F LEVEL UP TO EXCELLENCE

COURSE GUIDE



East St. Louis Senior High School

2026-2027

East St. Louis Senior High School
4901 State Street
East St. Louis, IL 62205
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Table of contents

High School Administration & Support Staff....2
Vision/Mission Statement 3
Graduation and Diploma Plan Requirements 4
Promotion Requirements & General Information 7
Running Start 10
Dual Credit Requirements....11
Advanced Placement Program (AP)....12
Four Year Plan 13
Course Selection Sheets 14

Course Offerings:

Art 23
Career and Technical Education 26
1. Agriculture, Food & Natural Resources 29
2. Audio Video Technology & Communications....33
3. Business Education and Technology 36
4. Human & Health Services....40
5. Industrial Technology Department 51
English....57
Foreign Language 63
Math 65
Music....73
Physical Education, Health, and Driver's Ed 76
Science 78
Social Science....83

APPENDIX:

ESLSHS NCAA Approved Courses
Division I & II Requirements
Frequently Asked Questions

NCAA – Guide For High School Counselors 2026-2027

FAFSA Nonparticipation Form

CTE Pathways Potential Salary & Careers

Administrative Staff - East St. Louis Senior High School

Dr. Brittany Green, *Principal*

Sharif Ford, 12th grade *Associate Principal*

Olivia Coleman, 9th grade *Assistant Principal*
Timi Polk, 10th grade *Assistant Principal*
Delicia Ferrell, 11th grade *Assistant Principal*
Kay Rhodes-Brown, *Academic Assistant Principal*

Joy Walker, *Counselor – 9th grade*
Derrick Givens, *Counselor – 10th grade*
Darralyn Grimmett-Hill, *Counselor – 11th grade*
Amaris Triplett, *Counselor- 12th grade*
Fionaa Hill, *Counselor – NCAA*

Dr. Kareem Mateen, *College and Career Counselor, Administrative Support*
Katre White, *College and Career Counselor*
Whittnee Jones, *College and Career Specialist*

Kenyawna Love, *Social Worker*
Lynneshea Morrow, *Social Worker*
Octavia Scott, *Social Worker*
April Walker, *Social Worker*
Reginald Wince, *Social Worker*
Jovonda Winters, *Social Worker*

Tia Berry, *School Nurse*
Alecia Crawford, *School Nurse*

Vickie Fair, *Registrar*

The Vision of East St. Louis Sr. High School

East St Louis Senior High School will create a culture of high expectations and maximized learning experiences as students are challenged by teachers and peers to work collaboratively for overall success. Students will be fully prepared with college and career readiness' skills as they advance to compete in a global society fully prepared for their future.

Mission Statement

East St Louis Senior High School is committed to providing the highest quality college preparatory education with a focus on college, careers, service, citizenship and a true understanding of the value of education.

Students can and will learn through the use of continuous improvement strategies connecting learning to real world interests and life skills.

Students will learn the value of education, improve their study time and show substantial academic progress.

Motto

"WE NEVER FORGET WHO WE ARE WORKING FOR"

Traditional: Standard Graduation Requirements

The School Board determines high school graduation requirements that will provide each student the opportunity to achieve college and career-ready standards. Each student must successfully complete the following in order to graduate from high school.

1. Complete all minimum requirements for graduation as specified by Illinois State Board of Education.
2. Students must pass the US and Illinois Constitution tests .
3. Complete all District/State course requirements, including: Health, Consumer Education and Physical Education.
4. Participate in the State's final accountability assessment – (ACT)
5. Complete a Free Application For Federal Student Aid (FAFSA), the Alternative Application for Illinois Financial Aid, or a nonparticipation form.

Driver Safety

This is a 18 week program and a required course that will be taken during one semester of the P.E class during junior or senior year.

Subject	Credits Required
English	*4 Credits* Eight semesters are required for graduation (two semesters must be intensive writing courses)
Math	*3 Credits* 1st year must be Algebra, and the 2nd year must be a course that includes 1 year of Geometry content.
Science	*3 Credits (1 Credit recommended in Life Science and 1 Credit in Physical Science)*
Social Studies	*3 Credits (this includes 1 semester Consumer Economics)* 1 semester Civics including passing the U.S. & IL Constitution 1 year must include U.S. History 2 semesters of Social Studies electives
Electives	*5.5 Credits* Options may include Art, Music, Foreign Language, Career & Technical Education (CTE), Driver's Education or Consumer Science
Physical Education	*1.00 Credit* minimum (taken any time over 4 years: Grades 9-12)
Basic Health	*.50 Credit Semester Course (Sophomore Year)*
Consumer Education	Students fulfill the IL State requirement upon completion of one of the following courses: Personal Finance or Consumer Economics
Total	**20 Credits Required for graduation**

Diploma Program Requirements

SY2027

Elite: Math, Humanities & Science Concentration **** GOLD CORD

SWIC Associates Degree

Student must meet all state and district requirements

Prestigious: Math, Humanities & Science Concentration **SILVER CORD

Beginning for Class of 2029: 26-28 credits

SY2027: 24 credits

Including:

8 or more Advanced Placement or dual credit courses

in a variety of core✦ content subjects

Premiere: Math, Humanities & Science Concentration *BRONZE CORD

Class of 2027: 24-25 credits

Including:

4-7 Advanced Placement or dual credit courses in a variety of core✦ content subjects

Career & Technical Education Concentration - BLUE CORD

Minimum of 20 credits

Student must meet all state and district requirements

Successful completion of a single Career & Technical Education Pathway

Traditional: Standard

Minimum of 20 credits

Student must meet all state and district requirements

✦Core subjects: Math, Science, Humanities (English, Social Science, Foreign Language)

The Principal or designee is responsible for:

1. Maintaining a description of all course offerings that comply with the above graduation requirements.
2. Notifying students and their parents/guardians of graduation requirements including state test/requirements.
3. Complying with State law requirements for students who transfer during their senior year because their parent(s)/guardian(s) are on active military duty. This includes making reasonable adjustments to ensure graduation if possible, or efforts to ensure that the original (transfer/or) school district issues the student a diploma, and
4. Taking all other actions to implement this policy.

Early Graduation

The Superintendent or designee shall implement procedures for students to graduate early, provided that they finish 7 semesters of high school and meet all graduation requirements.

Grades and Reporting

Student grades are reported on a quarterly and semester basis. Each semester is comprised of two nine week periods. Progress reports are reported midway through quarters one, two, and three. Report cards and progress reports are mailed directly to parents. They are also posted in the Portfolio section in Family Access. Nine-week grades are generally determined by daily class discussion, written assignments, special projects, and examinations.

Expires: Class of 2023

Grade Mark	Description	Normal	Honors Weighted	AP Weighted	SWIC Weighted
A	Superior grade- outstanding performance	4	5	5	6
B	Good grade – above average performance	3	4	4	5
C	Average grade – satisfactory performance	2	3	3	4
D	Passing grade – below average performance	1	2	2	3
F	Failing grade	0	0	0	0

Class of 2024 and beyond: (i.e. students entering as ninth-graders starting in school year 2020-2021)

Grade Mark	Description	Normal	Honors Weighted	AP Weighted	SWIC Weighted
A	Superior grade- outstanding performance	4	4.5	4.5	5
B	Good grade – above average performance	3	3.5	3.5	4
C	Average grade – satisfactory performance	2	2.5	2.5	3
D	Passing grade – below average performance	1	1.5	1.5	2
F	Failing grade	0	0	0	0

Honor roll and class rank are determined by grade point average (GPA). More weight is given to honor and/or college preparatory courses. Neither a plus nor a minus added to a letter grade affects the GPA. Grades for Physical Education, Basic Health, and Driver's Safety are not included in the GPA calculation. Summer school is considered an extension of semester two for GPA purposes.

Promotions Requirement & General Information

No credit will be granted for classes in which the student has received an incomplete, the maximum allowed absences have been exceeded, or the student receives a final grade of "F". **Credits received from schools outside this district may require adjustments to be comparable with our District.**

Students must have earned at least the following number of credits for each of the classifications.

Freshmen	0 - 4.9 Credits
Sophomores	5 - 9.9 Credits
Juniors	10 – 13.9
Credits Seniors	14+ Credits

Schedule Adjustments

The decision to take a course is an important one. Students should carefully consider their educational and career goals while developing their program of study. Parents are encouraged to be involved in the course selection process for their students. A schedule change can only be considered if a mistake has been made or there is a compelling reason defined for the change. A change may only be considered if initiated during the first five days of a semester.

A home and school partnership is critical to the academic success of your child. Parents have a right to the following:

- Make final decisions regarding their child's initial course selections
- Have their child assessed/evaluated for some advanced classes

Transfer Students

Students who transfer to East St. Louis School District 189 will have the official transcript from their previous school reviewed by the registrar. Courses that directly match courses offered in our school district are placed on the transcript. When there is not a comparable course in the District Course Guide, a course in the SIS system and appropriate credit will be assigned. An example of this would be religion courses, world language courses (e.g., Russian) etc. For honors designation, only those courses that are offered at the honor's level in East St. Louis School District 189 are designated as such.

Sex Equity

No student shall, based on sex, sexual orientation, or gender identity be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities. Any student may file a sex equity complaint by using the Uniform Grievance Procedure. A student may appeal the School Board's resolution of the complaint to the Regional Superintendent of Schools (pursuant to 105 ILCS 5/3-10 of the School Code) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8 of the School Code).

Extracurricular Athletics

Student participation in school-sponsored extracurricular athletic activities is contingent upon the following:

The student must meet the academic criteria set forth in the Board policy on school sponsored extracurricular activities.

1. The parent(s)/guardian(s) must provide written permission for the student's participation, giving the District full waiver of responsibility of the risks involved.
2. The student must present a certificate of physical fitness issued by a licensed physician, an advanced practice nurse, or a physician assistant who assures that the student's health status allows for active athletic participation.
3. The student must show proof of accident insurance coverage either by a policy purchased through the District-approved insurance plan or a parent(s)/guardian(s) written statement that the student is covered under a family insurance plan.
4. The student and his or her parent(s)/guardian(s) shall consent, in writing, to random drug testing pursuant to the Illinois High School Association (IHSA) Performance Enhancing Drug Testing policy before participating in interscholastic athletics.

The Superintendent or designee shall maintain the necessary records to ensure student compliance with this policy. LEGAL REF.: 105 ILCS 5/10-20.30, 25/2.

23 Ill. Admin. Code 1.530 (b)

CROSS REF.: 4:170 (Safety), 6:190 (Extracurricular and Co-Curricular Activities), 7:240 (Conduct Code for Participants in Extracurricular Activities)

ADOPTED: January 19, 2010

NCAA Eligibility Requirements 

Students planning to participate in athletics at the collegiate level in Division I or II must meet the NCAA requirements. Requirements are subject to change annually; therefore, student-athletes and their parents should contact the counselor at their school for updated information. In addition, you may visit the NCAA website (www.ncaaeligibilitycenter.org or www.ncaa.org) for detailed and updated information. A student must be enrolled in 5 courses to meet eligibility requirements for high school athletics. (IHSA) Course designations are attached to course offerings that are awarded NCAA approval.

Students

Release During School Hours

For safety and security reasons, a prior written or oral consent of a student's custodial parent/guardian is required before a student is released during school hours: (1) at any time before the regular dismissal time or at any time before school is otherwise officially closed, and/or (2) to any person other than a custodial parent/guardian.

Early Dismissal Announcement

The Superintendent or designee shall make reasonable efforts to issue an announcement whenever it is necessary to close school early due to inclement weather or other reason.

CROSS REF.: 4:170 (Safety)

ADOPTED: October 18,

2010

RUNNING START

East Saint Louis Senior High School has teamed with Southwestern Illinois College (SWIC) to offer Running Start, a dual credit program to qualifying juniors and seniors. This will allow our best students to earn their high school diploma and, potentially, an associate degree from SWIC at the same time. There are a variety of programs and opportunities to fit the needs of all high school students.

Running Start

Students earn a high school diploma while simultaneously earning an associate degree from SWIC. Students are integrated into existing college classes and attend a SWIC campus full-time.

Intended for...Academically prepared and socially mature students with at least a 3.0 GPA who test into college level English and math (must have completed one year of high school algebra and geometry)

Running Start 1.0

Students attend SWIC full-time their senior year and simultaneously complete high school graduation requirements and the first year of an associate degree. Students are integrated into existing college classes and attend a SWIC campus full-time.

Intended for...Students who were: eligible for Running Start at the end of their sophomore year but did not enroll; new to the high school after Running Start was established for the year; interested in Running Start, but did not qualify at the end of their sophomore year

Running Start 0.5

Seniors enroll in one or all of their spring semester classes at SWIC. Students who do not attend SWIC full-time will attend high school as necessary to meet high school attendance requirements.

Intended for...Students who have nearly met all their high school graduation requirements and are interested in starting college courses

Dual Credit

The East St. Louis 189 School District, in partnership with Southwestern Illinois College, provides students an opportunity to earn college credit through Dual Credit and/or Dual Enrollment. Dual Credit allows students to earn high school and college credit. Dual Enrollment allows a student to earn college credit. Students can only enroll in courses for Dual Credit if the course is not offered at the high school, or the course offered at the high school conflicts with the student's schedule. Core curriculum courses required for graduation need to be taken at the high school. The student is responsible for tuition and books for courses taken at Southwestern Illinois College's campus or another post-secondary institution. East St. Louis Senior High School will also offer Dual Credit courses through Lewis and Clark Community College. The courses will be taught at the East St. Louis Senior High School Campus.

Why should you take Dual Credit courses?

- Dual Credit lets qualified high school students start college early.
- You save time by taking classes while in high school that can be applied toward your college degree.
- You gain experience as a college student, so you learn early what to expect from post-secondary classes.
- Your tuition may be partially underwritten by a grant.
- Small classes, caring teachers, and supportive environment keep you from feeling lost or alone as you make the transition to college.

You are eligible for Dual Credit if you meet the following requirements:

- Are 16 or older.
- Are a high school junior or senior in good standing at a certified Illinois high school
- Have written permission from both the high school and your parent/guardian (submitted on the Dual Credit program application).
- Have the required GPA.
- Have completed and submitted a participating post secondary institution application
- Have taken assessment testing or met the course prerequisites (if required).

Dual Credit/Dual Enrollment does affect your future:

- All dual credit course grades you earn become part of your permanent college transcript.
- The college or university you plan to attend after high school may or may not accept the dual credit course credits you have earned. Check with your high school counselor or contact your chosen college for specific information.
- The dual credit hours you acquire now may affect your financial aid eligibility later on in your college career.

Advanced Placement Program
(AP)

The Advanced Placement Program (AP) enables willing and academically prepared students around the world to pursue university-level studies while still in high school, with the opportunity to earn credit (points toward an undergraduate degree) or advanced placement (the opportunity to skip an introductory level university course). AP is recognized in the admissions process by more than 4,000 universities worldwide, and outside the U.S., more than 600 universities in more than 60 countries recognize qualifying AP Exam scores.

AP courses and exams are available in secondary schools and measure your mastery of university-level course content. The program allows you to develop a global perspective, as well as skills such as critical thinking and problem solving. There are currently 34 AP courses and exams available. Exams are administered in May, and scores can be sent directly to the universities of your choice**. Every student is strongly recommended to take the AP Exam.**

AP Course Benefits

- College credit for qualifying AP Exam scores
- Competitive advantages in the college admission and scholarship process
- Better preparation for college-level work
- An opportunity to deeply explore subjects students enjoy
- Opportunities to advance further and faster once a student is enrolled in college

AP Requirements and Equity

- Every student has the opportunity to participate in rigorous and academically challenging courses and programs.

AP Courses / College and Career Readiness

- Performing well on an AP Exam means more than just the successful completion of a course; it is a pathway to success in college.
- Research consistently shows that students who score a 3 or higher on AP Exams typically experience greater academic success in college and are more likely to graduate on time than otherwise comparable non-AP peers.
- Talented and dedicated AP Teachers provide a strong preparation for the challenges of college and career, including not only rigorous content but also the discipline and critical thinking skills necessary to keep up with a demanding class or career.

Student Name: _____ Student ID # _____

Career/Technology Pathways of Study: _____

East St. Louis Sr. High School Four Year Plan (ELECTRONIC VERSION AVAILABLE IN SCHOOLINKS)

Requirements	9th Grade	GR	10th Grade	GR	11th Grade	GR	12th Grade	GR
English 4.0 Credits								
Mathematics 3.0 Credits Algebra – 1 credit Geometry – 1 credit								
Science 3.0 Credits Labs – 2 credits								
Social Studies 2.5 Credits Civics - 0.5 Credit U.S. History - 1.0 Credit 1.0 Credit Soc Stud Elective								
Consumer Education 0.5 Credit								
Basic Health 0.5 Credit								
Physical Education 1.0 Credit minimum								
CTE/Art/Music/World Language 5.5 Credits								
Summer School								
Constitution Tests								
ACT & FAFSA								
Credits by Year								
Total Credits								
AP Courses								
Employment								
Community Serv Hrs								
College/ Career Interest								

East St. Louis Senior High School

Course Selection Sheet

RISING 9TH GRADERS

Student Name _____ DOB _____ Student # _____

Directions: **Mark (x) in the column for each semester course requested.**

SY28

	SEMESTER I					SEMESTER II			
	X	Course Name	Crse #		X	Course Name	Crse #	T R Sig
ENG		Honors English I	40201	ENG		Honors English I	40202	
		English I	40211			English I	40212	
		ELA LAB	40271			ELA LAB	40271	
		ESL	80201			ESL	80202	
MATH				MATH				
		Algebra I	40311			Algebra I	40312	
		Honors Geometry	40301			Honors Geometry	40302	
SCI		Honors Biology	40401	SCI		Honors Biology	40402	
		Biology	40411F			Biology	40412F	
SS		AP U.S. Government & Politics	40581	SS		AP U.S. Government & Politics	40582	TR
		Honors Modern U.S. History	60501F			Honors Modern U.S. History	60502F	
		Modern U.S. History	60511F			Modern U.S. History	60512F	
YOU MUST CHOOSE ONE IN THIS SECTION. **Mark X in Column I and Column IV for course selection.**								
PE				PE				
		Freshman PE	40601			Freshman PE	40602	

YOU MUST CHOOSE FOUR ELECTIVES IN ORDER OF PREFERENCE IN THIS SECTION.
Mark 1 for most preferred & Mark 4 for least preferred.

PR	40111	Spanish 1		40112	Spanish 1
	50851F	Marching/Concert Band		50852F	Marching/ Concert Band
	50801	Mixed Chorus		50802	Mixed Chorus
	40863F	Music Appreciation		50801S	Mixed Chorus (SEMESTER)
	40731F	Piano Lab		40732F	Piano Lab
	60871	Percussion		60872	Percussion
	40911	Intro to Tech and Engineering		40912	Intro to Tech and Engineering
	409902	Career Exploration		48302	Computer Concepts & Software Applications
	419901	Human Services Career Expl		419902	Human Services Career Exploration

SEMESTER I				SEMESTER II	
	86401F	Beginning Cosmetology **(15)**		**86402F**	Beginning Cosmetology **(15)**
	40821	Art Appreciation		**40822**	Art Appreciation
	86701F	Beginning Barbering **(15)**		**86702F**	Beginning Barbering **(15)**

Daily physical education, while not a state graduation requirement, is a required course for all students in each of four years of high school (see 105 ILCS 5/27-6).

