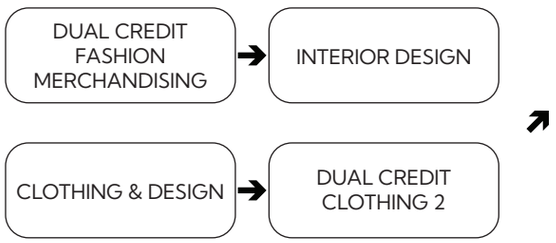
Recommended Early Childhood Education Sequence:



CAREER INTERNSHIP

Capstone of many CTE programs. Apply what you learn in a real-world setting.

Recommended Fashion & Apparel / Interior Design Sequence:



COURSE DESCRIPTIONS:

CULINARY ARTS 1 — Year: 9, 10, 11, 12 | Credit: 1

FC500

This full year introductory course is designed for the student who is interested in learning proper cooking methods and techniques. Topics include safety, sanitation, nutritional needs, and careers. Lab experiences include fruits, vegetables, quick breads, yeast breads, dairy products, cookies, cakes and cake decoration, candy, meats, and meal preparation. By the end of the course, students will be able to:

- prepare complete meals
- execute a recipe successfully
- demonstrate proper safety and sanitation procedures

CULINARY ARTS 2 — Year: 10, 11, 12 | Credit: 1

FC550

Culinary Arts 2 is designed for students wishing to pursue a career in Food Service or Hospitality. This course is second in sequence that offers an introduction to professional Culinary Arts principles including food safety and sanitation. Special emphasis will be placed on proper commercial kitchen procedures. Students are introduced to culinary terminology, techniques, and culinary history with an emphasis on food service operations and management. Culinary instruction will involve measurement practices, safety and sanitation, fundamental work with commercial tools, and equipment that will include knife skills along with an overview of classic cooking methods.

Prerequisite: Successful completion of Culinary Arts 1

DUAL CREDIT CULINARY ARTS 3 — Year: 11, 12 | Credit: 2

FC 580

Dual Credit Culinary Arts 3 provides and builds more advanced culinary skills. This course is the third and final in sequence that offers a further development to Culinary Arts principles including marketing, inventory control, and restaurant management. New preparation and cooking techniques will be introduced as well as the use of additional commercial equipment. Students will continue their learning of new techniques and skills, which can lead to a career in food service or hospitality. Students will receive job readiness training, take field trips, participate in job shadow days, attend chef demonstrations, and have the opportunity for special events, internships, and competition. Students will also have the chance to earn the Food Service Sanitation Manager Certification during this course.

Prerequisite: Successful completion of Culinary Arts 2

This course is 2 periods long. Students will not have a lunch/study.

Completion of this course with a grade of A, B, or C will qualify students for Dual Credit at MVCC. (RTM 100 – Food Services Sanitation and RTM 103 Basic Food Theory)

DUAL CREDIT FASHION MERCHANDISING

Year: 9, 10, 11, 12 | Credit: 1

FC071

This semester course will focus on identifying fashion trends, understanding how clothing functions in society, and how to successfully market clothing through store layout, advertising, and the media. Fashion merchandising will be explored through hands on projects, such as fashion portfolios, hand weaving, and exploring career opportunities. Students will develop critical thinking skills, teamwork, and professional skills needed in the workplace.

Completion of this course with an A, B, or C will qualify the student for dual credit at the College of DuPage (FASHI 1210 – Introduction to the Fashion Industry)

CHILD DEVELOPMENT

Year: 10, 11, 12 | Credit: 1

FC320

This full year course is designed for students who are interested in learning about children's growth and development. Topics include children and parenting, contraceptives, pregnancy and childbirth, the baby's first year, the child from one to three, the child from four to six, and the child from seven to twelve. During this course, students will also have an opportunity to take one of the real care babies with flexible scheduling such as weekday or weekend. At the end of this full year elective course, students will be able to:

- explain the stages of prenatal development
- explain the stages of pregnancy
- understand the developmental patterns of the child from birth through 12 years of age
- understand how the four domains of child development interact as the child grows
- demonstrate how to care for a newborn baby (real care babies)

CLOTHING & DESIGN

Year: 9, 10, 11, 12 | Credit: 1

FC110

Clothing and Design is a lab-focused course focused on apparel and garment construction. Students will learn the fundamentals to garment construction, study current fashion trends, and explore career opportunities in the fashion industry. Students will gain hands-on experience using sewing and embroidery machines as well as many other notions found in a sewing room. Students will complete a drawstring backpack, pajama pants, a clothing item, and a project of choice.

DUAL CREDIT CLOTHING 2

Year: 10, 11, 12 | Credit: 1

FC610

Clothing II is a lab-focused course focused on advanced apparel and garment construction. Students will learn advanced techniques to garment construction, study current fashion trends and explore career opportunities in the fashion industry. Students will build on the techniques learned in Clothing and Design I, such as darts, pleats, and gathering. Students will complete projects such as lined clothing, separating zippers, and advanced quilting.

Prerequisite: Successful completion of Clothing and Design 1

Completion of this course with an A, B, or C will qualify the student for dual credit at the College of DuPage (FASHI 1200 – Beginning Clothing Construction)

INTERIOR DESIGN

Year: 9, 10, 11, 12 | Credit: .5

FC072

This semester course will focus on applying elements and principles of design to floor plans, exterior and interior design, housing structures, and career opportunities. Interior Design will be explored through hands on projects, such as housing portfolios, mosaic tiling, and floor plan design. Students will develop critical thinking skills, teamwork, and professional skills needed in the workplace.

PARENTING

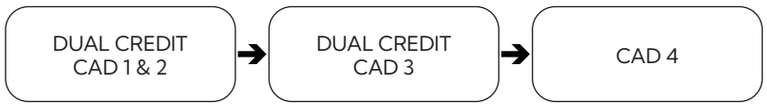
Year: 9, 10, 11, 12 | Credit: .5

FC342

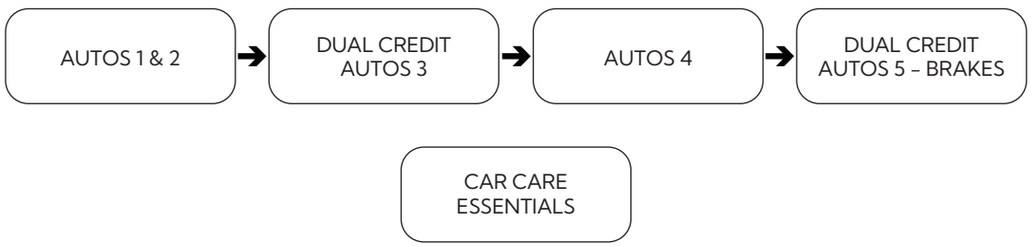
This semester course is designed for students who are interested in learning about the roles and responsibilities of being a parent. Topics of discussion include decisions about parenting, positive parenting, the beginning of parenthood, understanding children's growth and development, and the challenges of parenting. During this course, students will also have an opportunity to utilize the real care pregnancy profile simulator (Empathy Belly).

TECHNOLOGY & ENGINEERING EDUCATION SEQUENCES:

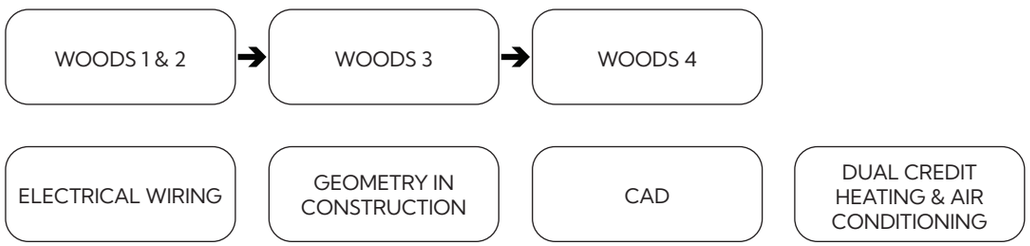
Recommended Architecture/Drafting Sequence:



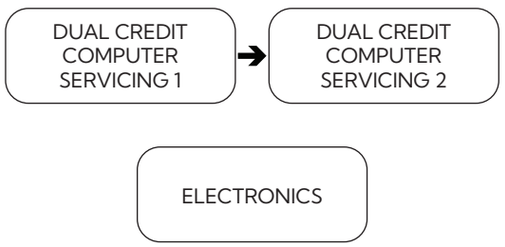
Recommended Automotive Sequence:



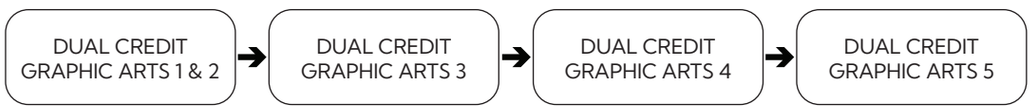
Recommended Carpentry/Building Trades Sequence:



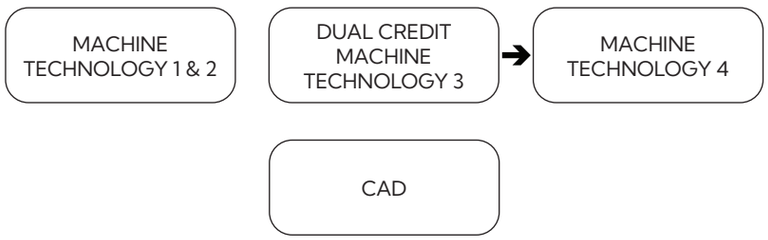
Recommended Computer Repair Sequence:



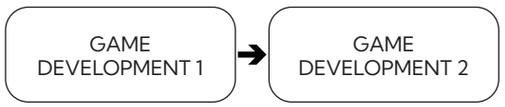
Recommended Graphic Design Sequence:



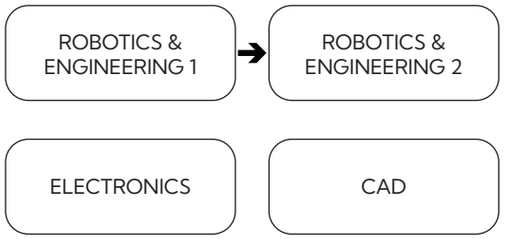
Recommended Machinist/Manufacturing Sequence:



Recommended Programming Sequence:



Recommended Robotics & Engineering Sequence:



Recommended Welding/Pipefitting Sequence:

COURSE DESCRIPTIONS:

ALGEBRA IN MANUFACTURING

Year: 9, 10 | Credit: 1
1 credit for IT250, 1 credit for MA250

IT250

Algebra in Manufacturing (AIM) is an Algebra 1 course taught using project-based learning. AIM contextualizes manufacturing processes and business standards using principles of Algebra 1, through teaching quadratics and the law of diminishing returns. Learners using AIM curriculum will operate a business running a fabrication lab customizing textiles and manufacturing wood, metal, and/or plastic goods. The proceeds generated from the business are then utilized to fund the venture and proven philanthropic opportunities for community service, or monetary gifts to local charities. Students learn skill sets in engineering techniques including sublimation, CNC operations, and rapid prototyping. Other areas for student engagement include composite technologies, alternative energies, and automation robotics.

AUTOS 1

Year: 9, 10, 11, 12 | Credit: .5

IT381

This is a semester elective course designed for students who wish to gain knowledge of the fundamentals of the automobile. Students will learn about: chassis design, engine construction, major subsystems, how the engine is constructed, how the engine produces horsepower, and proper tool usage through the disassembly and reassembly of an engine.

AUTOS 2

Year: 9, 10, 11, 12 | Credit: .5

IT382

This is a semester elective course designed for students who wish to gain knowledge of the fundamentals of the automobile leading to a service level job. Students will learn how to perform common automotive maintenance including: oil change, battery maintenance, brake pad/shoe removal and installation, tire inflation, tire rotation, tire balancing, tire rim and removal and installation.

DUAL CREDIT AUTOS 3

Year: 10, 11, 12 | Credit: 1

IT680

This year-long course provides theory and related hands-on experience on live automobiles as a foundation for advanced automotive careers. Students will demonstrate: the fundamentals of shop safety; understand engine fundamentals and operation; engine fuel, lubrication, and cooling fundamentals, and troubleshooting procedures.

Completion of this course with a grade of A, B, or C will qualify the student for dual credit at MVCC. (AUT 112 Introductory Automotive Technology)

Prerequisite: Auto 1 or Auto 2

AUTOS 4

Year: 11, 12 | Credit: 1

IT880

This year-long course provides theory and related hands-on experience on live automobiles for the advanced automotive student. Students will schedule, troubleshoot, and work on automobiles. Focus on the use of test instruments, service/troubleshooting procedures, and manuals for the proper and safe repair of vehicles.

Prerequisite: Auto 3

DUAL CREDIT AUTOS 5 - BRAKES

Year: 11, 12 | Credit: 1

IT980

This year long course provides instruction in the theory of operation, diagnosis, and servicing of automotive disc and drum brake systems, both standard and ABS brake systems are included. Service and troubleshooting of vacuum, hydraulic, and electrical controls are covered.

Prerequisite: Completion or co-current enrollment in Autos 4.

Completion of this course with a grade of A, B, or C will qualify the student for Dual Credit at MVCC. (AUT121 – Automotive Brake Systems)

CAR CARE ESSENTIALS

Year: 10, 11, 12 | Credit: .5

IT282

This is a semester elective course that introduces students to the automobile as it relates to the everyday driver. The focus of the course is preventive maintenance on automobile systems, troubleshooting, buying cars, and other fundamental information.

Having a valid driver's license is encouraged.

DUAL CREDIT COMPUTER SERVICING 1

Year: 9, 10, 11, 12 | Credit: 1

IT300

This is a full-year course that covers what a PC is, how it works, and the operating system that controls it. A student will learn about components that make up a PC, the standard operating systems, learn basic networking concepts and installation procedures, and learn basic system troubleshooting by using diagnostic software and hardware. At the end of this course, students will be able to:

- disassemble and reassemble a computer
- install and configure hardware and software upgrades
- use problem-solving techniques to solve a wide range of computer problems
- perform routine maintenance tasks on a computer
- install and configure a small office network

This course will prepare students to take the A+ Certification Exam.

Completion of this course with a grade of A, B, or C will qualify the student for dual credit at MVCC. (LAN 101 – Orientation to IT Professions, LAN 111 – IT Hardware Essentials and LAN 112 – IT Operating Systems Essentials)

DUAL CREDIT COMPUTER SERVICING 2

Year: 10, 11, 12 | Credit: 1

IT400

This is a full year course that covers what a NETWORK is, how it works, and what controls it. A student will learn about different types of networks and the components that make up a network. The course will also cover basic network troubleshooting by using diagnostic software and hardware. The students will also learn about advanced problem-solving techniques used to maintain computers in a global setting. The students will also program advanced networking devices and set up security protocols on the machines. This course will prepare students to take the NET+ Certification Exam.

Completion of this course with a grade of A, B, or C will qualify the student for dual credit at MVCC. (LAN 103 Orientation to Cyber Security - LAN 121 Managing LAN Hardware - LAN 122 Managing Network OS)

Prerequisite: Computer Servicing 1

DUAL CREDIT DRAFTING 1 / CAD

Year: 9, 10, 11, 12 | Credit: .5 (1st semester)

IT301

This course introduces students to basic drafting techniques using AutoCAD (Automated Computer Aided Drafting). The focus of this course is to develop understanding of AutoCAD starting from beginning drawings and guiding to more advanced skills. Activities will include applying drafting techniques, solving problems, and practicing AutoCAD commands.

Completion of Drafting 1 and 2 with a grade of A. B, or C will qualify the student for dual credit at MVCC. (AET 101 Orientation to AET Careers – MDT 101 Introduction to Drafting)

DUAL CREDIT DRAFTING 2 / CAD

Year: 9, 10, 11, 12 | Credit: .5 (2nd semester)

IT302

This course is for students interested in advanced drafting techniques and computer aided drafting applications. Students will study dimensioning, orthographic projection, auxiliary views, sections, pictorials, and projections. Each activity will review, reinforce, and expand learning in the field of Computer Aided Drafting. This course also explores different careers available to individuals with AutoCAD knowledge and skills.

Completion of Drafting 1 and 2 with a grade of A, B or C will qualify the student for dual credit at MVCC. (MDT 101 Introduction to Drafting)

DUAL CREDIT DRAFTING 3 / CAD

Year: 10, 11, 12 | Credit: 1

IT600

Students study mechanical and architectural drawings using Autodesk software. The students will also use the 3D software inventor to complete 3D mechanical drawings. The students will learn about rapid prototyping to design and rapid prototype out series of mechanical 3D models. Students also learn sketching techniques and use descriptive geometry as a component of design, measurement, and computer modeling. Students will brainstorm, research, develop ideas, create models, test and evaluate design ideas and communicate solutions. At the end of this course, students will be able to:

- complete a set of working drawings
- understand advanced dimensioning techniques
- learn theory and develop skills in geometric forms and two-dimensional drawings
- draw basic floor plans and elevations
- draw and render entry-level computer assisted drawings
- develop 2D and 3D drawings using AutoCAD software
- develop 3D models using the AutoDesk Inventor software

Completion of this course with an A, B or C will qualify the student for dual credit at MVCC. (MDT 145 Introduction to Computer Aided Drafting – OSA 236 Adobe Photoshop)

Prerequisite: Drafting 1 or 2

DUAL CREDIT DRAFTING 4 / CAD

Year: 11, 12 | Credit: 1

IT800

This is a full year course for the advanced drafting students who wish to further their education in the drafting and the architecture fields. Instruction is also provided in the areas of drawing framing plans, wall sections, fireplace sections, door sections, door and window schedules, dimensioning structural steel drawings, constructing column detail drawings, preparation of structural foundation, slab and floor plans, drawing electric, block, schematic, and electrical connection drawings. Skills relating to CAD include preparation of a basic CAD drawing, developing 3-dimensional drawings and selecting appropriate line work, line weight, and color. At the end of this course the students will be able to:

- show proficiency in constructing geometric drawings complete with lettering and dimensioning
- explain the role of Computer Aided Design (CAD) for creating mechanical and architectural drafting
- develop 2D and 3D drawings using the Inventor Software.
- Create projects using AutoCAD and CNC machining software

Prerequisite: Drafting/CAD 3

DUAL CREDIT ELECTRONICS

Year: 9, 10, 11, 12 | Credit: 1

IT352

This course introduces students to basic electronic circuits. The students will learn to read electronic drawings, identify components and functions, and assemble circuits. The students will also build electronic circuits by learning the soldering process. By the end of this course, the students will attain a firm understanding of electrical parameters, series and parallel circuits, Ohm's Law, voltage, current, resistance, and testing equipment.

Completion of Electronics 1 with a grade of A, B, or C will qualify the student for dual credit at MVCC (ELT 101 – Electricity & Electronics)

DUAL CREDIT GRAPHIC ARTS 1 & 2

Year: 9, 10, 11, 12 | Credit: 1

IT320

Students will learn the basics of digital illustration, how to design and print t-shirts, buttons, stickers, notepads, calendars, and laser engraving. Students will be introduced to the basics of graphic design including digital image manipulation (Photoshop), illustration (Illustrator), and page layout (InDesign). Students will have the opportunity to operate professional printing equipment including a screen-printing press, laser engraver, vinyl cutter, flatbed cutter, digital printer, and wide format printer.

Completion of Graphic Arts 1 & 2 with a grade of A, B, or C will qualify the student for dual credit at MVCC (CIS 232 – Intro to Adobe Suite)

DUAL CREDIT GRAPHIC ARTS 3 — Year: 10, 11, 12 | Credit: 1

IT620

Students will learn and train in a production environment that is commonly found in all graphic communication occupations. Students will learn how to operate industry standard equipment. Screen and digital printing will be used to produce a variety of projects including t-shirts, vinyl stickers, product design, and large format posters. Students will also play an important role in many high-quality challenging projects, including printing for student organizations and other manufactured jobs for the high school and community. Students will learn the elements and principles of design, and how to select the appropriate drawing tools and media to communicate ideas. Students will use industry standard software such as Adobe Illustrator, Adobe Photoshop, and Adobe InDesign to develop the technical skills for layout design and production.

Prerequisite: Graphic Arts 1 & 2

Completion of this course with an A, B, or C will qualify the student for dual credit at MVCC. (CIS 234 – Adobe Illustrator)

DUAL CREDIT GRAPHIC ARTS 4 — Year: 11, 12 | Credit: 1

IT820

Students will continue to learn and train in a production/studio environment where students will be provided with learning experience related to the tools, materials, processes, and practices utilized in the printing industry. Students will also assume a leadership role in production tasks and perform independent study projects in the graphic arts area. Students will choose a learning pathway related to their post-secondary interests. Pathways include:

- Advanced Design & Illustration
- Production Technologies
- Community & Client-Based Design
- Portfolio Development

Each pathway will ensure students develop advanced graphics related skills that will support transition to college or entry level work in the field of graphic communications and design.

Prerequisite: Graphic Arts 3

Completion of this course with an A, B, or C will qualify the student for dual credit at MVCC. (CIS 236 – Adobe Photoshop)

DUAL CREDIT GRAPHIC ARTS 5 — Year: 12 | Credit: 1

IT930

This course is designed to further develop skills utilizing Adobe InDesign. The course is project oriented with emphasis on independent work and decision-making in the design and layout of computer-generated documents, including forms, brochures, and newsletters. Other projects include publishing web pages, utilizing photo editing tools; linking and embedding objects from other applications; and publishing for print and web.

Prerequisite: Graphic Arts 4

Completion of this course with an A, B, or C will qualify the student for dual credit at MVCC. (CIS 235 – Adobe InDesign & Microsoft Publisher)

Completion of CIS 232, 234, 235, and 236 will allow students to apply for graduation at MVCC with a Certificate in Graphics and Desktop Publishing.

DUAL ENROLLMENT HEATING & AIR CONDITIONING — Year: 11, 12 | Credit: 1 (repeatable)

IT900

This is a dual enrollment course through MVCC. This course is for students wishing to pursue a career as an HVAC technician. Completion of the HVAC Dual Enrollment program will earn a Basic Air Conditioning Technician Certificate while still in high school. Earn a total of 19 college credits upon completing the required courses and you'll be on your way to begin a career as a heating, air conditioning, and refrigeration mechanic, installer, or service representative.

Successful completion of this course will earn 3-4 college credits at MVCC depending on the course taken.

Please note: This course is taught at MVCC, and students must provide their own transportation. Students must be in junior/senior standing and complete the pre-application process. There is tuition and additional fees are required for students enrolled in this course.

ELECTRICAL WIRING — Year: 9, 10, 11, 12 | Credit: 1

IT351

This course is for students interested in learning basic house wiring techniques. Throughout this course, the students will construct electrical circuits using circuit breakers, switches, outlets, and other electrical fixtures. The students will also learn the skill of bending conduit and installing electric boxes while completing a practical wiring situation. The students will build these circuits based on the National Electric Code and local building codes. The students will learn the proper use of electrician's hand tools and testing equipment to troubleshoot circuits. Students will be able to receive OHSA Certification 10 with the completion of this course.

GAME DEVELOPMENT & COMPUTER PROGRAMMING 1 — Year: 9, 10, 11, 12 | Credit: 1

IT200

This full year course introduces students to an introductory level of video game and computer programming using the GML and Visual HTML5 languages. Computer gaming and design courses prepare students to design computer games by studying design, animation, artistic concepts, digital imaging, coding, scripting, multimedia production, and game play strategies. Advanced course topics include, but are not limited to, level design, environment and 3D modeling, scene and set design, motion capture, and texture mapping. Upon completion of this course students will learn how video games are developed, designed, and organized using programming software. Students will also get hands-on experience in developing their own programmed video games using math and physics concepts. At the end of this course students will be able to:

- use technical skills related to software development, computer programming and graphic design
- utilize creative, innovative, and critical thinking
- demonstrate communications and collaboration as an individual and part of a team
- use appropriate and accessible digital tools for research and learning
- use engineering, physics and mathematical concepts critical to game development
- research post-secondary and career options and resources related to STEM, and Computer Science/ Engineering programs at 2- and 4-year universities

GAME DEVELOPMENT & COMPUTER PROGRAMMING 2

Year: 10, 11, 12 | Credit: 1

IT220

This full year course introduces students to an advanced level of online game design and computer programming using the Python and Java Script languages. Computer gaming and design courses prepare students to design computer games by studying design, animation, artistic concepts, digital imaging, coding, scripting, multimedia production, and game play strategies. Advanced course topics include, but are not limited to, level design, environment and 3D modeling, scene and set design, motion capture, and texture mapping. Students will learn how video games are developed and get hands-on experience in developing their own online programmed video games using math and physics concepts. Students will also learn to use the 3D game engine and Unreal to design software applications in a real 3D environment. At the end of this course students will be able to:

- design software using Java Script
- demonstrate how to install JDK Software and Visual Basic Studio
- use types and variables in Python
- understand methods and debugging in the Python language
- demonstrate how data and control structures work in Java Script
- Utilize user input and debugging using the Python and Java Script languages
- Use object-oriented programming with the Python and Java Script languages
- Demonstrate how to program using the Unreal Game Engine

Prerequisite: Game Development and Computer Programming 1

GEOMETRY IN CONSTRUCTION

Year: 10, 11, 12 | Credit: 1
1 credit for IT350, 1 credit for MA350

IT350 | This course is cross-listed with MA350

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

MACHINE TECHNOLOGY 1

Year: 9, 10, 11, 12 | Credit: .5

IT331

The Machine Technology 1 course enables students to create metal projects from aluminum and brass while using various machine tools and equipment. Course content will include reading prints, precision measurement, safety, and the proper use of machines such as lathes, milling machines, drill press, band sawing machines, and finishing equipment. Students will also earn their OSHA 10 certification.

MACHINE TECHNOLOGY 2

Year: 9, 10, 11, 12 | Credit: .5

IT332

This course is a continuation of Machine Technology 1, allowing the students to build on skills previously learned while incorporating more advanced processes including: threading, precision measurement, CNC programming and machining, and advanced project design and creation.