**** All students whose test scores meet or exceed on the previous year's state assessment may have their schedules changed based on the East Saint Louis District 189 Policy 6:135 Accelerated Placement Program. Students would automatically be enrolled in the next most rigorous course for SY 27-28.***

The decision to take a course is an important one. Students should carefully consider their educational and career goals while developing their program of study. Parents are encouraged to be involved in the course selection process for their student. A schedule change can only be considered if a mistake has been made or there is a compelling reason defined for the change. A change may only be considered if initiated during the first five days of a semester.

I have reviewed these course selections and agree with the courses selected. I understand the counselor or registrar may need to make changes.

_____ _____

Parent Signature Date

_____ _____

Student Signature Date

_____ _____

Counselor Signature Date

East St. Louis Senior High School

Course Selection Sheets

10th GRADE

Student Name _____ DOB _____ Cohort _____

Directions: **Mark (x) in the column for each semester course requested.**

CHOOSE 4 ELECTIVES IN ORDER OF PREFERNECE: 1 – THE MOST PREFERRED AND 4 THE LEAST PREFERRED

SY28

SEMESTER I					SEMESTER II				
	X	Course Name	Crse #		X	Course Name	Crse #	T R Sig
ENG		ACT PREP ENG	60081E	ENG				
		English II Hrs – AP SEMINAR	50201A			English II Hrs – AP SEMINAR	50201A	TR
		English II Honors	50201			English II Honors	50202	
		English II	50211			English II	50212	
		ESL	80201			ESL	80202	
MATH		Geometry	50041	MATH		Geometry	50042	
		Algebra II Honors	50011			Algebra II Honors	50012	TR
		ACT PREP MATH	60081M					
SCI		Earth Science	60411T	SCI		Earth Science	60412T	
		Chemistry Honors	50451			Chemistry Honors	50452	TR
		Chemistry	50461			Chemistry	50462	
SS		Modern World History I	50511	SS		Modern World History II	50512	
		AP World History	50551			AP World History	50552	
		World Geography	50561			World Geography	50562	
		U.S. Ethnic Studies: Afr Am in U.S.	60751T			U.S. Ethnic Studies: Afr Am in U.S.	60752T	
PE		Physical Education (SEM ONLY)	50601	PE		Basic Health (SEM ONLY)	50630	
WRLD LANG				WRLD LANG				
		Spanish I	50001			Spanish I	50002	
		Spanish II	50111			Spanish II	50112	PR
ELECTIVES		Fund of Art I	40821	ELECTIVES		Fundamentals of Art II	40822	
		Drawing I	50811			Drawing II	50812	
		Marching Concert Band	50851			Marching Concert Band	50852	
		Mixed Chorus (Concert Choir)	50801			Mixed Chorus (Concert Choir)	50802	
		Piano Lab	40731F			Piano Lab	40731F	
		Guitar	40931			Guitar	40932	
		Jazz Studies	70851			Jazz Studies	70852	
		Percussion	60871			Percussion	60872	

	SEMESTER I				SEMESTER II			
	X	Course Name	Crse #		X	Course Name	Crse #	T R Sig
ELECTIVES		Computer Science Discoveries	40471T	ELECTIVES		Computer Science Discoveries	40472T	
		Orientation to Health Careers	58701			Orientation to Health Careers	58702	
		Beginning Film Making	57101			Beginning Film Making	57102	
		Intro to Business	40901			Accounting I	40901A	
		Information Processing I	85201			Information Processing I	85202	
		Beginning Automotive Services	59101			Beginning Automotive Services	59102	
		Beginning Construction	59201			Beginning Construction	59202	
		Beginning Electricity	59301			Beginning Electricity	59302	
		Beginning Welding	59601			Beginning Welding	59602	
		Nutrition & Culinary Arts I	58801			Nutrition & Culinary Arts I	58802	
		Foundations to Teaching	40881T			Foundations to Teaching	40882T	**PR**
		Barbering I	86701			Barbering I	86702	
		Cosmetology I	86501			Cosmetology I	86502	**PR**

Daily physical education, while not a state graduation requirement, is a required course for all students in each of four years of high school (see 105 ILCS 5/27-6).

**** All students whose test scores meet or exceed on the previous year's state assessment may have their schedules changed based on the East Saint Louis District 189 Policy 6:135 Accelerated Placement Program. Students would automatically be enrolled in the next most rigorous course for SY 27-28.***

The decision to take a course is an important one. Students should carefully consider their educational and career goals while developing their program of study. Parents are encouraged to be involved in the course selection process for their student. A schedule change can only be considered if a mistake has been made or there is a compelling reason defined for the change. A change may only be considered if initiated during the first five days of a semester.

I have reviewed these course selections and agree with the courses selected. I understand the counselor or registrar may need to make changes.

_____ _____

Parent Signature Date

_____ _____

Student Signature Date

_____ _____

Counselor Signature Date

PR: Pre – Requisite Required **TR: Teacher Recommendation**

East St. Louis Senior High School

Course Selection Sheet

11th GRADE

Student Name _____ DOB _____ Cohort _____

Directions: **Mark (x) in the column for each semester course requested.**

CHOOSE 4 ELECTIVES IN ORDER OF PREFERNECE: 1 – THE MOST PREFERRED AND 4 THE LEAST PREFERRED

SY28

SEMESTER I					SEMESTER II				
	X	Course Name	Crse #			X	Course Name	Crse #	Pre-Req
ENGLISH		English III – AP	60201		ENGLISH		English III - AP	60202	TR
		AP RESEARCH (ELECTIVE)	60201A				AP RESEARCH (ELECTIVE)	60202A	
		English III Honors	60203				English III Honors	60204	
		English III	60211				English III	60212	
		Creative Writing SWIC (ELECTIVE)	CW1071				Creative Writing SWIC (ELECTIVE)	CW1072	
		ESL	80201				ESL	80202	
MATH		Algebra II	60311		MATH		Algebra II	60312	
		Finite Math	60381				Finite Math	60381	
		Pre-Calculus	60063				Pre-Calculus	60064	
		AP Statistics	60351				AP Statistics	60352	TR
		AP Pre-Calculus	60061				AP Pre-Calculus	60062	TR
		AP Comp Sci Principles	70471				AP Comp Sci Principles	70472	
SCI		Physical Science	80411E		SCI		Physical Science	80412E	
		AP Chemistry	70451				AP Chemistry	70452	TR
		AP Biology	70441				AP Biology	70442	TR
		Biology	40411				Biology	40412	
		Chemistry	50461				Chemistry	50462	
		Physics	60401				Physics	60402	
HIS		AP United States History	60551		HIS		AP United States History	60552	TR
		United States History	60511				United States History	60512	
		CIVICS	40511E				Banking/Personal Finance	49923	
PE		Physical Education	60601		PE		Physical Education	60602	
		Physical Education (SEM ONLY)	60620				Driver's Safety	60640	
WRLD LANG		Spanish I	50001		WRLD LANG		Spanish I	50002	
		Spanish II	50111				Spanish II	50112	PR
		Spanish III	60111				Spanish III	60112	PR/TR
ELECTIVES		Fund of Art I	40821E		ELECTIVES		Fundamentals of Art II	40822E	
		Drawing I	50811				Drawing II	50812	
		Marching Concert Band	50851				Marching Concert Band	50852	
		Piano Lab	40731				Piano Lab	40732	

SEMESTER I				SEMESTER II			
X	Course Name	Crse #		X	Course Name	Crse #	Pre-Req
	Guitar	40931			Guitar	40932	
	Mixed Chorus (Concert Choir)	50801			Mixed Chorus (Concert Choir)	50802	
	Percussion	60871			Percussion	60872	
	Jazz Studies	70851			Jazz Studies	70852	
	Computer Science Discoveries	40471T			Computer Science Discoveries	40472T	
	Intro to Business	40901			Accounting I	40901A	PR
	Information Processing I	85201			Information Processing I	85202	
	Beginning Film Making	57101			Beginning Film Making	57102	
	Radio Broadcasting	97401			Radio Broadcasting	97402	
	Beginning Automotive Services	59101			Beginning Automotive Services	59102	
	Automotive Technician I	91201			Automotive Technician I	91202	PR
	Beginning Construction	59201			Beginning Construction	59202	
	Construction Trades I	92201			Construction Trades I	92202	PR
	Beginning Electricity	59301			Beginning Electricity	59302	
	Electrical Trades I	94001			Electrical Trades I	94002	PR
	Beginning Welding	59601			Beginning Welding	59602	
	Welding Technology I	96401			Welding Technology I	96402	PR
	Culinary Occupations I	90001			Culinary Occupations I	90002	PR
	Orientation to Health Careers	58701			Orientation to Health Careers	58702	
	Medical Terminology	87301			Medical Terminology	87302	PR
	Classroom Management	60771			Classroom Management	60772	
	Barbering I	86701			Barbering I	86702	
	Barbering II (2 HOURS)	86801			Barbering II (2 HOURS)	86802	
	Cosmetology II- **YEAR I** (2 HOURS)	86601			Cosmetology II – **YEAR I** (2 HOURS)	86601	PR

Daily physical education, while not a state graduation requirement, is a required course for all students in each of four years of high school (see 105 ILCS 5/27-6).

**** All students whose test scores meet or exceed on the previous year's state assessment may have their schedules changed based on the East Saint Louis District 189 Policy 6:135 Accelerated Placement Program. Students would automatically be enrolled in the next most rigorous course for SY 27-28.***

The decision to take a course is an important one. Students should carefully consider their educational and career goals while developing their program of study. Parents are encouraged to be involved in the course selection process for their student. A schedule change can only be considered if a mistake has been made or there is a compelling reason defined for the change. A change may only be considered if initiated during the first five days of a semester.

I have reviewed these course selections and agree with the courses selected. I understand the counselor or registrar may need to make changes.

_____ _____

Parent Signature Date

_____ _____

Student Signature Date

_____ _____

Counselor Signature Date

East St. Louis Senior High School

Course Selection Sheet

12th GRADE

Student Name _____ DOB _____ Cohort _____

Directions: **Mark (x) in the column for each semester course requested.**

CHOOSE 4 ELECTIVES IN ORDER OF PREFERNECE: 1 – THE MOST PREFERRED AND 4 THE LEAST PREFERRED

SY28

SEMESTER I				SEMESTER II				
	X	Course Name	Crse #		X	Course Name	Crse #	PR/TR
ELA		English IV – AP	70201	ELA		English IV - AP	70202	TR
		English IV	70211			English IV	70212	
		Literature to Drama	70264			Speech Communication	70351	
		SWIC FIRST YR ENG I	SEN101			SWIC FIRST YR ENG II	SEN102	
		AP RESEARCH (ELECTIVE)	60201A			AP RESEARCH (ELECTIVE)	60202A	
		ESL	80201			ESL	80202	
MATH		Algebra II	60311S	MATH		Algebra II	60312S	
		Statistics	60051			Statistics	60051	
		AP Statistics	60351			AP Statistics	60352	TR
		Pre-Calculus	60063			Pre-Calculus	60064	
		AP Pre-Calculus	60061			AP Pre-Calculus	60062	TR
		AP Calculus AB	80061			AP Calculus AB	80062	TR
		AP Computer Science Princ	70471			AP Computer Science Princ	70472	TR
		High School Trans Math 4	70081			High School Trans Math 4	70082	TR
SCI		AP Chemistry	70451	SCI		AP Chemistry	70452	
		Sci Research & Techniques	70461			Sci Research & Techniques	70462	
		Forensic Laboratory Science	70421			Forensic Laboratory Science	70422	
		Human Anat & Phys Honors	70401			Human Anat & Phys Honors	70402	
HIS		U.S. Ethnic Studies: Afr Am in U.S.	60751	HIS		U.S. Ethnic Studies: Afr Am in U.S.	60752	
		AP African American Studies	70751			AP African American Studies	70752	TR
		AP Psychology	70521			AP Psychology	70522	TR
		Psychology	70540			Sociology	70510	
		CIVICS	40511E			Cons Economics/Pers Fin	40923E	
		World Geography I	50561			World Geography II	50562	
PE		Physical Education	60601	PE		Physical Education	60602	
		BTW	60650			Driver's Safety	60640	
		Basic Health	70630			Physical Education (SEM ONLY)	60620	
WR LD		Spanish I	50001	WR		Spanish I	50002	
		Spanish II	50111			Spanish II	50112	PR

SEMESTER I				SEMESTER II			
X	Course Name	Crse #		X	Course Name	Crse #	PR/TR
	Spanish III	60111			Spanish III	60112	PR/TR
	Digital Art/Photography I	80821			Digital Art/Photography II	80822	
	Marching Concert Band	50851			Marching Concert Band	50852	
	Piano Lab	40731			Piano Lab	40732	
	Guitar	40931			Guitar	40931	
	Jazz Studies	70851			Jazz Studies	70852	
	Percussion	60871			Percussion	60872	
	Mixed Chorus (Concert Choir)	50801			Mixed Chorus (Concert Choir)	50802	
	Intro to Business	40901			Accounting I	40901A	
	Accounting II	83411			Accounting II	83412	PR
	Information Processing I	85201			Information Processing I	85202	
	Information Processing II	85301			Information Processing II	85301	PR
	Automotive Technician I	91201			Automotive Technician I	91202	PR
	Automotive Technician II (2hrs)	91401			Automotive Technician II (2hrs)	91402	PR
	Construction Trades I	92201			Construction Trades I	92202	PR
	Construction Trades II (2hrs)	92241			Construction Trades II (2hrs)	92242	PR
	Electrical Trades I	94001			Electrical Trades I	94002	PR
	Electrical Trades II (2hrs)	94201			Electrical Trades II (2hrs)	94202	PR
	Welding Technology I	96401			Welding Technology I	96402	PR
	Welding Technology II (2hrs)	96601			Welding Technology II (2hrs)	96602	PR
	Radio Broadcasting (2hrs)	97401			Radio Broadcasting (2hrs)	97402	PR
	Video Production (2hrs)	97201			Video Production (2hrs)	97202	PR
	Cosmetology II **YEAR 1** (2hrs)	86601			Cosmetology II **YEAR 1** (2hrs)	86602	PR
	Barbering II	86801			Barbering II	86802	PR/TR
	Culinary Occupations I	90001			Culinary Occupations I	90002	PR
	Culinary Occupations II (2hrs)	90101			Culinary Occupations II (2hrs)	90102	PR
	Medical Terminology	87201			Medical Terminology	87202	PR/TR
	Nursing Assistant (2hrs)	87401			Nursing Assistant (2hrs)	87402	PR
	Classroom Management	60771			Classroom Management	60772	PR
	Educational Methodology	80771			Educational Methodology	80772	PR/TR
	Work-Based Learning EDUC	96001			Work-Based Learning EDUC	96002	TR
	Work-Based Learning Exp	96005			Work-Based Learning Exp	96006	TR

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I have reviewed these course selections and agree with the courses selected. I understand the counselor or registrar may need to make changes.

Parent Signature	Date
Student Signature	Date
Counselor Signature	Date

Fine Arts Department – Art

Art Department Course Selections

9	• **Fundamentals of Art I & II**
10	• **Fundamentals of Art I & II** • **Drawing I & II**
11	• **Fundamentals of Art I & II** • **Drawing I & II** • **Digital Art/ Photography I & II - (Dual Credit)**
12	• **Fundamentals of Art I & II** • **Drawing I & II** • **Digital Art/ Photography I & II - (Dual Credit)**

Fine Arts Department - Art

40821 Fundamentals of Art

Course Information: ½ credit (non-repeatable); grades 9, 10, 11 & 12
Prerequisite: None

Description: This beginning level survey course will introduce students to art elements and principles. It will teach them how to discover and use basic art concepts and techniques in any kind of art work. Presentations and lectures will give students some understanding of the importance of design in relationship to their environment and culture. This course will explore a wide variety of crafts and mediums creating sculpture, mixed media, ceramics and jewelry.

40822 Fundamentals of Art II

Course Information: ½ credit (non-repeatable); grades 9, 10, 11 & 12
Prerequisite: Fundamentals of Art I

Description: This course will introduce students to periods of art and major artists. Students will explore and discover the various mediums used to create famous works. Students will research periods, styles, techniques and influences. Principles and concepts of composition in visual art are learned. Art elements may be taught through studying and creating. Audio visuals will aide in exposing students to art history. This course will teach students to create crafts that have great aesthetics and useful in everyday life. Students will create projects skillfully made by hand that are decorative and useful.

50811 Drawing I

Course Information: ½ credit (non-repeatable); grades 10, 11, & 12
Prerequisite: One semester of Fundamentals I or written recommendation of instructor

Description: Students will be introduced to different art mediums that are used to create drawings. Different subject matter will be used to create art, portraits, landscapes, still life, seascapes and abstract.

50812 Drawing II

Course Information: ½ credit (non-repeatable); grades 10, 11, & 12
Prerequisite: Drawing I

Description: The focus of this class is advanced methods and techniques in drawing. All subject matter will be expected to be rendered in realistic fashion with shared gradations and high lights. The use of various mediums such as charcoal, pencils, ink, and colored pencils are used to represent texture, tone, volume and rhythm.

80821 Digital Art/ Photography I - (Dual Credit)

Course Information: ½ credit (non-repeatable); grades 11 & 12
Prerequisite: None

Description: Students in this class explore how digital technology through either computers and or cameras can be used to create and or assist in producing various forms of artwork. Students learn about the operation of the camera, composition, lighting techniques, and depth of field, filters, camera angles and film development. Mat framing and exhibiting are a measurable part of the course also.

80822 Digital Art/ Photography 2 - (Dual Credit)

Course Information: ½ credit (non-repeatable); grades 11 & 12
Prerequisite: Digital Art/Photography I or written recommendation of instructor

Description: Students become more adept in both the art form and in the technological use of the digital camera and computer. Digital photography exposes students to materials, processes and the artistic techniques of taking and developing artistic photographs as works of art. As students advance the instruction regarding the creative process becomes more refined and students are encouraged to develop their own artistic style. Mat, framing and exhibiting is a measurable part of the course as well.

Career and Technical Education (CTE) Pathways of Study

Career and Technical Education offers several pathways of study. Students should consider these courses based on their career interests. The "Preferred" diploma is recommended for Agriculture, Food and Natural Resources, Audio/Visual Technology and Communications, and Business Education Pathways. The "Traditional" diploma is recommended with a concentration in Career & Technical Education for Barbering, Cosmetology, Culinary Arts, Education, Health Science, Automotive, Construction, Electrical Trades, Plumbing/HVAC, Manufacturing, and Welding Pathways.

CTE Pathways	Grade 9	Grade 10	Grade 11	Grade 12
Agriculture, Food and Natural Resources	Introduction to Technology and Engineering *(STEM)*	Agricultural Biology	***FY 28/29*** Agricultural Business Management and Community Food Production or Food Science or Urban Agriculture	***FY 28/29*** Current Issues in Agriculture, Food & Natural Resources and Work-Based Learning *(Dual Credit)*
Audio/Visual Technology and Communications	Career Exploration / Computer Concepts & Software Applications	Beginning Filmmaking *(Dual Credit)*	Radio Broadcasting	Video Production and Work-Based Learning *(Dual Credit)*
Business Education and Technology	Career Exploration / Computer Concepts & Software Applications	Information Processing I *(Dual Credit)*	Intro to Business *(Dual Credit)*/Accounting I or Entrepreneurship ***(FY 28/29)***	Accounting II or Financial Accounting ***(FY 28/29)*** and Work-Based Learning *(Dual Credit)*

CTE Pathways	Grade 9	Grade 10	Grade 11	Grade 12
Human and Health Services				
Barbering	Beginning Barbering *(15 years of age)*	Barbering I	Barbering II	Barbering Workplace Experience
Cosmetology	Beginning Cosmetology *(15 years of age)*	Cosmetology I	Cosmetology I or Cosmetology II	Cosmetology II Year 2
Culinary Arts	Career Exploration / Computer Concepts & Software Applications	Nutrition & Culinary Arts I	Culinary Occupations I	Culinary Occupations II *(Dual Credit)* and Work-Based Learning *(Dual Credit)*
Education	Human Services Career Exploration or Career Exploration / Computer Concepts & Software Applications	Foundations to Teaching *(Dual Credit)* or Diversity in Education ***SY 28/29***	Early Childhood Education *(Dual Credit)* ***SY 28/29*** or Educational Methodology	Instructional Technology *(Dual Credit)* and/or Work-Based Learning *(Dual Credit)*
Health Science	Career Exploration / Computer Concepts & Software Applications	Orientation to Health Careers *(STEM)*	Medical Terminology	Nurse Assistant (CNA certificate) *(Dual Credit)* or Emergency Medical Technician ***SY 28/29*** or Nursing - LPN ***SY 28/29***

CTE Pathways	Grade 9	Grade 10	Grade 11	Grade 12
Industrial Technology				
Automotive Technology	Introduction to Technology and Engineering *(STEM)*	Beginning Automotive Services	Automotive Technician I	Automotive Tech II and Work-Based Learning *(Dual Credit)*
Construction Trades, General	Introduction to Technology and Engineering *(STEM)*	Beginning Construction	Carpentry I *(Dual Credit)*	Carpentry II *(Dual Credit)* and Work-Based Learning *(Dual Credit)*
Electrical Trades	Introduction to Technology and Engineering *(STEM)*	Beginning Electricity	Electrical Trades I	Electrical Trades II *(Dual Credit)* and Work-Based Learning *(Dual Credit)*
Manufacturing SY 28-29	Introduction to Technology and Engineering *(STEM)*	Beginning Machining	Machine Tool Technology / Machinist I	Machine Tool Technology / Machinist II and Work-Based Learning *(Dual Credit)*
Plumbing/HVAC SY 28-29	Introduction to Technology and Engineering *(STEM)*	Plumbing	HVAC I	HVAC II and Work-Based Learning *(Dual Credit)*
Welding	Introduction to Technology and Engineering *(STEM)*	Beginning Welding I	Welding Technology I *(Dual Credit)*	Welding Technology II *(Dual Credit)* and Work-Based Learning *(Dual Credit)*

Career and Technical Education (CTE)

Agriculture, Food and Natural Resources

CTE Department Course Selections

9	• **Introduction to Technology and Engineering** ***(STEM)***
10	• **Agricultural Biology** ***(SY 28/29)*** • **Basic Agricultural Business** ***(SY 28/29)***
11	• **Agricultural Business Management** ***(1st Sem) SY 28/29*** **and one (1) choice from below** • **Community Food Production** ***(2nd Sem) SY 28/29*** • **Food Science** ***(2nd Sem) SY 28/29*** • **Urban Agriculture** ***(1st Sem) SY 28/29***
12	• **Current Issues in Agriculture, Food & Natural Resources** ***SY 28/29*** • **Work-Based Learning** ***(Dual Credit) SY 28/29***

40911 Introduction to Technology and Engineering *(STEM)*

Course Information: 1 credit; grade 9
Prerequisite: None

Description: Introduction to Technology & Engineering comprises the following areas: Production, Transportation, Communication, Energy Utilization, and Engineering Design, but is not limited to these areas only. The course will cover the resources, technical processes, industrial applications, technological impact, and occupations encompassed by that system.

70491C Agricultural Biology *SY 28/29*

Course Information: 1 credit; grade 10
Prerequisite: None

Description: Agricultural Biology is designed for sophomore students interested in learning about food systems, including the production, processing, distribution, and consumption of food products, as well as the interactions of various aspects of food systems with the natural environment. Agricultural Biology will cover all major topics in life science, including biochemistry, ecology, cells, reproduction, heredity, biological evolution, and diversity.

NEW- Basic Agricultural Business *SY 28/29*

Course Information: 1 credit; grade 10
Prerequisite: None

Description: This course introduces business concepts such as record keeping, banking, and finance, the role of government/ the USDA in agricultural business, consumerism trends, and the basics of credit, investment, and management. It usually briefly overviews the American Agricultural economic system, cooperatives, and corporate organizations. This course may also expose students to various agricultural business fields such as sales, marketing, accounting, loan officers, and other related careers.

NEW- Agricultural Business Management *(1st Sem) SY 28/29*

Course Information: ½ credit; grade 11
Prerequisite: Agricultural Biology and Basic Agriculture Business with a grade of C or better

Description: This course will give students the basic knowledge and skills to manage personal finances and develop into a successful entrepreneur and/or businessperson. Instructional units include business ownership types, starting an agribusiness, managing and operating an agribusiness, financing an agribusiness, managing personal finances, record keeping and financial management of an agribusiness, local, state and federal taxes, agricultural law, and developing employability skills. Student math, reading comprehension, and writing skills will be enhanced through agribusiness applications. Improving computer and workplace skills will be a focus.

NEW - Community Food Production *(1st Sem) SY 28/29*

Course Information: ½ credit; grade 11
Prerequisite: Agricultural Business Management

Description: This course explores the principles and practices of urban agricultural production. Topics typically include urban crop production, harvesting, and management strategies. Other issues may include the ethical, social, and environmental impacts of food, urban farming, and urban agriculture as a social movement.

NEW - Food Science *(2nd Sem) SY 28/29*

Course Information: ½ credit; grade 11
Prerequisite: Agricultural Business Management

Description: This course provides learning experiences in food science and safety, which allow students to apply scientific knowledge and processes to practices used in developing and preserving food products. Food science and safety issues are examined from a scientific and technological perspective. Students critically analyze information to evaluate and draw conclusions on the appropriate use of technology to implement food science and safety practices. Units of instruction include principles of food preservation, food processing, biochemistry of foods, and food selection and consumer health. Careers to be examined include meat inspectors, quality control technicians, food processors, and sanitation supervisors. Students will use scientific and technological information about food science and safety to develop career plans and personal viewpoints on societal issues concerning the development and preservation of food products. Improving computer and workplace skills will be a focus.

NEW- Urban Agriculture *SY 28/29*

Course Information: 1 credit; grade 11
Prerequisite: Agricultural Business Management

Description: Urban Agriculture courses explore the principles and practices of urban agricultural production. Topics typically include urban crop production, harvesting, and management strategies. Other topics may include the ethical, social, and environmental impacts of food, urban farming, and urban agriculture as a social movement.

NEW - Current Issues in Agriculture, Food & Natural Resources *SY 28/29*

Course Information: 1 credit; grade 12

Prerequisite: Agricultural Business Management and Community Food Production or Food Science or Urban Agriculture

Description: Current Issues in AFNR courses are designed to help students receive a broad understanding of current issues in agriculture, food, and natural resources that affect the social, political, economic, and cultural realms of society. Potential topics include the accessibility of food, impacts of trade, emerging technology, climate change, agricultural production, and environmental practices. Skills developed in this course include problem analysis, course of action development, and decision-making systems in public and private sector organizations.

96001 Work-Based Learning Education (1 credit) - *(Dual Credit)*
96005 Work-Based Learning Experience (1 or 2 credits based on release time)

Course Information: 3 credits; grade 12
Prerequisite: 2.5 GPA, Enrolled in Career Pathway, Application, & Coordinator Approval

Description: Work-Based Learning Education is a capstone course designed to assist students in developing effective skills and attitudes through practical, advanced instruction in school and on the job through workplace experience. Students are released from school for their paid work experience and participate in related classroom instruction per week. Classroom instruction focuses on providing students with job survival skills and career exploration skills related to the job and improving students' abilities to interact positively with others. For skills related to the job, refer to the skill development course sequences, the task list, or related occupational skill standards of the desired occupational program.

The Work-Based Learning Experience provides students with work experience related to their chosen career interest. Goals must be set cooperatively by the student, teacher, and employer. This course must include classroom instruction involving further study of the field, discussion of relevant topics responsive to the workplace experience, and employability skill development. An approved WBL educator-coordinator must teach the Work-Based Learning course.

(Max Cap 15)

Career and Technical Education (CTE)

Audio/Video Technology and Communications Pathway

CTE Department Course Selections

9	• **Career Exploration** ***(1st Sem)*** • **Computer Concepts & Software Applications** ***(2nd Sem)***
10	• **Beginning Film Making** ***(Dual Credit)***
11	• **Beginning Film Making** ***(Dual Credit)*** • **Radio Broadcasting**
12	• **Beginning Film Making** ***(Dual Credit)*** • **Radio Broadcasting** • **Video Production** • **Work-Based Learning** ***(Dual Credit)***

409902 Career Exploration

Course Information: ½ credit; grade 9 *(1st Sem Only)*
Prerequisite: None

Description: Career Exploration helps students identify and evaluate personal goals, priorities, aptitudes, and interests to help them make informed career decisions. This course exposes students to various sources of information on career and training options and may also assist them in developing job search and employability skills.

48302 Computer Concepts & Software Applications

Course Information: ½ credit; grade 9 *(2nd Sem Only)*
Prerequisite: None

Description: Computer Concepts and Software Applications is an orientation-level course designed to develop awareness and understanding of application software and equipment employees use to perform business, marketing, and management tasks. Students will apply problem-solving skills to hands-on, real-life situations using a variety of software applications, such as word processing, spreadsheets, database management, presentation software, and desktop publishing. Students will explore topics related to computer concepts, operating systems, telecommunications, and emerging technologies. The development of employability and transition skills will be included in the course, as well as an understanding of the ethical considerations that arise when using information processing equipment and gaining access to available databases.

57101/57102 Beginning Filmmaking *(Dual Credit)*

Course Information: 1 credit; grades 10, 11 & 12
Prerequisite: None

Description: This course will teach students about digital video storytelling and editing. Students will learn the foundation for video import, export, and editing functions. It will incorporate photographs, titles, graphics, animation, audio, the capture, edit, and rendering of digital video.

97401 Radio Broadcasting

Course Information: 1 credit; grades 11 & 12
Prerequisite: Beginning Filmmaking

Description: This course is designed to provide students with the skills needed for a career in the technical aspects of radio and television broadcasting. Instruction includes camera operations, audio and video editing, sound and lighting techniques, and mixing. Students learn the operation and maintenance of video /digital cameras, microphones, computers, lighting/grip equipment, and other production equipment used in television programs' video and audio production. Students also learn to operate and maintain various receivers, microphones, and sound mixers to record and broadcast radio programs.

97201 Video Production

Course Information: 2 credits; grade 11 or 12
Prerequisite: Radio Broadcasting or Beginning Film Making

Description: Students in this 2-hour course will work in a team-based environment to create various video and audio-related broadcasts. Students learn how to use digital editing equipment and software. The course also gives students an understanding of the FCC and other governmental agencies' radio and television broadcasting regulations.

96001 Work-Based Learning Education (1 credit) - *(Dual Credit)*
96005 Work-Based Learning Experience (1 or 2 credits based on release time)

Course Information: 3 credits; grade 12
Prerequisite: 2.5 GPA, Enrolled in Career Pathway, Application, & Coordinator Approval

Description: Work-Based Learning Education is a capstone course designed to assist students in developing effective skills and attitudes through practical, advanced instruction in school and on the job through workplace experience. Students are released from school for their paid work experience and participate in related classroom instruction per week. Classroom instruction focuses on providing students with job survival skills and career exploration skills related to the job and improving students' abilities to interact positively with others. For skills related to the job, refer to the skill development course sequences, the task list, or related occupational skill standards of the desired occupational program.

The Work-Based Learning Experience provides students with work experience related to their chosen career interest. Goals must be set cooperatively by the student, teacher, and employer. This course must include classroom instruction involving further study of the field, discussion of relevant topics responsive to the workplace experience, and employability skill development. An approved WBL educator-coordinator must teach the Work-Based Learning course.

(Max Cap 15)

Career and Technical Education (CTE)

Business Education and Technology Pathway

CTE Department Course Selections

9	• **Career Exploration** ***(1st Sem)*** • **Computer Concepts & Software Applications** ***(2nd Sem)***
10	• **Information Processing I** ***(Dual Credit)*** • **Accounting I** • **Intro to Business** ***(Dual Credit) - (1st Sem)***
11	• **Intro to Business** ***(Dual Credit) - (1st Sem)*** • **Accounting I** • **Accounting II** • **Entrepreneurship** ***(SY 28/29)*** • **Information Processing I** ***(Dual Credit)***
12	• **Intro to Business** ***(Dual Credit) - (1st Sem)*** • **Accounting I** • **Accounting II** • **Entrepreneurship** ***(SY 28/29)*** • **Information Processing I** ***(Dual Credit)*** • **Financial Accounting** ***(SY 28/29)*** • **Work-Based Learning** ***(Dual Credit)***

409902 Career Exploration

Course Information: ½ credit; grade 9 *(1st Sem Only)*
Prerequisite: None

Description: Career Exploration helps students identify and evaluate personal goals, priorities, aptitudes, and interests to help them make informed career decisions. This course exposes students to various sources of information on career and training options and may also assist them in developing job search and employability skills.

48302 Computer Concepts & Software Applications

Course Information: ½ credit; grade 9 *(2nd Sem Only)*
Prerequisite: None

Description: Computer Concepts and Software Applications is an orientation-level course designed to develop awareness and understanding of application software and equipment employees use to perform business, marketing, and management tasks. Students will apply problem-solving skills to hands-on, real-life situations using a variety of software applications, such as word processing, spreadsheets, database management, presentation software, and desktop publishing. Students will explore topics related to computer concepts, operating systems, telecommunications, and emerging technologies. The development of employability and transition skills will be included in the course, as well as an understanding of the ethical considerations that arise when using information processing equipment and gaining access to available databases.

83521 (*SY 28/29*) Entrepreneurship

Course Information: 1 credit; grades 11 & 12
Prerequisite: None

Description: Entrepreneurship courses teach students the knowledge and skills to own and operate businesses. Topics from several fields typically form the course content: economics, marketing principles, human relations and psychology, business and labor law, legal rights and responsibilities of ownership, business and financial planning, finance and accounting, and communication.

40901 Intro to Business *(Dual Credit)*

Course Information: ½ credit; grades 10, 11 & 12 *(1st Sem Only)*
Prerequisite: Career Exploration/Computer Concepts & Software Applications

Description: A survey of the functional areas of business. Major topics include the economic, legal, social, and global environment in which modern businesses operate; social responsibilities of business; forms of business ownership; functions and responsibilities of managers; and fundamental concepts of marketing, accounting, finance, information management, and labor relations and human resource management.

40901A Accounting I

Course Information: ½ credit; grades 10, 11 & 12 *(2nd Sem Only)*
Prerequisite: Intro to Business, C or better in Algebra or Geometry, or Instructor Approval

Description: Where does the money go? You wouldn't go to a foreign country and not learn the language. Accounting is the "language of business;" this course will assist those students wanting to pursue a career in business, marketing, and management. Accounting skills can help students keep track of money for business and personal use. Students will be exposed to business terms, payroll procedures, business careers, computerized accounting, and banking operations that can be useful in everyday life.

83411 Accounting II

Course Information: 1 credit; grade 11, 12
Prerequisite: Accounting I

Description: Accounting II is a course that builds upon the foundation established in Accounting I. This course is planned to help students develop a more profound knowledge of accounting principles with more emphasis on financial statements and accounting records. It studies previously learned principles as they apply to the more complicated business organizations: partnerships, corporations, branches, etc. The students may become familiar with specialized fields of accounting such as cost accounting, tax accounting, payroll accounting, and others. Some students may choose to make specialized accounting computer applications; others may elect payroll clerk and data processing computer applications. Simulated business conditions may be provided through the use of practice sets. Skills are developed in the entry, retrieval, and statistical analysis of business data using computers for accounting business applications.

85201 Information Processing I *(Dual Credit)*

Course Information: 1 credit; grades 10, 11 & 12
Prerequisite: N/A

Description: Information Processing I is a skill-level course that includes the concepts and terminology related to the people, equipment, and procedures of information processing, as well as skill development in using information processing equipment. Students will operate computer equipment to prepare memos, letters, reports, and forms.

NEW- Financial Accounting ***SY 28/29***

Course Information: 1 credit; grade12
Prerequisite: Entrepreneurship

Description: Financial Accounting courses introduce students to the principles and concepts of financial accounting that produce summary financial statements primarily for users external to a business. Topics include preparing, interpreting, and analyzing financial records and statements, the accounting cycle, current and long-term liabilities and owners' equity, and the accounting of assets.

96001 Work-Based Learning Education (1 credit) - ***(Dual Credit)***
96005 Work-Based Learning Experience (1 or 2 credits based on release time)

Course Information: 3 credits; grade 12
Prerequisite: 2.5 GPA, Enrolled in Career Pathway, Application, & Coordinator Approval

Description: Work-Based Learning Education is a capstone course designed to assist students in developing effective skills and attitudes through practical, advanced instruction in school and on the job through workplace experience. Students are released from school for their paid work experience and participate in related classroom instruction per week. Classroom instruction focuses on providing students with job survival skills and career exploration skills related to the job and improving students' abilities to interact positively with others. For skills related to the job, refer to the skill development course sequences, the task list, or related occupational skill standards of the desired occupational program.

The Work-Based Learning Experience provides students with work experience related to their chosen career interest. Goals must be set cooperatively by the student, teacher, and employer. This course must include classroom instruction involving further study of the field, discussion of relevant topics responsive to the workplace experience, and employability skill development. An approved WBL educator-coordinator must teach the Work-Based Learning course.