DUAL CREDIT MACHINE TECHNOLOGY 3 — Year: 10, 11, 12 | Credit: 1

IT630

This full-year course guides the advanced student into more diverse areas of machining and manufacturing. The course introduces students to the skills common to a variety of manufacturing-related occupations such as: applying safety practices, selecting materials, performing bench work operations, precision measurement, layouts, and operating a variety of machines and tools in the shop. The students will learn advanced CNC programming and machine operation.

Prerequisite: Machine Technology 1 or 2

Completion of this course with an A, B, or C will qualify the student for dual credit at the College of DuPage. (MANUF 1151 – Machine Shop 1)

MACHINE TECHNOLOGY 4 — Year: 11, 12 | Credit: 1

IT830

This course is a continuation of the Machine Technology program and builds on the skills introduced in those courses. This course begins to offer students the opportunity to specialize in more advanced areas of manufacturing such as: engineering and project design, advanced machine tool set-up and operation, mass production, part inspection and quality control. The students will have the opportunity to incorporate CNC components into their project design and sharpen the skills needed for desired employment in the field of machining and manufacturing.

Prerequisite: Machine Technology 3

ROBOTICS & ENGINEERING 1 — Year: 9, 10, 11, 12 | Credit: 1

IT460

The course will focus on the study of mechanics, electronics, computer control, and design. During this class, students will learn to build and program robots and micro-controllers. The students will explore basic mechanical systems such as servos, motors, gears and levers, electronic systems with analog and digital, 2D and 3D design and computer control systems. The course is project based, and students will develop engineering problem solving skills through a series of hands-on activities and projects. Students will often work together in design teams to build their own understanding of new ideas and to solve real problems. They will work together to design, develop, produce, and test their projects. The major engineering design fields will be researched, and students will learn about the theory and hands-on skills for each discipline.

ROBOTICS & ENGINEERING 2 — Year: 10, 11, 12 | Credit: 1

IT560

This course is a study of advanced robotics and industrial automation that will help students develop and expand their skills and knowledge of robotics and related engineering topics. Students in this class will build task oriented robotic systems and operate them with RC and computer control in their respective programming language. The students will also be introduced to automation systems, programmable logic controllers (PLC) and modular production systems. The course is STEM based and involves the students using engineering principles and problem-solving skills through a series of hands-on activities and projects. Students will often work together in teams to overcome problems of design, development, production, and testing of the solution.

Prerequisite: Robotics and Engineering 1

ROBOTICS WITH SCIENCE

Year: 9, 10, 11, 12 | Credit: 2
1 credit for SC200, 1 credit for IT40

IT460

This lab-based course will focus on the study of mechanics, electronics, computer control/design and the underlying science. During this class, students will learn to build and program robots and micro-controllers. The students will explore basic mechanical systems such as servos, motors, gears and levers, electronic systems with analog and digital, 2D and 3D design and computer control systems. The associated science concepts will be emphasized in the context of robotics and engineering. The course is project based, and students will develop engineering problem solving skills through a series of hands-on activities and projects. Students will often work together in design teams to overcome problems of design, development, production, and testing of the project. The major engineering and science fields will be researched, and students will learn about the theory, application, and hands-on skills for each discipline.

WEB & MEDIA DESIGN

Year: 9, 10, 11, 12 | Credit: 1

IT210

This course will focus on using Adobe Dreamweaver CC, Adobe Animate, and Adobe XD through step-by-step instructions and in-depth explanations. Students will learn how to get started with Dreamweaver, create a website, and develop a web page. They will work with text, style sheets, images, and links. Students will learn to position page content with CSS and tables. They will also learn how to manage a web server and files. With Adobe Animate and Adobe XD, students will learn how to draw objects, how to work with symbols and interactivity, and create Apps. They will focus on creating animations, creating special effects, and developing applications.

WELDING 1

Year: 9, 10, 11, 12 | Credit: .5

IT361

This course enables students to gain knowledge of the properties, uses, and applications of basic welding using various processes to join and cut steel, such as oxyacetylene and shielded metal arc welding. Students will gain experience in identifying and selecting the appropriate techniques used to create and weld metal while using a variety of machines and tools. At the end of this course, students will be able to:

- demonstrate skills using both Gas and Arc welding processes
- complete individual projects by using welding tools and equipment
- determine the proper welding technique appropriate for a given job
- demonstrate basic measurement

WELDING 2

Year: 9, 10, 11, 12 | Credit: .5

IT362

This course is for students who want to continue their understanding of Arc and Gas welding processes and start a basic introduction to other welding processes. Students will study beginning theories of MIG welding as well as understanding basic CNC Plasma Cutting. At the end of the course, students will be able to:

- correctly use welding tools and equipment
- complete a required project using the MIG welding process
- show proficiency in both gas and arc welding
- design and construct welding projects

DUAL CREDIT WELDING 3 — Year: 10, 11, 12 | Credit: 1

IT660

This course assists students in gaining the knowledge and developing the basic skills needed to be successful in welding technology. Units of instruction include Arc and MIG welding as well as cutting metal using plasma and oxyacetylene. In addition, students learn the basics of blueprint reading, precision measuring layout, and production process planning. At the end of this course, students will be able to:

- perform required projects using major welding processes
- demonstrate proficiency in Oxy-Fuel Cutting
- demonstrate understanding of basic blueprint reading
- construct individual welding projects
- demonstrate skills using the CNC Plasma cutting process and techniques

Prerequisite: Welding 1 or 2

Completion of this course with a grade of A, B, or C will qualify student for dual credit at MVCC. (WLD 111 Basic Arc/Gas Welding I)

DUAL CREDIT WELDING 4 — Year: 11, 12 | Credit: 1

IT860

This course builds on the skills and concepts introduced in Welding 3 and provides more in-depth skill development in various types of welding including horizontal, vertical, overhead techniques. This course is for students wanting to be involved in the field of welding as an occupation or career. At the end of this course, students will be able to:

- show proficiency in Arc and Gas welding processes including MIG/TIG and Plasma cutting, and CNC Plasma cutting
- perform independent study projects in the welding area

Prerequisite: Welding 3

Completion of this course with a grade of A, B, or C will qualify the student for dual credit at MVCC. (WLD 112 Basic Arc/Gas Welding II)

WOODS 1 — Year: 9, 10, 11, 12 | Credit: .5

IT341

This semester course will provide students with the knowledge and skills necessary to work safely and efficiently in the woodworking setting using both hand tools and power tools. Students will:

- develop the knowledge and skills necessary to work safely and efficiently within a shop setting
- develop safety and skills using both hand and power tools
- have the ability to identify different types of wood and their uses
- be exposed to the industrial woodworking environment
- explore new woodworking technologies such as laser engraving and CNC machining
- explore career opportunities within the field

WOODS 2 — Year: 9, 10, 11, 12 | Credit: .5

IT342

This course is a continuation of Woods 1 and offers the student the opportunity to further study the woodworking industry by working with the tools and materials incorporated in various construction/ building environments. Students will:

- expand on their knowledge and skills necessary to work safely and efficiently within a shop setting
- develop safety and skills using both hand and power tools
- have the ability to identify different types of wood and their uses
- be exposed to the industrial woodworking environment
- explore new woodworking technologies such as laser engraving and CNC machining
- explore career opportunities within the field

WOODS 3 — Year: 10, 11, 12 | Credit: 1

IT640

This course is designed to give advanced skills in construction carpentry and for students who desire to pursue the field of construction. At the conclusion of this course students will be able to:

- make set-ups and operate all machinery in the shop
- perform basic home and commercial frame construction
- read and design basic plans for home construction
- demonstrate skills in using machine hand tools for construction carpentry
- build storage sheds
- layout and level a plot
- use a surveyor's transit

Prerequisite: Woods 1 or 2

WOODS 4 — Year: 11, 12 | Credit: 1

IT840

This course is for students wanting to be involved in the field of Construction Trades as an occupation or career. At the end of this course the student will be able to:

- show proficiency in building footings, foundations, floors, walls, ceilings, roofs, doors, and window framing
- show proficiency in finishing interior walls, ceilings, floors, and stair construction
- demonstrate safe and correct use of hand and power tools in the construction trades area
- understand and recognize job site safety
- perform independent study projects in the Construction area

Prerequisite: Construction Trades/Woods 2

CAREER INTERNSHIP — Year: 12 | Credit: 2

IT990

The Career Internship class is designed for students with career interests in Auto Mechanics, Welding, Graphic Arts, Drafting, and Accounting. Students in this course develop the skills required to achieve an advantage in a competitive job market. This capstone class extends the student's knowledge past the courses offered at ACHS. The class prepares students to be quality producers and collaborative workers through "hands on" career experiences aligned with the student's career interests and goals.Emphasis will be placed on the development of communication, problem solving and critical thinking skills in the workplace setting. This is a two-period class at the end of the school day which allows for independent transportation to the worksite.

Prerequisite: Application and consent of Division Chair, Counselor, and Instructor.

CTE WORK EXPERIENCE — Year: 12 | Credit: .5

IT950 | Fall / Spring Repeatable

This course is for students who would like to continue their study in a given area after they completed the last course in a sequence or where the student cannot fit the desired course in their schedule. The student would work with the teacher to create independent projects and also assist in demonstrations for the class activities. The student must have completed the appropriate coursework in the Business, Family and Consumer Science or Technology and Engineering Education department to gain consent and approval to enroll in this course.

Prerequisite: Consent of teacher and approval of Division Chair

3D ANIMATION & RENDERING 1 — Year: 9, 10, 11, 12 | Credit: .5

IT411

This is a one-semester course designed for students who are interested in basic animation. This course begins with an introduction to 3D animation, emphasizing basic shape design and geometric morphing, geometric rendering using 3-dimensional space, and animating a rendered object using 3D Studio Max software. Students will develop skills to produce the following projects:

- a rendered 3D vehicle design
- an animated logo design
- multiple animated and rendered scenes
- lighting flash camera effect within a scene

3D ANIMATION & RENDERING 2 — Year: 9, 10, 11, 12 | Credit: .5

IT412

This is a one-semester continuation course that revisits 3D Animation concepts and introduces more advanced techniques and projects to further expand a student's knowledge using the software. The students will gain knowledge concepts in areas relating to visual spatial skills when working on projects using advanced 3D geometry.

Prerequisite: 3D Animation & Rendering 1

EDUCATIONAL SUPPORT SERVICES

The Educational Support Services department is dedicated to ensuring that students with exceptional needs receive superior academic and emotional learning opportunities, in order to successfully acquire the skills needed to achieve individualized post-secondary objectives.

GENERAL INFORMATION:

1. Eligibility for Special Education is determined by a multidisciplinary conference in accordance with 23 Illinois Administrative Code 226.

2. Special Education instructional supportive programs, resource programs, and related services range along a continuum based on the nature and degree of intervention. The continuum of educational support services are as follows:

   A. Standard Program with Modification

   The student receives his/her basic educational experience through the standard regular education program. However, these experiences are modified through one or more of the following:

   - Consultation with the teacher
   - Provision of special equipment and materials
   - Modifications in the instructional program
   - Resource services

   B. Resource Program/Instructional Supportive Program

   Specialized educational instructional services are provided to students involved in general education curriculum. The student will receive content area instruction with instructional support services within the classroom.

   C. Individualized Program

   Student receives 50% or more of his/her educational experience through Special Education classes. Student is mainstreamed into standard programs when appropriate, based on their functioning level.

3. Special Education programs are designed in direct response to the educational needs of our students.

4. At each student's annual review, an Individualized Education Program (IEP) will be developed. Placement/enrollment in classes is based upon the consensus of the multidisciplinary team. Placement/enrollment in classes is determined by student's needs, goals and instructional objectives as stated in the IEP.

COMMUNITY-BASED ACADEMIC CORE PROGRAMS

VOCATIONAL PREPARATION/COMMUNITY-BASED ACADEMICS

The course offerings in the Community Based Academic Core Programs are designed to teach students community living skills. Therefore, community living skills are taught in real life situations in Argo's community locations. The skills of adult communication, mathematics, and community living will be applied toward mastery of the everyday tasks needed to transition in order to become an effective independent member of society to the fullest extent possible. Also, students in the Vocational Preparation course offerings will be integrated into courses in regular education classes throughout the school year, when appropriate.

COURSE DESCRIPTIONS:

CORE ENGLISH — Year: 9, 10, 11, 12 | Credit: 1

SE080

Students will strive to improve speaking, word recognition, writing, reading fluency, and reading comprehension skills necessary for everyday living tasks. Students will be able to:

- use appropriate oral communication to communicate needs
- write letters, emails, and complete everyday forms
- read with accuracy and fluency to the best of his/her ability using a variety of digital and print materials
- demonstrate proper use of basic grammar and punctuation skills
- demonstrate proper use of functional vocabulary words
- plan, organize, and develop written documents for a variety of purposes

ENGLISH CORE 1 — Year: 9, 10, 11, 12 | Credit: 1

SE102

Students will strive to improve speaking, word recognition, writing, reading fluency, and reading comprehension skills necessary for everyday living tasks. Students will be able to:

- use appropriate oral communication to communicate needs
- write letters, emails, and complete everyday forms
- read with accuracy and fluency to the best of his/her ability using a variety of digital and print materials
- demonstrate proper use of basic grammar and punctuation skills
- demonstrate proper use of functional vocabulary words
- plan, organize, and develop written documents for a variety of purposes

FOUNDATIONS OF ENGLISH — Year: 9, 10, 11, 12 | Credit: 1

SE115

Students will strive to improve speaking, word recognition, writing, reading fluency, and reading comprehension skills necessary for everyday living tasks. Students will be able to:

- use appropriate oral communication to communicate needs
- write letters, emails, and complete everyday forms
- read with accuracy and fluency to the best of his/her ability using a variety of digital and print materials
- demonstrate proper use of basic grammar and punctuation skills
- demonstrate proper use of functional vocabulary words
- plan, organize, and develop written documents for a variety of purposes

ENGLISH / WRITING FUNDAMENTALS — Year: 9, 10, 11, 12 | Credit: 1

SE202

The student will continue to improve the listening, speaking, reading, and writing skills necessary for successful transition into post-secondary experiences. At the end of this course, students will be able to:

- increase expression of vocabulary skills
- apply skills of reading and writing to understand basic concepts in current events
- be an effective communicator
- read with accuracy and fluency to the best of his/her ability
- employ oral communication skills in the format of a paragraph, essay, or letter

ENGLISH FOUNDATIONS 1 — Year: 9, 10, 11, 12 | Credit: 2

SE150 | 2-period block

This course is for students who need intensive reading and writing instruction in a small setting to acquire the skills to be successful post-graduation in employment and independent living.

Teacher recommendation required/Reading Level

ENGLISH FOUNDATIONS 2 — Year: 9, 10, 11, 12 | Credit: 2

SE180

This is a follow up course to English Foundations 1. It is only available for students that completed English Foundations 1 in the previous school year. This course is for students who need intensive reading and writing instruction in a small setting to acquire the skills to be successful post-graduation in employment and independent living.

ENGLISH / COMMUNICATIONS FUNDAMENTALS — Year: 11, 12 | Credit: 1

SE310

This course is designed for students who have successfully completed CORE 2 English but are not proficient enough for an English class in a general education environment. The class will focus on building the reading and writing skills necessary for a successful transition to the post-secondary world. Work will be centered on nonfiction reading passages and daily writing skills that relate to functional life skills such as applying for a loan, entering into a contract, or handling a dispute with a landlord/tenant. Students will be able to:

- express knowledge of non-fiction text through answering comprehension questions related to a story or short passage.
- increase knowledge of writing skills related to applying for loans, entering into contracts, or handling a dispute with a landlord/tenant through various practice opportunities and written assessments.

ENGLISH 3 FUNDAMENTALS / ENGLISH 4 FUNDAMENTALS — Year: 11, 12 | Credit: 1

SE330 / SE400

This course is designed for students who have successfully completed CORE 2 English but are not proficient enough for an English class in a general education environment. The class will focus on building the reading and writing skills necessary for a successful transition to the post-secondary world. Work will be centered on nonfiction reading passages and daily writing skills that relate to functional life skills such as applying for a loan, entering into a contract, or handling a dispute with a landlord/tenant. Students will be able to:

- express knowledge of non-fiction text through answering comprehension questions related to a story or short passage.
- increase knowledge of writing skills related to applying for loans, entering into contracts, or handling a dispute with a landlord/tenant through various practice opportunities and written assessments.

CORE MATH

Year: 9, 10, 11, 12 | Credit: 1

SE070

Students will strive to improve time, money, whole number operations, and measurement skills necessary for everyday living tasks. Students will be able to:

- tell time using a digital and analog clock within 5 minutes
- demonstrate knowledge of time concepts and scheduling
- count change and bills to pay for items
- compute whole number operations using pencil and paper or calculator
- demonstrate accurate usage of ruler or tape measure

MATH CORE 1

Year: 9, 10, 11, 12 | Credit: 1

SE101

Students will strive to improve time, money, whole number operations, and measurement skills necessary for everyday living tasks. Students will be able to:

- tell time using a digital and analog clock within 5 minutes
- demonstrate knowledge of time concepts and scheduling
- count change and bills to pay for items
- compute whole number operations using pencil and paper or calculator
- demonstrate accurate usage of ruler or tape measure

FOUNDATIONS OF MATH

Year: 9, 10, 11, 12 | Credit: 1

SE110

Students will strive to improve basic mathematical concepts. Students will work on functional math problems to assist them in their everyday living tasks. Students will be able to:

- identify and recognize various denominations of coins and bills
- develop skills for adding and making change with money
- use a calculator for performing basic arithmetic operations, including addition, subtraction, and multiplication
- calculate tips and taxes accurately using a calculator
- learn how to create and manage a personal budget

PRE-ALGEBRA FUNDAMENTALS

Year: 9, 10, 11, 12 | Credit: 1 (per year)

SE201

This course is designed to teach math skills needed in the post-secondary environment: measurement, temperature, use of fractions, and basic algebraic concepts. Students will learn the necessary skills to function as a responsible consumer. Students will be able to:

- apply and utilize basic math skills
- analyze and solve basic math problems
- employ logic and reasoning to all math concepts
- analyze and solve various levels of pre-algebra and algebra related materials
- make use of various sources of technology to gain a better understanding of basic math skills
- improve daily consumer skills

ALGEBRA FUNDAMENTALS

Year: 9, 10, 11, 12 | Credit: 1

SE370

This course is designed for students who have yet to fully develop their Algebraic thinking skills to be successful in the standard level curriculum. This course will focus on the skills necessary to ensure success in the Introduction to Algebra and Geometry class. These skills include:

Order of Operations, Exponents, Factors and Multiples, Fractions, Writing Ratios, Writing and Solving Proportions, Solving Multi-Step Equations, Solving and Graphing Linear Equations, Properties in Geometry (Angle Theory, Pythagorean Theorem, Midpoint and Segment Identification).

MATHEMATICS FOR CAREER & WORK

Year: 9, 10, 11, 12 | Credit: 1

SE800

This course is intended to provide a math educational background for students who will need to be prepared for employment beyond secondary education. It will focus on the math skills necessary to be successful in the workplace. It will help students achieve success with daily life functions, specifically those associated with consumer economics. This course will fulfill the requirements for Consumer Education and one of the three years of math necessary for graduation.

CORE SCIENCE

Year: 9, 10, 11, 12 | Credit: 1

SE090

Students will learn basic science to increase their knowledge of their bodies and the world around them. Students will be able to:

- demonstrate an understanding of functional science units
- apply the steps of the scientific method to a variety of science units

SCIENCE CORE 1

Year: 9, 10, 11, 12 | Credit: 1

SE103

Students will learn basic science to increase their knowledge of their bodies and the world around them. Students will be able to:

- demonstrate an understanding of functional science units
- apply the steps of the scientific method to a variety of science units

LIFE SCIENCE FUNDAMENTALS

Year: 9, 10, 11, 12 | Credit: 1

SE250

This course discusses the study of life, Biology. Topics include but are not limited to experimental design, cell, structure, genetics, and evolution. Along with classroom instruction this course will include resource materials such as handouts, worksheets, and hands on labs. By the end of this course students will have a better understanding of science.

PHYSICS FUNDAMENTALS

Year: 9, 10, 11, 12 | Credit: 1

SE240

Physics Fundamentals is an introduction to the physical sciences where students will learn how a scientist thinks. Students will have the opportunity to observe, hypothesize, and experiment. Topics will include measurement, motion, acceleration, forces, Newton's Laws, energy, electrostatics, atomic structure and wave mechanics. During this course students will be able to develop and understand the main concepts and principles of physical science, expand their ability to cooperate in group assignments and activities, grow critical thinking skills, and obtain the ability to utilize a variety of technological sources.

GOVERNMENT FUNDAMENTALS — Year: 9, 10, 11, 12 | Credit: 1

SE301

The purpose of this course is to help students develop a better understanding of how governments operate, and how it impacts our daily lives. Students will learn about different forms of government in the world, comparing advantages and disadvantages of various forms of government. Students will also investigate the inner workings of the government of the United States. Students will be able to:

- identify various forms of government and their ideologies
- understand that the United States Constitution is the foundation for American government
- understand and describe the 3 branches of American Government
- develop a better understanding of citizens' roles in government

HEALTH FUNDAMENTALS — Year: 9, 10, 11, 12 | Credit: 1

SE300

The purpose of this course is to help students develop a better understanding of their bodies and mental health. Students will develop knowledge and skills they need to make healthy choices that allow them to stay safe and informed. Students will be able to:

- recognize situations that require professional health services and where to acquire them
- describe steps to resolve conflicts among individuals
- identify food choices that decrease the risks of disease and promote achievement of health goals
- recognize the importance of regular examinations and self-examinations in detecting and treating diseases
- describe the short- and long-term effects of alcohol, tobacco, and other drugs in individuals, as well as adverse consequences on the community
- understand the components of healthy and unhealthy relationships
- develop an understanding of the human body systems, including the reproductive systems and how to protect them

US HISTORY FUNDAMENTALS — Year: 9, 10, 11, 12 | Credit: 1

SE210

This year long class fulfills the US History graduation requirement. Students will increase their understanding of American History through analyzing historical sources and explore important American concepts such as liberty, rights and patriotism. This course will introduce students to major topics such as Columbus's exploration and its impact on both indigenous people and Africans, the founding of America, America's growth as a power, the Civil War, civil rights, world wars, and the booms and busts of the American economy.

FOUNDATIONS OF COMMUNITY LIVING — Year: 9, 10, 11, 12 | Credit: 1

SE120

The purpose of this course is to help students develop daily living skills and learn community independence. Students will strive to improve cooking, cleaning, and personal hygiene skills. Students will also learn skills needed to increase mobility and locations skills withing the community. The goal of this class is to promote independence in a home and community setting. Students will be able to:

- choose foods from five food groups
- follow sanitation rules
- demonstrate mature personal hygiene
- plan and prepare for community outings
- plan and complete trips on public transportation
- follow pictorial or written recipe
- follow and demonstrate table manners
- demonstrate basic first aid skills
- demonstrate knowledge of the streets and communities in the ACHS and Chicagoland area

CORE 3 – COMMUNITY LIVING — Year: 11, 12 | Credit: 1

SE560

This course is a blend of practical mathematics, consumer education and applicable laws that teenagers face today. Topics include, but are not limited to: banking, insurance, obtaining credit, understanding retirement savings, taxes and the civil/criminal laws governing today's society. Along with classroom instruction, this course will include the following: handouts, worksheets, games, and manipulatives. Students will be able to:

- balance a check ledger
- differentiate between traditional and retirement bank accounts
- understand the importance of a FICO score
- identify pros and cons of credit cards

CORE – CULINARY ARTS 1 — Year: 9, 10, 11, 12 | Credit: 1

SE385

CORE Culinary Arts 1 for Home and Work will focus on functional cooking skills in both the home and restaurant environments. Students will learn basic kitchen safety procedures, such as knife safety and fire safety. Students will also learn about proper kitchen sanitation procedures to be used in the home and the workplace. The course will focus on planning, preparing, and cooking basic meals. It will also teach students various skills needed to work in the food service industry.

Prerequisite: Student must have an IEP

CORE – CULINARY ARTS 2 — Year: 9, 10, 11, 12 | Credit: 1

SE390

This course will provide students with the opportunity to practice cooking and baking techniques as well as focusing on safety and sanitation in the kitchen. Students will learn how to use a variety of kitchen tools and equipment. They will prepare a range of recipes and master measuring methods. Labs will focus on organization, planning and multitasking. Task analysis will be incorporated in order to break down the steps and execute recipes. The curriculum will also provide opportunities to develop social and vocational skills.

Prerequisite: Student must have an IEP

CORE 2 – ENTREPRENEURSHIP — Year: 11, 12 | Credit: 1

SE280

This course will introduce students to the key components of operating a small business. Students will design and produce products, determine pricing, market their products and account for profits. The course will provide hands-on experience utilizing our school store. The concepts of teambuilding, customer service and community service will also be incorporated into this course. Students will acquire an understanding of how Microsoft Office Suite is used in the business world.

Prerequisite: Student must have an IEP

CORE – PHOTOGRAPHY — Year: 9, 10, 11, 12 | Credit: 1

SE190

CORE Photography provides students with the opportunity to learn introductory elements of digital photography. This course will expose students to digital photographic equipment, methods, and processes. Students will use DSLR cameras, phot editing computer programs and cell phones as tools for creative expression and communication. Students will display their work online and in the building.

Prerequisite: Student must have an IEP

CORE – SPANISH LANGUAGE & CULTURE

Year: 9, 10, 11, 12 | Credit: 1

SE650

Students will begin their introduction to Spanish by focusing on the four key areas of foreign language study: listening, speaking, reading and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend basic grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, and perspectives of various Spanish speaking countries, and take frequent assessments where their language progression can be monitored.

CORE – TECH ED SURVEY

Year: 9, 10, 11, 12 | Credit: 1

SE130

This full year, co-taught course is designed to expose students to many areas within the Technology Education department. Some of these areas would include Graphic Design, Robotics, Woodworking, 3D Design and Printing. During each segment, the class will explore career opportunities and make those connections to the students.

Prerequisite: Student must have an IEP.