(Max Cap 15)

Career and Technical Education (CTE)

Human and Health Services

CTE Department Course Selections

9	• **Beginning Barbering (15 years of age)** • **Beginning Cosmetology (15 years of age)** • **Career Exploration/Computer Concepts and Software Applications** • **Human Services Career Exploration**
10	• **Beginning Barbering (15 years of age)** • **Barbering I** • **Cosmetology I** • **Nutrition and Culinary Arts I** • **Foundations to Teaching *(Dual Credit)*** • **Diversity in Education (*SY 28/29*) *(Dual Credit)*** • **Orientation to Health Careers**
11	• **Barbering II** • **Cosmetology II** • **Culinary Occupations I** • **Early Childhood Education(SY 28/29) *(Dual Credit)*** • **Educational Methodology (*SY 28/29*) *(Dual Credit)*** • **Medical Terminology *(Dual Credit)*** • **Orientation to Health Careers**
12	• **Barbering Workplace Experience** • **Cosmetology II Year 2** • **Culinary Occupations II *(Dual Credit)*** • **Work-Based Learning *(Dual Credit)*** • **Instructional Technology (*SY 28/29*)*(Dual Credit)*** • **Nurse Assistant *(Dual Credit)*** • **Emergency Medical Technician (*SY 28/29*)** • **Nursing LPN *(Dual Credit)* (*SY 28/29*)**

86701F Beginning Barbering

Course Information: 1 credit, grade 9 (15 years of age)
Prerequisite: None

Description: This course includes the study of barbering, hygiene, bacteriology, histology of the hair, skin, muscles, and nerves, structure of the head, face, and neck, elementary chemistry relating to sterilization and antiseptics and diseases of the skin, hair, and glands. The course also includes Professional Ethics, professional development, and Shop Management.

86401/86402 Beginning Cosmetology

Course Information: 1 credit; grade 9 (15 years of age)
Prerequisite: None

Description: This course exposes students to basic manipulative skills, safety protocols, proper work habits, and desirable attitudes necessary to achieve competency in entry-level job skills, obtain licensure, and obtain gainful employment in the field of cosmetology or related career fields.

86701 Barbering I

Course Information: 1 credit; grade 10

Prerequisite: Beginning Barbering or Beginning Cosmetology

Description: This is the second year of a three-year Barbering program. This course offers students curriculum in both theory and practice in the following areas as they relate to the practice of barber science and art: anatomy; physiology; skin diseases; hygiene and sanitation; barber history; barber law; hair cutting and styling; shaving, shampooing, and permanent waving; massaging; and barber implements as they relate to the Barber, Cosmetology, Esthetics, and Nail Technology Act. Knowledge, skills, and activities completed in this course will help prepare students for Barbering II while earning hours toward licensure. (Max cap 20)

86501/86502 Cosmetology I

Course Information: 1 credit; grade 10
Prerequisite: Beginning Cosmetology; 15 years of age

Description: This course introduces students to the requirements for becoming a licensed cosmetologist. It offers students instruction in both theory and practical application. Knowledge, skills, and activities completed in this course will help prepare students for Cosmetology II while earning hours toward licensure. (Max cap 20)

86801 Barbering II

Course Information: 1 credit; grade 11

Prerequisite: Beginning Barbering I

Description: This course offers advanced theoretical and practical skill development to prepare students for the barbering license exam. Training will cover, at a minimum, anatomy; physiology; skin diseases; hygiene and sanitation; barber history; barber law; hair cutting and styling; shaving, shampooing, and permanent waving; massaging; bleaching, tinting, and coloring; and barber implements as they relate to the Barber, Cosmetology, Esthetics, and Nail Technology Act, as well as labor and compensation laws. Knowledge, skills, and activities completed in Barbering I and II will prepare students to take the licensure exam and progress to obtain the 1500 hours of study in barbering. (Max cap 20)

86601 Cosmetology II - Year 1

Course Information: 2 credits; grade 11
Prerequisite: Cosmetology I

Description: This course provides instruction and hands-on experience in the following areas: practical chemical application/hair treatment, hair styling/hairdressing, shop management, sanitation, and interpersonal relations. It offers a curriculum of advanced theoretical and practical skill development to prepare students for the cosmetology licensure examination and progression to obtain 1500 hours of study in cosmetology. (Max cap 20)

NEW- **Barbering II Year 2 (SY28/29)**

Course Information: 2 credits; grade 12
Prerequisite: Barbering II Year 1

Description: This course focuses on completing the 1500 hours of study in barbering and the licensure exam. (Max cap 20)

86701 **Cosmetology II Year 2**

Course Information: 2 credits; grade 12
Prerequisite: Cosmetology II Year 1

Description: This course focuses on completing the 1500 hours of study in cosmetology and the licensure exam. (Max cap 20)

409902 Career Exploration

Course Information: ½ credit; grade 9 *(1st Sem Only)*
Prerequisite: None

Description: Career Exploration helps students identify and evaluate personal goals, priorities, aptitudes, and interests to help them make informed career decisions. This course exposes students to various sources of information on career and training options and may also assist them in developing job search and employability skills.

48302 Computer Concepts & Software Applications

Course Information: ½ credit; grade 9 *(2nd Sem Only)*
Prerequisite: None

Description: Computer Concepts and Software Applications is an orientation-level course designed to develop awareness and understanding of application software and equipment employees use to perform business, marketing, and management tasks. Students will apply problem-solving skills to hands-on, real-life situations using a variety of software applications, such as word processing, spreadsheets, database management, presentation software, and desktop publishing. Students will explore topics related to computer concepts, operating systems, telecommunications, and emerging technologies. The development of employability and transition skills will be included in the course, as well as an understanding of the ethical considerations that arise when using information processing equipment and gaining access to available databases.

58801 Nutrition and Culinary Arts I

Course Information: 1 credit; grade 10
Prerequisite: None

Description: This course expands students' knowledge and experiences with nutrition concepts, food science, and healthy lifestyles. Nutritional analysis, nutrient functions, food allergies, diet and disease, menu analysis, energy and wellness, meal planning and management, nutritional needs across the lifespan, impacts of science and technology on nutrition and wellness issues, and food safety and sanitation management are discussed.

90001 Culinary Occupations I

Course Information: 2 credits; grade 11
Prerequisite: Nutrition and Culinary Arts I

Description: This course provides terminology, culinary math, and practical experiences needed to develop culinary competencies and workplace skills. Safety and sanitation instruction and classroom

application prepare students for an industry-recognized sanitation exam. Students learn on commercial equipment. (Max cap 20)

90101 Culinary Occupations II *(Dual Credit)*

Course Information: 2 credits; grade 12
Prerequisite: Culinary Occupations I

Description: This course places particular emphasis on students developing operational management skills, including the design and organization of food service systems in a variety of settings, human relations, and personnel training and supervision. (Max cap 20)

96001 Work-Based Learning Education (1 credit) - *(Dual Credit)*
96005 Work-Based Learning Experience (1 or 2 credits based on release time)

Course Information: 3 credits; grade 12
Prerequisite: 2.5 GPA, Enrolled in Career Pathway, Application, & Coordinator Approval

Description: Work-Based Learning Education is a capstone course designed to assist students in developing effective skills and attitudes through practical, advanced instruction in school and on the job through workplace experience. Students are released from school for their paid work experience and participate in related classroom instruction per week. Classroom instruction focuses on providing students with job survival skills and career exploration skills related to the job and improving students' abilities to interact positively with others. For skills related to the job, refer to the skill development course sequences, the task list, or related occupational skill standards of the desired occupational program.

The Work-Based Learning Experience provides students with work experience related to their chosen career interest. Goals must be set cooperatively by the student, teacher, and employer. This course must include classroom instruction involving further study of the field, discussion of relevant topics responsive to the workplace experience, and employability skill development. An approved WBL educator-coordinator must teach the Work-Based Learning course.

(Max Cap 15)

419901 - Human Services Career Exploration

Course Information: 1 credit, grade 9
Prerequisite: None

Description: Human Services Career Exploration courses introduce and expose students to the career opportunities pertaining to the provision of personal and consumer services for other human beings. Course topics vary and may include (but are not limited to) caring for others, education, cosmetology, apparel/textiles, entrepreneurship, labor laws, and customer service. Course activities depend upon the careers being explored.

OR

409902 Career Exploration

Course Information: ½ credit; grade 9 *(1st Sem Only)*
Prerequisite: None

Description: Career Exploration helps students identify and evaluate personal goals, priorities, aptitudes, and interests to help them make informed career decisions. This course exposes students to various sources of information on career and training options and may also assist them in developing job search and employability skills.

48302 Computer Concepts & Software Applications

Course Information: ½ credit; grade 9 *(2nd Sem Only)*
Prerequisite: None

Description: Computer Concepts and Software Applications is an orientation-level course designed to develop awareness and understanding of application software and equipment employees use to perform business, marketing, and management tasks. Students will apply problem-solving skills to hands-on, real-life situations using a variety of software applications, such as word processing, spreadsheets, database management, presentation software, and desktop publishing. Students will explore topics related to computer concepts, operating systems, telecommunications, and emerging technologies. The development of employability and transition skills will be included in the course, as well as an understanding of the ethical considerations that arise when using information processing equipment and gaining access to available databases.

40881 Foundations to Teaching *(Dual Credit)*

Course Information: 1 credit, grade 10
Prerequisite: Human Services Career Exploration or Career Exploration/Computer Concepts & Software Applications

Description: This course introduces students to the principles underlying teaching and learning, the responsibilities and duties of teachers, and strategies and techniques to deliver knowledge and information. Combining classroom and field experiences will enable the student to gain skilled knowledge and understanding of the profession of education. Course content includes projects to develop an understanding of the learner and the learning process, instructional planning, the learning environment, assessment and instructional strategies, career opportunities in the field of education, and Illinois regulations and licensing requirements.

NEW - Diversity in Education (Dual Credit) *(SY 28/29)*

Course Information: 1 credit, grade 10
Prerequisite: Foundations to Teaching

Description: The Diversity in Education course prepares future teachers to serve and teach children from diverse backgrounds effectively. The course topics could include methods of creating an environment of respect and rapport; recognizing the need for cultural competence to support all students for success; acknowledging, responding to, and celebrating diverse cultures; identifying, reflecting on, and countering students' own identities and implicit biases; and teaching students to recognize their agency and develop the needed skills to advocate effectively within a school community.

80771 - Educational Methodology *(Dual Credit)*

Course Information: 1 credit, grade 11
Prerequisite: Foundations to Teaching or Diversity in Education

Description: This course allows students to develop skills to teach and guide others. Coursework includes opportunities for students to create and develop teaching objectives, design lesson plans, and experience teaching in a controlled environment. Students examine and practice teaching strategies, learning styles, time management and planning strategies, presentation and questioning skills, classroom management, and evaluation techniques. Students will explore educational career opportunities and develop/expand their career portfolio.

NEW - **Early Childhood Education (Dual Credit)** ***(SY 28/29)***

Course Information: 1 credit, grade 11
Prerequisite: Foundations to Teaching or Diversity in Education

Description: This course prepares students to guide the development of young children in an educational setting through classroom and job shadowing experiences. Course content includes child development, care, and education issues. Project-based learning experiences include planning and implementing developmentally appropriate activities, essential health and safety practices, and legal requirements for teaching young children. Students will research the requirements of early childhood education careers and develop/expand their career portfolio.

80771 Instructional Technology (Dual Credit) ***(SY 28/29)***

Course Information: 1 credit, grade 12
Prerequisite: Educational Methodology

Description: Instructional Technology courses address implementing technical devices and processes to improve and facilitate learning. Content includes, but is not limited to, productivity tools, interactive multimedia, communications, educational software and hardware, instructional applications, and ethical, legal, social, and professional issues.

96001 Work-Based Learning Education (1 credit) - *(Dual Credit)*
96005 Work-Based Learning Experience (1 or 2 credits based on release time (D*ual Credit*)

Course Information: 3 credits; grade 12
Prerequisite: 2.5 GPA, Enrolled in Career Pathway, Application, & Coordinator Approval

Description: Work-Based Learning Education is a capstone course designed to assist students in developing effective skills and attitudes through practical, advanced instruction in school and on the job through workplace experience. Students are released from school for their paid work experience and participate in related classroom instruction per week. Classroom instruction focuses on providing students with job survival skills and career exploration skills related to the job and improving students' abilities to interact positively with others. For skills related to the job, refer to the skill development course sequences, the task list, or related occupational skill standards of the desired occupational program.

The Work-Based Learning Experience provides students with work experience related to their chosen career interest. Goals must be set cooperatively by the student, teacher, and employer. This course must include classroom instruction involving further study of the field, discussion of relevant topics responsive to the workplace experience, and employability skill development. An approved WBL educator-coordinator must teach the Work-Based Learning course.

(Max Cap 15)

58701 Orientation to Health Careers *(STEM)*

Course Information: 1 credit; grades 10, 11
Prerequisite: None

Description: This course exposes students to the variety of opportunities available within the healthcare industry. Its primary purpose is to assist students in further developing their self-concept and in matching personal abilities and interests to a tentative career choice.

87301 Medical Terminology *(Dual Credit)*

Course Information: 1 credit; grades 11 & 12
Prerequisite: Orientation to Health Careers

Description: In Medical Terminology courses, students learn to identify medical terms by analyzing their components. These courses emphasize defining medical prefixes, root words, suffixes, and abbreviations. The primary focus is developing oral and written skills in the communication language within healthcare professions.

87401 Nursing Assistant *(Dual Credit)*

Course Information: 2 credits; grade 12
Prerequisite: Orientation to Health Careers or Medical Terminology; Cumulative GPA 2.5 (Teacher Recommendation)

Description: This course comprises a combination of subject matter and experiences designed to perform tasks of individuals receiving nursing services. The student learns those competencies needed to perform as a nurse assistant while covering general health care topics; medical terminology; patients/clients and their environment; special feeding techniques; psychological support in long-term and terminal illness, death and dying; and all other basic nursing skills. (Max cap 8)

NEW - Emergency Medical Technician *(SY 28/29)*

Course Information: 2 credits; grade 12
Prerequisite: Orientation to Health Careers; Medical Terminology; Cumulative GPA 2.5

Description: Emergency Medical Technology (EMT) courses emphasize the knowledge and skills needed in medical emergencies. Topics typically include clearing airway obstructions, controlling bleeding, bandaging, methods for lifting and transporting injured persons, simple spinal immobilization, infection control, stabilizing fractures, and responding to cardiac arrest. The courses should also cover the legal and ethical responsibilities of dealing with medical emergencies. (Max cap 16)

NEW **Nursing-LPN (*SY 28/29*)**

Course Information: 2 credits; grade 12
Prerequisite: Orientation to Health Careers; Medical Terminology; Cumulative GPA 2.5

Description: The course comprises a combination of subject matter and learning activities designed to prepare a person to perform as a practical nurse under the direction of a physician or professional nurse. LPN courses offer the knowledge and experience needed to provide nursing care for patients of all ages, in various stages of sickness or health, and with various disease conditions. Through classroom, laboratory, and clinical experiences, the student is exposed to the following units of instruction: interpersonal relationships; communications; physiological, psychological, and sociological principles and needs of patients/clients; basic skills; nutrition; and unique dietary content. Additional topics may include community health, nutrition, drug therapy and administration, and mental illness. (Max cap 16)

Career and Technical Education (CTE)

Industrial Technology Department

CTE Department Course Selections

9	• **Introduction to Technology and Engineering *(STEM)***
10	• **Beginning Automotive Services** • **Beginning Construction** • **Beginning Electricity** • **Beginning Machining - SY 28-29** • **Plumbing - SY 28-29** • **Beginning Welding I**
11	• **Beginning Automotive Services** • **Beginning Construction** • **Beginning Electricity** • **Beginning Machining - SY 28-29** • **Plumbing - SY 28-29** • **Beginning Welding I** • **Automotive Technician I** • **Carpentry I *(Dual Credit)*** • **Electrical Trades I** • **Machine Tool Technology / Machinist I - SY 28-29** • **HVAC - SY 28-29** • **Welding Technology I *(Dual Credit)***
12	• **Automotive Technician I** • **Carpentry I *(Dual Credit)*** • **Electrical Trades I** • **Machine Tool Technology / Machinist I - SY 28-29** • **HVAC - SY 28-29** • **Welding Technology I *(Dual Credit)*** • **Automotive Technician II** • **Carpentry II *(Dual Credit)*** • **Electrical Trades II *(Dual Credit)*** • **Machine Tool Technology / Machinist II - SY 28-29** • **HVAC II - SY 28-29** • **Welding Technology II *(Dual Credit)*** • **Work-Based Learning *(Dual Credit)***

40911 Introduction to Technology and Engineering ***(STEM)***

Course Information: 1 credit; grade 9
Prerequisite: None

Description: Introduction to Technology & Engineering comprises the following areas: Production, Transportation, Communication, Energy Utilization, and Engineering Design, but is not limited to these areas only. The course will cover the resources, technical processes, industrial applications, technological impact, and occupations encompassed by that system.

59101 Beginning Automotive Services

Course Information: 1 credit; grades 10 & 11
Prerequisite: None

Description: Beginning Automotive Service emphasizes preventative auto maintenance and automobile troubleshooting. Students will also be introduced to mechanic tools and their application to shop and equipment repairs.

59201 Beginning Construction

Course Information: 1 credit; grades 10 & 11
Prerequisite: None

Description: This course exposes students to the opportunities available in construction-related trades, such as carpentry, plumbing, etc. The course also includes organized learning activities in the study of construction materials safety, site development, footing and foundation, floor framing, wall framing, roof framing, and applying studies by building scale model framing projects and various small projects.

59301 Beginning Electricity

Course Information: 1 credit; grades 10 & 11
Prerequisite: Introduction to Technology and Engineering

Description: This course provides a survey of the theory, terminology, equipment, and practical experience in the skills needed for careers in the electrical field. This course typically includes AC and DC circuitry, safety, and the National Electrical Code. It may cover building circuits, wiring residential, installing lighting, power circuits, and cables. The course also provides hands-on experiment training, allowing students to examine the concept taught.

NEW - Beginning Machining (*SY 28/29*)

Course Information: 1 credit; grades 10 & 11
Prerequisite: None

Description: The beginning Machining course will enable students to create metal parts using various machine tools and equipment. Course content may include interpreting machine specifications using blueprints, sketches, or parts descriptions; preparing and using lathes, milling machines, shapers, and grinders with skill, safety, and precision.

NEW - Plumbing (*SY 28/29*)

Course Information: 1 credit; grades 10 & 11
Prerequisite: None

Description: This introductory course is designed to acquaint students with plumbing basics. Tasks introduced in this course include classroom safety, estimating the costs of jobs, joining copper tubing and strip pipes, installing hangars and supports, roughing in water supply lines for bathtubs, water closets, and water heaters, maintaining plumbing systems, using manuals to determine maintenance schedules, brazing pipes, joining pipes of dissimilar material with a variety of couplings, building water distribution line, and installing vents and drains.

59601 Beginning Welding

Course Information: 1 credit; grades 10 & 11
Prerequisite: None

Description: This course enables students to gain knowledge of the properties, uses, and applications of various metals, skills in various processes used to join and cut metals, and experience in identifying, selecting, and rating appropriate techniques.

91201 Automotive Technician I

Course Information: 2 credits; grades 11 & 12
Prerequisite: Beginning Automotive Services

Description: This course introduces students to the basic skills to inspect, maintain, and repair automobiles and light trucks that run on gasoline, electricity, or alternative fuels. The course will develop problem-solving abilities through the proper use of hands-on lab experiences and equipment. (Max cap 20)

92201 Carpentry I *(Dual Credit)*

Course Information: 2 credits; grades 11 & 12
Prerequisite: Beginning Construction

Description: This course will provide experience related to the erection, installation, and maintenance of residential buildings and related fixtures. Planned learning activities allow students to understand fundamental principles and methods and develop technical skills related to carpentry and finished work. (Max cap 20)

94001 Electrical Trades I

Course Information: 2 credits; grades 11 & 12
Prerequisite: Beginning Electricity

Description: This course is designed to provide students with instruction and training in areas that prepare them to enter the electrical trades. Areas of instruction include electrical theory, circuit design and operation, the national electrical code, blueprint reading, construction blueprint interpretation, and test equipment usage. (Max cap 20)

NEW - Machine Tool Technology/Machinist I *(SY 28/29)*

Course Information: 2 credits; grades 11 & 12
Prerequisite: Beginning Machining

Description: This course introduces students to the basic skills and machines needed in precision metalwork. Students gain machining skills while working with lathes, milling machines, surface grinders, drill presses, and other equipment. In addition, students learn the basics of blueprint reading, precision measuring, layout, and machining process planning. (Max cap 20)

NEW - HVAC I *(SY 28/29)*

Course Information: 2 credits; grades 11 & 12
Prerequisite: Plumbing

Description: This course introduces the principles and practices employed in installing, maintaining, and repairing essential air conditioning and heating systems units. Instruction is provided on safety precautions related to electricity, heating units, rotating machinery, refrigerants, and power tools. Instruction includes basic electrical concepts, circuits, transformers, motors and motor controls, and circuit protection devices. Emphasis is also placed on basic refrigeration principles, gas laws, pressure, fluidics, heat and heat transfer, refrigerants, compressors, and lubrication systems. (Max cap 20)

96401 Welding Technology I *(Dual Credit)*

Course Information: 2 credits; grades 11 & 12
Prerequisite: Beginning Welding I

Description: This course assists students in gaining knowledge and developing the basic skills needed to be successful in welding technology. In addition, students learn the basics of blueprint reading, precision measuring, layout, and production process planning. (Max cap 20)

91401 Automotive Technician II

Course Information: 2 credits; grade 12
Prerequisite: Automotive Technician I

Description: This course builds on the skills and concepts introduced in Automotive Technician I. It includes instructional units in alternative fuel systems, computerized diagnostics, new vehicle servicing, automotive heating and air conditioning, transmissions, testing and diagnostics, drive trains, and overall automobile performance. (Max cap 20)

92241 Carpentry II *(Dual Credit)*

Course Information: 2 credits; grade 12
Prerequisite: Carpentry I

Description: This course provides learning experiences related to the erection, installation, maintenance, and repair of building structures and related utilities. All learning experiences are designed to allow the student to acquire job-entry skills and knowledge. (Max cap 20)

94201 Electrical Trades II *(Dual Credit)*

Course Information: 2 credits; grade 12
Prerequisite: Electrical Trades I

Description: This course centers around advancing basic theory, multi-phase electricity, transmission and delivery systems, electronic and advanced motor controls, alarm and sensory systems, light commercial and industrial wiring, and advanced circuit design. Students continue to gain practical skills by working on trainers, mockups, and on-the-job projects. (Max cap 20)

NEW - Machine Tool Technology/Machinist II (*SY 28/29*)

Course Information: 2 credits; grade 12
Prerequisite: Machine Tool Technology/Machinist I

Description: This course provides more in-depth skill development in various types of precision tool operation, especially using mills, lathes, and surface grinders to perform machining tasks. Power cutoff saws and power band saws are also covered. Students also explore the use of computers and numerically controlled machining. (Max cap 20)

NEW - HVAC II *(SY 28/29)*

Course Information: 2 credits; grade 12
Prerequisite: HVAC I

Description: This course builds on the foundational skills introduced in HVAC I. Students learn the mechanics and electrical fundamentals needed to work as an HVACR technician. Installation, maintenance, and repair of residential forced air heating systems, alternative energy sources, hydronic heating systems, heat pumps, and air conditioners are taught. (Max cap 20)

96601 Welding Technology II *(Dual Credit)*

Course Information: 2 credits; grade 12
Prerequisite: Welding Technology I

Description: This course provides more in-depth skill development in various types of welding, including horizontal, vertical, overhead, and circular techniques. Students also explore the use of robotic and automated production welding. (Max cap 20)

96001 Work-Based Learning Education (1 credit) - *(Dual Credit)*
96005 Work-Based Learning Experience (1 or 2 credits based on release time)

Course Information: 3 credits; grade 12
Prerequisite: 2.5 GPA, Enrolled in Career Pathway, Application, & Coordinator Approval

Description: Work-Based Learning Education is a capstone course designed to assist students in developing effective skills and attitudes through practical, advanced instruction in school and on the job through workplace experience. Students are released from school for their paid work experience and participate in related classroom instruction per week. Classroom instruction focuses on providing students with job survival skills and career exploration skills related to the job and improving students' abilities to interact positively with others. For skills related to the job, refer to the skill development course sequences, the task list, or related occupational skill standards of the desired occupational program.

The Work-Based Learning Experience provides students with work experience related to their chosen career interest. Goals must be set cooperatively by the student, teacher, and employer. This course must include classroom instruction involving further study of the field, discussion of relevant topics responsive to the workplace experience, and employability skill development. An approved WBL educator-coordinator must teach the Work-Based Learning course.

(Max Cap 15)

ELA Department Course Selections

9	• **Honors English I** (NCAA) • **English I** (NCAA)
10	• **AP English II Seminar** (NCAA) • **English II** (NCAA) • **Honors English II** (NCAA) • **ACT ELA Prep**
11	• **English III – AP English Language and Composition** (NCAA) • **AP English III Research** - ELECTIVE • **English III** (NCAA) • **Creative Writing – SWIC (Dual Credit)** (NCAA)
12	• **English IV – AP English Literature and Composition** (NCAA) • **First Year College English I – SWIC (Dual Credit)** (NCAA) • **First Year College English II – SWIC (Dual Credit)** (NCAA) • **English IV** (NCAA) • **African American Lit** (NCAA) - ELECTIVE • **Speech Communication** (NCAA) – ELECTIVE • **Creative Writing – SWIC (Dual Credit)** (NCAA)

English

40200 Honors English I (NCAA)

Course Information: 1 credit; grade 9
Prerequisite: Teacher recommendation and "C" or higher in previous English course

Description: This course compels students to develop a rigorous stance through the study of complex literature and informational text. Literary conventions and stylistic devices will be emphasized with AP strategies. Students will produce grammatically correct argumentative, narrative, and expository essays. Research skills will be introduced. During second semester, students will write a 2-3 page paper utilizing Modern Language Association (MLA) format. Students will participate in diverse media presentations and use critical thinking skills throughout the course. **Summer reading is required.**

40210 English I (NCAA)

Course Information: 1 credit; grade 9
Prerequisite: None

Description: This course requires students to closely examine literature and informational texts. Exploration of each genre's literary elements; determination of theme and intent; and examination of vocabulary and semantics are often included in the course content. Research will be introduced, and students are taught language/reading skills and vocabulary strengthening. Students will produce grammatically correct argumentative, narrative, and expository essays. Diverse media presentations and critical thinking skills will be demonstrated throughout the course.

50200 Honors English II AP Seminar (NCAA)

Course Information: 1 credit; grade 10
Prerequisite: Teacher recommendation, and completion of honors English I with a "C" or better

Description: This course compels students to develop a rigorous stance through the study of literature and informational text. Literary conventions and stylistic devices will receive greater emphasis than in previous courses and will include AP strategies. Students will produce grammatically correct argumentative, narrative, and expository essays. Research will be practiced and sharpened as students write at least two 2-3 page research papers utilizing MLA each semester. Students will participate in diverse media presentations and use critical thinking skills throughout the course. Designed by the College Board to parallel college-level courses in critical thinking and communications, AP Seminar courses provide students with the opportunity to explore complex real world issues through cross curricular lenses. Course topics vary and may include local, civic, or global issues and interdisciplinary subject areas. Courses typically emphasize research, communication, and critical-thinking skills to explore the issues addressed. Students may also examine source materials such as articles and other texts; speeches and personal accounts; and relevant artistic and literary works **Summer reading is required.**

50210 English II (NCAA)

Course Information: 1 credit; grade 10
Prerequisite: None

Description: This course requires students to closely examine literature and informational texts. There is an emphasis on critical thinking and further development of research. They will continue performing activities focused on language/reading skills and vocabulary strengthening. Exploration of each genre's literary elements; determination of theme and intent; and examination of vocabulary and semantics are often included in the course content. Students will write a 2-3 page research paper using MLA format and produce grammatically correct argumentative, narrative, and expository essays. Students will participate in diverse media presentations and use critical thinking skills throughout the course.

50200 Honors English II (NCAA)

Course Information: 1 credit; grade 10
Prerequisite: Teacher recommendation, and completion of honors English I with a "C" or better

Description: This course compels students to develop a rigorous stance through the study of literature and informational text. Literary conventions and stylistic devices will receive greater emphasis than in previous courses and will include AP strategies. Students will produce grammatically correct argumentative, narrative, and expository essays. Research will be practiced and sharpened as students write at least two 2-3 page research papers utilizing MLA each semester. Students will participate in diverse media presentations and use critical thinking skills throughout the course. **Summer reading is required.**

60201 AP English Language and Composition – English III (NCAA)

Course Information: 1 credit; grade 11
Prerequisite: Teacher Recommendations and Completion of Pre AP English II with a "C" or better

Description: Designed to be a college level course, rich in higher level thinking, AP English Literature and Composition will challenge, inspire, and enrich the eager literature student. Using works that range from the sixteenth through twenty-first century as well as several genres and modes, the reading, writing, listening, and speaking experiences will broaden students' understanding about the world around us today. Students, therefore, should expect a rigorous undergraduate English experience with intellectual challenges and a considerable workload that culminates with the AP English and Literature Exam in May. Upon earning a 3 or higher, the student will be awarded college credit, accepted at most colleges and universities. **Summer reading is required.**

60210 English III (NCAA)
Course Information: 1 credit; grade 11
Prerequisite: None

Description: This course requires students to closely examine American literature and informational texts. American literature focuses upon commonly known American authors and their work. Students improve their critical-thinking skills as they determine the underlying assumptions and values within the selected works and as they understand how the literature reflects the society of the time. Introduction and exploration of more advanced literary techniques through two or more literary genres, with the aim of creating sophisticated readers will be the focus. They will continue performing activities focused on language/reading skills and vocabulary strengthening with a rigorous stance. Students will produce grammatically correct argumentative, narrative, and expository essays. Students will participate in diverse media presentations and use critical thinking skills throughout the course.

60201A AP Research – ELA Elective

Course Information: 1 credit; grade 11
Prerequisite: AP Seminar

Description: Designed by the College Board to parallel college-level courses in independent research, AP Research courses provide students with the opportunity to conduct an in-depth, mentored research project. Course topics include research methods, ethical research practices, and accessing, analyzing, and synthesizing information to address a research question. Courses culminate with an academic thesis paper and an oral defense of the research design, approach, and findings. ***The course must be taken in conjunction with an English class such as AP English Language and Composition or English III.***

70200 AP English Literature and Composition – English IV (NCAA)

Course Information: 1 credit; grade 12
Prerequisite: Teacher recommendation and completion of AP English Literature with a "C" or better

Description: Advanced Placement English has a two-fold purpose--to expose students to college level material and expectations and to prepare those who are willing to take the Advanced Placement English Exam. It is not assumed that everyone will be partaking of this exam, and
thus the course is not designed solely for those who will take the exam. The presumption is that the general demands placed on you in both your reading and writing will prepare you for both the A.P. Exam and/or your college aspirations. College writing requires that you provide insight into the material you read and support that insight with specific, relevant details. Therefore the AP English IV course is designed to foster college and career readiness that will help our students develop the necessary skills requisite for post graduate success. **Summer Reading is required**.

70210 English IV (NCAA)

Course Information: 1 credit; grade 12
Prerequisite: None

Description: This course requires students to closely examine World Literature and informational texts. World Literature uses representative literature selections from ancient and/or modern times from countries around the world. Students improve their critical-thinking skills as they comprehend the diversity of literary traditions and the influences of those traditions. They will continue performing activities focused on language/reading skills and vocabulary strengthening with a rigorous stance. Their writing products will include the following: Job applications, resumes, cover letters, and personal statements, and research papers. A senior project is required for this course. Students will participate in diverse media presentations

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***SEN101 First Year College English I – SWIC (Dual Credit) (NCAA)**

Course Information: ½ credit; grade 12
Prerequisite: GPA 2.7

Description: This course focuses on practicing through the writing process, skills in creating clear, concise and carefully edited expository essays and summaries. Essentials of grammar, mechanics, and punctuation are stressed. The course also introduces/reviews MLA format, writing with sources, and critical thinking – the bases for analytical writing.

***SEN102 First Year College English II – SWIC (Dual Credit) (NCAA)**

Course Information: ½ credit; grade 12
Prerequisite: ***SEN101; GPA 2.7

Description: This course offers continued practice in improving writing style and processes, utilizing analytical reading of primary and secondary sources. While practicing how to incorporate sources into compositions for an academic audience, students learn about various research techniques and the consequences of plagiarism. Finally, students learn the mechanics of academic style and research paper layout and format.

70351 Speech Communication (NCAA)

Course Information: ½ credit; grade 12
Prerequisite: None

Description: In this course, students learn to effectively express themselves before an audience. This course provides opportunities to increase their fluency as a speaker and develop their self-confidence. Multiple aspects of public speaking will be covered, and students will receive practical experience through participation. The course introduces the body and poise, public speaking, oral interpretation of literature, and beginning argumentation.

70252 African American Literature (NCAA)

Course Information: ½ credit; grade 12
Prerequisite: None

Description: The African American Literature course has the same aim as general courses which is to improve students' language arts critical-thinking skills but uses literature written by authors who share a particular characteristic such as religion, culture, or gender. Students determine the underlying assumptions and values within the selected works, reflect upon the influence of a common characteristic, and compare the points of view of various authors. Oral discussion is an integral part of this literature course, and written compositions are often required.

CW1071 Creative Writing – SWIC (Dual Credit) – ELA Elective

Course Information: 1 credit; grades 11 & 12
Prerequisite: Minimum 2.5 GPA

Description: Creative Writing courses offer students the opportunity to develop and improve their technique and individual style in poetry, short story, drama, essays, and other forms of prose. The emphasis of the courses is on writing; however, students may study exemplary representations and authors to obtain a fuller appreciation of the form and craft. As a Dual Credit course offering, this course is offered as a workshop course to give direction and criticism to students who want to write fiction, non-fiction, or poetry. Students participate as part of a critical circle; students are expected to submit their own work as well as to critique the work of others. After practicing the craft of wiring, students are encouraged to submit manuscripts to an off-campus publisher. (ELA Elective)

Foreign Language
Department

FOREIGN LANGUAGE Department
Course Selections

9	• **Spanish I** (NCAA)
10	• **Spanish I** (NCAA) • **Spanish II** (NCAA)
11	• **Spanish I** (NCAA) • **Spanish II** (NCAA) • **Spanish III** (NCAA)
12	• **Spanish II** (NCAA) • **Spanish III** (NCAA)

40110 Spanish I (NCAA)

Course Information: 1 credit; grades 9, 10 & 11
Prerequisite: Completion of English with a "C" or better
Exemption for students in self-contained courses (English)

Description: This course is a study of the introductory level of Spanish. Students will begin to develop proficiency that should enable them to converse, read, write, listen to and speak at an introductory level of comprehension. Students will begin to construct a knowledge base of the various cultures represented in the Spanish-speaking world.

50110 Spanish II (NCAA)

Course Information: 1 credit; grades 10, 11, & 12
Prerequisite: Spanish I with a C or better and completion of English with a "C" or better

Description: This course is a study of the intermediate level of Spanish. Students will extend knowledge garnered at the introductory level of study and expand their vocabularies by studying entirely new topics as well as by deepening their experience with selected Spanish 1 topics. Students will continue to develop proficiency that should enable them to converse, read, write, listen to and speak at an intermediate level of comprehension.

60110 Spanish III (NCAA)

Course Information: 1 credit; grades 11, & 12
Prerequisite: Spanish 1 Spanish 2 (C or better SM1 and SM2) or Teacher Recommendation

Description: In this class you will dive deeper in Spanish culture and self-expression. We will discuss topics such as art, literature, future plans, the economy and history. This course is designed as a communication class meaning many lessons will be taught in the target language. Students are expected to communicate at length in the target language and have a strong grasp of Spanish I and II material.

MATH Department Course Selections

9	• **Honors Geometry** (NCAA) • **Algebra I** (NCAA)
10	• **Geometry** (NCAA) • **Honors Algebra II** (NCAA) • **Algebra II** (NCAA) • **Computer Science Discoveries** • **ACT Math Prep**
11	• **Finite Math** (NCAA) • **Algebra II** (NCAA) • **Geometry** (NCAA) • **Computer Science Discoveries** • **AP Computer Science Principles** (NCAA) • **Statistics (STEM)** (NCAA • **AP Statistics (STEM)** (NCAA) • **Pre-Calculus (STEM)** (NCAA • **AP Pre- Calculus (STEM)** (NCAA)
12	• **Geometry** (NCAA) • **Algebra II** (NCAA) • **High School Transitional Math 4 - Quantitative Literacy and Statistics** (NCAA) • **AP Computer Science Principles** (NCAA) • **AP Statistics (STEM)** (NCAA) • **AP Pre- Calculus (STEM)** (NCAA) • **AP Calculus AB (STEM)** (NCAA)

EAST SAINT LOUIS SENIOR HIGH SCHOOL
MATHEMATICS
COURSE PATHWAYS
FLYERS
FLYERS
9 GRADE
10 GRADE
11 GRADE
12 GRADE
Algebra 1
Geometry
Finite Math
Algebra 2
Concurrent
Honors Geometry
Algebra 2
Algebra 2
Transitional Math
Honors Algebra 2
Honors Pre-Calculus
Statistics
Honors Pre-Calculus
AP Pre-Calculus
AP Statistics
AP Calculus

EAST SAINT LOUIS SENIOR HIGH SCHOOL

COMPUTER SCIENCE

COURSE PATHWAY

10/11 GRADE

Computer Science Discoveries

Computer Science Discoveries is an elective course for grades 10 and 11.

11 GRADE

AP Computer Science Principles

AP Computer Science Principles is an elective in 11th grade and will be taken concurrently with a math class.

12 GRADE

AP Computer Science Principles

AP Computer Science Principles can serve as a math course or an elective in 12th grade.