CORE – WORLD CULTURES & CUISINE

Year: 11, 12 | Credit: 1
1 credit social science, 1 credit elective

SE170

CORE Culture and Cuisine is an experiential course that delves into culture over time, through geography and cuisine. In this course, various regions will be taught and explored. Through cultural studies and food, students will gain awareness, acceptance, and understanding of people's journeys and heritage. Students will learn how geography, climate, and indigenous plant and animal life contribute to cuisine and customs. This course covers history and its impact and importance with regards to food culture, lifestyle, society, wellness, and festivals.

Prerequisite: Student must have an IEP

TRANSITION SEMINAR

Year: 9, 10, 11, 12 | Credit: 2
1 credit social science, 1 credit elective

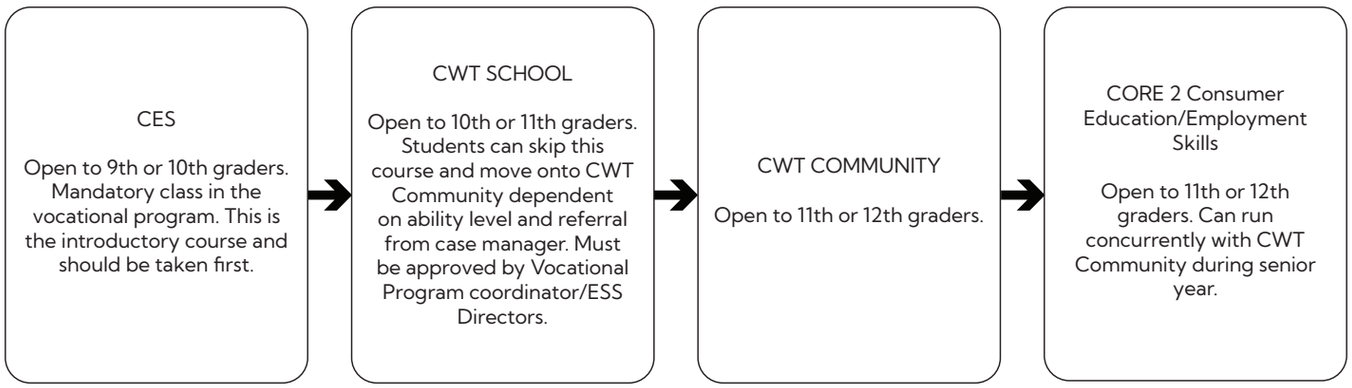
SE600 | 2-period block

Transition Seminar is available to all students with IEP's who may benefit from direct instruction related to the four key components of the IEP Secondary Transition Plan: education, training, employment, and independent living. Overall, students will work towards understanding their role not only as students but also as future employees. Students in this class will work alongside their case manager and/or an ESS teacher to review their transition plan and set goals for the future accordingly. Students will receive guidance while learning about and planning for life after high school in areas including interests, needs, aptitudes, and skills. Students will explore possible career options and related post-secondary options for education and/or training. Students will also further investigate their independent living goals and identify areas of need for additional support. Students may work on individualized IEP transition goals as well. When not actively working on specifics of the transition plan, students are encouraged to use class time to improve their overall grades, with teacher support and use of accommodations, as it is directly related to the education component of the transition plan as well as overall success in reaching their transition and post-secondary goals.

VOCATIONAL TRAINING

The Vocational Training component of the special education program is sequential in nature. Students begin in the program with the introductory courses, Contemporary Employment 1 or Computer Basics. The student must successfully demonstrate the outcomes stated within each course in order to advance to the next level. Most students begin vocational training during their freshman year. The goal of this component is for the student to demonstrate vocational readiness in a competitive community job for one year, thus ensuring that the student is employable upon graduation. Special Education students are required by federal law to receive specific job training. Many students will be able to meet this requirement by selecting one of the Four-year Course Plan options within regular education.

Recommended Vocational Training Sequence:



COURSE DESCRIPTIONS:

COMPUTER BASICS 1 — Year: 9, 10, 11, 12 | Credit: 1

SE321

This course will enhance the students' computer literacy. It will provide the student with an introduction to the basic operation of a computer. The course will also familiarize the student with the use of computer software. This course will enable the student to develop his/her writing skills with "hands-on" involvement with writing and development of keyboarding skills. This course is designed to provide successful learning experiences. These experiences will attain immeasurable gains that will increase vocabulary, develop sentence structure, promote writing, enhance self-esteem, and maximize learner outcomes.

- Create products using Microsoft Office programs
- Express knowledge of basic keyboarding skills

COMPUTER BASICS 2 — Year: 9, 10, 11, 12 | Credit: .5

SE322

This course is designed for those students who have successfully completed Computer Basics 1. The student will review his/her Computer Basics/Terminology knowledge. The student will be introduced to computer use in the business world. It is imperative that students gain experience and develop the business skills necessary to successfully seek and maintain community employment. This course will furnish the student with an opportunity to use technology as a tool for many business-related applications.

Prerequisite: Computer Basics 1

CONTEMPORARY EMPLOYMENT SKILLS 1 (CES) — Year: 9, 10 (11, 12 as needed) | Credit: 1

SE260

This course is an introductory course in the Prevocational Work Program sequence. Upon successful completion, students will demonstrate the skills, behaviors, and attitudes necessary to succeed in an entry-level position. At the end of this course, students will be able to:

- perform entry-level skills in the following areas: office, outdoor and indoor maintenance, hospitality, grocer/retail stores, auto detailing
- obtain beginner level skills for several Career & Technology courses
- evaluate the quality of his/her work
- complete the employment process from start to finish

This course is mandatory for those wishing to enter the work training program and should be taken as the first course.

COOPERATIVE WORK TRAINING IN SCHOOL (CWT SCHOOL) — Year: 9, 10 (12 as needed) | Credit: 1

SE720

In this Vocational Training course, the student will receive training in a variety of school jobs. Job descriptions may include: cafeteria worker, office aide, health office assistant or custodial assistant. Some students receive one-to-one job training. These experiences prepare the student for competitive employment in the community. At the end of this course, students will demonstrate:

- reliability, dependability, and independence on a job
- the ability to maintain and submit weekly evaluation sheets
- appropriate work habits and attitudes

This course can be repeated several times, if necessary, as per student ability. Students can skip this course and move on to CWT Community, dependent on ability level and referral from the Case Manager. Must be approved by Vocational Program Coordinator/ESS Directors.

COOPERATIVE WORK TRAINING IN THE COMMUNITY (CWT COMMUNITY) Year: 11, 12 | Credit: 2

SE730

In this Vocational Training course, the student will be matched with a community job site based on their strengths, abilities, and career interests. At the end of this course, students will be able to:

- search, apply for, obtain, and keep a job
- demonstrate reliability, dependability, and independence in a competitive community job
- demonstrate appropriate problem-solving skills with respect to keeping a job
- demonstrate effective interpersonal skills with co-workers/supervisors

This course can be repeated several times, if necessary, per student ability level.

CORE 2 CONSUMER EDUCATION Year: 11, 12 | Credit: 1

SE480

This is an applied class within the Prevocational Work sequence. In this class, students will learn the skills needed to achieve their post-secondary goals as they relate to employment, continuing education, and independent living. Students in the Prevocational Work Program develop a plan which answers the questions:

- Where do I want to work?
- Do I want to continue training beyond high school?
- Where do I want to live?

This course can run concurrently with CWT Community during senior year. It is the final course in the Work Training Program.

ARGO ACADEMICS, VOCATIONAL, LIFE SKILLS PROGRAM (AVLS)

AVLS MATH

This portion of the AVLS program is designed to increase independence in the students core academic areas, with significant modifications made to instruction per each student's IEP (Individualized Education Plan). Students will work on addition/subtraction with support from a calculator, money math, telling time, and time management skills. Instruction and materials are significantly modified to each student's instructional level.

AVLS ENGLISH

This portion of the AVLS program is designed for students to work on reading and comprehending various texts at their independent reading level. Students will work on reading passages with a focus on fluency and comprehension. The second semester incorporates a large focus in understanding community/environmental print words and signs that they see within their community. We also work on reading and comprehending current news articles. Instruction and materials are significantly modified to each student's instructional level.

AVLS DAILY LIVING SKILLS

This course is designed for students with functional and cognitive deficits and focuses on life skill domains including domestics, self-care, recreation/leisure, community, pre-vocational skill sets, and communication and social skills. Instruction and materials are significantly modified to each student's instructional level. An emphasis on increasing self-determination skills is embedded into all areas of this course. By the end of this course, students will be able to the best of their ability:

- express knowledge of self-care through daily hygiene completion
- express knowledge of personal information through daily completion of various forms of personal information sheets (resumes, applications, order forms, etc.).
- interact with peers and adults appropriately, expressing knowledge of the "hidden" social rules
- express knowledge of their daily routine through completion of daily schedules and written journals

AVLS VOCATIONAL SKILLS

In this course, students will be provided with opportunities to practice job-training skills and work related behaviors. There is a significant focus on hands-on, work training experiences within the school throughout the week. Students are exposed to several areas that may be of interest to them to focus on one transitioning out of high school. These areas include job readiness, clerical, retail, food service, and grocery. Instruction and materials are significantly modified to each student's instructional level. Topics within these areas include how to dress for work, applying for a job, greetings, labeling/collating/stapling envelopes and papers, sorting, matching, sizing, folding, and bagging. By the end of the course, students will be able to the best of their ability:

- identify and express knowledge of work-related vocabulary
- identify and express knowledge of appropriate social skills within a work environment
- identify and express knowledge of concepts related to clerical tasks
- identify and express knowledge of concepts related to retail tasks
- identify and express knowledge of concepts related to food service tasks
- identify and express knowledge of concepts related to grocery tasks

LEARNING ESSENTIALS OF ACADEMIC PROGRAMS (LEAP)

COURSE DESCRIPTIONS:

LEAP FINE ARTS — Year: 9, 10, 11, 12 | Credit: .5

SE220

This course offers students exposure to general education art concepts and techniques. Students will learn essential skills for art and further build their collaboration skills with general education teachers and peers. The LEAP Art course is part of an elective rotation that helps students develop interests while using creativity to build a healthy lifestyle for their physical and mental well-being.

LEAP MUSIC — Year: 9, 10, 11, 12 | Credit: .5

SE270

This course offers students exposure to general education music. Students will learn essential skills for music and further build their collaboration skills with general education teachers and peers. Students will create, perform, analyze, and connect with a variety of musical styles and genres. The LEAP Music course is part of a fine arts rotation that helps students develop interests while using creativity to build a healthy lifestyle for their physical and mental well-being.

LEAP PE — Year: 9, 10, 11, 12 | Credit: 1

PE020

This course is designed to help students develop new skills to keep a fit and active lifestyle. Students in this course will participate in modified activities pertaining to team sports, individual sports, leisure activities, and fitness conditioning.

ENGLISH & COMMUNICATION

The Argo Community High School English & Communication Department equips students with writing, communication, critical thinking, and literacy skills for success at Argo High School, college, and/or career.

Suggested English & Communication Sequence:

LEVEL	GRADE 9	GRADE 10	GRADE 11	GRADE 12
College Prep 1	Literacy & Composition*	Writing 1* (1st Semester) & English 1* (2nd Semester)	English 2 (1st Semester) & Speech & Communication* (2nd Semester)	· English 3 · English 4 · AP English Language & Composition* · College Reading & Writing**
College Prep 2	Writing 1* (1st Semester) & English 1* (2nd Semester)	English 2 (1st Semester) & Speech & Communication (2nd Semester)	English 3	· English 4 (year-long) · Dual Credit College Writing* (semester) · Dual Credit Public Speaking* (semester) · AP English Language & Composition* (year-long) · College Reading & Writing** (year-long)
Honors	Honors Writing 1* (1st Semester) & Honors English 1* (2nd Semester)	Honors English 2* (1st Semester) & Honors Speech & Communication* (2nd Semester)	AP English Language & Composition	· AP English Literature & Composition · Dual Credit College Writing* (semester) · Dual Credit Public Speaking* (semester)

*This course satisfies the ISBE graduation requirement for "Intensive Writing"
**This course satisfies the PWR Act Statewide Transitional English Course Parameters and Competencies

LEVEL 1
Foundation Level

COURSE DESCRIPTIONS:

LITERACY & COMPOSITION — Year: 9 | Credit: 1

EN050

Literacy & Composition 1 builds the foundational writing, reading, and speaking skills that are needed to be successful in future Argo courses, including future English classes. Literacy and Composition addresses the same skills as the Writing 1 and English 1 curriculum using high-interest young adult fiction and nonfiction literature which meets the standards of department-reviewed text complexity, and which is at a reading level appropriate for the demonstrated reading level of student placed in this class. This course is co-taught and uses differentiation to support all students.

This course satisfies 1 of the ISBE 2-year graduation requirement for "Intensive Writing."

Prerequisite: Placement is made by Humanities Division Chair

COURSE DESCRIPTIONS:

ENGLISH 1 — Year: 9, 10 | Credit: .5 (2nd semester)

EN300

This semester course focuses on ways to **talk and write about literature**. The course teaches students ways to examine literature by looking at Character, Setting, and Plot structure. In addition, students are asked to make connections to literature and demonstrate those connections through reflection writing and small group discussion. The course asks students to build work knowledge and grammar concepts that will benefit them in their goal to meet state standards. The course continues to encourage students to engage in the practice of writing and using mentor texts and modelling to develop their own writing about literature.

This course satisfies .5 of the ISBE 2-year graduation requirement for "Intensive Writing."

WRITING 1 — Year: 9, 10 | Credit: .5 (1st semester)

EN305

This composition course will use a writing workshop model to teach students how to write to be successful in their other courses and future careers. Students will learn how to write clear and effective expository and persuasive prose with emphasis on organization, clarity, and coherence. Students will learn the basics of research with a focus on accessing and analyzing information to judge the trustworthiness of the source and information. Students will work with sentence structure and paragraph structure while also focusing on multi-paragraph essays and the process of creating through drafts. Types of writing may include the following: process writing, review, problem/solution, research papers, and emails. Students will read published examples of writing and other nonfiction to examine how others craft their writing. Emphasis will be on research as a writer. Students will also build work knowledge through dedicated vocabulary practice and assessment.

This course satisfies .5 of the ISBE 2-year graduation requirement for "Intensive Writing."

This course satisfies .5 of the ISBE 1-year graduation requirement for "Computer Literacy." (PA101-0654)

HONORS ENGLISH 1 — Year: 9 | Credit: .5 (2nd Semester)

EN900

This semester course focuses on ways to **talk and write about literature**. The course teaches students ways to examine literature by looking at Character, Setting, and Plot structure. In addition, students are asked to make connections to literature and demonstrate those connections through reflection writing and small group discussions. The course asks students to build work knowledge and grammar concepts that will benefit them in their goal to meet state standards. The course continues to encourage students to engage in the practice of writing and using mentor texts and modelling to develop their own writing about literature. This course offers more complex literature and faster pace than English 1. Students will also build word knowledge through dedicated vocabulary practice and assessment.

Course has +.5 GPA weight for Honors

This course satisfies .5 of the ISBE 2-year graduation requirement for "Intensive Writing."

HONORS WRITING 1 — Year: 9 | Credit: .5 (1st Semester)

EN905

This composition course will use a writing workshop model to teach students how to write to be successful in their other courses and future careers. Students will learn how to write clear and effective expository and persuasive prose with emphasis on organization, clarity, and coherence. Students will learn the basics of research with a focus on accessing and analyzing information to judge the trustworthiness of the source and information. Students will work with sentence structure and paragraph structure while also focusing on multi-paragraph essays and the process of creating through drafts. Types of writing may include the following: process writing, review, problem/solution, research papers, and emails. Students will read published examples of writing and other nonfiction to examine how others craft their writing. Emphasis will be on research and reading as a writer. Students will also build word knowledge through dedicated vocabulary practice and assessment.

The course has +.5 GPA weight for Honors

This course satisfies .5 of the ISBE 2-year graduation requirement for "Intensive Writing."

This course satisfies .5 of the ISBE 1-year graduation requirement for "Computer Literacy." (PA101-0654)

LEVEL 2

COURSE DESCRIPTIONS:

ENGLISH 2 — Year: 10, 11 | Credit: .5 (1st semester)

EN310

This course builds on the methods for **talking and writing about literature** introduced in English 1. This course focuses on language and conventions of genre. This course provides students with additional ways to talk and write about imaginative writing. In addition, the course asks students to reflect and make connections to stories through talking and writing. This course asks students to continue to build word knowledge and grammar concepts that will benefit them in their goal to meet state standards. Students will also build word knowledge through dedicated vocabulary practice and assessment.

This course satisfies .5 of the ISBE 2-year graduation requirement for "Intensive Writing."

HONORS ENGLISH 2 — Year: 10 | Credit: .5 (1st semester)

EN910

This course builds on the methods for talking and writing about literature introduced in English 1. This course focuses on language and conventions of genre. This course provides students with additional ways to talk and write about imaginative writing. In addition, the course asks students to reflect and make connections to stories through talking and writing. This course asks students to continue to build work knowledge and grammar concepts that will benefit them in their goal to meet state standards. Students will also build word knowledge through dedicated vocabulary practice and assessment.

Course has +.5 GPA weight for Honors

This course satisfies .5 of the ISBE 2-year graduation requirement for "Intensive Writing."

Prerequisite: Humanities Division Chair approval

SPEECH & COMMUNICATION — Year: 10, 11 | Credit: .5 (2nd semester)

EN315

This course will continue to develop students as writers in all areas while focusing on large group and small group speaking. The course will continue to work on research skills started in Writing 1. Students will deliver focused and coherent speeches that convey clear messages, using non-verbal communication (gestures, tone). The course focuses on the importance of audience in communicating through writing or speaking and the choices the writer or speaker can make to communicate effectively. This course also extends computer literacy and media literacy that students learned in Writing 1. In this course, students will research, write, and deliver speeches to their classmates. They will also engage in small group discussions. This course will focus on the job interview as one of the interpersonal communication units. Students will continue to build word knowledge through dedicated vocabulary practice and assessment.

This course satisfies .5 of the ISBE 2-year graduation requirement for "Intensive Writing."

This course satisfies the ISBE "Media Literacy" requirement. (PA102-0055)

HONORS SPEECH & COMMUNICATION — Year: 10, 11 | Credit: .5 (2nd semester)

EN915

This course will continue to develop students as writers in all areas while focusing on large group and small group speaking. The course will continue to work on research skills started in Writing 1. Students will deliver focused and coherent speeches that convey clear messages, using non-verbal communication (gestures, tone). The course focuses on the importance of audience in communicating through writing or speaking and the choices the writer or speaker can make to communicate effectively. This course also extends computer literacy and media literacy that students learned in Writing 1. In this course, students will research, write, and deliver speeches to their classmates. They will also engage in small group discussions. This course will focus on the job interview as one of the interpersonal communication units. Students will continue to build word knowledge through dedicated vocabulary practice and assessment. Students in Honors Speech & Communication will be responsible for additional readings and writing assignments beyond those required in Speech & Communication.

This course satisfies .5 of the ISBE 2-year graduation requirement for "Intensive Writing."

This course satisfies .5 of the ISBE 1-year requirement for "Computer Literacy." (PA101-0654)

This course satisfies the ISBE "Media Literacy" requirement. (PA102-0055)

LEVEL 3

COURSE DESCRIPTIONS:

AP ENGLISH LANGUAGE & COMPOSITION — Year: 11, 12 | Credit: 1

EN950

Students in this introductory college-level course read and carefully analyze a broad and challenging range of nonfiction prose selections, deepening their awareness of rhetoric and how language works. Through close reading and frequent writing, students develop their ability to work with language and text with a greater awareness of purpose and strategy, while strengthening their own composing abilities. Course readings feature expository, analytical, personal, and argumentative texts from a variety of authors and historical contexts. Students examine and work with essays, letters, speeches, images, and imaginative literature. Summer reading and writing are required. Students prepare for the AP English Language and Composition Exam and may be granted advanced placement, college credit, or both as a result of satisfactory performance.

Course has +1.0 GPA weight for AP

This course satisfies 1 of the ISBE 2-year graduation requirement for "Intensive Writing."

Prerequisite: Humanities Division Chair approval

ENGLISH 3 — Year: 11, 12 | Credit: 1

EN320

This course focuses on literature and composition and continues to build on the literacy skills developed in English I and II. The English III curriculum focuses on the analysis of complex texts addressing a variety of American themes. While much of the writing in the course focuses on literary analysis, students will also produce a research paper. In addition, students will develop a college personal essay. Through these writing tasks, students will work to develop unique rhetorical approaches and authentic voices while continuing to build towards a more mature writing style. Students will continue to build deeper and more complex word knowledge through dedicated vocabulary practice and assessment. Students in English 3 will also prepare for the Reading and English sections of the ACT or the EBRW section of the SAT.

SENIOR YEAR

COURSE DESCRIPTIONS:

AP ENGLISH LITERATURE & COMPOSITION — Year: 12 | Credit: 1 (year-long)

EN990

This course is designed for seniors who want to challenge themselves with college-level coursework. Students in AP English Language and Composition are highly encouraged to enroll in this class. Topics of study include epic and lyric poetry, traditional and contemporary fiction, and drama. Essay writing focuses on literary analysis using published critical interpretations. Extended research projects involve independent reading coupled with oral presentations. Students will prepare for the AP English Literature and Composition Exam (offered in the spring of each year).

Course has +1.0 GPA for AP course

This course satisfies 1 of the ISBE 2-year graduation requirement for "intensive writing."

Prerequisite: Humanities Division Chair approval

DUAL CREDIT COLLEGE WRITING — Year: 12 | Credit: .5 (English; semester)

EN801

This course is a college dual credit course through one of our partner universities (Eastern Illinois University). The course is intended for college-bound seniors ready to challenge themselves with college coursework. The focus is on the reading, writing, and critical thinking skills required in college. Emphasis is on written assignments that require synthesis, analysis, and arguments based on sources.

This course has +.5 GPA weight for Honors

This course satisfies .5 of the ISBE 2-year graduation requirement for "Intensive Writing."

Prerequisites: 2.7 overall GPA. Completion of this course with a C or higher will qualify for dual credit.

DUAL CREDIT PUBLIC SPEAKING

Year: 12 | Credit: .5 (English; semester)

EN851

This course is a college dual credit course through Indiana University. The course is intended for college-bound seniors ready to challenge themselves with college coursework. Upon completion of this course, students will discover the power of speech to motivate, clarify, inspire, speak truth to power, expose fallacies and presumptions, and work through problems collectively. Students will explore the close relationship of logic, ethics, and emotion, and come to understand speech's role in cultivating our capacity for deliberative wisdom, our membership in community, and our humanity.

This course has +.5 GPA weight for Honors

This course satisfies .5 of the ISBE 2-year graduation requirement for "Intensive Writing."

Pre-requisites: 2.7 overall GPA. Completion of this course with a C or higher will qualify for dual credit at Indiana University (SPCH S121 Public Speaking).

ENGLISH 4

Year: 12 | Credit: 1 (English)

EN400

This course offers students an exploration of the world of English Language Arts, emphasizing the skills of writing and talking in an analytical and argumentative manner. This course will focus on communication skills. The course will help students engage meaningfully with a diverse selection of texts and contexts. From multicultural literature to the visual storytelling techniques of film, from professional communication to argumentative writing, students will be challenged to think critically, express themselves effectively, and interact with content in a way that is reflective and analytical. Students will leave the course as well-rounded communicators, ready to engage with the world around them with confidence and clarity. Students will also build word knowledge through dedicated vocabulary practice and assessment.

This course satisfies 1 of the 2-year graduation requirements for "Intensive Writing."

COLLEGE READING & WRITING

Year: 12 | Credit: 1 (year-long)

EN200

The course is designed to bridge the gap for students as they transition to college and career readiness. This course will teach students the reading and writing skills to be successful at college or in their career paths. The course will focus on the following: reading (active reading strategies, summarization of a text, analysis and interpretation of texts), writing (identification of and writing processes based on audience, purpose and task, incorporation and documentation of relevant information), and critical thinking and analysis (credibility and reliability of evidence, engagement with evidence, information literacy skills). Upon completion students should be able to adapt their approaches and strategies as they engage in reading and writing tasks; analyze, evaluate, and synthesize while reading and writing; and demonstrate information literacy skills as an engaged reader and as a contributing writer. This course will mostly follow the semester curriculum of the Dual Credit Writing class, except that it will be stretched through a year-long course. Some students may be able to earn dual credit at the end of the 2nd semester (Eastern Illinois University). Other students may be able to use this class to guarantee placement in COM101 at MVCC or other Illinois community colleges.

This course satisfies 1 of the ISBE 2 year graduation requirements for "Intensive Writing."

This course satisfies the PWR Act Statewide Transitional English Course Parameters and Competencies.

Prerequisites: 3 English credits and Humanities Division Chair approval.

ENGLISH ELECTIVES

COURSE DESCRIPTIONS:

CREATIVE WRITING — Year: 9, 10, 11, 12 | Credit: .5 (elective; semester)

EN381

This course does not fulfill an English requirement but earns elective credit. Creative Writing is intended for the advanced writer who has already mastered basic writing skill. Students in this class will read about the creative writing processes of accomplished writers and evaluate those processes for application in their own writing. Students will use a study of literary forms to create their own original essays, works of narrative fiction and non-fiction, poetry, and more.

This course does not fulfill an English requirement but does earn elective credit.

JOURNALISM — Year: 9, 10, 11, 12 | Credit: .5 (elective)

EN372 | EN372H – Honors | Course may be repeated or taken both semesters

This course teaches practical writing for publication. The focus of the course is on nonfiction writing for print and digital publication. Students will learn how to report objectively, conduct interviews, compose podcasts, and more. Different genres of writing will be covered, such as commentary, reviews, humor writing, interviews, sports writing, and more. The course will also cover writing and producing podcasts. The students will work with the teacher to publish material in the Argo Maroon Newspaper.

This course does not fulfill an English requirement but does earn elective credit.

ADVANCED JOURNALISM — Year: 9, 10, 11, 12 | Credit: .5 (elective)

EN385 | EN385H – Honors

This course teaches practical writing for publication. The focus of the course is nonfiction writing for print and digital publication. This course looks at leadership roles in the news story process. This course looks at story development, story assignment, fact checking, editing, and more. This course offers continued study of careers in journalism.