40311 Algebra I (NCAA)

Course Information: 1 credit; grades 9, 10, 11, 12
Prerequisite: None

Description: Students will analyze and explain the process of solving an equation. They will develop fluency in writing, interpreting and translating between various forms of linear equations, inequalities, and using them to solve problems. Students will explore and interpret functions graphically, numerically, symbolically and verbally. They will use regression techniques to make judgments about their models. They will explore systems of equations and inequalities and find & interpret their solutions. They will extend the laws of exponents to include rational exponents. Students will create and solve equations, inequalities and systems of equations involving quadratic expressions. They will interpret various forms of quadratic functions. Students will expand their experience with functions to include absolute value, step and those that are piecewise-defined.

40301 Honors Geometry (NCAA)

Course Information: 1 credit; grade 9
Prerequisite: Successful completion of Algebra 1 with a "C" or better, & teacher/counselor recommendation

Description: Students will establish triangle congruence based on analyses of rigid motions and formal constructions. This is the foundation for the development of formal proof. Students will prove theorems, using a variety of formats, and solve problems about triangles, quadrilaterals and other polygons. Students will use dilations and proportional reasoning to build an understanding of similarity. Students will use similarity in right triangles to understand right triangle trigonometry. Student will informally explain circumference, area and volume formulas of two and three-dimensional objects. Students will use a coordinate system to verify geometric relationships, including properties of special triangles and quadrilaterals and slopes of parallel and perpendicular lines. Students will prove basic theorems about circles and use the distance formula to write the equation of a circle. Students will also use the language of set theory to compute and interpret theoretical and experimental probability for compound events.

50041 Geometry (NCAA)

Course Information: 1 credit; grades 10, 11 & 12
Prerequisite: Successful completion or concurrent enrollment of Algebra I

Description: Students will study the properties of points, lines, planes and angles in a Euclidean context, explore triangle relationships and determine congruency and similarity. Students will compare classify and find the area of polygons, classify solid figures and determine surface area and volume. Right triangle trigonometry will be introduced. Students will find angle measure and segment lengths related to circles and perform transformations of geometric figures. Informal proofs will be introduced. Deductive reasoning and graphing calculators will be used throughout this course.

50011 Honors Algebra II (NCAA)

Course Information: 1 credit; grades 10
Prerequisite: Successful completion of Geometry with a grade of "C" or better.

Description: Students will build on their work with linear, quadratic and exponential functions. They will extend their repertoire of functions to include polynomial, rational and radical functions. Students will work closely with the expressions that define the functions and continue to expand and build upon their abilities to model situation and solve equations. This will include solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Students will model periodic phenomena with trigonometric functions and prove & apply trigonometric identities. Students will also build functions that model relationships between two functions or build new functions from existing functions. Students will make inferences and justify conclusions from sample surveys, experiments and observational studies.

60311 Algebra II (NCAA)

Course Information: 1 credit; grades 10, 11 & 12
Prerequisite: Successful completion of Algebra 1 and Geometry with a "C" or better.

Description: Students will perform arithmetic operations using complex numbers and on polynomials. They will use complex numbers in polynomial identities to solve problems. Students will understand the relationship between zeros and factors of polynomials. Students will be able to rewrite rational expressions. They will understand and solve equations as a process of reasoning and be able to explain their reasoning. Students will represent and solve equations and inequalities graphically. They will analyze functions using different representations. Students will interpret functions that arise in applications. They will build functions that model relationships between two functions or build new functions from existing functions. Students will make inferences and justify conclusions from sample surveys, experiments and observational studies. Students will use the unit circle to extend the domain of trigonometric functions and prove and apply trigonometric identities.

60381 Finite Math (NCAA)

Course Information: 1 credit; grade 11
Prerequisite: Successful completion of Algebra 1 and Geometry

Description: Finite Mathematics acquaints students with a variety of non calculus mathematical topics including linear functions and programming, methods to solve linear and quadratic equations and inequalities, matrices, set theory, counting techniques, and basic concepts of probability and statistics (including measures of central tendency and variation).

70471 AP Computer Science Principles (NCAA)

Course Information: 1 credit; grades 10, 11, 12
Prerequisite: Successful completion of Geometry and AP Course Registration Form

Description: AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.-

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40471 Computer Science Discoveries (Intro to Computer Science) (NCAA)

Course Information: 1 credit; grades 9 & 10
Prerequisite: Successful completion of Geometry and AP Course Registration Form

Description: Computer Science Discoveries (CS Discoveries) is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. The course takes a wide lens on computer science by covering topics such as programming, physical computing, HTML/CSS, and data. The course inspires students as they build their own websites, apps, games, and physical computing devices.

70081 High School Transitional Math 4 - Quantitative Literacy and Statistics (NCAA)

Course Information: 1 credit; grade 12
Prerequisites: Successful completion of 3 years of math with a "C" or better, completion of ACT requirement, AND teacher recommendation.

Description: Math course framework designed 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 should include, but are not limited to: 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. Course to be delivered through authentic application, problem based instruction designed to build mathematical conceptual understanding and critical thinking skills.

60351 AP Statistics (STEM) (NCAA)

Course Information: 1 credit; grades 11 & 12
Prerequisite: Completion of Algebra II with a "C" or better

Description: This course will introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes:

1. Exploring Data; describing patterns and departures from patterns
2. Sampling and Experimentation; planning and conducting a study
3. Anticipating Patterns; exploring random phenomena using probability and simulation
4. Statistical Inference; estimating population parameters and testing hypotheses

Students who successfully complete the course and AP exam may receive credit, advanced placement or both for a one-semester college statistics course.

60051 Statistics (STEM) (NCAA)

Course Information: 1 credit; grades 11 & 12
Prerequisite: Successful completion of Algebra II

Description: Statistics is a high school mathematics course designed to introduce students to the principles of collecting, organizing, analyzing, and interpreting data. Students will explore statistical concepts including measures of central tendency and variability, data distributions, probability, sampling methods, correlation, regression, and statistical inference. Emphasis is placed on applying statistical reasoning to real-world situations, making informed decisions, and evaluating conclusions based on data. Through hands-on activities, technology, and problem-solving experiences, students will develop critical thinking and analytical skills essential for success in college, careers, and everyday life.

60061 AP Pre- Calculus (STEM) (NCAA)

Course Information: 1 credit; grades 11 & 12
Prerequisite: Successful completion of Honors Algebra II with a C or better or successful completion of Algebra II with a "B" or better and teacher recommendation

Description: This course is a study of functions and applications, including those in trigonometry. The following topics are addressed: circular functions, angles in degrees and radians, right triangle applications, graphs of trigonometric functions, identities, composition of functions, families of functions (linear, quadratic, absolute value, polynomial and radical powers, exponential, logarithmic, and rational), conic sections, probability and number theory. Graphing technology is used throughout and students will be encouraged to have their own graphing calculator.

80061 Pre-Calculus Honors

Course Information: 1 credit; grades 11 & 12
Prerequisite: Successful completion of Algebra II

Description: Precalculus is a high school mathematics course designed to strengthen students' understanding of advanced algebraic concepts and prepare them for future mathematics coursework, including college-level mathematics and calculus. Students will explore polynomial, rational, exponential, logarithmic, and trigonometric functions, with an emphasis on graphing, analyzing, and applying mathematical relationships. Additional topics include trigonometric identities, equations, sequences, series, and an introduction to limits. Through problem-solving activities, real-world applications, and the use of technology, students will develop mathematical reasoning, critical thinking, and analytical skills. Instruction emphasizes conceptual understanding, skill development, and practical applications while providing opportunities for guided practice and reinforcement of foundational mathematical concepts.

80061 AP Calculus AB (STEM) (NCAA)

Course Information: 1 credit; grade 12
Prerequisite: Successful completion of Pre-Calculus with a "C" or better.

Description: This is an entry level course in Calculus of a single real variable. Topics covered will include limits continuity, derivatives and their applications, definite integrals, and differential equations, mathematical modeling and their applications. The content will be treated in depth and breadth. Instruction will focus on the highest levels of thinking with regard to analysis, synthesis and evaluation. Graphing calculator technology using a TI Nspire CAS is an integral part of this course, as well a lab component. Students will be prepared to take the AP Calculus AB at the completion of this course.

MUSIC Department Course Selections

	General Music	Instrumental Music	Vocal Music
9	Music Appreciation	Percussion	Mixed Chorus
10		Marching/Concert Band Percussion	Mixed Chorus
11		Marching/Concert Band Piano Lab Guitar Percussion	Mixed Chorus
12		Marching/Concert Band Piano Lab Guitar Percussion	Mixed Chorus

40863 Music Appreciation

Course Information: ½ credit (non-repeatable); grade 9
Prerequisite: None

Description: This non-performing course is designed for students with little to no prior musical training, exploring a variety of musical styles, genres and historical periods through listening, analysis, discussion and composition. Historically and culturally significant composers and their work will be covered, both popular- and art-music.

50851 Marching/ Concert Band

Course Information: 1 credit (repeatable); grades 9, 10, 11 & 12
Prerequisite: Beginning Band and/or written recommendation of instructor via audition

Description: Students in Marching Band are required to participate in a band camp prior to the opening of the fall semester. Attendance is required at all Marching/Concert Band events, including extra-curricular rehearsals and performances which include football, volleyball, and basketball games. This course meets the physical education requirement. Concert Band is a continuation of Beginning Band and Freshman Band. Concert Band is designed to advance students skill and knowledge in music through band performance. Topics include reading standard music notation, music theory and ear training. Materials studied will include an intermediate to advanced method books, major and minor scales and arpeggios, etudes, solos and works by significant composers. Participation is encouraged in all Marching/Concert Band events, including extra-curricular rehearsals and performances which include football, volleyball, and basketball games. Students will also be encouraged to participate in the state organizational, solo, and ensemble events.

40731 Piano Lab

Course Information: 1 credit (non-repeatable); grades 11 &12
Prerequisite: None

Description: Piano and Guitar I is designed to introduce students to music through piano or guitar performance. Topics include reading standard music notation, music theory and ear training. Materials studied will include a beginning piano method book, major scales and arpeggios, and works by significant composers. Guitar students will have the choice between guitar and bass guitar. Participation in Marching/Concert Band on keyboard percussion instruments is encouraged for piano students including all extra-curricular rehearsals and performances. Guitar students are encouraged to participate in jazz ensembles or swing choir. Students will also be encouraged to participate in the state organizational, solo, and ensemble events and perform in at least one solo recital per semester.

40931 Guitar

Course Information: 1 credit (non-repeatable); grades 11 &12
Prerequisite: None

Description: Piano and Guitar I is designed to introduce students to music through piano or guitar performance. Topics include reading standard music notation, music theory and ear training. Materials studied will include a beginning piano method book, major scales and arpeggios, and works by significant composers. Guitar students will have the choice between guitar and bass guitar. Participation in Marching/Concert Band on keyboard percussion instruments is encouraged for piano students including all extra-curricular rehearsals and performances. Guitar students are encouraged to participate in jazz ensembles or swing choir. Students will also be encouraged to participate in the state organizational, solo, and ensemble events and perform in at least one solo recital per semester.

50801 Mixed Chorus (Concert Choir)

Course Information: 1 credit; grades 9,10, 11 & 12
Prerequisite: Treble or Bass Chorus and/or recommendation of instructor via audition

Description: A full year course designed to teach music through performing a wide variety of significant vocal musical works and styles, both sacred and secular. Instruction will focus on continued development of vocal tone, intonation, diction, ability to read music, sight-singing and musicianship. Students are required to participate in several performances outside the school day; prior notice and a schedule will be sent to parents/guardians. Students will also be encouraged to participate in state organizational, solo and ensemble events.

PE/DR ED/BH Department Course Selections

9	• **Freshman Physical Education**
10	• **Physical Education** • **Driver's Education (age requirement)** • **Basic Health**
11	• **Physical Education** • **Driver's Education** • **Field Driving and Simulation – (Behind the Wheel)**
12	• **Physical Education** • **Driver's Education** • **Field Driving and Simulation – (BTW)**

Physical Education/Driver's Ed/Health

40601 Freshman Physical Education

Course Information: ½ credit; grade 9
Prerequisite: None

Description: This course provides a well planned program designed to promote students establishing a commitment to a life style based upon health, fitness, and life-long wellness. Two units are required at this level.

50630 Basic Health

Course Information: ½ credit; grade 10
Prerequisite: None

Description: The required course covers basic health, stress management, family life, substance abuse and prevention, sexually transmitted diseases and HIVAIDS, and personal safety and public health.

60601 Physical Education

Course Information: ½ credit; grades 10(50601-semester), 11 & 12(60601- year; 60620-semester)
Prerequisite: None

Description: This course provides a well- planned program designed to promote students establishing a commitment to a life style based upon health, fitness, and life-long wellness.

60640 Driver's Education

Course Information: ½ credit; grades 11 & 12
Prerequisite: Receive a passing grade in at least 8 courses during the previous 2 semesters prior to enrolling in the course; 15 years old

Description: This course provides students with the knowledge and experience to become safe drivers on America's roadways. Topics in these courses include legal obligations and responsibility, rules of the road and traffic procedures, safe driving strategies and practices, and the physical and mental factors affecting the driver's capability (including alcohol and other drugs).

60650 Field Driving and Simulation – (BTW)

Course Information: 0.5 credit; grades 11 & 12
Prerequisite: Learning Permit and Instructor Consent

Description: Students receive driving behind the wheel. A student may see the instructor or counselor to get in this class.

SCIENCE Department Course Selections

9	• **Biology** (NCAA) • **Biology Honors** (NCAA)
10	• **Honors Chemistry** (NCAA) • **Chemistry** (NCAA) • **Earth Science** (NCAA)
11	• **Biology** (NCAA) • **AP Biology** (NCAA) • **Physical Science**(NCAA) • **AP Chemistry** (NCAA) • **Physics** (NCAA) • **Chemistry** (NCAA)
12	• **Physical Science** (NCAA) • **AP Chemistry** (NCAA) • **Forensic Laboratory Science** (NCAA) • **Human Anatomy & Physiology Honors**(NCAA) • **Scientific Research and Techniques** (NCAA) • **Physics** (NCAA) • **AP Biology** (NCAA)

Science Department

50411 Physical Science (NCAA)

Course Information: 1 credit; grade 12
Prerequisite: None

Description: Physical science is a year-long course designed to continue student investigations of the physical sciences that began in grades K-8 and provide students a richer knowledge base in physical science. This course is a survey course of physics, chemistry, and energy. Specific topics covered in physical science include but are not limited to: Science and Engineering Practices, Lights and Optics, Vibrations, Waves and Sound, Matter and Energy, an introduction to Energy and Gas Laws, Kinematics and Energy & Change. Students will investigate physical science concepts through experience in laboratories and field work using the processes of inquiry.

50451 Honors Chemistry (NCAA)

Course Information: 1 credit; grade 10
Prerequisite: Honors Biology grade of "B" or better: Geometry

Description: This course is an in-depth study of the principles and concepts in chemistry. Students are required to demonstrate an understanding of these principles through application in a laboratory situation. Content will include Atomic Theory, Chemical Bonds, Molecular Structure, Conservation of Matter, Kinetic Theory of Gases, Solutions, Acids, Bases, Salts and Chemical Reactions. It will also include Chemical Thermodynamics, Kinectics, Equilibrium, Organic Chemistry, Biochemistry and Nuclear Chemistry.

60411T Earth Science (NCAA)

Course Information: 1 credit; grade 10 & 11
Prerequisite: None

Description: Earth Science is a capstone course designed to build on students' prior scientific and academic knowledge and skills to develop an understanding of Earth's systems in space and time. Earth Science courses offer insight into the environment on earth and the earth's environment in space. While presenting the concepts and principles essential to students' understanding of the dynamics and history of the earth, the course explores, geology, astronomy, meteorology, oceanography, and geography Students will spend time studying the geosphere (solid Earth) hydrosphere (water), and atmosphere systems. Students will focus on how these systems interact with each other and how they interact with the biosphere (life). In addition, students will investigate how the Earth is part of the much larger solar and stellar systems.

40401 Honors Biology (NCAA)

Course Information: 1 credit, grade 09
Prerequisite: A in 8th Grade Science or B or better in 8th Grade Pre-AP Science

Description: Honors Biology is a year-long course that covers all of the topics of the high school biology course and prepares students for Advance Placement Biology. Students study the structures, functions, and processes of living organisms and their interactions with the environment. Major themes include cell structure and specialization, energy and chemistry of life, genetics and evolution, diversity of life, plant systems, and ecology. Students will learn biological concepts through interactive lectures, web-based activities, and applications. Student learning is assessed through but not limited to quizzes, tests, laboratory experiences, and projects.

40410 Biology (NCAA)

Course Information: 1 credit; grades 09 & 11
Prerequisite: None

Description: Students in Biology study a variety of topics that include: Science and Engineering practices, The Nature of Life, Cells, Evolution, Genetics, Plants, Chordates, Invertebrates, Microorganisms, Human Body and Ecology.

70441 AP Biology (NCAA)

Course Information: 1 credit; grade 11
Prerequisite: Biology and Algebra II; grade "B" or better

Description: Adhering to the curricula recommended by the College Board and designed to parallel college-level introductory biology courses, AP Biology courses stress basic facts and their synthesis into major biological concepts and themes. These courses cover three general areas; molecules and cells (including biological chemistry and energy transformation); genetics and evolution; and organisms and populations (i.e., taxonomy, plants, animals, and ecology). AP Biology courses include college-level laboratory experiments.

70461 Scientific Research and Techniques (NCAA)
Course Information: 1 credit, grade 12
Prerequisite: Passing Grade of C or better in Biology and/or Chemistry

Description: This highly structured year-long course offers students of various achievement levels an opportunity to perform authentic science research of their own choosing. Students might explore areas of science not covered in core science courses offered at ESLHS. Students participate in the community of scientific research and scholarship as part of their high school

experience by performing hands-on scientific research. Students identify their own topic of research; read relevant and appropriate scientific literature; create testable hypotheses; and design, analyze and discuss results. Each student will have the opportunity to write a publication-quality paper describing research results, and give an oral presentation of research results.

70400 Human Anatomy and Physiology Honors (NCAA)

Course Information: 1 credit; grade 12
Prerequisite: Biology and Chemistry; grade of "B" or better and teacher recommendation

Description: Human Anatomy is designed to extend the student's knowledge and understanding of the human body in respect to its structure and function. A survey of each organ system is presented with initial emphasis upon its anatomy, followed by an in-depth study of its physiology. This course is lab-oriented and teaches proper dissection techniques as well as various physiological phenomena. , Anatomy and Physiology courses present the human body and biological systems in more detail. In order to understand the structure of the human body and its functions, students learn anatomical terminology, study cells and tissues, explore functional systems (skeletal, muscular, circulatory, respiratory, digestive, reproductive, nervous, and so on), This course is recommended for students pursuing an education in the medical sciences.

70421 Forensic Science (NCAA)

Course Information: 1 credit, grade 12
Prerequisite: Passing Grade in Biology and Chemistry

Description: Forensics is a year-long elective course offered to seniors. In Forensics students will apply scientific knowledge to questions of civil and criminal law. The course is a hands on course that will explore what Forensic Scientists do. Students will learn modern forensic methods and use scientific inquiry methods to solve real world legal problems. Forensics integrates earth science, environmental science, biology, chemistry, physics, psychology and math. Topics include but are not limited to: evidence collection, fingerprints, DNA, blood, substance identification and handwriting. Emphasis of student learning is on accurate data collection, developing and using models, measurement, analyzing and interpreting data, constructing explanation, designing solutions and communicating information.

60401 Physics (NCAA)

Course Information: 1 credit, grades 11 & 12
Prerequisites: Required: Geometry: Recommended Algebra II or concurrently enrolled
2 years of science: Required Biology: Recommended: Chemistry

Description: Course is designed for students who are interested in STEM, specifically: the field of engineering, science, or advanced studies in science. Purpose of the course is to prepare students for college physics. Course provides an understanding of the basic principles involved with physical concepts and the ability to apply these principles in the solution of problems. Students will be required to do a long term (science or engineering) project and read an outside novel (physics based) as part of the Common Core Reading Standards for Science.

50481 Chemistry (NCAA)

Course Information: 1 credit, grade 10
Prerequisites: Passing Grade of C or better in Physical Science or Conceptual Physics.

Description: Chemistry is a one-year course dealing with the study of matter, its forms, and changes. Chemistry is structured to enhance students' problem solving skills. Areas covered include but not limited to matter, atomic structures, equations, mass relationships, gas laws, solution chemistry and qualitative analysis, acid base chemistry, and nuclear chemistry. Active learning strategies will be employed throughout the course. Inquiry-based laboratory activities will reinforce all topics covered. Students will be introduced to APA formatting for research papers. Practical applications of chemistry will be discussed in relationship to careers in chemistry and other relevant topics.

70451 AP Chemistry (NCAA)

Course Information: 1 credit, grades 11^{th} & 12^{th}
Prerequisites: Chemistry and Algebra II grade B or better

Description: Adhering to the curricula recommended by the College Board, AP Chemistry is a course designed to parallel college level chemistry. Topics covered may include atomic structure and properties, molecular and ionic compounds and properties, chemical reactions (stoichiometry), thermodynamics and kinetics. Hands on laboratory experiences are required and equivalent to those of typical college courses.

SOCIAL SCIENCE Department Course Selections

9	• United States History (NCAA) • Honors United States History (NCAA) • AP US Government and Politics (NCAA) *CONSTITUTION ASSESSMENT
10	• AP World History Modern (NCAA) • Modern World History (NCAA) • Modern World History II (Semester) (NCAA)
11	• AP United States History (NCAA) • Civics/Consumer Economics Personal Finance (NCAA) *CONSTITUTION ASSESSMENT
12	• AP U.S. Ethnic Studies African American in the United States • U.S. Ethnic Studies African American in the United States I (Semester) • U.S. Ethnic Studies African American in the United States II (Semester) • Psychology (Elective) (NCAA)(Semester) • Sociology (Elective) (NCAA)(Semester) • World Geography I (Semester) (NCAA) • World Geography II (Semester) (NCAA) • AP Psychology (Elective) (NCAA) • Government Politics and Law Independent Studies (Semester) (NCAA) • Political Science Changes in Law(Semester) (NCAA)

Social Science Department

40511E Civics (NCAA)

Course Information: ½ credit; grade 11
Prerequisite: None

Description: Civics courses examine the general structure and functions of U.S. systems of government, the roles and responsibilities of citizens to participate in the political process, and the relationship of the individual to the law and legal system. These courses do not typically delve to the same degree of detail into constitutional principles or the role of political parties and interest groups as do comprehensive courses in U.S. Government.

40572 AP Comparative Government and Politics (NCAA)

Course Information: ½ credit; grade 10
Prerequisite: None

Description: AP Course Following the College Board's suggested curriculum designed to parallel college-level Comparative Government and Politics courses, these courses offer students an understanding of the world's diverse political structures and practices. The courses encompass the study of both specific countries and general concepts used to interpret the key political relationships found in virtually all national policies. Course content generally includes sovereignty, authority, and power; political institutions; the relationships among citizens, society, and the state; political and economic change; and public policy.

40923E Consumer Economics/Personal Finance

Course Information: ½ credit: grade 11
Prerequisite: None

Description: Consumer Economics/Personal Finance courses provide students with an understanding of the concepts and principles involved in managing one's personal finances. These courses emphasize lifespan goal-setting, individual and family decision making, and consumer rights as well as topics that are commonly associated with personal finance so that one can become a financially responsible consumer. Topics may include savings and investing, credit, insurance, taxes and social security, spending patterns and budget planning, contracts, and consumer protection. These courses may also investigate the effects of the global economy on consumers and the family.

40551 AP Human Geography (NCAA)

Course Information: 1 credit; grade 12
Prerequisite: Teacher recommendation, and "C" or better in previous Geography Course

Description: Following the College Board's suggested curriculum designed to parallel college-level Human Geography courses, AP Human Geography introduces students to the systematic study of patterns and processes that have shaped the ways in which humans understand, use, and alter the earth's surface. Students use spatial concepts and landscape analysis to examine human social organization and its environmental consequences and also learn about the methods and tools geographers use in their science and practice.

50511 Modern World History (NCAA)

Course Information: ½ Credit per semester; grade 10
Prerequisite: None

Description: Modern World History courses provide an overview of the history of human society in the past few centuries— from the Renaissance period, or later, to the contemporary period— exploring political, economic, social, religious, military, scientific, and cultural developments.

50551 AP World History (NCAA)

Course Information: 1 Credit; grade 10
Prerequisite: None

Description: AP Course Following the College Board's suggested curriculum designed to parallel college-level World History courses, AP World History courses examine world history from 8000 BCE to the present with the aim of helping students make connections of historical evolution across times and places. These courses highlight the interaction.

50561 World Geography (NCAA)

Course Information: ½ Credit; grades: 12
Prerequisite: None

Description: World Geography courses provide students with an overview of world geography, but may vary widely in the topics they cover. Topics typically include the physical environment; the political landscape; the relationship Social Sciences and History between people and the land; economic production and development; and the movement of people, goods, and ideas.

60551 AP United States History (NCAA)

Course Information: 1 credit; grade: 11
Prerequisite: Teacher recommendation and "C" or better in previous Social Studies course

Description: AP Course Following the College Board's suggested curriculum designed to parallel college-level U.S. History courses, AP U.S. History courses provide students with the analytical skills and factual knowledge necessary to address critical problems and materials in U.S. history. Students learn to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship. The course examines the discovery and settlement of the New World through the recent past.

60511 United States History (NCAA)

Course Information: 1 credit; grade: 9
Prerequisite: None

Description: United States History is a yearlong course required of all junior level students. United States History will cover the history of the United States from industrialization of the United States to present. United States history enables students to gain a better understanding of the American past so they are able to deal with the American future. United States History combines many aspects of our heritage; economics, philosophy, politics, religion, geography, and government.

70510 Sociology (NCAA)

Course Information: ½ Credit; grade: 12
Prerequisite: None

Description: Sociology courses introduce students to the study of human behavior in society. These courses provide an overview of sociology, generally including (but not limited to) topics such as social institutions and norms, socialization and social change, and the relationships among individuals and groups in society.

70521 AP Psychology (NCAA)

Course Information: 1 credit; grade 12
Prerequisite: Teacher recommendation, and "C" or better in previous Social Studies course

Description: Psychology is an introductory college prep course geared to those planning to go to college and to those with a keen interest in aspects of human behavior. Vocabulary and concepts are stressed to give the student a working understanding of the subject matter. Major topics include learning, perception, personality, and disturbance, state of consciousness, the brain, and research in psychology.

70540 Psychology (NCAA)

Course Information: ½ credit; grade 12
Prerequisite: None

Description: This course introduces students to the study of individual human behavior. Course content typically includes (but is not limited to) an overview of the field of psychology topics in human growth and development personality and behavior, and abnormal psychology.

60751 U. S. Ethnic Studies African Americans in the United States (NCAA)

Course Information: 1 credit; grade 12
Prerequisite: None

Description: US Ethnic Studies courses examine the history, politics, economics, society, and/or culture of one or more of the racial/ethnic groups in the United States. These courses may focus primarily on the history of an individual racial/ethnic group or may take a more comprehensive approach to studying the contemporary issues affecting racial/ethnic groups overall.

40571I Government, Politics and Law—Independent Studies

Course Information: 1 credit; grade 12
Prerequisite: Classification and Administrative Approval

Description: Government, Politics, and Law—Independent Study courses, often conducted with instructors as mentors, enable students to explore topics of interest within one of the fields of Government, Politics, and Law. These courses may provide students with an opportunity to expand their expertise in a particular specialization, to explore a topic of special interest, or to develop more advanced skills.

ESLSHS NCAA APPROVED COURSES

ELA	SOCIAL SCIENCE	MATHEMATICS	SCIENCE	WORLD LANGUAGE
AFRICAN AMERICAN LITERATURE	AFR AM HIST	ALGEBRA 1	ANALY CHEM HR	AP SPANISH
AP ENGLISH LANGUAGE AND COMPOSITION	AMERICAN HISTORY	ALGEBRA II	ANTOMY & PHYSOLOGY	FRENCH I
AP ENGLISH LITERATURE AND COMPOSITIONA	AP HUMAN GEOGRAPHY	AP CALCULUS	AP BIOLOGY	FRENCH II
CREATIVE WRITING	AP PSYCHOLOGY	AP COMPUTER SCIENCE PRINCIPLES	AP CHEMISTRY	FRENCH III
DUAL CREDIT CREATIVE WRITING	AP UNITED STATES HISTORY	AP PRE-CALCULUS	AP ENVIRONMENTAL SCIENCE	FRENCH IV
DUAL CREDIT FUNDAMENTALS OF PUBLIC SPEAK	AP US HISTORY II	AP STATISTICS	BIOLOGY	FRENCH V
DUAL CREDIT LIT NONWEST COUNTRIES	AP WORLD HISTORY	CALCULUS	CHEMISTRY	FRENCH VI
DUAL CREDIT RHETORIC & COMPOSITION 1	BLACK HISTORY/H	COMPUTER SCIENCE DISCOVERIES	CONCEPTUAL PHYSICS	FRENCH VII
DUAL CREDIT RHETORIC & COMPOSITION 2	CIVICS	DUAL CREDIT ANALYTIC GEOM & CALCULUS 1	DUAL CREDIT EARTH SCIENCE	FRENCH VIII
ENGLISH I	CIVICS/CONSED/AFR AM HIST B**	DUAL CREDIT COLLEGE ALGEBRA	DUAL CREDIT GENERAL BIOLOGY ECOL	SPANISH I
ENGLISH II	CIVICS/CONSED/AFR AME HIST C***	DUAL CREDIT INTRODUCTORY LOGIC	DUAL CREDIT GENERAL CHEMISTRY	SPANISH II
ENGLISH III	DUAL CREDIT CULTURAL ANTHROPOLOGY	DUAL CREDIT TRIGONOMETRY	EARTH SCIENCE	SPANISH III
ENGLISH IV	DUAL CREDIT INTRO TO AMERICAN GOVERNMENT	FINITE MATH	FORENSIC SCIENCE	SPANISH IV
JOURNALISM I	DUAL CREDIT PRIN ECON	GEOMETRY	GENERAL BIOLOGY	SPANISH V
PRE-AP ENGLISH I	DUAL CREDIT SURVEY NONWESTERN HISTORY	HS TRANS MATH 4--QUANTITATIVE LIT & STAT	HUMAN ANTOMY HR*	SPANISH VI
PRE-AP ENGLISH II	DUAL CREDIT US HISTORY 1865 TO PRESENT	PRE-AP ALGEBRA II	INTEGRATED SCIENCE	SPANISH VII
RHETORIC AND COMPOSITION I	DUAL CREDIT US HISTORY TO 1865	PRE-AP GEOMETRY	PHYSICAL SCIENCE	SPANISH VIII
RHETORIC AND COMPOSITION II	ECONOMICS	PRE-CALCULUS HONORS	PHYSICS	
SPEECH COMMUNICATION	GLOBAL STUD	STATISTICS	PHYSICS - HONORS	
WORLD LITERATURE	MODERN WORLD HISTORY	TRIGONOMETRY	PRE-AP BIOLOGY	
COMP RESEARCH/H	PSYCHOLOGY	GEOMETRY HONORS	PRIN SCI	
HONOR ENGLISH I	SOC STUDIES 9/BLK HIST/CIVICS	HONORS ALGEBRA 1	SCIENCE RESEARCH AND TECHNIQUES	
HONORS ENGLISH II	SOCIOLOGY	HONORS ALGEBRA II	BIOLOGY/H	
HONORS ENGLISH III	UNITED STATES HISTORY I		CHEMISTRY*HR	
HONORS ENGLISH IV	UNITED STATES HISTORY II		CONCEPTUAL PHYSICS HONORS	
	US ETHN STUD AF AMER IN US			
	WORLD GEOGRAPHY			

ESLSHS NCAA APPROVED COURSES

ELA	SOCIAL SCIENCE	MATHEMATICS	SCIENCE	WORLD LANGUAGE
	WORLD GEOGRAPHY/H			
	WORLD HISTORY I			
	WORLD HISTORY II			
	HONORS AMERICAN HISTORY/H			
	HONORS CIVICS/CONSED/AFR AM HIST HR*			
	HONORS CONT AMER PROBLEMS HRS*			
	ECONOMICS HRS*			
	GLB HIS/H			
	WORLD HISTORY/H			

NCAA REQUIREMENTS FOR DIVISION I & II ELIGIBILITY

Attention Prospective College Student-Athletes: We have provided answers to some of your most frequently asked questions about participation in college sports and the Clearinghouse process.

What Do I Need To Do and When?

Grade 9

- Verify with your high school guidance counselor and the online core-course listing to make sure you are on track.

Grade 10

- Verify with your high school guidance counselor and the online core-course listing to make sure you are on track.

Grade 11

- Register with the eligibility center.
- Make sure you are still on course to meet core-course requirements (verify you have the correct number of core courses and that the core courses are on your high school's 48-H with the eligibility center).
- After your junior year, have your high school guidance office send a copy of your transcript. If you have attended any other high schools, make sure a transcript is sent to the eligibility center from each high school.
- When taking the ACT or SAT, request test scores to be sent to the eligibility center (the code is "9999").
- Begin your amateurism questionnaire.

Grade 12

- When taking the ACT or SAT, request test scores to be sent to the eligibility center (the code is "9999").
- Complete amateurism questionnaire and sign the final authorization signature online on or after April 1 if you are expecting to enroll in college in the fall semester. (If you are expecting to enroll for spring semester, sign the final authorization signature on or after October 1 of the year prior to enrollment.)
- Have your high school Registrar send a final transcript with proof of graduation to the eligibility center.

Why do I need to register and be certified?
If you intend to participate in athletics at a Division I or II school as a freshman, you must be registered with and be certified as eligible by the NCAA InitialEligibility Clearinghouse. Please note that initial-eligibility certification pertains only to whether you meet the NCAA requirements for participation in Division I or II athletics and has no bearing on your admission to a particular Division I or II institution.

To be classified as a qualifier under NCAA standards, you will need to graduate from high school with a diploma, have successfully completed the core courses, met the GPA/test score requirements, completed an amateurism survey and have abided by all amateurism rules.

When should I register?
You should register with the Clearinghouse whenever you decide you would like to participate in athletics as a college freshman. It generally is best to register after your junior year grades appear on your transcript. Although you can register anytime prior to participation, if you register late, you may face delays that will prevent practicing and competing.

How do I register? You will need to complete registration on line at www.eligibilitycenter.org. Also, you will need to print out and bring a signed copy of the student release form to the guidance office so that your transcript may be sent to the Clearinghouse.

What if I have attended more than one school? If you have attended multiple high schools since ninth grade, each school will need to send your official transcript to the Clearinghouse. You will need to send copies of your student release form to the guidance office at the other schools you attended.

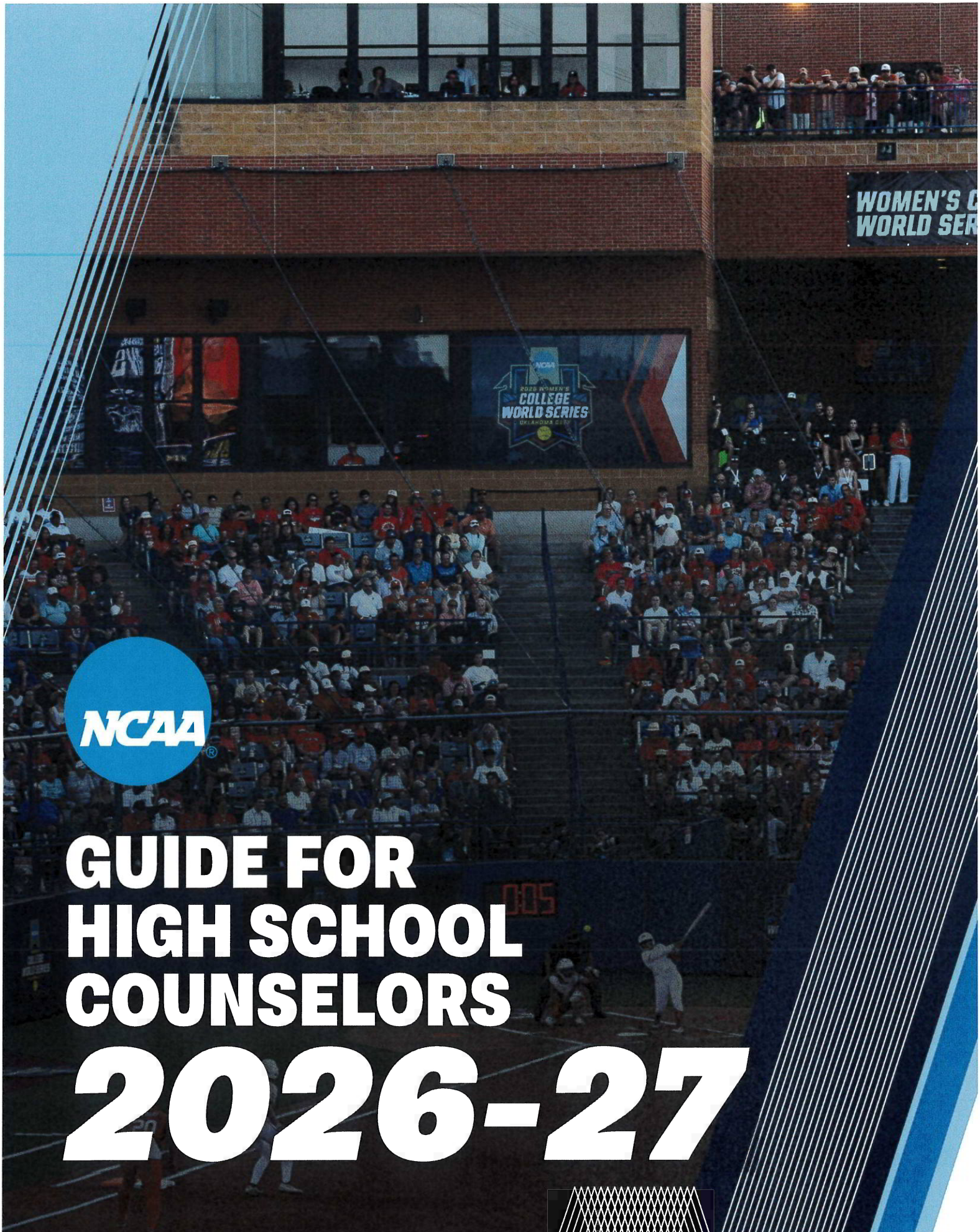
Are standardized test scores required? Qualifying SAT /ACT scores are required for participation in both Division I and II institutions. You are required to have your scores sent directly from the testing agency using code 9999. NCAA no longer accepts ACT or SAT scores from the high school transcript.