This course does not fulfill an English requirement but does earn elective credit.

THEATRE ARTS — Year: 9, 10, 11, 12 | Credit: 1 (elective)

TH360 | TH360H – Honors

This course does not fulfill an English requirement but does earn a fine arts credit or elective credit. It is designed as an introduction to theater and acting. After school participation is highly suggested. By the end of this course, students will be able to demonstrate proper acting techniques, the ability to critique skits and plays, an understanding of basic stage design, and increased public speaking skills.

This course does not fulfill an English requirement but does earn elective credit.

Students electing to take the honors credit will be expected to do an extra honors assignment per unit.

ADVANCED THEATRE ARTS

Year: 10, 11, 12 | Credit: 1 (elective)

TH660 | TH660H – Honors

This course does not fulfill an English requirement but earns elective credit or fine arts credit. It is designed for those students who have successfully completed Theatre Arts and wish to continue their studies in this area. Students in this class will demonstrate proper acting techniques, the ability to critique plays and skits, diverse public speaking skills, and an understanding of public performance. In addition, students will be able to work stage lights, build sets, apply make-up and discuss performance production issues.

This course does not fulfill an English requirement but does earn elective credit.

Students electing to take the honors credit will be expected to do an extra honors assignment per unit.

Prerequisite: Humanities Division Chair approval required.

MATHEMATICS

The mission of the Argo Community High School Mathematics Department is to provide a **rigorous and engaging** educational experience in mathematics that enable students to reason, **communicate**, and think critically to become competent problem solvers in a **technologically** changing world. Both teachers and students will be **accountable** for creating a **collaborative** learning environment that maximizes student achievement. This will be accomplished through our commitment to excellent teaching, a well-designed curriculum, and a positive, supportive yet **flexible** environment for all students of ACHS.

Suggested Mathematics Sequence:

LEVEL	GRADE 9	GRADE 10	GRADE 11	GRADE 12
College Prep 1	· Intro to Algebra & Geometry	· Algebra 1 · Algebra in Manufacturing	· Plane Geometry · Geometry in Construction	· Algebra 2 · Smart Money
College Prep 2	· Algebra 1 · Algebra in Manufacturing	· Plane Geometry · Geometry in Construction	· Algebra 2	· Advanced Math Concept (Dual Credit) · AP Statistics · AP Computer Science Principles · AP Computer Science A · Dual Credit College Algebra
Accelerated	· Honors Algebra 1	· Honors Geometry 10	· Honors Pre-Calculus · AP Computer Science Principles · AP Computer Science A · AP Statistics	· AP Calculus · AP Statistics · AP Computer Science A
Honors 1	· Honors Geometry	· Honors Algebra 2	· Honors Pre-Calculus · AP Computer Science Principles · AP Computer Science A · AP Statistics	· AP Calculus AB · AP Statistics · AP Computer Science Principles · AP Computer Science A
Honors 2	· Honors Geometry 10	· Honors Pre-Calculus · AP Computer Science Principles · AP Statistics	· Honors Pre-Calculus · AP Computer Science Principles · AP Computer Science A · AP Statistics	· Honors Calculus 2 (Dual Credit) · AP Computer Science Principles · AP Computer Science A · AP Statistics

COURSE DESCRIPTIONS:

ALGEBRA 1 — Year: 9, 10, 11, 12 | Credit: 1

MA320

This course covers operations, properties, and patterns in algebra. It covers topics of linear equations and inequalities, systems of equations, polynomial factoring, quadratics, absolute value, and exponential functions. Time permitting radicals and elementary statistics. Successful completion of this course will build a solid foundation for future mathematics courses at ACHS.

A scientific calculator or similar graphing calculator is strongly encouraged for this course.

Prerequisite: 8th grade mathematics

ALGEBRA 2 — Year: 10, 11, 12 | Credit: 1

MA620

This intermediate algebra course is a continuation of algebra 1. An emphasis is placed upon understanding and interpreting functions graphically and algebraically. Topics studied include quadratic functions and higher-order polynomials, rational exponents and radical functions, exponential and logarithmic functions, and an introduction to advanced topics of trigonometry. The complex number system and unit circle are introduced in this course.

A TI-84 graphing calculator (or similar) is required for this course.

Prerequisite: Successful completion of both Algebra 1 and Geometry and recommendation of teacher with Assistant Division Chair approval.

ALGEBRA IN MANUFACTURING — Year: 9, 10 | Credit: 1
1 credit for IT250, 1 credit for MA250

MA250

Algebra in Manufacturing (AIM) is an Algebra 1 course taught using project-based learning. AIM contextualizes manufacturing processes and business standards using principles of Algebra 1, through teaching quadratics and the law of diminishing returns. Learners using AIM curriculum will operate a business running a fabrication lab customizing textiles and manufacturing wood, metal, and/or plastic goods. The proceeds generated from the business are then utilized to fund the venture and provide philanthropic opportunities for community service, or monetary gifts to local charities. Students learn skill sets in engineering techniques including sublimation, CNC operations, and rapid prototyping. Other areas for student engagement include composite technologies, alternative energies, and automation robotics.

NCAA colleges do not recognize this course for high school math credit.

AP CALCULUS

Year: 11, 12 | Credit: 1

MA990

This course is aligned with the course description established by the College Board and is equivalent to Calculus 1 at most universities. Students enrolled in calculus must have mastery of function properties. These functions include linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric and piecewise-defined functions. Calculus focuses on the concepts of limits and continuity, derivatives and their applications, integrals, and their applications. Students enrolled in this course are required to take the Advanced Placement examination in AB Calculus. Based on this examination, the student's college will determine how much advanced placement and/or credit in college mathematics the student will receive.

A TI-84 graphing calculator (or similar) is required for this course.

Prerequisite: C+ or higher in Honors Pre-Calculus and recommendation of teacher with Assistant Division Chair approval.

AP COMPUTER SCIENCE A

Year: 10, 11, 12 | Credit: 1

MA970

This course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data, approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using the Java Language. This course follows the College Board's Advanced Placement curriculum and as such is extremely rigorous and fast-paced.

Prerequisite: Successful completion of at least Algebra 2 or Honors Algebra 2 along with teacher and Assistant Division Chair approval.

AP COMPUTER SCIENCE PRINCIPLES

Year: 10, 11, 12 | Credit: 1 (elective; math)

MA960

This course introduces students to the central ideas of Computer Science, instilling the ideas and practices of computational thinking and inviting students to understand how computing changes the world. The rigorous course promotes deep learning of computational content, develops computational thinking skills, and engages students in the creative aspects of the field. This course is designed to be the equivalent to an introductory college computing course, which is required for any Computer Science, Computer Programming, and Computer Engineering majors.

Students successfully completing this course earn 1 ELECTIVE Math credit that does not count towards the IL State requirement of 3 Math credits.

DUAL CREDIT AP STATISTICS

Year: 10, 11, 12 | Credit: 1

MA980

This course provides college-level work in statistics, data analysis, and probability. The course is built around four broad conceptual themes: 1) Exploring Data: observing patterns, and departures from patterns; 2) Planning a Study: deciding what and how to measure; 3) Anticipating Patterns in Advance: introducing probability and simulation; and 4) Statistical Inference: confirming models. Students enrolled in this course are required to take the Advanced Placement examination in Statistics. Based on the student's performance on this examination, the student's college will determine how much advanced placement and/or credit in college statistics the student will receive. Completion of this course with a grade of A, B, or C (and a score of at least 20 ACT Math, or at least 510 SAT Math) will qualify the student for dual credit at MVCC (MTH139 Probability and Statistics: 4 credit hours).

A TI-84 graphing calculator (or similar) is required for this course.

Sophomores/Juniors: Successful completion of Algebra 2, Honors Geometry 10, or higher with Assistant Division Chair approval. Students must take concurrently with MA630 Advanced Math Concepts, MA940 Honors Pre-Calculus, or MA990 AP Calculus.

DUAL CREDIT ADVANCED MATH CONCEPTS

Year: 11, 12 | Credit: 1

MA630

This course will lay the groundwork for further study of mathematics at the college level. All standard precalculus topics are presented, as well as substantial new material. Students will study topics in relations, functions, graphs, trigonometry, advanced functions and graphing, and discrete mathematics. Completion of this course with a grade of A, B, or C (and a score of at least 22 ACT Math, or at least 540 SAT Math) will qualify the student for dual credit at MVCC (MTH 141 College Algebra: 4 credit hours AND MTH 142 Trigonometry Functions: 2 credit hours).

A TI-84 graphing calculator (or similar) is required for this course.

Prerequisite: A or B in Algebra 2 or recommendation of teacher with Assistant Division Chair approval.

DUAL CREDIT COLLEGE ALGEBRA

Year: 12 | Credit: 1

MA610

This 4th year math course is a functional approach to algebra that incorporates the use of appropriate technology. Topics covered include linear and quadratic equations, systems of equations, functions (linear, quadratic, piecewise, inverse, exponential, logarithmic, polynomial, and rationals), powers, roots, radicals, and quadratic relations. Appropriate applications will be included. A TI-Nspire or similar graphing calculator is strongly encouraged. Completion of this course with a grade of A, B, or C (as well as a score of 540 or higher in the Math portion of the SAT Test) will qualify the student for dual credit at MVCC (MTH 141 College Algebra: 4 credit hours).

A TI-84 graphing calculator (or similar) is recommended for this course.

Prerequisite: Successful completion of three years of high school mathematics through Algebra 2 with a grade of A, B, or C and recommendation of teacher with Assistant Division Chair approval.

Completion of this course with a grade of A, B, or C (and a score at least 22 ACT Math, or at least 540 SAT Math) will qualify the student for dual credit at MVCC (MTH 141 College Algebra: 4 credit hours).

DUAL CREDIT HONORS CALCULUS 2

Year: 12 | Credit: 1

MA996

This course is a continuation of AP Calculus. Topics include applications of the integral, advanced integration, indeterminate forms, improper integrals, infinite series, conic sections, polar coordinates, and parametric equations.

Students that scored a 3 or higher on the AP Calculus AB test are eligible to take this class for dual credit through MVCC. Dual credit students that complete this class with a C or higher will earn 5 hours of MVCC credit for MTH 151 – Calculus II/Analytic Geometry.

Students can also choose to take the Calculus BC AP test.

A TI-84 graphing calculator (or similar) is required for this course.

Prerequisite: Completion of AP Calculus with teacher recommendation and Assistant Division Chair approval.

GEOMETRY IN CONSTRUCTION

Year: 10, 11, 12 | Credit: 2
1 for MA350, 1 for IT350

MA350 | This course is cross-listed with IT350.

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

Prerequisite: Algebra 1 with teacher recommendation and Assistant Division Chair approval.
NCAA colleges do not recognize this course for high school math credit.

HONORS ALGEBRA 1

Year: 9 | Credit: 1

MA910

This accelerated honors course parallels the same outcomes as Algebra 1. Mastery of these outcomes is expected.

A TI-84 graphing calculator (or similar) is strongly encouraged for this course.

Prerequisite: 8th grade mathematics or successful completion of pathways during summer school with Assistant Division Chair approval.

HONORS ALGEBRA 2

Year: 9, 10, 11 | Credit: 1

MA920

This accelerated honors course parallels the same outcomes as Algebra 2. Additional topics include 3D applications, matrices, trigonometry, rational equations, and probability. Mastery of these outcomes is expected.

A TI-84 graphing calculator (or similar) is strongly encouraged for this course.

Prerequisite: Honors Geometry or recommendation of teacher with Assistant Division Chair approval.

HONORS GEOMETRY 10

Year: 9, 10 | Credit: 1
(8* requires teacher recommendation and meeting benchmark on Algebra 1 exam)

MA930

This accelerated honors course parallels the same outcomes as Plane Geometry and Algebra 2. First semester will emphasize Honors Geometry while the second semester will focus on certain components of Algebra 2. Topics in this course include quadratics, exponents, radical and rational equations, and trigonometry.

A TI-84 graphing calculator (or similar) is strongly encouraged for this course.

Prerequisite: Honor Algebra I with a C+ or higher with teacher recommendation and Assistant Division Chair approval

HONORS PLANE GEOMETRY

Year: 9, 10 | Credit: 1

MA915

This accelerated honors course parallels the same outcomes as Algebra I and Plane Geometry. First semester will emphasize Algebra while infusing Geometry. Second semester will focus on Plane Geometry while incorporating Algebraic concepts where appropriate.

A TI-84 graphing calculator (or similar) required for this course.

Prerequisite: 8th grade Algebra 1 class and recommendation of 8th grade teacher

HONORS PRE-CALCULUS

Year: 10, 11, 12 | Credit: 1

MA940

This course covers systems of equations, graphing, rational and polynomial functions, trigonometry, exponential and logarithmic functions, and conics. Additional topics include parametric equations, polar equations, and statistics. Topics will be studied in great depth in preparation for AP Calculus.

A TI-84 graphing calculator (or similar) is required for this course.

Prerequisite: C+ or higher in Honors Algebra II or Honors Geometry 10 and recommendation of teacher with Assistant Division Chair approval

INDEPENDENT STUDY - CALCULUS 3

Year: 12 | Credit: .5 (semester)
1 credit (GPA calculated with AP boost)

MA995

A continuation of Calculus 2. Topics include vectors, vector calculus, vector fields, solid analytic geometry, functions of several variables, partial derivatives, multiple integration, and applications.

This course will be completed online through MVCC.

Prerequisite: Successful completion of Honors Calculus 2 and teacher recommendation with Assistant Division Chair approval.

INDEPENDENT STUDY – DIFFERENTIAL EQUATIONS

Year: 12 | Credit: .5 (semester)
1 credit (GPA calculated with AP boost)

MA998

An introduction to ordinary differential equations, methods of solution, and applications. Topics include first-order differential equations, linear differential equations, graphical and numerical approximating techniques for solutions, and solutions by Laplace transforms.

This course will be completed online through MVCC.

Prerequisite: Successful completion of Honors Calculus 2 and teacher recommendation with Assistant Division Chair approval.

PLANE GEOMETRY

Year: 10, 11, 12 | Credit: 1

MA330

This Geometry course is a comprehensive look at the study of geometric concepts including the basic elements of geometry, proofs, parallel and perpendicular lines, the coordinate plane, triangles, quadrilaterals, polygons, circles, trigonometry, congruence and similarity, surface area, volume and transformations. Algebra skills are used extensively throughout the curriculum.

A scientific calculator or similar graphing calculator is strongly encouraged for this course.

Prerequisite: Successful completion of Algebra 1 and teacher recommendation with Assistant Division Chair approval

SMART MONEY: ADVANCED ALGEBRA W/ FINANCIAL APPLICATIONS

Year: 12 | Credit: 1

MA650

This course will introduce students to mathematics in the real world. The course will apply students' algebra skills developed in their previous years of math to topics like consumer math, career planning, checking and savings accounts, paying for college, types of credit, managing credit, insurance, and investing. Activities and projects with real life applications will be the theme for each unit.

Prerequisite: Successful completion of at least two years of high school mathematics and recommendation of teacher with Assistant Division Chair approval

TRANSITIONAL MATH QLS

Year: 12 | Credit: 1

MA640

Transitional Math QLS aims to prepare and transition students directly into college and career pathways requiring general education college level math competencies in quantitative literacy and statistics. The competencies within each domain include: numeracy (operation sense, estimation, measurement, quantitative reasoning, basic statistics, and mathematical summaries), application based algebraic topics, and functions and modeling. Upon completion, students should be able to: demonstrate proficiency and understanding in basic numeracy competencies in whole numbers, integers, fractions, and decimals, use estimation and explain/justify estimates, apply quantitative reasoning to solve problems involving quantities or rates, use mathematical summaries of data such as mean, median, and mode, use and apply algebraic reasoning as one of multiple problem-solving tools, and use functions and modeling processes. This course will be delivered through authentic application, problem-based instruction designed to build mathematical conceptual understanding and critical thinking skills. Successful completion of this course will award students automatic placement in credit-bearing math courses at MVCC.

A TI-84 graphing calculator (or similar) is required for this course.

Prerequisite: Completion of Algebra 2 with teacher recommendation and Assistant Division Chair approval

MUSIC

The music department aims to inspire students to become confident in themselves, learn to overcome challenges, connect to the world around them, and become a well-rounded citizen. Students will learn to make connections emotionally, socially, and historically that will provide a deeper appreciation of the arts, especially music, and their society. Through music, students learn to connect to others in the past and the present and develop the ability to communicate ideas and find ways for self-expression. We empower students to achieve a positive future for themselves and their community.

MUSIC SEQUENCES:

Below are recommended course sequences for students based on their interest in Music. Students can take courses at any time while attending Argo. The sequences are only recommendations, and a student may start taking courses in one sequence and change to another. Students may also skip courses or take courses in a different order, as long as prerequisites are considered. The Music department offers more courses than represented in the recommended sequences.

Recommended Band Sequence:

CADET BAND → SYMPHONIC BAND → WIND ENSEMBLE → HONORS WIND ENSEMBLE

Recommended Orchestra Sequence:

CADET ORCHESTRA → CONCERT ORCHESTRA → CHAMBER ORCHESTRA → HONORS CHAMBER ORCHESTRA

Recommended Vocal Music Sequence:

BEGINNING CHOIR → CONCERT CHOIR → SHOW CHOIR → CHORALE → HONORS CHORALE

Recommended Guitar Sequence:

BEGINNING GUITAR → INTERMEDIATE GUITAR

ADDITIONAL MUSIC CLASSES:

Dual Credit Honors American Music – MU950
Jazz Band – MU610
LEAP Music (Tutors) – MU220
Music Production & Engineering – MU180
Music Theory – MU150

COURSE TITLE	COURSE #		PREREQUISITE	CREDIT	YEAR
General Music					
Dual Credit American Music	–	MU950	No	.5	11, 12
Music Production & Engineering 1	MU180	–	No	.5	9, 10, 11, 12
Music Production & Engineering 2	MU190	–	Yes	.5	9, 10, 11, 12
Band Sequence					
Cadet Band	MU100	–	No	1	9, 10, 11, 12
Symphonic Band	MU300	–	No	1	9
	MU310	–	Yes	1	10, 11, 12
Wind Ensemble	MU600	MU900	Yes	1	10, 11, 12
Jazz Band	MU610	–	Yes	1	9, 10, 11, 12
Orchestra Sequence					
Cadet Band	MU100	–	No	1	9, 10, 11, 12
Cadet Orchestra	MU650	–	No	1	9, 10, 11, 12
Concert Orchestra	MU400	–	Yes	1	9, 10, 11, 12
Chamber Orchestra	MU700	MU920	Yes	1	10, 11, 12
Vocal Music Sequence					
Beginning Choir	MU120	–	No	1	9, 10, 11, 12
Concert Choir	MU320	–	Yes	1	10, 11, 12
Show Choir	MU640	–	Yes	1	10, 11, 12
Chorale	MU620	MU910	Yes	1	10, 11, 12
LEAP Music (Tutors)	MU220	–	Yes	1	10, 11, 12
Guitar Sequence					
Beginning Guitar	MU250	–	No	1	9, 10, 11, 12
Intermediate Guitar	MU330	–	Yes	1	9, 10, 11, 12

COURSE DESCRIPTIONS:

BEGINNING GUITAR — Year: 9, 10, 11, 12 | Credit: 1

MU250

This course is designed for students with no previous guitar experience. Students will receive guidance and direction in solving problems related to playing the guitar on a beginning level and will learn many of the different styles, skills, and techniques required to become a successful guitarist. Areas of concentration include correct posture, note reading, aural skills, flat picking, singing songs, rhythmic patterns, chord study, finger picking styles, musical forms, improvisation and performing experiences. Students are expected to participate in concerts outside of the school day.

INTERMEDIATE GUITAR — Year: 10, 11, 12 | Credit: 1

MU330

This class is designed for the intermediate guitar player who has successfully completed Beginning Guitar or equivalent. Skills learned in Beginning Guitar will be reviewed and put into practice with a focus on ensemble performance. Students will learn different styles, periods, and cultural prospects of playing the guitar (e.g. jazz, bebop, funk, bluegrass, flamenco, samba, etc.). Students will learn appropriate technique to distinguish prior knowledge towards an intermediate/advanced skill level (e.g. scales, improvisation, vibrato, slides, bends, hammer-on/off, mutating, pedals). Additionally, music theory and aural skills is an important anchor in Intermediate Guitar. Students will also study music composition and song writing as needed for individual application. Students are expected to participate in concerts outside of the school day.

DUAL CREDIT AMERICAN MUSIC — Year: 11, 12 | Credit: .5 (semester)

MU950

This dual credit course explores American music, including blues, jazz, folk, R & B, Hip Hop, classical, and more. No formal music training is necessary. This course teaches students how to listen to music and how to analyze musical characteristics, traditions, and social/cultural contexts surrounding the music. The course will look at the historical context and evolution of American music. Students can elect to take the course as a college credit course through Moraine Valley Community College.

Completion of this course with a grade of A, B, or C will qualify students for Dual Credit at MVCC. (MUS106 – Introduction to American Music)

LEAP MUSIC (TUTORS) — Year: 10, 11, 12 | Credit: 1

MU220

Students will be given the opportunity to provide peer tutoring to exceptional learners within the existing music curriculum. At the completion of this course, students will be able to:

- understand the diversity and needs of exceptional learners
- learn to work collaboratively with peers with a general education curriculum
- apply knowledge in the different areas of music
- comprehension of general music terminology and equipment

Prerequisite: 1 credit in Music or Division Chair approval

MUSIC PRODUCTION & ENGINEERING 1

Year: 9, 10, 11, 12 | Credit: .5 (semester)

MU180

This project-based course requires no prior music experience. Don't play an instrument? That is OK. This course explores production, recording, performance, audio engineering, music business, sound design, music marketing, and more. Students will have access to music production software and recording equipment in order to create, edit, and mix the music that interests them. This course is open to all students.

MUSIC PRODUCTION & ENGINEERING 2

Year: 9, 10, 11, 12 | Credit: .5

MU190

This course is designed for students who have successfully completed Music Production and Engineering 1. Students will continue to study Time, Drum Grooves, Bass Lines, Chordal Parts, Melody, and Song Form as they learn how to master these skills. Students will continue to grow their piano playing skills to create original songs. Students will explore genres of music and commercial music. Students will learn about mixing, balance, mastering, live sound recording, and promoting their music. This class is a project-based class. Students will use a Digital Audio Station to create their compositions.

BAND

COURSE DESCRIPTIONS:

CADET BAND — Year: 9, 10, 11, 12 | Credit: 1

MU100

Cadet Band is open to all students with varying instrumental music experience. Students are not required to have an instrument. While some students may not have any prior instrumental music experience, other students may complete this course with the purpose of learning a different concert instrument or to gain further understanding of music theory and performance skills. In this course, students will:

- understand and demonstrate knowledge of basic music theory concepts
- apply understanding of music concepts to performance on a string, woodwind, brass, or concert percussion instrument
- rehearse daily under the direction of the teacher
- perform in concerts as set by the teacher

JAZZ BAND — Year: 9, 10, 11, 12 | Credit: 1

MU610

This course is open to advanced instrumental music students. The limited instrumentation will be filled by auditions with the instructor. Students enrolled in this band course will receive a grade based on daily class work, homework, tests, and rehearsals, in addition to rehearsals and performances outside the class schedule. In this course, students will:

- rehearse music of the major big bands under the direction of the instructor
- perform in concerts and festivals as set by the instructor
- demonstrate sight-reading skills as a musician
- demonstrate an understanding of jazz phrasing, articulation, and improvisation
- understand and demonstrate knowledge of music theory concepts
- demonstrate knowledge of major composers and music history

Students enrolled in Jazz Band must be enrolled in another ensemble class. This class is offered during zero hour, which meets from 7:00 – 7:55 on Monday, Tuesday, Thursday, and Friday.

Prerequisite: Approval of the teacher, by audition.

SYMPHONIC BAND — Year: 9 (MU300) | Year: 10, 11, 12 (MU310) | Credit: 1

MU300 | MU310

Symphonic Band is open to all students with one or two years of experience on an instrument of the concert band. Students enrolled in a band course will receive a grade based on daily class work, homework, tests, and rehearsals, in addition to rehearsals and performance outside the class schedule. In this course students will:

- rehearse daily under the direction of the teacher
- perform in concerts, parades, and football and basketball games as set by the instructor
- demonstrate sight-reading skills as a musician
- understand and perform all major scales and the chromatic scales
- understand and demonstrate knowledge of music theory concepts
- demonstrate knowledge of major composers and music history

Enrollment is by audition and teacher approval.

Students enrolled in Symphonic Band will participate in the Marching Band and Pep Band.

WIND ENSEMBLE — Year: 10, 11, 12 | Credit: 1

MU600 | MU900H – Honors

Wind Ensemble is open to all students with at least three years of experience on a concert band instrument. Students enrolled in this band course will receive a grade based on daily classwork, homework, tests, and rehearsals, in addition to rehearsals and performances outside the class schedule. In this course students will:

- rehearse daily under the direction of the teacher
- perform in concerts, parades, football, and basketball games as set by the teacher
- demonstrate sight-reading skills and musical expression
- understand and perform all major scales and understand relative minor scales
- understand and demonstrate knowledge of music theory concepts
- demonstrate knowledge of major composers and music history

Enrollment is by audition and teacher approval.

Students enrolled in Honors will be expected to participate in the Illinois Music Education Association audition, the IHSA Solo and Ensemble Contest, plus other special Honors assignments.

Students enrolled in Wind Ensemble will participate in the Marching Band and Pep Band.

ORCHESTRA

COURSE DESCRIPTIONS:

CADET ORCHESTRA — Year: 9, 10, 11, 12 | Credit: 1

MU650

Cadet Orchestra is an intermediate level orchestra open to students with at least one year of experience on an orchestral string instrument. Students enrolled in Cadet Orchestra will receive a grade based on daily classwork, homework, tests, and rehearsals in addition to rehearsals and performances outside the class schedule. Enrollment is open to any student with at least one year of instruction on violin, viola, cello, or bass. In this course students will:

- rehearse daily under the direction of the teacher
- perform in concerts as set by the teacher
- understand and demonstrate knowledge of fundamental music theory concepts
- perform music of an intermediate difficulty level
- analyze and interpret music and performer/listener responses
- connect and relate music to personal experience and knowledge

CHAMBER ORCHESTRA — Year: 10, 11, 12 | Credit: 1

MU700 | MU920H – Honors

Chamber Orchestra is an advanced level orchestra. Students enrolled in the Chamber Orchestra will receive a grade based on daily classwork, homework, tests, and rehearsals in addition to rehearsals and performances outside the class schedule. Enrollment is by audition and director approval only. In this course, students will:

- rehearse daily under the direction of the teacher
- perform in concerts as set by the director
- demonstrate sight reading skills as a musician
- understand and perform all major scales and the chromatic scales
- understand and demonstrate knowledge of music theory concepts

Students enrolled in Honors will be expected to participate in the Illinois Music Education Association audition, the IHSA Solo and Ensemble Contest, plus other special Honors assignments.

Enrollment is by audition and teacher approval.

CONCERT ORCHESTRA — Year: 9, 10, 11, 12 | Credit: 1

MU400

Concert Orchestra is an intermediate–advanced level orchestra that serves as a bridge between Cadet Orchestra and Chamber Orchestra. Students enrolled in Concert Orchestra will receive a grade based on daily classwork, homework, tests, and rehearsals, in addition to rehearsals and performances outside the class schedule. Enrollment is by audition and director approval only. In this course, students will:

- rehearse daily under the direction of the teacher
- perform in concerts as set by the director
- understand and demonstrate knowledge of intermediate level music theory concepts
- analyze and interpret music and performer/listener responses
- connect and relate music to personal experience and knowledge

Enrollment is by audition and teacher approval.

VOCAL MUSIC

COURSE DESCRIPTIONS:

BEGINNING CHOIR — Year: 9, 10, 11, 12 | Credit: 1

MU120

Beginning Choir is open to all students with little to no singing experience. Students enrolled in a choir course will receive a grade based on daily classwork, homework, tests, rehearsals, in addition to performance outside of the class schedule. There is no prerequisite for this class. At the end of this course students will:

- know the proper techniques of singing
- know how to sing a variety of genres of music in a choral setting
- know how to sing as a soloist
- have experience performing for an audience

CHORALE — Year: 10, 11, 12 | Credit: 1

MU620 | MU910H – Honors

Chorale is designed for all advanced singers. Previous choral experience is required to enroll in this course. Students enrolled in a chorus course will receive a grade based on daily class work, homework, tests, and rehearsals, in addition to rehearsals and performances outside the class schedule. In this course students will:

- show knowledge of and apply music theory
- perform complex popular and classical musical form
- perform at concerts and programs each semester
- demonstrate knowledge of major composers and music history

Students enrolled in Honors will be expected to participate in the Illinois Music Education Association audition, the IHSA Solo and Ensemble Contest, plus other special Honors assignments.

Prerequisite: Singing Audition and Teacher Recommendation

CONCERT CHOIR — Year: 10, 11, 12 | Credit: 1

MU320

Concert Choir is designed for students who have had some previous formal education in the art of singing at Argo High School. Students enrolled in a chorus course will receive a grade based on daily class work, homework, tests, and rehearsals, in addition to rehearsals and performances outside the class schedule. In this course students will:

- comprehend advanced theoretical terms
- sight read difficult manuscripts
- sing four-part music
- perform at concerts and programs each quarter
- demonstrate knowledge of major composers and music history

Prerequisite: Singing Audition and Teacher Recommendation

SHOW CHOIR

Year: 10, 11, 12 | Credit: 1

MU640

Show Choir is designed for experienced singers who like to dance. Students are required to have at least two years of previous chorus experience. Students will be expected to participate in competitions, after school practices, and performances as a necessary part of their grade. In this course students will:

- sing a variety of pop, R&B, Blues and Show Tunes
- study advanced music theory and composition of music
- study and develop aural skills
- demonstrate knowledge of composers and music history

Prerequisite: Singing Audition and Teacher Recommendation

PHYSICAL EDUCATION

The mission of Argo Community High School's PE/Health/Driver Education department is to promote knowledge and experience of health-related fitness and self-responsibility to empower skillful decisions for a functionally independent and socially healthy lifestyle.

Suggested Physical Education Sequence:

PROGRAM	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Modified Individual Fitness	· Wellness · LEAP (SE) · PE1 (No Health) · ESS Health · ELL Health	· Wellness · LEAP (SE) · ELL Drivers Ed	· Wellness · LEAP (SE) · Yoga · Advanced Yoga · Walking for Wellness	· Wellness · LEAP (SE) · Yoga · Advanced Yoga · Walking for Wellness
Core Curriculum Team Sports	· Health/PE 1 · PE 1/Health	· PE 2 (Drivers Ed)	· Team Sports · Racquets & Recreational Sports	· Team Sports · Racquets & Recreational Sports
Intense Individualized Fitness	· Health/PE 1 · PE 1/Health	· Athletic Weight Training (Drivers Ed) · Fitness Fusion (Drivers Ed)	· Wellness · Athletic Weight Training · Fitness Fusion · Advanced Weight Training · Health Club PE · Self-Defense/Empower PE	· Wellness · Athletic Weight Training · Fitness Fusion · Advanced Weight Training · Health Club PE · Self-Defense/Empower PE · Advanced Self-Defense/ Empower PE
Leadership	· Health/PE 1 · PE 1/Health	· Athletic Weight Training (Drivers Ed) · Fitness Fusion (Drivers Ed) · PE 2	· LEAP (Tutors) · Fitness Fusion Leader · Junior Leadership	· Intro to Sports Medicine · LEAP (Tutors) · Fitness Fusion Leader · Senior Leadership
Medical Field	· Health/PE 1 · PE 1/Health	· Athletic Weight Training (Drivers Ed) · Fitness Fusion (Drivers Ed) · PE 2	· Intro to Sports Medicine · Anatomy/Physiology 1, 2, 3 · Medical Terminology · Emergency Fire Applied Science & Safety	· Intro to Sports Medicine · Anatomy/Physiology 1, 2, 3 · Medical Terminology · Emergency Fire Applied Science & Safety

All physical education activities are open to both male and female students. All students in activity classes will participate in physical fitness testing in the fall and spring. Freshman students will participate in selected activities based upon a core curriculum designed according to the school's facilities and the needs of the student. Sophomores, juniors, and seniors will participate in a broad program of activities. Students who earn a D or lower in activity classes may be recommended for Wellness classes.

PHYSICAL EDUCATION EXEMPTION POLICY

It shall be the policy of District 217 that students in grade level 11 (Junior) and 12 (Senior) may request exemption from physical education for the following reasons (See Board Policy 6:310 for guidelines regarding waivers).

1. The student is determined to be participating in varsity interscholastic athletics/marching band as certified by the appropriate district personnel.

    a. Athletes in grades 11 and 12 may waive out of Physical Education during their athletic season, during which time they will be enrolled in a study hall. Students must be placed back in a Physical Education class the day after their athletic season ends or if removed from an athletic team.
    b. If athletes elect to use the waiver from Physical Education, they will receive a grade based on the days they are in a Physical Education class and take a final exam only on instruction and material presented when the student was in class.
    c. **All exemptions must be submitted by the deadline. Study hall will start 2 weeks after the start of the season.**
    Students must be enrolled in a class that is NOT progressive (e.g., Individual Wellness, Health Club PE, Individual/Team Sports).

2. The student provides written evidence from an institution of higher education that a specific course not included in existing state or ACHS minimum graduation standards is required.

    a. All requests for physical education exemption under this proviso will be screened on an individual basis between the student and his/her counselor.
    b. All requests should be made at the time of enrollment prior to the year which the waiver is sought.
    c. The student must provide documentation that a particular course is required to allow the student to enter the school of his/her choice by the means available: written documentation from the institution of higher education; use of the GIS; current catalogues. In addition, the student must provide evidence of having applied to the institution and paid the application fee.
    d. See Board Policy 6:310 for additional requirements.

3. The student lacks insufficient course credit on one or more courses required by state statute or local school board policies for graduation. Students who have failed required courses, transferred into the district with deficient credits or who lack credits due to other causes will be eligible to apply for this exemption. This exemption may only be granted if the waiver allows the student to enroll in a sufficient number of courses to graduate with his/her class and does not apply to P.E. deficiencies.

    a. A and B under exemption #2 apply to this provision.
    b. See Board Policy 6:310 for additional provisions.

Each request for exemption for P.E. instruction is to be verified and eligibility determined on a case-by-case basis by school district staff. Digital PE Waiver Forms are available on the school's website. Every student excused from P.E. course requirements will be provided with a schedule which meets minimum school day requirements. Exceptions must be appealed with the Assistant Principal of Teaching and Learning.

COURSE DESCRIPTIONS:

ADVANCED SELF-DEFENSE / EMPOWER PE — Year: 12 | Credit: 1

PE590

This course is designed to provide students with the opportunity to continue to practice and build upon skills learned during Basic Self-Defense/Empower PE. This course is designed to serve as an extension of basic self-defense while continuing to promote awareness, recognition, reduction, and avoidance of aggressive behavior and actions directed toward us and others. Skills and understanding for defense against an aggressor with emphasis on avoiding and escaping an attack are taught. This class is about empowering YOU to take control of YOUR DECISIONS AND BODY. This course will also partner with Girl Security, an organization that empowers women and gender minorities to get involved in the national security field.

Prerequisite: Self-Defense/Empower PE

ADVANCED WEIGHT TRAINING — Year: 11, 12 | Credit: 1

PE500

This course is designed for students who desire the essential knowledge needed to participate in an intensive fitness program. Students will demonstrate the basic intermediate and advanced essential skills to actively participate in weight training, aerobic, and anaerobic activities. At the completion of this course, students will be able to:

- correctly use free weights
- actively participate in aerobic activities
- demonstrate improvement in strength, flexibility, and endurance
- state the relationship between various exercises and the effects on the body
- state a variety of training techniques
- state rules and safety procedures
- demonstrate progression to achieve the next level class

Prerequisite: C or better in PE courses.

ADVANCED YOGA — Year: 11, 12 | Credit: 1

PE411

Students will participate in a 45-minute activity each day. Within each class, students will learn a series of basic intermediate poses and sequences using proper, controlled movements, and form that helps improve overall physical fitness. These poses and sequences will progress throughout the semester as the students' progress. Students will also be required to keep a weekly journal of self-reflection and physical, mental, and emotional progress throughout the class. Students will be able to:

- improve core strength, flexibility, balance, coordination, and posture
- improve overall academic performance while improving focus, enhancing learning capacity and creativity
- reduce stress and release tension
- further explore the mind body connection
- transition the elements of yoga into lifetime activities
- transition physical improvements into an improvement of physical fitness scores
- transition the improvement of mental and emotional stress into increased academic functioning and increased test scores
- identify anatomical benefits and contradictions of poses and sequences

Prerequisite: B or better in Yoga

ANATOMY / PHYSIOLOGY 1 — Year: 11, 12 | Credit: .5

PE531

This semester course is an advanced study of the human body as it pertains to movement, lifetime fitness, and function. This course will study anatomy and physiology at the cellular, tissue, and system level. It will be located in a classroom setting. The target students are those interested in the health and medical fields (nursing, medicine, physical therapy, etc.). It may be taken in place of the regular Physical Education requirement. At the completion of this class, students will be able to:

- apply anatomical terms to understand how the human body functions
- identify various movements concepts of the human body
- know and understand the components of health-related fitness
- identify the structures of the skeletal and muscle systems as they relate to movement

A student cannot enroll in this course if the student has attained a D or F in a previous Physical Education medical course. (Anatomy, Sports Medicine, Medical Terminology)

Prerequisite: A or B in Health or Division Chair/Instructor approval

ANATOMY / PHYSIOLOGY 1 - HONORS — Year: 11, 12 | Credit: .5

PE531H - Honors

This semester course is an advanced level, intensive study of the human body as it pertains to movement, lifetime fitness, and function. This course will study anatomy and physiology at the cellular, tissue, and system level. It will be located in a classroom setting. The target students are those interested in the health and medical fields (nursing, medicine, physical therapy, etc.). It may be taken in place of the regular Physical Education requirement. This is intended to be an intense, rigorous, academic course. Honors credit may be earned by obtaining a grade of C or better on a college-based anatomy practical examination. At the completion of this class students will be able to:

- apply practical decision-making skills concerning the human body
- demonstrate and analyze various movement concepts and applications
- know and apply the physiological principles and components of health-related fitness
- describe the interrelation between the skeletal and muscle systems as it related to movement

A student cannot enroll in this course if the student has attained a D or F in a previous Physical Education medical course. (Anatomy, Sports Medicine, Medical Terminology)

Prerequisite: A or B in Health or Division Chair/Instructor approval

ANATOMY / PHYSIOLOGY 2 — Year: 11, 12 | Credit: .5

PE534

This semester course is very similar to Anatomy/Physiology 1. These courses do not have to be taken in This semester course is very similar to Anatomy/Physiology I. These courses do not have to be taken in sequence. This intense classroom course fulfills the PE requirement and is open to Juniors and Seniors who are interested in entering a health profession. This semester course also deals with the human body as it pertains to movement, lifetime fitness, and function. Level II deals specifically with the cardiovascular, nervous, and endocrine systems, the sense organs, and respiration. At the completion of this class students will be able to:

- apply practical decision-making skills concerning the human body
- know and apply the physiological principles and components of health-related fitness
- explain the relationship between various systems of the body as it pertains to exercise and movement
- explain the specific physiological problems associated with various diseases

A student cannot enroll in this course if the student has attained a D or F in a previous Physical Education medical course. (Anatomy, Sports Medicine, Medical Terminology)

Prerequisite: A or B in Health or Division Chair/Instructor approval

ANATOMY / PHYSIOLOGY 2 – HONORS — Year: 11, 12 | Credit: .5

PE534H – Honors

This semester course is very similar to Anatomy/Physiology 1. These courses do not have to be taken in sequence. This intense classroom course fulfills the PE requirement and is open to Juniors and Seniors who are interested in entering a health or medical profession (nursing, medicine, physical therapy, etc.). This semester course also deals with the human body as it pertains to movement, lifetime fitness, and function. Level II deals specifically with the cardiovascular, nervous, and endocrine systems, the sense organs, and respiration. This is intended to be an intense, rigorous, academic course. Honors credit may be earned by obtaining a grade of C or better on a college-bases comprehensive structure identification examination. At the completion of this class students will be able to:

- apply practical decision-making skills concerning the human body
- know and apply the physiological principles and components of health-related fitness
- demonstrate and analyze the correlation between structure and function specific to body systems
- explain the specific physiological problems associated with various diseases

A student cannot enroll in this course if the student has attained C or lower in a previous Physical Education medical course. (Anatomy, Sports Medicine, Medical Terminology)

Prerequisite: A or B in Health or Division Chair/Instructor approval

ANATOMY / PHYSIOLOGY 3 — Year: 11, 12 | Credit: .5

PE536

This semester course is an advanced study of the human body as it pertains to movement, lifetime fitness, and function, similar to Anatomy/Physiology 1 and 2. These courses do not have to be taken in sequence. This course will study anatomy and physiology at the cellular, tissue, and system level. It will be located in a classroom setting and fulfills the PE requirement. This course is open to juniors and seniors who are interested in entering a health or medical profession (nursing, medicine, physical therapy, etc.). Level 3 deals specifically with immune/lymphatic systems, the digestive systems and nutrition, the urinary system, the reproductive systems, and growth and development of the human body. At the completion of this class students will be able to:

- apply anatomical terms to understand how the human body functions
- know and understand the components of health-related fitness
- identify the relationship between various systems of the body as it pertains to exercise and movement
- identify physiological problems associated with various diseases

A student cannot enroll in this course if the student has attained a D or F in a previous Physical Education medical course. (Anatomy, Sports Medicine, Medical Terminology)

Prerequisite: A or B in Health or Division Chair/Instructor approval

ANATOMY / PHYSIOLOGY 3 – HONORS — Year: 11, 12 | Credit: .5

PE536H – Honors

This semester course is an advanced level, intensive study of the human body as it pertains to movement, lifetime, fitness, and function, similar to Anatomy/Physiology 1 and 2. These courses do not have to be taken in sequence. This course will study anatomy and physiology at the cellular, tissue and system level. It will be located in a classroom setting and fulfills the PE requirement. This course is open to juniors and seniors who are interested in entering a health or medical profession (nursing, medicine, physical therapy, etc.). Level 3 deals specifically with immune/lymphatic systems, the digestive systems and nutrition, the urinary system, the reproduction systems, and growth and development of the human body. This course is an intense, rigorous, academic course. Honors credit may be earned by obtaining a grade of C or better on a college-based comprehensive structure identification examination. At the completion of this class, students will be able to:

- apply practical decision-making skills concerning the human body
- demonstrate and analyze the correlation between structure and function specific to body systems
- know and apply the physiological principles and components of health-related fitness
- explain the specific physiological problems associated with various diseases.

A student cannot enroll in this course if the student has attained C or lower in a previous Physical Education medical course. (Anatomy, Sports Medicine, Medical Terminology)

Prerequisite: A or B in Health or Division Chair/Instructor approval

ATHLETIC WEIGHT TRAINING & CONDITIONING — Year: 10, 11, 12 | Credit: 1

PE210 / PE510

This course is open to recognized athletes who wish to be in an intensive physical education program. Students are permitted to take this course for a total of six semesters and advance from Level 1 to Level 4. Sophomore students in PE210 will still take 9 weeks of driver education. Students will actively participate in weight training, aerobic and anaerobic activities. This is not a body building class. At the completion of this course, students will be able to:

- correctly use free weights
- actively participate in aerobic activities
- demonstrate improvement in strength, flexibility, and endurance
- state the relationship between various exercises and the effects on the body
- state a variety of training techniques
- state rules and safety procedures
- demonstrate **progression** to achieve the next level of class

Prerequisite: Student must have completed the entire season of a sport the previous year and have consent of teacher, coach, or Division Chair.

C or better in PE courses – B or better in PE210/510

If a student athlete fails to complete the current season as met by the prerequisite, they will be re-assigned to a Physical Education course as deemed appropriate by the Division Chair.

DUAL ENROLLMENT CERTIFIED NURSING ASSISTANT PROGRAM — Year: 12 | Credit: 1

PE992

This course is a Dual Enrollment course through Moraine Valley Community College. The program is an approved Illinois Department of Health course for students wishing to obtain a job as a Certified Nursing Assistant (CNA). This course will cover the skills in basic anatomy, medical terminology, communication skills, safety, infection control, and patient rights. The curriculum also includes proper management of patient hygiene, mobility, and taking vital signs. In the lab, students must master 21 patient care manual skills mandated by the Illinois Department of Public Health. The clinical experience provides students with the opportunity to perform supervised practice of required clinical skills, including bathing, feeding and transfer of patients, within the clinical setting. Upon completion of this course and passing the state competency exam, students can obtain a job as a CNA, enabling them to work in the field while continuing their Nursing studies.

Successful completion of this course will earn 7 college credits at MVCC. Please note: This course is taught at MVCC, and students must provide their own transportation. This course also includes Saturday clinical sessions. Students must be in senior standing and complete the pre-application process. Moraine Valley Community College tuition fees apply.

DUAL CREDIT MEDICAL TERMINOLOGY

Year: 11, 12 | Credit: .5

PE551

Medical Terminology is a fast-paced class that parallels the speed of a college level course. It introduces a variety of medical terms used in health-related fields. Emphasis is on the analysis and building of medical terms using Latin and Greek prefixes, roots, and suffixes. Medical vocabulary, abbreviations, and anatomical terms are stressed. This course is a requirement for many of the associates degree health sciences programs at Moraine Valley Community College and other colleges

A Student cannot enroll in this course if the student has attained a D or F in a previous Physical Education medical course. (Anatomy, Sports Medicine, Medical Terminology)

Prerequisite: A or B in Health or Division Chair/Instructor approval

Completion of this course with a grade of A, B or C will qualify the student for dual credit at MVCC (MRT-110-Medical Terminology)

EMERGENCY FIRE APPLIED SCIENCE & SAFETY

Year: 11, 12 | Credit: .5 (semester)

PE575

This semester course is designed to prepare students for the transition to an EMT-Basic Program, a municipal fire department, explorer post, a college fire science program, and/or future employment in the fire science field. As the student trains to become a firefighter, he/she will learn how to protect lives and property through essential firefighting skills and basic first aid and safety. Students will be CPR, AED, and First Aid certified. This class will prepare students for PE995 Emergency Medical Services in year 12 as a Dual Enrollment course through Moraine Valley Community College.

FITNESS FUSION

Year: 11, 12 | Credit: 1

PE520

This course is open to individuals entering their junior or senior year who are interested in achieving or maintaining a high level of fitness. This class will consist of aerobic exercise, running and calisthenics, as well as information on principles of diet, exercise, and fitness. Individual fitness profiles and logs will be kept gaining an overview of one's fitness levels. At the completion of this course, students will be able to:

- participate in a high-level fitness routine
- demonstrate an understanding of those fitness, exercise, and diet principles included in the class
- assess their own individual fitness levels through class tests and measurements
- construct their own aerobic routine and fitness program

This course includes 3 weeks of water aerobics.

FITNESS FUSION LEADER

Year: 11, 12 | Credit: 1

PE530

This course will allow the individual who has successfully completed at least 1 year of Fitness Fusion to assist a Fitness Fusion instructor while serving in a leadership capacity. This course may be repeated and is contingent upon the Department Chair's recommendation and is open to Juniors and Seniors. At the completion of this course students will be able to:

- participate daily in all class activities
- assist the instructor in leading and demonstrating exercises
- aid in the recording of fitness testing and in the organization of fitness profiles
- motivate and encourage classmates
- demonstrate a cooperative attitude toward leadership within the class activities

FITNESS FUSION WITH DRIVER EDUCATION

Year: 10 | Credit: 1

PE220

This course includes 9 weeks of driver education and 27 weeks of aerobic fitness. This class will be conducted just like the Fitness Fusion class for juniors and seniors. This class will consist of aerobic exercise, running and calisthenics, as well as information on principles of diet, exercise, and fitness. Individual fitness profiles and logs will be kept gaining an overview of one's fitness levels. At the completion of this course, students will be able to:

- pass the R/R written test with 80% accuracy
- understand the IPDE process involved in buying, insuring, and maintaining a motor vehicle
- participate in a high-level fitness routine
- demonstrate an understanding of those fitness, exercise, and diet principles included in the class
- assess their own individual fitness levels through class tests and measurements

Note: Driver Education Classroom may not be repeated if failed during the school day. It will be available on weekends and/or summer. Payment of the fee ($150) will be required each time a student enrolls in Driver Education. Students may not take BTW more than twice. Students must successfully pass eight credits before they begin the behind-the-wheel portion of Driver Education and be in good standing with the Dean's office. Students cannot fail any part of PE220 or exceed the absence or no dress limit in order to take the classroom portion.

HEALTH — Year: 9 | Credit: .5

PE103

This 18-week course includes topics in sex education, drug awareness, nutrition, disease, and personal awareness. This ½ credit offering is for freshmen and those students who have not fulfilled the Health requirement for graduation. At the completion of this course, students will be able to:

- discuss various health related concepts (i.e. sex education, mental health, smoking, alcohol, and drugs) and make intelligent decisions regarding their own personal health.
- maintain or improve their total health, namely the interaction of their physical, mental, and social well-being.
- develop a positive self-image

HEALTH CLUB PE — Year: 11, 12 | Credit: 1

PE440

This semester class is designed for students interested in an advanced self-directed individual physical education setting. The class will be open to juniors and seniors only, who have permission from the department chair and recommendations from two physical education teachers. In addition, the student must have earned grades of B or higher in their prior year. A student will not qualify if he/she has a medical restriction. Prior enrollment in Weight Training or Individual Wellness is encouraged. The student will meet with the instructors to individualize fitness goals and set an assessment plan. A journal with fitness goals and workouts must be utilized on a daily basis.

INDIVIDUAL WELLNESS EDUCATION — Year: 9, 10, 11, 12 (Adaptive); 11, 12 (Fitness) | Credit: 1

PE340

This course for juniors and seniors involves cardiovascular activities. It may be taken in place of the regular physical education requirement and can be repeated. Students who chose not to participate in the elective inter-related activities may opt for this individualized fitness program utilizing the school's latest fitness equipment. Freshmen and sophomores can only take this class if participation is limited due to medical reasons. At the completion of this course students will be able to:

- participate in fitness related activities
- demonstrate an understanding of related fitness concepts and principles
- assess their own individual fitness levels through class tests and measurements
- provide students with an opportunity to become first aid and CPR certified

Driver Education Classroom is NOT included in this course.

INTRO TO SPORTS MEDICINE

Year: 11, 12 | Credit: .5

PE545

This semester course is designed for students interested in fields such as athletic training, physical therapy, medicine, fitness, physiology of exercise, kinesiology, nutrition, and other sports medicine related fields. This course includes classwork and practical hands-on application of the following areas: prevention, treatment, and rehabilitation of sports injuries, taping and wrapping of injuries, first aid/CPR, emergency procedures, nutrition, sports psychology, anatomy and physiology, fitness/conditioning, and sports medicine careers. Through the semester, students will be required to engage in field experience as part of the class. Upon completion of this course students will be certified in first aid/CPR and be able to apply different taping, wrapping and bracing techniques for athletic injuries. They will also have an opportunity to work under the direction of the Head Athletic Trainer at Argo.

JUNIOR STUDENT LEADERSHIP PROGRAM

Year: 11 | Credit: 1

PE600

The purpose of this course is to teach students to be student leaders in the physical education department. Students will be taught leadership skills, good citizenship skills, sports officiating, and fitness/wellness leadership strategies. This course will also expose students to career opportunities in the fields of PE, Health, the fitness industry, and related professions. After completion of this course, students will have the opportunity to serve as Senior Student Leaders in the PE department.

LEAP PE (STUDENTS)

Year: 9, 10, 11, 12 | Credit: 1

PE020

This course is designed to help students develop new skills to keep a fit and active lifestyle. Students in this course will participate in modified activities pertaining to team sports, individual sports, leisure activities, and fitness conditioning.

LEAP PE (TUTORS)

Year: 11, 12 | Credit: 1

PE060

Students will be given the opportunity to provide peer tutoring to exceptional learners within the existing physical education curriculum. At the completion of this course, students will be able to:

- understand special conditions and needs of exceptional learners
- work responsibly with exceptional learners
- teach related sport skills in the proper progressive stages

Prerequisite: Consent of Division Chair is required. PE600 is recommended.

PHYSICAL EDUCATION — Year: 9 | Credit: .5

PE101

Freshmen students have 18 weeks of activities. Those activities include 3 weeks of swimming; 3 weeks of weight training and conditioning; 12 weeks of interrelated physical activity. At the end of this course, students will be able to:

- correctly use various apparatus on the universal machines
- be able to state the relationship between a resting activity pulse rate and the effect of exercise on recovery time
- improve motor skills
- state rules and safety procedures.
- exhibit sportsmanship, teamwork, and tolerance

PHYSICAL EDUCATION 2 W/ DRIVER EDUCATION — Year: 10 | Credit: 1

PE200

This course includes 9 weeks of driver education classroom and 27 weeks of physical activity, which includes 3 weeks of swimming, 3 weeks of weight training and conditioning, 21 weeks of interrelated physical activity. At the completion of this course, students will be able to:

- improve their performance on the Physical Education 1 objectives
- pass the Rules of the Road written test with 80% accuracy
- understand IPDE process involved in buying, insuring, and maintaining a motor vehicle

Note: Driver Education Classroom may not be repeated if failed during the school day. It will be available on weekends and/or summer. Payment of the fee ($150) will be required each time a student enrolls in Driver Education. Students may not take BTW more than twice. Students must successfully pass eight credits before they begin the behind-the-wheel portion of Driver Education and be in good standing with the Dean's office. Students cannot fail any part of PE 2 or exceed the absence or no dress limit in order to take the classroom portion.

RACQUETS & RECREATIONAL SPORTS — Year: 11, 12 | Credit: 1

PE550

This course is designed for those who would like to become a better racquet player. Whether you are a member of the tennis or badminton team or just someone who has played and enjoyed racquet sports casually, this class will give you an opportunity to experience various racquet sports. Attention will be focused on proper footwork, hand-eye coordination, stroke technique, rules of the games, as well as offensive and defensive strategies for game play. A variety of racquets will be used to develop the necessary skills to become a better racquet player. At the end of this course, student will be able to:

- actively participate in various racquet sports
- use correct footwork during play
- increase eye-hand coordination
- demonstrate their knowledge of the rules of each game played

SELF-DEFENSE / EMPOWER PE

Year: 11, 12 | Credit: 1

PE580

This course addresses the student's physical and social-emotional needs through self-defense training combined with classroom instruction. It is designed to promote awareness, recognition, reduction, and avoidance of aggressive behavior and actions directed toward us and others. Students will develop the skills and understanding for defense against an aggressor with emphasis on avoiding and escaping an attack. At the completion of this course students will be able to:

- understand the theory and practice of self-defense
- avoid violence and unsafe situations
- identify the difference between healthy and unhealthy relationships
- recognize the influence of media on culture
- have awareness of resources both in school and the community
- participate in various fitness activities

1 year maximum enrollment

TEAM SPORTS

Year: 11, 12 | Credit: 1

PE360

This course is open to both juniors and seniors. Both juniors and seniors will take 6 weeks of fitness training every year. The other activities include 30 weeks of interrelated team sports. At the completion of this course, students will be able to:

- improve their performance on the Physical Education 1 and 2 objectives

Driver Education classroom is NOT included in this course.

WALKING FOR WELLNESS

Year: 11, 12 | Credit: 1

PE380

This course is designed to provide an opportunity for students to develop a fitness workout plan through the activities of walking and other low-impact aerobic exercise. Flexibility, cardiovascular endurance, muscular endurance, muscular strength and THR will be emphasized. Students will be introduced to a form of exercise that is a lifelong fitness activity that can be performed virtually anywhere. Emphasis will be placed on developing an individual level of performance within course guidelines. This course will assist students in setting and achieving personal fitness goals while providing a non-competitive setting in PE. This course will support a transition from sport-based activities to lifetime fitness-based activities, in which all students can participate. Students on medical or modified PE will be able to enroll in this course. This course will be available to junior and senior students who have successfully completed PE 1, PE2, Health, and Driver Education requirements.

YOGA

Year: 11, 12 | Credit: .5

PE401

A combination of Pilates and yoga will allow students to improve flexibility, coordination, balance, posture, core muscle strength, and muscle tone. Results will also aid in relief of muscular, emotional, and mental tension, stress reduction, enhanced memory and learning capacity, heightened focus, and creativity, and increasing willpower. The students will be able to:

- improve core strength, flexibility, balance, coordination, and posture
- improve overall academic performance while improving focus, enhancing learning capacity and creativity
- reduce stress and release tension
- understand the mind body connection
- transition the elements of Pilates/yoga into lifetime activities
- transition physical improvements into the betterment of physical fitness scores
- transition the improvement of mental and emotional stress into increased academic functioning and increased test scores

Students can only take Yoga 2 semesters before moving to Advanced Yoga.

Must be at ELL Level 3 or ELL Level 4. Must have a C or better in previous PE courses.

2 Semester Maximum Enrollment.

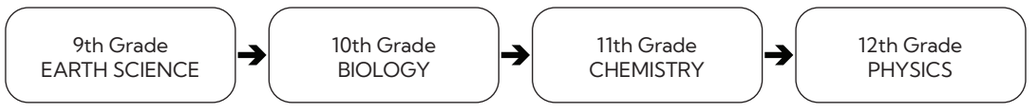
SCIENCE

The Science Department is dedicated to providing students with a comprehensive science education while offering challenging, interest-based courses for all students. A hands-on laboratory science education at every level ensures students learn while doing and experience science in a way that provides understanding and comprehension. From college-level courses for future scientists to courses designed for the science novice, there are a myriad of courses available to students. While some may choose a rigid, prescribed sequence, others might enjoy the freedom to choose their own courses and levels from year to year. Regardless of the path of courses chosen, Argo students will graduate literate in science with a deep respect for knowledge.

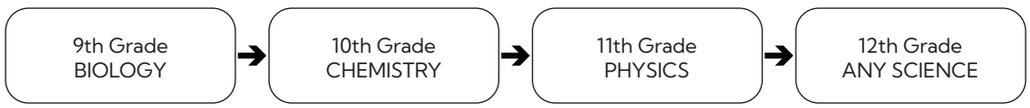
Most college admissions require a minimum of three years of laboratory science. Students planning a career in a medical field, science, engineering, or technical field should seek out a four-year science foundation based in biology, chemistry, and physics. Argo has a two-year science requirement for graduation.

SUGGESTED SCIENCE SEQUENCES:

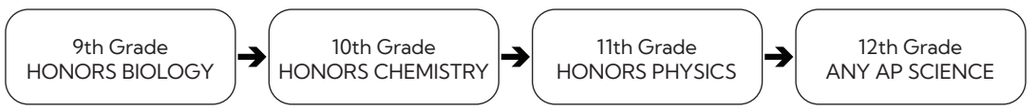
College Prep 1:



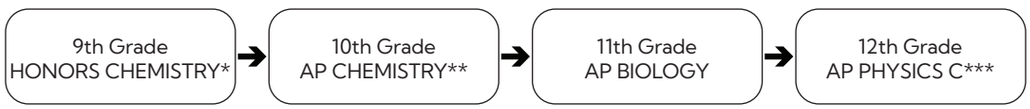
College Prep 2:



Honors 1:



Honors 2:



*In order to take Honors Chemistry in Grade 9, a student must be concurrently enrolled in Honors Geometry or Honors Geometry 10. No math requirement exists for Honors Chemistry for Grade 10, 11, and 12.

**In order to take AP Chemistry a student must have taken a prior Chemistry course or have Assistant Division Chair or Division Chair approval.

***The student must have previously passed or be concurrently enrolled in AP Calculus

AVAILABLE COURSES PER YEAR				
GRADE 9	**GRADE 10**	**GRADE 11**		**GRADE 12**
Biology	Chemistry	Comparative Biology	Physics	Forensics
Earth Science	Honors Chemistry	Honors Comparative Biology	Honors Physics	Honors Forensics
Honors Earth Science	AP Chemistry	Medical Biology	AP Biology	AP Physics C
Honors Biology	AP Environmental Science	Honors Medical Biology	Any Grade 9 or 10 Course	Any Grade 9, 10, 11 Course
Honors Chemistry	Any Grade 9 Course	Geology & Meteorology		

COURSE DESCRIPTIONS:

AP BIOLOGY — Year: 11, 12 | Credit: 1

SC980

AP Biology is a lab-based introductory college-level Biology course. Students cultivate their understanding of Biology through hands-on investigations and labs as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. The AP Biology course is equivalent to a two-semester college introductory Biology course for Biology majors.

Prerequisite: Successful completion of a Chemistry course.

This course requires a teacher recommendation.

AP Biology may cover but is not limited to the following 8 units:

Unit 1 Chemistry of Life
Unit 2 Cell Structures & Function
Unit 3 Cellular Energetics
Unit 4 Cell Communication & Cell Cycle
Unit 5 Heredity
Unit 6 Gene Expression & Regulation
Unit 7 Natural Selection
Unit 8 Ecology

AP CHEMISTRY

Year: 10, 11, 12 | Credit: 1

SC990

AP Chemistry is a lab-based course that provides students with a college-level foundation to support future advanced coursework in Chemistry. Students cultivate their understanding of Chemistry through hands-on investigations and labs as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. The AP Chemistry course is designed to be the equivalent of a two-semester college general Chemistry course. AP Chemistry is a dual credit course. Completion of this course with a grade of A, B, or C will qualify the student for dual credit at MVCC (CHM 111 Fundamentals of Chemistry: 4 credits and CHM 131 Chemistry (University Oriented) I: 4 credits).

Successful completion of a previous Chemistry course or Assistant Division Chair approval is required to enroll in this course.

Recommended: Semester grades of A or B in both semesters of Honors Chemistry or teacher recommendation.

AP Biology may cover but is not limited to the following 9 units:

Unit 1	Atomic Structure & Properties	**Unit 6**	Thermodynamics
Unit 2	Molecular & Ionic Compound Structure & Properties	**Unit 7**	Equilibrium
Unit 3	Intermolecular Forces & Properties	**Unit 8**	Acids & Bases
Unit 4	Chemical Reactions	**Unit 9**	Applications of Thermodynamics
Unit 5	Kinetics		

AP ENVIRONMENTAL SCIENCE

Year: 10, 11, 12 | Credit: 1

SC940

AP Environmental Science is a lab-based course that is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships with the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with those 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.

This AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in Environmental Science.

This course requires a teacher recommendation.

AP Environmental Science may cover but is not limited to the following 9 units:

Unit 1	The Living World: Ecosystems	**Unit 6**	Energy Resources & Consumption
Unit 2	The Living World: Biodiversity	**Unit 7**	Atmospheric Pollution
Unit 3	Populations	**Unit 8**	Aquatic & Terrestrial Pollution
Unit 4	Earth Systems & Resources	**Unit 9**	Global Change
Unit 5	Land & Water Use		

AP PHYSICS C – MECHANICS

Year: 12 | Credit: 1

SC975

AP Physics C: Mechanics is a calculus-based, college-level Physics course. This lab-based course covers kinematics, Newton's laws of motion, work, energy and power, systems of particles and linear momentum, circular motion and rotation, oscillations, and gravitation. The AP Physics C: Mechanics course is designed to be the equivalent of a one-semester, introductory college course in Calculus-based Physics.

Successful completion of a previous Physics course or Assistant Division Chair approval is required to enroll in this course.

Prerequisite: Previous or concurrent enrollment in AP Calculus.

Recommended: A grade of B or higher in a previous Physics class or teacher recommendation. This course requires a teacher recommendation.

AP Physics C: Mechanics may cover but is not limited to the following 7 units:

Unit 1	Kinematics	**Unit 5**	Rotation
Unit 2	Newton's Laws of Motion	**Unit 6**	Oscillations
Unit 3	Work, Energy & Power	**Unit 7**	Gravitation
Unit 4	Systems of Particles & Linear Momentum		

BIOLOGY

Year: 9, 10, 11, 12 | Credit: 1

SC310

This lab-based Biology course is an introductory course with scientific themes highlighting biological systems, diversity among living things, energy, evolution, and the human impact on our Earth systems. Biology students will be engaged in the applications of Science and Engineering practices and are expected to demonstrate scientific literacy by participating in scientific discourse. Laboratory work is an integral and required part of the course and is highly analytical in nature. Dissection is NOT a part of this course.

Biology may cover but is not limited to the following 8 units:

Unit 1	The Nature of Science	**Unit 5**	Cell Division
Unit 2	Ecology	**Unit 6**	DNA & Protein Synthesis
Unit 3	Biochemistry	**Unit 7**	Genetics
Unit 4	Cells	**Unit 8**	Evolution

CHEMISTRY

Year: 10, 11, 12 | Credit: 1

SC320

This lab-based course will investigate the structure, function, and behavior of atoms and molecules through hands-on learning. This course covers topics such as specific heat capacity, atomic and electronic structure, ionic and molecular compounds, stoichiometry, properties of solids, liquids and gases, acid-base chemistry, and reaction rates. At the end of this course, students will be able to execute chemical lab investigations, use algebraic functions to describe trends in scientific data, interpret scientific data and support reasonable conclusions from observation.

Chemistry may cover but is not limited to the following 10 units:

Unit 1	Physical Properties of Atoms & Elements	**Unit 6**	Chemical Reactions & Quantities
Unit 2	Matter & Energy	**Unit 7**	Properties of Solids, Liquids & Gases
Unit 3	Measurements	**Unit 8**	Solutions
Unit 4	Electronic Structure & Periodic Trends	**Unit 9**	Kinetics
Unit 5	Ionic & Molecular Compounds	**Unit 10**	Acids & Bases

CHEMISTRY JUMP COURSE (SUMMER SCHOOL) — Year: 10 | Credit: 1 (elective)

SC333SUM

This course is intended for self-motivated, high achieving students who are interested in taking AP Chemistry without having first taken Honors Chemistry. This summer course covers the basic information needed to be successful in AP Chemistry. Topics include nomenclature, atomic structure and periodic trends, chemical reactions, bonding, stoichiometry, structure and properties, gas laws, solutions, and acids and bases. Successful completion of this course is required in order to enroll in AP Chemistry as a sophomore without Division Chair approval. Credit will be awarded on a pass/fail basis after a student has met the following criteria:

- All homework assignment, quizzes, labs, and tests have been completed
- Overall course grade of 70% or higher
- Meet the summer school attendance requirement

This course does not fulfill a science requirement but does earn elective credit. If the student withdraws or does not successfully complete the course, he/she will be automatically enrolled in Honors Chemistry at the start of the next academic year.

Fees: Summer school tuition

CHEMISTRY OF FOODS (SUMMER SCHOOL) — Year: 9, 10, 11, 12 | Credit: .5

Physical Science or CTE credit

SC700

In this course, students investigate the chemical components and physical properties of foods. This course involves laboratory experiences in both Science and Family and Consumer Sciences and is led by teachers from both departments. Students will gain an understanding of food science as well as an awareness of health, nutrition, and culinary science principles. Science topics include: unit conversion, temperature conversions, elements/compounds/mixtures, chemical reactions, heat transfer, acid/bases, and percent yield relating to meal planning. Scientific processes are utilized as students explore the physical and chemical properties of food and science cooking applications. This course is appropriate for students who are interested in a hands-on application of scientific principles to the study of cooking and nutrition.

COMPARATIVE BIOLOGY – HONORS COMPARATIVE BIOLOGY — Year: 11, 12 | Credit: 1

SC680 | SC680H – Honors

Comparative Biology is a lab-based course that relies heavily on dissection of several species of animals as comparisons in structure and function are made between different species. Human anatomy will NOT be discussed. The topics for this course include dissection techniques, muscular structure and development, arterial structure and development, and evidence of evolution based on phylogeny.

If students elect to take this course for honors credit, there will be additional requirements.

Do not take this course if you do not want to or are opposed to the dissection of various species.

Prerequisite: Honors option is by Division Chair or Assistant Division Chair approval.

Comparative Biology may cover but is not limited to the following 8 units:

Unit 1	Biological Design	**Unit 5**	Circulatory System
Unit 2	Skeletal System	**Unit 6**	Digestive System
Unit 3	Muscular System	**Unit 7**	Nervous System
Unit 4	Respiratory System	**Unit 8**	Sensory Organs

EARTH SCIENCE – HONORS EARTH SCIENCE

Year: 9, 10, 11, 12 | Credit: 1

SC340 | SC340H – Honors

This lab-based course is designed as a one-year course with eight units of study that are tied together through a set of enduring topics that are emphasized throughout the course. The topics are designed to address three-dimensional learning standards including disciplinary core ideas, cross cutting concepts, and science practice. Topics include space systems, the history of Earth, Earth systems, weather and climate, human sustainability, and impact.

If students elect to take this course for honors credit, there will be additional requirements.

Earth Science may cover but is not limited to the following 8 units:

Unit 1	Earth's Interior & Plate Tectonics	**Unit 5**	Climate Change & Weather
Unit 2	Rock Cycle	**Unit 6**	Earth, Sun & Moon System
Unit 3	Geologic History	**Unit 7**	Our Solar System
Unit 4	Evolution of Life	**Unit 8**	Origin of Universe & Galaxies

FORENSIC SCIENCE – HONORS FORENSIC SCIENCE

Year: 12 | Credit: 1

SC500 | SC500H – Honors

The purpose of this lab-based course is to gain experience in the most common investigative techniques currently used by forensic scientists, crime scene investigators, and other law enforcement agencies; and to develop an understanding of the scientific concepts which serve as a basis for these techniques. At the end of this course students will be able to:

- secure and document a crime scene, collect and evaluate DNA, blood, hair, fibers, and other trace evidence, chemically analyze unknown substances that might be found at a crime scene, and use methods in forensic anthropology and psychology to evaluate evidence.

If students elect to take this course for honors credit, there will be additional requirements. The honors work will consist of either biological or chemical emphasis dependent upon section instructor.

Completion of 3 Science credits or Division Chair or Assistant Division Chair approval is required to enroll in this course.

Forensic Science may cover but is not limited to the following 10 units:

Unit 1	Observation Skills	**Unit 6**	Pathology
Unit 2	Fingerprinting	**Unit 7**	Anthropology
Unit 3	Hairs & Fibers	**Unit 8**	Casts & Impressions
Unit 4	Toxicology	**Unit 9**	Toolmarks
Unit 5	Blood & DNA	**Unit 10**	Handwriting & Forgery

GEOLOGY & METEOROLOGY

Year: 11, 12 | Credit: 1

SC700

This lab-based course explores an in-depth study of the forces that formed and continue to affect the Earth's surface. Topics include earthquakes, volcanoes, erosion, atmospheric layering, changing pressures, winds, water vapor, air masses, fronts, temperature changes, and weather forecasting.

Geology and Meteorology may cover but is not limited to the following 11 units:

Unit 1	Earth Interior & Plate Tectonics	**Unit 7**	Earth, Sun & Seasons
Unit 2	Minerals	**Unit 8**	Atmosphere
Unit 3	Igneous Rocks & Volcanoes	**Unit 9**	Weather Systems
Unit 4	Weathering & Erosion	**Unit 10**	Nature of Storms
Unit 5	Sedimentary & Igneous Rocks	**Unit 11**	Climate
Unit 6	Geologic History		

HONORS BIOLOGY — Year: 9, 10, 11, 12 | Credit: 1

SC910

Honors Biology is an accelerated course that prepares students for future honors level courses, advanced science classes and college level biology, by providing a challenging learning environment in which the curriculum is organized at a more rigorous pace. This lab-based Biology course is an introductory course, with scientific themes highlighting biological systems, diversity among living things, energy, evolution, and the human impact on our Earth systems. Biology students will be engaged in the application of Science and Engineering practices and are expected to demonstrate scientific literacy by participating in scientific discourse. Laboratory work is an integral and required part of the course and is highly analytical in nature. Dissection is NOT a part of this course.

Honors Biology may cover but is not limited to the following 8 units:

Unit 1	The Nature of Science	**Unit 5**	Cell Division
Unit 2	Ecology	**Unit 6**	DNA & Protein Synthesis
Unit 3	Biochemistry	**Unit 7**	Genetics
Unit 4	Cells	**Unit 8**	Evolution

HONORS CHEMISTRY — Year: 10, 11, 12 | Credit: 1

SC920

This lab-based course is a rigorous, fast paced course with an emphasis on calculations and explanation. This course covers topics including specific heat capacity, atomic and electronic structure, ionic and molecular bonding, stoichiometry, properties of solids, liquids, gases, and solutions, acid-base chemistry, kinetics, equilibrium, redox reactions, and nuclear chemistry. This course is designed to prepare students for both college chemistry and AP Chemistry (SC990). At the end of this course students will be able to explain phenomena on the macro and molecular level, execute chemical lab investigations and keep a lab notebook, understand the mathematical relationships in chemistry, and draw connections between various topics.

In order to take Honors Chemistry in Grade 9 a student must be concurrently enrolled in Honors Geometry or Honors Geometry 10. No Math requirement exists for Honors Chemistry beyond Grade 9.

Recommended: Completion of a grade 9 Science course with a grade of A or B, or teacher recommendation.

Honors Chemistry may cover but is not limited to the following 12 units:

Unit 1	Physical Properties of Atoms & Elements	**Unit 7**	Properties of Solids, Liquids & Gases
Unit 2	Matter & Energy	**Unit 8**	Solutions
Unit 3	Measurements	**Unit 9**	Kinetics
Unit 4	Electronic Structure & Periodic Trends	**Unit 10**	Acids & Bases
Unit 5	Ionic & Molecular Compounds	**Unit 11**	Electrochemistry
Unit 6	Chemical Reactions & Quantities	**Unit 12**	Nuclear Chemistry

HONORS PHYSICS — Year: 11, 12 | Credit: 1

SC930

This lab-based accelerated introductory Physics course involves the study of forces and laws of nature affecting matter. Topics include motion, momentum, kinematics, dynamics, the relationship between matter and energy, sound, light, and magnetic and electric phenomena. This course uses mathematical models to investigate real-world phenomena.

Honors Physics may cover but is not limited to the following 10 units:

Unit 1	ID Kinematics	**Unit 6**	Static Electricity
Unit 2	Projectile Motion	**Unit 7**	Circuits & Power
Unit 3	Dynamics	**Unit 8**	Waves & Sound
Unit 4	Energy	**Unit 9**	Light, Color & Optics
Unit 5	Momentum	**Unit 10**	Astronomy & Modern Physics

LIFE & PHYSICAL SCIENCE INDEPENDENT STUDY — Year: 12 | Credit: 1

SC210

This lab-based course will consist of various duties throughout the Science department including care and maintenance of the various department animals, prep and distribution of lab materials including making solutions, and the development of student materials. The student will work alongside a Science department instructor and will learn the theory behind each duty.

This course is available by Guidance Counselor placement only and requires Division Chair/Assistant Division Chair approval.

MEDICAL BIOLOGY – HONORS MEDICAL BIOLOGY — Year: 11, 12 | Credit: 1

SC650 | SC650H – Honors

This lab-based course is designed for students who want to enter a medical profession. Students will gain knowledge in fundamental topics in human biology and how they pertain to the medical field. There will be a heavy emphasis on cellular biology, genetics, disease, immunology, evolutionary biology, and bioethics.

If students elect to take this course for honors credit, there will be additional requirements.

Medical Biology may cover but is not limited to the following 8 units:

Unit 1	Scientific Method & Clinical Trials	**Unit 5**	Human Genetics
Unit 2	Bioethics	**Unit 6**	Cells, Cell Division & Cancer
Unit 3	Biochemistry	**Unit 7**	Evolution & Antibiotic Resistance
Unit 4	DNA & Protein Synthesis	**Unit 8**	Infectious Disease

PHYSICS

Year: 11, 12 | Credit: 1

SC410

This lab-based introductory course involves the study of forces and laws of nature affecting matter. Topics include motion, momentum, kinematics, dynamics, the relationship between matter and energy, sound, light, and magnetic and electric phenomena. This course uses mathematical models to investigate real-world phenomena.

Physics may cover but is not limited to the following 10 units:

Unit 1	ID Kinematics	**Unit 6**	Static Electricity
Unit 2	Projectile Motion	**Unit 7**	Circuits & Power
Unit 3	Dynamics	**Unit 8**	Waves & Sound
Unit 4	Energy	**Unit 9**	Light, Color & Optics
Unit 5	Momentum	**Unit 10**	Astronomy & Modern Physics

ROBOTICS WITH SCIENCE

Year: 9, 10, 11, 12 | Credit: 2
1 credit for SC200, 1 credit for IT460

SC200

This lab-based course will focus on the study of mechanics, electronics, computer control/design and the underlying science. During this class, students will learn to build and program robots and micro-controllers. The students will explore basic mechanical systems such as servos, motors, gears and levers, electronic systems with analog and digital, 2D and 3D design and computer control systems. The associated science concepts will be emphasized in the context of robotics and engineering. The course is project based, and students will develop engineering problem solving skills through a series of hands-on activities and projects. Students will often work together in design teams to overcome problems of design, development, production, and testing of the project. The major engineering and science fields will be researched, and students will learn about the theory, application, and hands-on skills for each discipline.

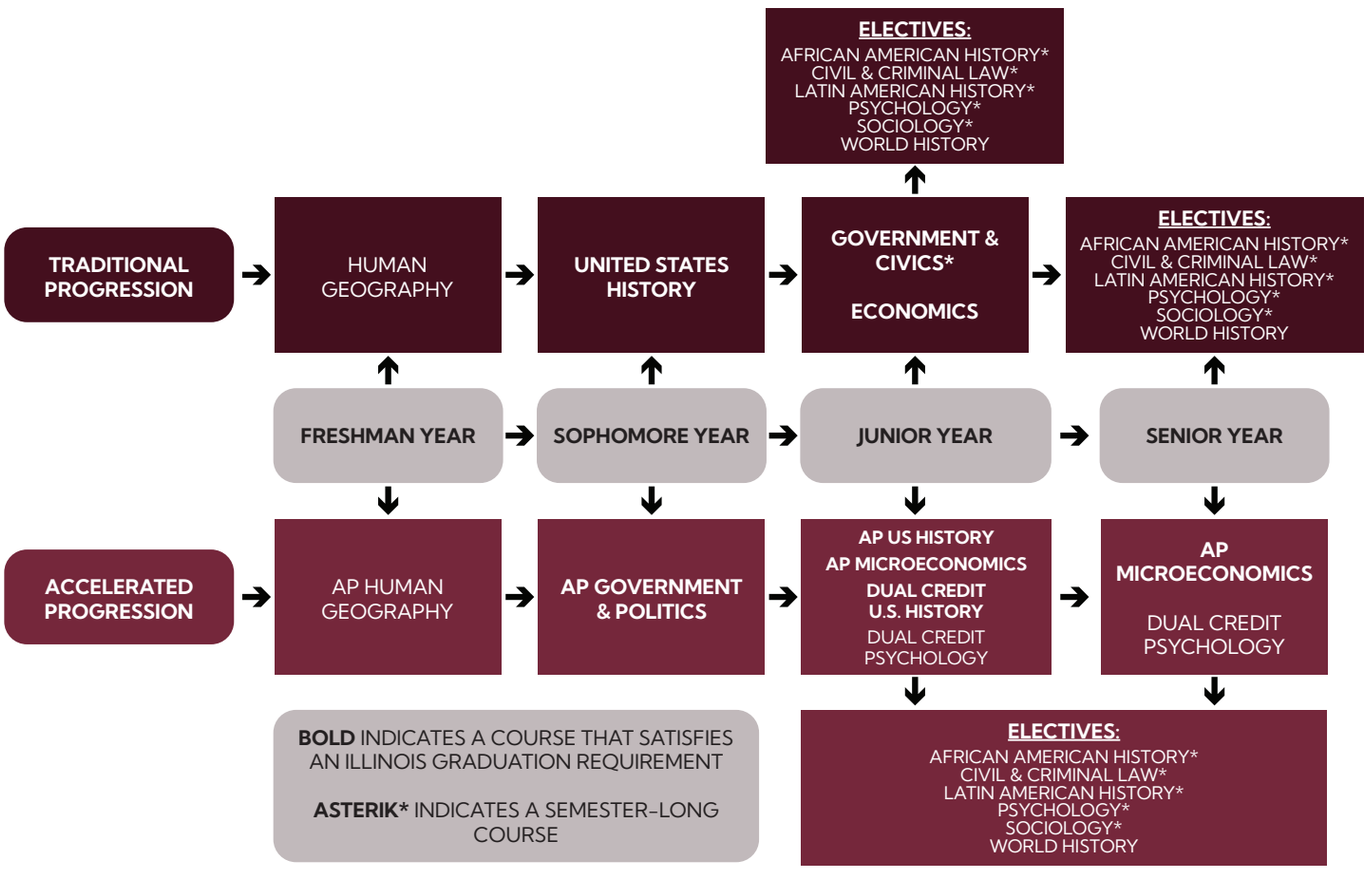
SOCIAL SCIENCES

At ACHS, the Social Sciences Department empowers students to explore the past, understand the present, and shape the future. Through our diverse curriculum, students develop critical thinking, collaboration, and analytical skills while engaging with the world's most pressing issues.

Our courses offer:

- **Graduation Requirements:** Meet state-mandated U.S. History and Government credits.
- **Advanced Learning Opportunities:** Earn college credit through Dual Credit Courses and AP Programs, which prepare students for post-secondary success.
- **Simulations and Hands-On Learning:** Participate in engaging simulations like the Legislative Simulation, Labor Simulation, and International Economic Summit, bringing real-world applications to the classroom.

SUGGESTED SOCIAL SCIENCE SEQUENCES:



- Students who plan to attend a 4-year college are strongly encouraged to take 3 or more years of Social Science courses.
- College-bound students are strongly encouraged to take Economics or AP Economics.
- All Students are encouraged to take an AP Social Science course at least once in their four years. Students who earn a 3 or higher on the AP test are guaranteed to receive college credit if they attend an Illinois public college.

SOCIAL SCIENCES DEPARTMENT MISSION:

The Social Sciences Department inspires students to examine the history and roots of customs, institutions, beliefs, and prejudices. We empower students to critically read, think, collaborate, and write, equipping them with analytical skills, a comprehensive understanding of the diverse world around them, and the knowledge needed to fulfill their duties as engaged citizens. Through these skills, our students are prepared to create a positive future for themselves and their communities.

THE IMPORTANCE OF TAKING SOCIAL SCIENCE & SOCIAL STUDIES CLASSES:

- **Prepare for College and Beyond:** Social Science courses build essential skills like critical reading, analytical thinking, and writing, helping students succeed in higher education.
- **Build Essential Skills for Technical and Trade Careers:** Practical skills in problem-solving, communication, and cultural awareness make social sciences valuable for students pursuing technical and trade professions.
- **Gain an Edge in the Workforce:** If you're planning on entering the workforce after high school, social sciences offer skills that employers value, such as teamwork, adaptability, and critical thinking.
- **Enhance Personal Growth and Life Skills:** Social Science courses foster empathy, cultural awareness, and a broad perspective, helping students build strong relationships and positively impact their communities.
- **Academic Benefits that Boost Your Success:** Social Sciences can boost ACT and SAT scores, as well as your GPA. Our AP and Dual Credit classes enable students to earn college credit.

I have a very simple plan when it comes to picking classes during high school. It's called the 5-4 Plan. It equates to a student taking all five core academic subjects for all four years of high school. Yep, that's right. That's the ideal plan for any student wanting a traditional four-year college degree. Always. No matter what your child is interested in studying."

– Sara Harberson on Application Nation

COURSE DESCRIPTIONS:

AFRICAN AMERICAN HISTORY — Year: 11, 12 | Credit: .5 (semester)

SS041

This course traces the history of African Americans and their vital contributions to society. Topics include African history, the roots of slavery, colonial history, abolitionism, the Civil War, Reconstruction, segregation, the Civil Rights Movement, and contemporary society. Students will explore the social, political, and cultural impact of African Americans through diverse learning methods, including discussions, projects, and historical analysis.

Key Objectives:
- develop a sense of cultural awareness and identity
- strengthen historical thinking and analysis skills
- improve geography, reading and writing techniques
- apply critical thinking to examine historical patterns and their relevance today

This course emphasizes reading strategies, critical thinking, and historical writing to support academic growth across disciplines. Students will engage with primary and secondary sources, participate in discussions, and complete assessments designed to build understanding and confidence in historical analysis.

AP HUMAN GEOGRAPHY — Year: 9 | Credit: 1

SS970

The course includes the study of population, culture, language, religion, political, and urban geography, agriculture, industry, and economic development and change. Students will gain a working knowledge of many geographic models and concepts and be able to apply them to real-life situations both globally and locally. The course focuses on the following skills: geographic questioning, analysis, and drawing conclusions. AP Human Geography is a year-long course designed to be similar to an introductory one-semester college course. The course focuses on AP literacy skills to help students be successful in future social science AP courses. Freshmen choosing the honors track are strongly encouraged to enroll in this course.

The Advanced Placement Exam is a required part of this course.

Prerequisite: Humanities Division Chair Approval, test scores, teacher recommendations

AP MICROECONOMICS — Year: 11, 12 | Credit: .5 (semester)

SS921

This Advanced Placement course provides an in-depth study of microeconomic principles and their application to real-world scenarios. Students will explore the nature and functions of product and factor markets, market failure, and the role of government intervention in economic systems. Additional topics include economic performance, national income, price determination, financial systems, inflation, unemployment, stabilization policies, economic growth, productivity, and international trade.

Key Objectives:
- Develop a thorough understanding of basic economic concepts and their practical applications
- Analyze the interplay between individual decision-making, market structures, and government policies
- Prepare for college-level coursework in economics and related fields

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Students are required to participate in the **International Economic Summit Simulation**, where they will represent countries and engage in global trade, diplomacy, and decision-making. This hands-on activity deepens their understanding of international economics and reinforces critical thinking, negotiation, and problem-solving skills.

*This course fulfills the **Consumer Education graduation requirement** as established by the State of Illinois.*

The Advanced Placement Exam is a required part of this course.

Prerequisite: Successful completion of one year of Social Science credit and at least one of the following: teacher recommendation, test scores (ACT or SAT), or Humanities Division Chair approval.

AP PSYCHOLOGY

Year: 11, 12 | Credit: 1

SS910

AP Psychology introduces students to the systematic and scientific study of human behavior and mental processes. Drawing on various subfields, including biological bases of behavior, cognition, development, social psychology, personality, and mental health, this course provides a comprehensive overview of psychological principles and phenomena.

Key Objectives:
- explore psychological theories, research methods, and data interpretation
- develop critical thinking and argumentation skills through evidence-based analysis
- gain a learning experience equivalent to an introductory college-level psychology course

The Advanced Placement Exam is a required part of this course.

Prerequisite: Successful completion of one year of Social Science credit and at least one of the following: teacher recommendations, Test scores, or Humanities Division Chair approval

AP UNITED STATES HISTORY

Year: 11, 12 | Credit: 1

SS990

AP United states History is a yearlong, college-level course that surveys American history from the 15th century to the present. This course emphasizes critical reading, analytical writing, and the development of historical thinking skills necessary for success in college and beyond. Students will analyze primary source documents, explore significant events and trends, and engage in discussions to deepen their understanding of US history.

Key Objectives:
- master analytical and application skills specific to US history
- analyze and interpret primary source documents
- develop writing skills for document analysis, historical essays, and the AP exam

This course fulfills the graduation requirement of one year of United States History as established by the State of Illinois.

The Advanced Placement Exam is a required part of this course.

Prerequisite: Successful completion of one year of Social Science credit and at least one of the following: teacher recommendations, test scores, or Humanities Division Chair approval.

AP US GOVERNMENT & POLITICS

Year: 10, 11, 12 | Credit: 1

SS940

AP US Government & Politics is a year-long introductory college course. Students will analyze foundational documents such as the Federalist Papers to explain American Democracy and other aspects of our government and political system. Students will learn to connect political concepts to real-life situations, explain the impact of US Supreme Court decisions, and analyze data to find patterns and draw conclusions. This course examines political beliefs and behaviors, political participation and voting trends, linkage institutions and their influence on government, civil rights and civil liberties provided in the Constitution, and interactions between the branches of government.

Passing both semesters of this course is required to fulfill the graduation requirement of Civics and the US Constitution as established by the State of Illinois.

The Advanced Placement Exam is a required part of this course.

Prerequisite: Teacher recommendation, test scores, and/or Humanities Division Chair recommendation

CIVIL & CRIMINAL LAW

Year: 11, 12 | Credit: .5 (semester)

SS001

This elective course provides students with a comprehensive understanding of the American legal system. Students will explore key areas of law, including constitutional law, criminal law and the justice process, and civil law. Through engaging activities such as assignments, projects, mock trials, and group presentations, students will develop critical thinking and analytical skills while applying legal concepts to real-world situations.

Key Objectives:

- understand the basic structures and processes of the US government and legal system
- examine criminal and civil law to identify solutions to societal problems and future legislation
- integrate information from diverse sources to formulate, and defend a position on legal issues
- develop an awareness of the growing presence of law in daily life and the responsibilities of citizenship

DUAL CREDIT US HISTORY

Year: 11, 12 | Credit: 1

SS900

This dual credit course through Indiana University covers the periods between the colonial era to present. This course introduces students to the discipline of history and to major debates over how to tell the story of the United States. Endeavoring to prepare students for the rigor of college reading, writing, and analysis, the focus of the course is on the investigation of primary and secondary sources. Each unit will include a number of history labs and observation papers which lead to a major essay.

Course has +.5 GPA weight for Honors

This course fulfills the graduation requirement of one year of United States History as established by the State of Illinois.

Completion of this course with a C or higher will qualify for dual credit through Indiana University (HIST 105 & HIST 106) – 3 hours per semester, up to 6 hours

Pre-requisite: 2.7 overall GPA, minimum 1 credit in Social Science, and Humanities Division Chair approval

DUAL CREDIT INTRO TO PSYCHOLOGY

Year: 11, 12 | Credit: 1

SS960

This dual credit course provides an introduction to the scientific study of psychology, exploring foundational concepts in human behavior and mental processes. Students will investigate key topics, including research methods, biological bases of behavior, sensation and perception, memory, learning, cognition, and language. Emphasizing critical thinking and scientific inquiry, this course encourages students to apply psychological principles to real-world situations, enhancing skills in problem-solving and analytical reasoning. This course is suitable for students considering careers in psychology or related fields such as education, healthcare, human resources, and business. Successful completion may earn college credit through Indiana University.

Course has a +1 GPA weight for Honors

Completion of this course with a C or higher will qualify for college credit through Indiana University (PSY-P 101 & PSY-P 102) 3 hours per semester, up to 6 hours.

Pre-requisite: 2.7 overall GPA, minimum 1 credit in Social Science, and/or Humanities Division Chair Approval

ECONOMICS

Year: 11, 12 | Credit: .5 (semester)

SS391

Economics prepares students to understand the major components of the American economic system. The course will examine the effects of society and politics on economic trends in the USA and international markets. Economics is a course about people who are buying, selling, hiring, farming, building houses, starting families, working jobs yet to be created, and trying to make their lives better. Students will participate in the **International Economic Summit Simulation**, where they will assume the roles of global leaders representing different countries.

Key Objectives:

- understand personal finance and apply economic concepts to individual decision-making
- analyze supply, demand, competition, and government regulation in market systems
- examine how globalization and economic policies affect social, political, and economic conditions
- develop critical thinking skills to evaluate economic issues and trends

*This course satisfies the **Consumer Education requirement** for graduation as established by the State of Illinois.*

GOVERNMENT & CIVICS

Year: 11, 12 | Credit: .5 (semester)

SS311

Government & Civics provides an overview of the US Constitution and foundations of national and the state of Illinois government. The course starts with the foundation of the political spectrum and examination of current events. Throughout the course, students build an understanding about how policy-making happens in our government. The culminating experience is a legislative simulation, where students are expected to simulate the bill-to-law process in the state of Illinois. Throughout the course, students will read, write, and talk about current events and Constitutional rights. The course asks students to engage in debates on controversial topics. In addition, the course requires students to engage in some political action (attend a government meeting, write a letter to an elected official, observe a court room, participate in a voter drive, etc.)

This course meets the graduation requirements for Government and Civics as established by the State of Illinois.

Prerequisite: US History

LATIN AMERICAN HISTORY

Year: 11, 12 | Credit: .5

SS351

This course provides a thematic exploration of Latin America's rich history, diverse cultures, and complex geography. Students will investigate key topics such as colonization, independence movements, cultural traditions, political systems, and the region's relationships with the United States and the global community. Through the study of primary sources, including historical documents, literature, music, art, and popular media, students will gain a deeper understanding of Latin America's influence on the world.

HUMAN GEOGRAPHY

Year: 9 | Credit: 1

SS150

Human Geography is a course designed to help you better understand our constantly changing and complex world. The course will examine geography through the physical, political, and cultural perspective through the five basic geographical themes of location, place, human-environment interaction, movement, and region. The course includes the study of population, migration, culture, language, religion, agriculture, industry, and economic development and change. The course will focus on non-fiction reading, analysis, writing, speaking, and research skills. The course asks students to engage in frequent small-group discussions.

PSYCHOLOGY

Year: 11, 12 | Credit: .5

SS011

Psychology is the scientific study of behavior and mental processes, and this course focuses on how students can use psychology to better understand themselves and the world around them. Rather than only surveying terms and theories, the class emphasizes practical skills that improve daily life. Students learn how attention works, how memory is formed, and how to study effectively, while also exploring how social interactions, group influence, social media, and technology shape the way we think, feel, and behave. Through topics such as relationships, conformity, prejudice, sleep, substance use, stress, coping, mental health, and personal well-being, students connect psychology to challenges and decisions they face in their daily lives. The course builds a foundation in social psychology, consciousness, learning, personality, and mental health, helping students apply psychological concepts to real situations they face in high school and beyond.

Key Objectives:

- learn how attention, memory, and learning shape everyday behavior
- apply psychological principles to real-life scenarios involving motivation, relationships, stress, and decision making
- build practical skills for studying, organizing information, and understanding your own thinking
- explore major topics including social behavior, sleep and consciousness, and mental health
- strengthen critical thinking by examining psychological research and modern issues such as media influence
- develop interpersonal and intrapersonal awareness through the study of human behavior
- learn about career pathways in psychology, education, healthcare, social services, business, and the helping professions

This course is designed for all students who want to better understand how the mind works and how psychology can be used to make healthier, more informed choices. Through engaging lessons, discussions, activities, and reflections, students will connect psychology to real-world experiences and gain skills that support success in school, relationships, and future careers. The course also leaves space for additional topics such as the history of psychology, research approaches, biological foundations of behavior and sensation and perception when appropriate.

SOCIOLOGY

Year: 11, 12 | Credit: .5

SS021

Sociology explores the complex ways in which society shapes individual behavior and how individuals, in turn, influence society. This course examines key themes such as social interaction, organization, institutions, and change, with a focus on how race, gender, and class shape social systems like family, education, the legal system, and the economy. Students will analyze the causes and consequences of social inequality, uncover the social structures influencing everyday life, and investigate the role of human agency in driving social change.

Key Objectives:

- examine how structural factors, such as race, gender, and class, influence societal systems and institutions
- investigate the causes and consequences of social inequality and social problems
- transform personal interests into researchable sociological questions
- analyze cultural and social patterns, exploring how they evolve over time and across settings
- develop critical thinking, argumentative, research, and speaking skills through interactive discussions and projects

This discussion-based and interactive course challenges students to think critically about the world around them and their place within it. By studying the interplay between individuals and society, students will gain a deeper understanding of social structures, their impact on human behavior, and the possibilities for meaningful social change.

UNITED STATES HISTORY

Year: 10, 11, 12 | Credit: 1

SS300

United States History is a year-long course that examines the social, political, and economic systems shaping the nation's development from its earliest days to the present. Using a chrono-thematic approach, this course connects historical events with contemporary issues, providing students with a deeper understanding of how the past influences modern society.

Key Objectives:

- investigate and analyze major events, trends, and movements in US History
- demonstrate critical thinking skills by evaluating primary sources and historical arguments
- develop reading comprehension, research, and analytical writing skills
- participate in engaging activities, including a **labor simulation** in the second semester, which is a required component of the course

Students will study topics ranging from European colonization and the founding of the United States to world conflicts and domestic issues in modern times. The course emphasizes skill development and historical analysis to help students understand the multiple factors shaping the United States today.

This course fulfills the graduation requirement of one year of United States History as established by the State of Illinois.

WORLD HISTORY

Year: 10, 11, 12 | Credit: 1

SS330

World History is a year-long foundational course that explores events, trends, and movements shaping human civilization from pre-history to the present. Students will examine the rise and fall of classical civilizations, cultural exchanges, the Middle Ages, the Renaissance, European exploration, industrialization, world conflicts, and contemporary global developments.

Key Objectives:

- understand events, personalities, and movements that have shaped world history
- analyze political, economic, and social systems across civilizations
- compare and contrast the development and achievements of different societies
- utilize skills such as sequencing, interpreting, identifying cause and effect, and making inferences

This course emphasizes the development of critical thinking, reading, and writing skills while fostering an understanding of historical processes. Study skills, note-taking strategies, and historical writing techniques are integrated to enhance student achievement across the curriculum. World History serves as a foundation for future social science courses, equipping students with the tools to connect the past to the present and understand their role in a global society.

ADVANCED LEARNING OPPORTUNITIES: AP & DUAL CREDIT COURSES

The Social Sciences Department at ACHS is proud to offer a robust selection of **Advanced Placement (AP)** and **Dual Credit** courses, designed to prepare students for success in college and beyond.

Advanced Placement (AP) Courses:
- AP courses provide students with the opportunity to engage in college-level studies while still in high school.
- Students enrolled in AP courses are **required to take the corresponding AP Exam** at the end of the course. Scores of **3 or higher** may qualify for college credit.
- AP Courses emphasize critical thinking, advanced reading, and evidence-based writing skills, setting students up for success in higher education.

Dual Credit Courses:
- Dual Credit courses are offered in partnership with **Indiana University**, allowing students to earn **college credit** while fulfilling high school requirements.
- These courses are ideal for students who want to experience college-level rigor and get a head start on their post-secondary education.
- To qualify for Dual Credit, students must meet certain prerequisites, including a **2.7 overall GPA** and Humanities Division Chair approval.

By participating in AP and Dual Credit programs, students not only strengthen their academic records but also develop the skills and confidence needed for their future academic and career endeavors.

ESSENTIAL COURSE INFORMATION & POLICIES

Graduation Requirements: Students must earn **2 credits** in Social Science to graduate, including:
- **United States History:** Fulfills the State of Illinois requirement for US History
- **Government & Civics:** Fulfills the State of Illinois requirements for Government & Civics
- **Economic/AP Microeconomics:** Satisfies the Consumer Education requirement established by the State of Illinois
- Students often exceed this requirement by taking electives, such as Economics (which fulfills the Consumer Education requirement) or other engaging courses. Most colleges recommend at least **3 years of Social Science**, making these courses valuable for college preparation and beyond.

Advanced Placement (AP) Courses:
Students enrolled in AP courses are required to take the respective AP Exam as part of the course. Scores of 3 or higher may qualify for college credit, depending on the policies of individuals colleges and universities.

Simulations:
Engaging and hands-on simulations are an essential part of the social sciences curriculum, offering students real-world experiences that bring learning to life. These include activities such as participating in legislative processes, exploring global economic challenges, and examining historical labor practices. Simulations encourage collaboration, critical thinking, and problem-solving skills while deepening understanding of key concepts.

Electives:
Social science electives provide opportunities for all students to explore diverse topics that align with their interests and future goals. Whether you are curious about history, culture, psychology, law, or economics, these courses encourage deep learning, foster critical thinking, and connect classroom lessons to the real world. With something for everyone, electives are a chance to expand your perspective and enrich your educational experience.

Dual Credit Opportunities:
Dual Credit courses, offered in partnership with Indiana University, enable students to earn college credit while completing high school requirements. These courses prepare students for the rigor of college academics and provide an excellent opportunity to gain advanced standing in higher education. Prerequisites include a **2.7 overall GPA** and Humanities Division Chair approval.

Prerequisites and Approvals:
- AP and Dual Credit courses require **teacher recommendation, PSAT/SAT scores**, and/or **Humanities Division Chair approval.**
- Freshmen enrolling in **AP Human Geography** must secure Humanities Division Chair approval.

Course Assessment Retake Policies:
Mastery-based learning is emphasized in select courses. Students may be required to retake assessments to revise assignments to demonstrate proficiency and ensure deep understanding of the material.

EXPLORE YOUR POTENTIAL WITH SOCIAL SCIENCE!

The Social Sciences Department at ACHS offers a wide range of courses designed to meet graduation requirements, exceed college admissions expectations, and foster lifelong learning. Whether you are pursuing advanced placement, dual credit, or exploring electives, our courses prepare you for success in college, careers, and beyond.

For more information on course selection, prerequisites, or how social sciences can support your future goals, consult with your teacher, counselor, or the Humanities Division Chair or Assistant Division Chair.

CAREER PATHS SUPPORTED BY SOCIAL SCIENCES

- **Government and Public Policy:** Political Scientist, Policy Analyst, Legislative Assistant, Urban/Regional Planner, Economist, Lobbyist
- **Law Enforcement and Criminal Justice:** FBI Agent, Crime Scene Investigator, Criminologist, Police Detective, Forensic Scientist, Probation Officer
- **Research and Academia:** Professor/Teacher, Sociologist, Anthropologist, Archaeologist, Historian, Research Assistant, Statistician, Demographer
- **Business and Nonprofit Management:** Market Research Analyst, Social and Community Service Manager, Nonprofit Manager, Human Resources Specialist, Industrial-Organizational Psychologist
- **Social Services and Counseling:** Social Worker, Mental Health Counselor, School Psychologist, Community Researcher, Rehabilitation Specialist
- **Healthcare and Public Health:** Health Educator, Public Health Analyst, Hospital Administrator, Community Health Worker, Epidemiologist
- **Journalism and Media:** Journalist, Media Analyst, Content Writer, Broadcaster, Social Media Manager
- **Environmental and Urban Studies:** Environmental Restoration Planner, Geographer, GIS Specialist, Sustainability Coordinator, Urban Ecologist
- **Cultural and International Development:** Cultural Resource Manager, International Development Worker, Foreign Service Officer, Community Organizer
- **Archiving and Cultural Preservation:** Archivist, Curator, Museum Technician, Historian, Library Technician

WORLD LANGUAGES

The Argo Community High School Department of World Languages is dedicated to the teaching of foreign languages in order to develop cultural awareness, advance foreign language competency and proficiency, through linguistics and literature.

Suggested World Languages Sequence:

ARABIC	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Arabic Language & Culture Honors Arabic Language & Culture	x	x	x	x
SPANISH				
Spanish 1 / Honors Spanish 1	A	x	x	x
Spanish 2 / Honors Spanish 2	A	x	x	x
Spanish 3 / Honors Spanish 3		x	x	x
Honors Spanish 4			x	x
SPANISH LANGUAGE ARTS FOR NATIVE SPEAKERS				
Spanish Language & Culture 1 / Honors SLAC 1	B	x	x	x
Spanish Language & Culture 2 / Honors SLAC 2	B	x	x	x
Spanish Language & Culture 3 / Honors SLAC 3	B	x	x	x
ADVANCED SPANISH COURSES				
AP Spanish Language & Culture		C	C	C
AP Spanish Literature & Culture			D	D
Spanish for Business & Health Professionals				E

A – Placement based on junior high school study of Spanish
B – Placement based on results of placement test
C – Students need to have completed Honors SLAC 3 or Honors Spanish 4 or have Division Chair recommendation
D – Students need to have completed AP Spanish Language & Culture or have concurrent enrollment
E – Students need to have completed AP Spanish Literature & Culture or have concurrent enrollment
X – Open to students and determined by teacher recommendation

General Information:

- Two years of study of the same world language is strongly recommended.
- Three or more years of study of the same world language often results in college credits.

ILLINOIS STATE SEAL OF BILITERACY

The Illinois Seal of Biliteracy is a program established to recognize high school graduates who have attained a high level of proficiency in English and in one of more other foreign/world language. Students can earn the Illinois State Seal of Biliteracy by showing proficiency in English and one or more languages via an exam that tests their reading, writing, listening, and speaking skills. The Seal will be awarded and attached to the student's Argo High School diploma. Argo's official transcripts will also indicate the awarding of the Seal of Biliteracy. Studying language might improve a student's ability to earn the Illinois State Seal of Biliteracy. Students wishing to earn the Seal of Biliteracy are encouraged to take two years of a foreign language before taking the Seal of Biliteracy test. Four years of a foreign language is strongly recommended when testing for the Seal of Biliteracy. Additionally, earning the Seal will help you to stand out on resumes and college applications, and can increase your scholarship and career opportunities. For more information on the qualifications for the Illinois Seal of Biliteracy, please visit the Argo Seal of Biliteracy page on the school's website.

COURSE DESCRIPTIONS:

ARABIC LANGUAGE & CULTURE — Year: 9, 10, 11, 12 | Credit: 1

AB100 | AB100H – Honors

This course is designed for heritage speakers of Arabic who seek to further develop their literacy, oracy, and cultural understanding. Students will strengthen their confidence in reading and writing Arabic while expanding their ability to communicate effectively in academic and real-world contexts. Through engagement with Arabic literature and other culturally rich texts, students will enhance vocabulary, deepen comprehension, and develop bilingual literacy that bridges home language and school learning. The course also fosters appreciation for Arabic-speaking cultures and encourages students to reflect on the role of bilingualism in personal, academic, and professional life. This course aligns with the ACTFL World-Readiness Standards for Language Learning.

Students electing to take the honors credit will be held to a more rigorous grading scale and will be expected to do an extra honors assignment per unit.

SPANISH 1 — Year: 9, 10, 11, 12 | Credit: 1

SP300 | SP650H – Honors

This course introduces students to the Spanish language. Students will be exposed to the three modes of communication (interpersonal, presentational, and interpretive) while engaging in listening, speaking, reading, and writing tasks. By the end of this course, students will be able to communicate information about themselves, their hobbies, food and their families at a **novice level**. Students will learn about cultures and traditions of the Spanish-Speaking world.

Students electing to take the honors credit will be held to a more rigorous grading scale and will be expected to do an extra honors assignment per unit.

Prerequisite: Students with fewer than 4 quarters of Spanish at the middle-school level.

SPANISH 2

Year: 9, 10, 11, 12 | Credit: 1

SP600 | SP750H – Honors

Students will be exposed to the three modes of communication (interpersonal, presentational, and interpretive) while engaging in listening, speaking, reading, and writing tasks. By the end of the course, students will be able to communicate information about themselves, diet and nutrition, lifestyles, holidays, and travel at a novice-high to intermediate level. Students will continue to learn about cultures and traditions of the Spanish-Speaking world.

Students electing to take the honors credit will be held to a more rigorous grading scale and will be expected to do an extra honors assignment per unit.

Prerequisite: Passing grand in Spanish 1 or 4 quarters of Spanish in middle school.

SPANISH 3

Year: 10, 11, 12 | Credit: 1

SP700

This course is integral to preparing students for the AP Spanish Language and Culture exam. Students will be exposed to the three modes of communication (interpersonal, presentational, and interpretive) while engaging in listening, speaking, reading and writing tasks. By the end of this course, students will be able to communicate information about a variety of topics related to travel, culture, and personal experiences at an intermediate low to intermediate high level. Students will continue to learn about cultures and traditions of the Spanish-Speaking world. The course is supplemented with authentic Spanish materials.

Prerequisite: Spanish 2 or Teacher Recommendation

HONORS SPANISH 3

Year: 10, 11, 12 | Credit: 1

SP900

This course is integral to preparing students for the AP Spanish Language and Culture exam. Students will be exposed to the three modes of communication (interpersonal, presentational, and interpretive) while engaging in listening, speaking, reading and writing tasks. By the end of this course, students will be able to communicate information about a variety of topics related to travel, culture, and personal experiences at an intermediate low to intermediate high level. Students will continue to learn about cultures and traditions of the Spanish-Speaking world. The course is supplemented with authentic Spanish materials. This course will move at a quicker pace than Spanish 3 and has a more rigorous grading scale.

Prerequisite: Honors Spanish 2 or Teacher Recommendation

HONORS SPANISH 4

Year: 11, 12 | Credit: 1

SP910

Students will be exposed to the three modes of communication (interpersonal, presentational, and interpretive) while engaging in listening, speaking, reading and writing tasks. By the end of this course, students will be able to communicate information about a variety of topics related to travel, culture, and personal experiences at an intermediate low to intermediate high level. Students will continue to learn about cultures and traditions of the Spanish-Speaking world. The course is supplemented with authentic Spanish materials. By the end of this course, students will be able communicate information about a variety of topics at an intermediate high to advanced low level.

Prerequisite: Honors Spanish 3 or Teacher recommendation

AP SPANISH LANGUAGE & CULTURE

Year: 10, 11, 12 | Credit: 1

SP990

This course is recommended for college-bound students wishing to enhance their communicative skills in the target language. Students will use Spanish extensively in the classroom. This course will expand and refine the reading, writing, and speaking skills of students. The students will read college level literature and will respond to readings analytically. Students will refine their writing skills by writing a variety of essays and do research projects pertaining to Latin American and Spanish authors. Students will increase their ability to express ideas orally through class presentation and group activities. Students will take the AP Spanish Language examination in May and much of the course will consist in preparing for the exam.

Prerequisite: Teacher recommendation or Division Chair approval

AP SPANISH LITERATURE & CULTURE

Year: 10, 11, 12 | Credit: 1

SP930

This course is recommended for college-bound students wishing to expand their knowledge of Spanish history from Don Juan Manuel to modern times. The students will read college level literature and respond to readings analytically. Students will refine their writing skills by writing a variety of essays and do research projects pertaining to Latin American and Spanish culture. Students will take the AP Spanish Literature Examination in May, and much of the course will consist in preparing for the exam.

Prerequisite: Teacher recommendation or Division Chair approval

SPANISH LANGUAGE & CULTURE 1

Year: 9, 10, 11, 12 | Credit: 1

SP320 | SP400H – Honors

This course is designed for native Spanish Speakers who are familiar with the spoken language but are looking to increase their reading and writing competencies. This course aligns with the Illinois Learning Standards for Spanish Language Arts, ensuring that students are provided a framework for language acquisition. This course will explore the richness of the Spanish language, literature, and culture. Students will engage in reading, writing, listening, and speaking exercises and work on developing a well-rounded proficiency in the language, reinforcing their inherent understanding of spoken Spanish with strengthened literary skills. From contemporary literature to historical texts, from oral storytelling to written narratives, this course will ask students to participate in activities that bolster their linguistic abilities along with teaching about Hispanic culture and heritage.

Students electing to take the honors credit will be held to a more rigorous grading scale and expected to do an extra honors assignment per unit.

Satisfies Illinois Learning Standards for Spanish Language Arts

Prerequisite: Qualifying score on placement exam

SPANISH LANGUAGE & CULTURE 2 — Year: 9, 10, 11, 12 | Credit: 1

SP620 | SP800H – Honors

This course is designed for native Spanish Speakers who are comfortable with novice to intermediate literacy skills (reading and writing). This course aligns with the Illinois Learning Standards for Spanish Language Arts, ensuring that students are provided a framework for intermediate to advanced language acquisition. This course will explore the richness of the Spanish language, literature, and culture. Students will engage in reading, writing, listening, and speaking exercises and work on developing a well-rounded proficiency in the language. From contemporary literature to historical texts, from oral storytelling to written narratives, this course will ask students to participate in activities that bolster their linguistic abilities along with teaching about Hispanic culture and heritage.

Students electing to take the honors credit will be held to a more rigorous grading scale and will be expected to do an extra honors assignment per unit.

Satisfies Illinois Learning Standards for Spanish Language Arts

Prerequisite: Teacher recommendation or Division Chair approval

SPANISH LANGUAGE & CULTURE 3 — Year: 9, 10, 11, 12 | Credit: 1

SP680

This course is designed for native Spanish Speakers who are comfortable with intermediate to advanced literary skills (reading and writing). This course aligns with the Illinois Learning Standards for Spanish Language Arts, ensuring that students are provided a framework for advanced language acquisition. This course will explore the richness of the Spanish language, literature, and culture. Students will engage in reading, writing, listening, and speaking exercises. Students will work on developing a well-rounded proficiency in the language. From contemporary literature to historical texts, from oral storytelling to written narratives, this course will ask students to participate in activities that bolster their linguistic abilities along with teaching about Hispanic culture and heritage. Students will use Spanish in communicative and situational activities for daily interactions, current events, and literature. Successful completion of this course should prepare students for success in AP Spanish Language and Culture.

Satisfies Illinois Learning Standards for Spanish Language Arts

Prerequisite: Teacher recommendation or Division Chair approval

HONORS SPANISH LANGUAGE & CULTURE 3 — Year: 9, 10, 11, 12 | Credit: 1

SP920

This course is designed for native Spanish Speakers who are comfortable with advanced literary skills (reading and writing). This course aligns with the Illinois Learning Standards for Spanish Language Arts, ensuring that students are provided a framework for advanced language acquisition. This course will explore the richness of the Spanish language, literature, and culture. Students will engage in reading, writing, listening, and speaking exercises. Students will work on developing a well-rounded proficiency in the language. From contemporary literature to historical texts, from oral storytelling to written narratives, this course will ask students to participate in activities that bolster their linguistic abilities along with teaching about Hispanic culture and heritage. Students will use Spanish in communication and situational activities for daily interactions, current events, and literature. Successful completion of this course should prepare students for success in AP Spanish Language and Culture and AP Spanish Literature and Culture.

Satisfies Illinois Learning Standards for Spanish Language Arts

Prerequisite: Teacher recommendation or Division Chair approval.

SPANISH FOR BUSINESS & HEALTH PROFESSIONALS

Year: 12 | Credit: 1

SP880

This upper-level elective course is designed for students who wish to expand their Spanish abilities in the business and medical workplace environment. The focus will be on Spanish vocabulary and grammar structure commonly encountered in business and medical workplace settings. A conversational component to the class will improve the students' skills and practical usage of Spanish for the workplace.

Prerequisite: Teacher recommendation or Division Chair Approval.

DUAL ENROLLMENT AMERICAN SIGN LANGUAGE

Year: 11, 12 | Credit: 1 (semester)

SL500 | Fall / Spring Repeatable

This is a sequence of dual enrollment classes through MVCC. This program is for students wishing to pursue a career working with the deaf, deaf-blind, or hard-of-hearing communities. This can also be a resource for students who are interested in learning how to communicate with a friend, family, or colleague who is deaf or hard of hearing. Students can take 2 classes in the Fall (ASL-101 and ASL-110) and 2 classes in the Spring (ASL-102 and ASL-114) totaling 12 college credits. During these classes, students will learn the history, language, education, and culture of people who are deaf or hard of hearing. They will learn basic vocabulary and grammatical structures, comprehension, and the correct production including fingerspelling and numbers used in American Sign Language.

Students will earn MVCC credit and ACHS World Language credit. Successful completion of these courses will each earn 3 college credits at MVCC.

Please note: This course is taught at MVCC, and students must provide their own transportation. Students must be in junior/senior standing and complete the pre-application process. There are tuition and additional fees required for students enrolled in this course.

ARGO ACTIVITIES

STUDENT ACTIVITIES

Jennifer Gutierrez	Student Activities Secretary – Room 218	708-467-5525	jgutierrez@argohs.net
	Student Activities Office – Room 218	708-467-5524	

Activities Department Philosophy:
In maintaining a "home away from home" atmosphere, ACHS provides an array of activities tailored to the talents, interests, and needs of its students. ACHS adheres to the belief that Academics + Activities = Excellence. Since involvement, fun, and excitement are the keys to spirit at Argo, all students are encouraged to be involved in at least one activity. Any student interested in joining a club or activity should see the activity sponsor or stop in the Student Activities Office. All students in activities must be eligible according to IHSA, SSC and school guidelines.

ACADEMICS

Ambassadors
Argo Ambassadors is an organization for students who are interested in working with students with special needs. Members are given the opportunity to work with students with special needs as well as learning about career opportunities in this field.

Chess
Chess is a competitive activity within the IHSA and SSC. Students learn the skills of chess competition.

Culinary Club
Culinary Club is an after-school activity where students will be able to learn first-hand what it takes to be a professional caterer producing food in large quantities with cost control in mind. Competitive students will have a safe place to practice for various competitions leading to scholarship and networking opportunities.

Environmental Club
The focus of this club is to raise community awareness about sustainable living. The club will focus on educating the students and staff about reducing consumption, and recycling and reusing materials. The club will be involved with community clean ups and promoting the school's recycling program. This will be done through videos, announcements, signs and more. The club will work with the school's recycling program to work toward the goal of a "Green School".

Foreign Language Club
Foreign Language Club participates in activities relative to Spanish. This group takes local field trips and holds social events related to the language membership. Membership is open to all students interested in foreign language.

Graphic Arts Club
Provides students a place to pursue their interest in visual arts, design, and production of goods. The club is open to students with or without experience in Graphic Arts. Students will design and produce t-shirts and other wearable items, spirit, and promotional items. Students may participate in SkillsUSA.

International Students Club
Students from other countries or students who are interested in other countries share intercultural activities, i.e., participate in local field trips.

Mathletes
This group competes with 12 other schools within the SSC organization in mathematics competition. Each year five to ten tournaments are held.

Model United Nations
This organization is an educational simulation in which students learn about diplomacy, international relations, and the United Nations. Students have the opportunity to compete with other schools in the region.

National Honor Society
This is a national organization of students proven to have a high academic ability and to be highly respected and involved in the school and community service. Members are inducted twice during the year.

Robotics Club
Provides students a place to pursue their interest in both mechanical, electronic, and software design by working on large and small scale robotics projects. The club is open to students with or without experience in engineering and programming. Teams within the club will design, build, and program functioning robots using a variety of resources. Students will compete in various robotics competitions as a team. Students may also participate in SkillsUSA.

Scholastic Bowl
Scholastic Bowl is a competitive activity within the IHSA and SSC. Students compete in general knowledge areas in a round by round competition. This program is open to all students at ACHS.

SkillsUSA
SkillsUSA is a professional partnership of students, teachers, and industry working together. Provides educational programs, events, and competitions that support Career and Technical Education. Members develop into well-rounded people with technical, academic, and employability skills that will help them get a job and have a successful career.

Speech Team
The Speech Team is a competitive activity within the IHSA and SSC. This group competes with 12 other schools within the SSC and five to ten tournaments are held each year.

SPORTS-RELATED ORGANIZATIONS

Special Olympics
Argo Special Olympics is a chapter of the Special Olympics, which provides exercise through sports and competitions. In order to compete, students must receive instructional support services from the Educational Support Services Department. The basketball team in the fall focuses on team skills, and the track team in the spring focuses on individual skills. All students are welcome to volunteer in assisting the athletes and coaches.

STUDENT GOVERNMENT

Freshman Class Board
The Freshman Class Board is designated to carry out the activities of the class. These include participation in the Homecoming Parade among other miscellaneous activities. This organization is open to all freshmen and officers are elected in the fall.

Sophomore Class Board
The Sophomore Class Board is designated to carry out the activities of the sophomore class. These include the acquisition of class rings. This organization is open to all sophomores and officers are elected in the spring.

Junior Class Board
The Junior Class Board is designated to carry out the activities of the junior class. These include participation and operation of prom, among other activities. This organization is open to all juniors and officers are elected in the spring.

Senior Class Board
The Senior Class Board is designated to carry out the activities of the senior class. This organization is open to all seniors and officers are elected in the spring. During the year, the Senior Class Board sponsors the Senior Flag Football Game, float building, senior shirt sale, Senior Banquet, and graduation.

Student Council
Student Council is an organization made up of elected officers, representatives and interested students. This organization promotes school spirit and activities, in addition to representing the student body in the school's decision-making process. All students are encouraged to attend Student council meetings and participate in council activities.

STUDENT MEDIA

Argolite (Yearbook)
The Argolite is a yearly publication. The students help determine layout, theme, photo selection and composition. Membership is open to juniors and seniors.

Art Club
Art Club provides opportunities for students to practice, develop and learn various art techniques. Students will have opportunities to visit art museums, galleries, and exhibits.

Maroon (Newspaper)
The Maroon is the student newspaper. It is produced monthly throughout the school year. The staff is responsible for the writing, photography, artwork, and layout design. Membership is open to all students with an interest in journalism.

WARG (Radio)
WARG is a 500-watt FM broadcast radio station operated by the students of ACHS. The primary format is Alternative Music, modeled after college stations throughout the country. Our broadcast area covers the southwest side of Chicago and reaches as far south as Orland Park. Students can gain experience in student management, news, local affairs, promotions, radio theatre, sports broadcasting, engineering, and program development. Schedules can easily work around other activities that students are involved in. The station can be found at 88.9 FM, and broadcasts on a daily basis.

PERFORMANCE GROUPS

Drama Club/Thespians
The purpose of the Drama and Thespian Club is to provide student leadership for the theatre programs at ACHS. Membership is gained through accumulation of ten points earned through dedication and participation in various aspects of the productions during the year.

Band Program
The Band Program consists of four bands and the Jazz Band. These groups perform for athletic competitions, many community affairs, plus their own in-house concerts. The ensembles are: Beginning Band, Wind Ensemble, Concert Band, Varsity Band, and Jazz Band.

Color Guard
This flag group performs with the marching band at athletic competitions, community affairs, and marching band competitions.

Vocal Music
The Vocal Music Program consists of three choral groups. These groups perform for community affairs plus local in-house programs. 1) Ebullience Show Choir 2) Intermediate Choir and 3) Beginning Choir.

Fall Play
Various productions are possible. Auditions are open to all interested students. The production takes four to five weeks to prepare.

Winter/Contest Play
This production is held at the end of February or beginning of March. Auditions are open to all interested

students. Either a cutting of this show or a one-act play is entered into competition with other schools in our conference.

Spring Musical
Annually the Drama and Music Departments of ACHS combine their efforts and talents to produce a musical show. This production is open to all students.

STUDENT GROUPS

Anime Club
The Anime Club is for students interested in this animation genre. They will view episodes of anime, collaborate on projects and meet like-minded students.

Black Student Union
Black Student Union is a safe space for black students to build community, embrace culture, and uplift one another. Students aim to share black culture, participate in activities, and engage in school events. Through school participation and involvement, students build pride and representation while celebrating diversity and fostering unity across the student body.

Gaming Club
The Gaming Club is a competitive activity within the SSC. Students will practice and compete in various games across multiple genres.

K-Pop Club
The K-Pop Club is for students interested in the music genre. They will collaborate on projects and meet like-minded students.

Latinx Concilio
Latinx Concilio focuses on promoting knowledge and appreciation of Latin American cultures and their unique celebrations. Through educational activities and cultural events, students broaden their understanding of the Latino world. The organization also provides international travel opportunities for deeper cultural immersion.

Latinx Dance Club
The Latinx Dance Club is for students interested in learning dances in a variety of Latinx music genres. Together, they collaborate on school and community-wide performances.

Muslim Student Association
Muslim Student Association, also known as MSA, is a student-led club providing spiritual, educational, and social support for our Muslim students. It also welcomes students of all faiths. Meetings include lectures and group activities. On a community level, MSA hosts the Annual Argo community Iftar during Ramadan, as well as Feed the Homeless.

RISE Bible Club
A student-led group who start meetings with prayer and a word from the Bible and relates the excerpt to student life in order to spread the message of faith among younger community members. RISE Bible Club is open to students of all faiths or religious beliefs/preferences, for the purpose of sharing faith through discussion, fellowship, service, and prayer, while promoting inclusion, acceptance, and safety for all.

STRIIVE
STRIIVE is a club that creates a safe, supportive space for LGBTQ+ students and their allies. Its purpose is to promote inclusion, provide community, and encourage understanding through conversation, activities, and advocacy.

Additional groups with no description available at the time of this publication (please reach out to the Activities Office for more information):

National Hispanic Institute

ARGO ATHLETICS

STUDENT ATHLETICS

Ryan Skendzel	Director of Athletics	708-467-5520	rskendzel@argohs.net
Lauren Vasquez	Athletics Secretary	708-467-5521	lvasquez@argohs.net

Athletics Department Philosophy:
Argo Community High School District 217 views the student extracurricular program as providing a worthwhile and rewarding learning experience for the participants. Participation is considered an extension of, but separate from, the regular school day educational program. The curriculum program is a right afforded to every student, however participation in the extracurricular program is a privilege and carries certain requirements and expectations beyond those of the regular classroom setting.

The goal of the extracurricular program is to allow all students the opportunity to grow athletically, but also in the following areas: self-discipline, academic commitment, citizenship, responsibility, teamwork, and competitiveness. We strive to provide a safe learning environment to challenge and support all students to perform at their best at all times. The skills and characteristics gained through participation in athletics will better prepare all students for life after high school.

Students will need to complete the following steps to participate in athletics at Argo Community High School:

1. Complete online registration. Registration link is located at http://il.8to18.com/Argo.
2. Obtain a current physical (dated within the last 395 days).

2026 - 2027 ATHLETICS COACHES CONTACT INFORMATION:

FALL

BOYS CROSS COUNTRY
Head Coach: Brian Schutz
bschutz@argohs.net

GIRLS CROSS COUNTRY
Head Coach: Mary Bergman
mbergman@argohs.net

DANCE
Head Coach: Dawn Palmer
dpalmer@argohs.net
Spring Tryouts

FLAG FOOTBALL
Head Coach: Todd Evans
tevans@argohs.net

FOOTBALL
Head Coach: Phil Rossberg
prossberg@argohs.net

BOYS GOLF
Head Coach: Katie Smith
ksmith@argohs.net

GIRLS GOLF
Head Coach: Kurt Taute
ktaute@argohs.net

SIDELINE CHEER
Head Coach: Marcus Stewart
mstewart@argohs.net
Spring Tryouts

BOYS SOCCER
Head Coach: Carlos Marquez
cmarquez@argohs.net

GIRLS SWIM & DIVE
Head Coach: Carla Murray
swim2soccermom@sbcglobal.net

GIRLS TENNIS
Head Coach: Taylor Loux
tloux@argohs.net

GIRLS VOLLEYBALL
Head Coach: Adam Tinken
atinken@argohs.net

WINTER

BOYS BASKETBALL
Head Coach: Pat Maietta
pmaietta@argohs.net

GIRLS BASKETBALL
Head Coach: Dan McCarthy
dmccarthy@argohs.net

BOYS BOWLING
Head Coach: Andrew Corbin
acorbin@argohs.net

GIRLS BOWLING
Head Coach: Robert Markatos
rmarkatos@argohs.net

COMPETITIVE CHEER
Head Coach: Marcus Stewart
mstewart@argohs.net

COMPETITIVE DANCE
Head Coach: Dawn Palmer
dpalmer@argohs.net

BOYS SWIM & DIVE
Head Coach: Carla Murray
swim2soccermom@sbcglobal.net

WRESTLING
Head Coach: Matt McMurray
mmcmurray@argohs.net

SPRING

BADMINTON
Head Coach: Todd Evans
tevans@argohs.net

BASEBALL
Head Coach: Chris Strelow
cstrelow@argohs.net

GIRLS SOCCER
Head Coach: Carlos Marquez
cmarquez@argohs.net

SOFTBALL
Head Coach: Russ Nowak
rnowak@argohs.net

BOYS TENNIS
Head Coach: Taylor Loux
tloux@argohs.net

BOYS TRACK & FIELD
Head Coach: Pat Wertz
pwertz@argohs.net

GIRLS TRACK & FIELD
Head Coach: Eva Manzke
emanzke@sd104.us

BOYS VOLLEYBALL
Head Coach: Matt LeVan
mlevan@argohs.net

BOYS WATER POLO
Head Coach: Matt McMurray
mmcmurray@argohs.net

GIRLS WATER POLO
Head Coach: Milosh Lukovic
mlukovic@argohs.net

TITLE 1 SCHOOL-PARENT COMPACT

Argo Community High School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

Argo Community H.S. will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
    - Curriculum will be reviewed on a yearly basis and guides will be developed and shared with students and parents. Instruction is provided in a variety of forms (team-taught and direct taught) and at a variety of levels, based on student achievement levels.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held at least once during the year (in the fall)

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: At six-week intervals and more frequently by teachers and counselors.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: via email, PowerSchool access, Open House and Parent-Teacher conferences, phones.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: upon request

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance
- Making sure that homework is completed
- Participating, as appropriate, in decisions relating to my children's education
- Promoting positive use of my child's extracurricular time
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate
- Serving, to the extent possible, on advisory groups

Other School Actions to Support Parents:

Argo Community H.S. will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

2. Hold an annual meeting to inform parents of the school's participation in Title I, Part A program, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. Argo High School is schoolwide; all parents are invited.

3. Provide information to parents in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

4. Provide to parents information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

5. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

6. Provide to each parent, via PowerSchool, an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

7. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

WORKSHEET

COURSES NEEDED

English:

_____ _____

(Course Title and Number) (Course Title and Number)

Math:

_____ _____

(Course Title and Number) (Course Title and Number)

Science:

_____ _____

(Course Title and Number) (Course Title and Number)

Social Science:

_____ _____

(Course Title and Number) (Course Title and Number)

P.E.:

_____ _____

(Course Title and Number) (Course Title and Number)

Elective:

_____ _____

(Course Title and Number) (Course Title and Number)

ALL STUDENTS MUST ENROLL IN SIX CLASSES.

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ARGONAUTS

We inspire, educate, and empower students to achieve a positive future for themselves and their community.

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