How can I arrange for my scores to be sent directly from the testing agency? When you register to take the ACT or SAT, you can mark code 9999 so that the Clearinghouse will be one of the institutions receiving your scores, or you can submit a request and fee for an additional score report to the appropriate testing agency by indicating code 9999 on your request form.

Should I take the ACT with the writing portion? The writing portion of the ACT is not required for NCAA eligibility. However, it may be required for college admission.

What will the Clearinghouse provide to those institutions that are recruiting me? The Clearinghouse will send your eligibility status to any Division I or II institution that requests it provided you give permission on your student-release form.

How can I check on the status of my file at the Clearinghouse? When you complete the student-release form be sure to enter your Social Security Number and a four digit Personal Identification Number (PIN). After you submit your form, you will then be able to call the 24-hour voice response service at 1-877-262- 1492 and access your record using a touch-tone phone.



NCAA®

GUIDE FOR HIGH SCHOOL COUNSELORS

2026-27

Contents

2 What Is the NCAA?
2 NCAA Sports
3 Our 3 Divisions
4 The Critical Role of High School Counselors and Administrators
6 High School Counselor Quick Tips
8 Scholarships
8 Athletics Aid Agreement
8 Name, Image and Likeness
9 Submitting Student Documents
11 Fee Waivers
11 Grade-Point Average
11 Test Scores
12 High School Account Review
12 High School Core-Course Review
18 International Students
18 Homeschooled Students
19 Questions and Resources

NCAA ELIGIBILITY CENTER

Information

Visit

eligibilitycenter.org
ncaa.org/playcollegesports

Contact

High School Administrators Only
877-622-2321, Monday-Friday
8:30 a.m. to 5 p.m. Eastern time

College-Bound Student-Athletes Only
U.S. and Canada (except Quebec):
877-262-1492, Monday-Friday
9 a.m. to 5 p.m. Eastern time

International Students (including Quebec):
on.ncaa.org/intlcontact

Certification Processing

NCAA Eligibility Center
Certification Processing
P.O. Box 7110
Indianapolis, IN 46207-7110

Overnight Delivery

NCAA Eligibility Center
Certification Processing
1802 Alonzo Watford Sr. Drive
Indianapolis, IN 46202

Additional Resources for NCAA Eligibility Questions

- Read the **Guide for College-Bound Student-Athletes.**
- Review the **Guide for International Academic Standards for Athletics Eligibility.**
- Search **frequently asked questions.**
- Review **Resources for High Schools.**
- **Contact the NCAA Eligibility Center.**

This guide is updated on an annual basis. More recent updates to NCAA rules or policies may be found on ncaa.org.

Scan or click the QR code to help your students register!

NCAA, Make It Yours, March Madness and NCAA Championships are trademarks of the National Collegiate Athletic Association. All other trademarks are property of their respective holders. August 2026.

What Is the NCAA?

The National Collegiate Athletic Association is an organization dedicated to providing a pathway to opportunity for college athletes. Over 1,000 **colleges and universities** are members of the NCAA. These schools work together with the NCAA national office and athletics conferences across the country to support more than 500,000 college athletes who make up over 20,000 teams competing in NCAA sports.

The NCAA's diverse members include schools ranging in size from hundreds of students to tens of thousands. The NCAA's current three-division structure was adopted in 1973 to create a fair playing field for teams from similar schools and provide college athletes more opportunities to participate in national championships.

Among the three NCAA divisions, Division I schools generally compete at the highest level of NCAA competition, have the largest athletics budgets and offer the highest number of athletics scholarships. The Division II approach provides growth opportunities through academic achievement, learning through high-level athletics competition, the best access to NCAA Championships and a focus on service to the community. With nearly 40% of the NCAA's total membership, Division III offers participation in a competitive athletics environment that pushes college athletes to excel on the field and build upon their potential by tackling new challenges across campus.

500,000 student-athletes pursue higher education goals and develop leadership, confidence, discipline and teamwork through college sports.

For more information about the right pathway for your students, visit the **Initial Eligibility Requirements page**.

NCAA Sports

The NCAA conducts 94 national championships in 26 sports across Divisions I, II and III, with 49 championships for women, 43 for men and two coed national championships.

The NCAA also supports **emerging sports** to expand athletics opportunities and help these sports achieve NCAA championship status. If you plan to participate in an emerging sport, you must still **register** with the NCAA Eligibility Center.

From March Madness® to rowing, rifle and skiing, the NCAA is dedicated to delivering championships that provide a first-class experience for student-athletes, coaches, fans and broadcast audiences worldwide.

Beyond the game, the NCAA emphasizes community impact – hosting youth clinics and fan events that turn each championship into a celebration for everyone involved.

FALL SPORTS		WINTER SPORTS		SPRING SPORTS		EMERGING SPORTS
MEN:	**WOMEN:**	**MEN:**	**WOMEN:**	**MEN:**	**WOMEN:**	**WOMEN:**
Cross Country Football Soccer Tennis (Singles/ Doubles) Water Polo	Cross Country Field Hockey Soccer Tennis (Singles/ Doubles) Volleyball	Basketball Fencing Gymnastics Ice Hockey Indoor Track and Field Rifle Skiing Swimming and Diving Wrestling	Basketball Bowling Fencing Gymnastics Ice Hockey Indoor Track and Field Rifle Skiing Swimming and Diving Wrestling	Baseball Golf Lacrosse Outdoor Track and Field Tennis (Team) Volleyball	Acrobatics and Tumbling Beach Volleyball Golf Lacrosse Outdoor Track and Field Rowing Softball Stunt Tennis (Team) Water Polo	Equestrian (Divisions I and II only) Flag Football Rugby Triathlon

Our 3 Divisions

The NCAA's three divisions were created in 1973 to align like-minded campuses in the areas of fairness, competition and opportunity.

	DIVISION I	DIVISION II	DIVISION III
ACTIVE SCHOOLS	361 (34%)	296 (28%)	416 (39%)
MEDIAN UNDERGRADUATE ENROLLMENT	8,900	2,100	1,600
STUDENT-ATHLETE TO UNDERGRADUATE RATIO	1 in 24	1 in 9	1 in 5
AVERAGE NUMBER OF NCAA TEAMS PER SCHOOL	19	17	20
NCAA STUDENT-ATHLETE PARTICIPATION	199K (36%)	140K (25%)	210K (38%)
ATHLETICS SCHOLARSHIPS	**70%** of athletes receive athletics aid. Multiyear, cost-of-attendance athletics scholarships available.	**77%** of athletes receive athletics aid. Partial athletics scholarship model.	No athletics scholarships. 80% of athletes receive nonathletics aid.
DID YOU KNOW?	Division I schools award over **$3.4 billion** in athletics scholarships annually.	Division II student-athletes graduate at higher rates than their student body peers.	Division III's largest school has **28,000** undergraduates. The smallest? **300**.

*The number of schools for each division is current as of the 2026-27 academic year. All other figures are based on 2025-26 data. Percentages shown for schools and student-athletes may not add up to 100% due to rounding. Participation figures include NCAA student-athletes in championship and emerging sports and may include student-athletes who participate in more than one sport.

How Is Each Division Governed?

NCAA schools develop and approve legislation for their own divisions. Committees lead each division and conduct their business during regularly scheduled meetings For more information, visit **ncaa.org/governance**.

What Are the Eligibility Requirements in Each Division?

Division I and II schools require a student's initial **academic and athletics eligibility** to be certified by the NCAA Eligibility Center. While Division III schools set their own academic standards on campus, the Eligibility Center certifies the amateur status of Division III **international student-athletes** (first-year enrollees and transfers). All other Division III student-athletes are certified on campus.

The Critical Role of High School Counselors and Administrators

High school counselors and administrators play a critical role in the lives of their students as they complete high school and pursue postsecondary opportunities. If your role includes advising students who aim to enroll at NCAA schools and continue their education while participating in college sports, then you have found the right page to learn more about requirements for prospective student-athletes and how you can support them.

You will find a number of resources on this site to get you started, but here are the basics: In order to practice, compete or receive an athletics scholarship in their first year at an NCAA Division I or II school, a student-athlete must meet certain academic and athletics eligibility requirements. The NCAA Eligibility Center works with you and your high school students to ensure they are prepared to succeed in the college classroom.

Initial-eligibility standards help ensure students are prepared to succeed in college. The NCAA's eligibility process also protects the fairness and integrity of college sports.

In addition to each NCAA school's admission requirements, Division I and II schools require initial **academic and athletics eligibility** and certification by the Eligibility Center.

Division III schools set their own academic standards on campus, and the Eligibility Center certifies the amateur status of Division III international student-athletes (first-year enrollees and transfers). All other Division III student-athletes are certified on campus.

The NCAA **core-course** requirement ensures college-bound student-athletes are taking high school courses that prepare them for the academic expectations in college. Not all high school courses are NCAA-approved core courses and may not count toward the 16 core-course requirement. To find your school's list of approved courses, search the **High School Portal** for your school's name, city or state.

Primary responsibilities

Many aspects of NCAA initial eligibility are the responsibilities of the students, their families and coaches, and staff at NCAA member schools. However, there are a few important ways the academic contacts in a high school's NCAA Eligibility Center account support this process:

- Maintain updated contacts in your school's account.
- Manage your high school's core-course list and grading scales.
- Upload official transcripts, including final transcripts after graduation.
- Monitor student fee waiver requests and processes, as applicable.
- Monitor and process tasks requesting additional information.
- Share NCAA eligibility resources with your students.

You can support your students by:

- Sharing resources about **Division I academic standards**, **Division II academic standards** and **Division III amateurism standards**.
- Helping them register for and complete courses listed on your high school's list of **NCAA-approved core courses**.
    - Help students **calculate their NCAA core-course GPA** using the **Division I and II worksheets**.
- Encouraging incoming freshman student-athletes to review the **registration checklist** so that they may determine which account type they want to create at **eligibilitycenter.org**.

Other elements of the NCAA eligibility process are the responsibility of other individuals

- Who determines if and when students should **register with the Eligibility Center**?
  - Students and their families should make the decision to register with the Eligibility Center and which account to create.
  - Students must select a certification account and complete registration (**including payment or fee waiver**) before they may be invited by Division I schools to go on official visits, sign for athletics aid or become eligible to compete at an NCAA Division I or II school in the initial year of enrollment.
- How are students noticed or recruited for college sports?
  - Students and their families are their own best advocates when reaching out to college coaches about the interest in the program.
  - High school and club coaches may help facilitate this process.
  - **Recruiting services** may also be used based on the circumstances.
  - College coaches ensure division- and sport-specific rules are followed and may have their own strategies to recruit students.
  - Many NCAA schools' athletics department websites include student-athlete interest questionnaires that may be submitted and reviewed.
- How do students meet initial-eligibility requirements?
  - Meeting **initial-eligibility requirements** is the student's responsibility. High school counselors can support that effort by advising on course enrollment, sharing information about NCAA eligibility requirements and submitting student transcripts to the Eligibility Center.
  - When an academic and athletics certification is requested by an NCAA Division I or II school, the Eligibility Center will perform a certification based on the academic information provided by the student and high school(s), as well as the sports participation information provided by the student-athlete.
  - When an amateurism certification is requested by an NCAA Division III school for an **international student-athlete**, the Eligibility Center will perform a certification based on the amateurism information provided by the student.



High School Counselor Quick Tips

One of the main tools to help your student-athletes is the Eligibility Center's **High School Portal.** Each school and district with an NCAA Eligibility Center account has one primary and one secondary contact. One or both of these contacts should have access to the school's policies, curriculum, course information and student records. The purpose of the checklist below is to help your high school's primary and secondary contacts plan the year regarding initial-eligibility requirements.

High School Primary and Secondary Contacts

- In the portal, your school's primary and secondary contacts can manage your core-course list, upload official transcripts and proof of graduation, submit fee waivers, respond to open tasks, view preliminary and final academic certification details for students, and update your school's contacts.
- To find your school's primary and secondary contacts, visit **on.ncaa.com/CCL** and search for your school by high school code/CEEB, state, city or school name. (Names of the primary and secondary contacts are listed in the High School Summary section.) If both contacts are no longer available or employed by your school, review the **High School Contacts Change Form** to update.

District Primary and Secondary Contacts

- Some school districts choose to create an NCAA district account. Depending on how the NCAA district account is set up, primary and secondary contacts can manage the core-course list for all schools in the NCAA district, respond to open tasks and update the district's contacts.
- To find your district's primary and secondary contacts or set up an Eligibility Center account, contact customer service at 877-622-2321, Monday-Friday, 8:30 a.m. to 5 p.m. Eastern time. If both contacts are no longer available or employed by the district, review the **District Contacts Change Form** to update.

  Note: **Click here** to learn more about updating your high school's primary or secondary contacts.

High School Portal Contact Checklist

- Ensure student-athletes are on track to complete the required number of **NCAA-approved core courses** and graduate on time. If a preliminary academic certification has been processed for a student, you may view the details in the High School Portal to assist with advising on core course enrollment.
- Submit updates to your **high school's core-course list** when core course offerings at your school are added or changed. If your high school's list has no updates, log in to the High School Portal to verify.

» Monitor your high school's fee waiver report and confirm student fee waiver requests, when applicable.
» Upload official high school transcripts for student-athletes at the end of each academic year, including proof of graduation, if applicable. If your school awards credit for courses at the end of other academic terms, you may upload official transcripts as frequently as applicable.
» Monitor the Tasks tab on the High School Portal and respond to requests for information within the noted time frames.

PRIMARY AND SECONDARY CONTACTS	COLLEGE-BOUND STUDENT-ATHLETES	HIGH SCHOOL AND CLUB COACHES
Help students use the NCAA's **interactive map** to locate NCAA schools they're interested in attending.	Use the NCAA's **interactive map** to locate NCAA schools they're interested in attending. Review admissions requirements.	Help students use the NCAA's **interactive map** to locate NCAA schools they're interested in attending.
Advise students they must apply and be accepted by their chosen NCAA school.	Apply to and be accepted by their chosen NCAA school.	Advise students they must apply and be accepted by their chosen NCAA school.
Understand the **initial-eligibility requirements** for each division.	Understand the **initial-eligibility requirements** for the division in which they want to compete.	Understand the **initial-eligibility requirements** for each division.
Encourage college-bound student-athletes to **register** with the Eligibility Center.	**Register** with the Eligibility Center before they go on Division I official visits, sign an athletics aid agreement for a scholarship or compete at a Division I or II school.	Encourage college-bound student-athletes to **register** with the Eligibility Center.
Support students in meeting initial-eligibility requirements by **updating your high school's core-course list**. Ensure students are on track to complete the required number of **NCAA-approved core courses** and **graduate on time.**	Meet initial-eligibility requirements by enrolling in and completing courses listed on their high school's list of **NCAA-approved core courses.**	Support students in meeting initial-eligibility requirements by advising students to enroll in and complete courses listed on their high school's list of **NCAA-approved core courses.**
Monitor the Tasks tab on the **High School Portal** and respond to requests for information.	Monitor their Eligibility Center account **task list** and respond to requests for information.	Encourage students to monitor their **task list** and respond to requests for information.
Upload official high school transcripts for students registered with the Eligibility Center. Also upload proof of graduation for graduated student-athletes.	Request that their school counselor **upload official high school transcripts** and proof of graduation once they graduate.	Advise and assist students and families during the **recruiting process.**

Accessing your high school's Eligibility Center account

Primary and secondary contacts can log into their high school's Eligibility Center account with their six-digit high school or CEEB code and password. High schools also have a five-digit PIN. This PIN is required as validation for contacts who call the Eligibility Center.

Note: Each high school account has one unique password that is shared between the contacts. If you choose to update your PIN or password via the "High School Info" tab when logged in, please communicate changes with the other contact for your account.

Scholarships

NCAA Division I and II schools annually provide nearly $4.2 billion in athletics scholarships (often referred to as athletics aid) to 200,000 student-athletes. (**Division III schools** do not offer athletics scholarships.) Help students understand what is covered by any offer of scholarship they may receive from the NCAA school recruiting them, and the costs they would be responsible for outside of that aid.

POSSIBLE ELEMENTS OF A SCHOLARSHIP	DIVISION I	DIVISION II
Tuition and fees	✓	✓
Food and housing	✓	✓
Books	✓	✓
Course-related books and supplies	✓	✓
Multiyear scholarship options	✓	✗
One-year scholarship options	✓	✓

In most cases, the head coach decides who receives a scholarship, the scholarship amount and whether it will be renewed. Student-athletes are encouraged to review all terms and conditions before signing their award. If an NCAA school plans to reduce, not renew or cancel a student-athlete's scholarship, it must notify the student in writing by July 1 before the start of the impacted school year while offering the student a chance to appeal.

Many student-athletes also benefit from academic scholarships, NCAA financial aid programs and need-based aid such as **federal Pell Grants.** Student-athletes must report all financial aid they receive to their NCAA school's financial aid office. If students have questions about financial aid, they should contact their NCAA school's financial aid or athletics compliance office.

Athletics Aid Agreement

During their senior year of high school, prospective student-athletes may be offered a Division I or II athletics aid agreement. Once they sign:

- The signing school agrees to provide a scholarship if the student-athlete is admitted to the school, meets eligibility and meets the terms outlined in their agreement.
- The student-athlete's Eligibility Center account will show "Signed."
- An email is sent to them, the signing school and any NCAA school that has included the student-athlete on their **institutional request list**.
- Other NCAA coaches must stop contacting the student and their support system (e.g., family members, coaches, advisors).

Students cannot sign with more than one school that offers athletics aid at a time. Once signed, and before a new school's athletics staff can speak with the student, they must first be released by the signing school. **Click here** for more information on athletics aid agreements.

Name, Image and Likeness

Student-athletes may receive compensation from third parties for use of their name, image and likeness, such as social media posts, brand appearances or promoting products and services.

All three NCAA divisions support opportunities for student-athletes to pursue NIL, consistent with rules that protect fair competition.

Check with your high school's state athletic association regarding its NIL policies. **Click here** for more information on NIL.

Submitting Student Documents

Primary and secondary contacts in each high school's Eligibility Center account can **upload official high school transcripts** directly to a student's account for free via the **High School Portal**. Transcripts may be uploaded throughout students' academic careers to support the preliminary academic certification process, which provides recruited student-athletes with information about their progress toward initial-eligibility standards. Final official high school transcripts with proof of graduation should be uploaded once students have completed high school. If a student attended more than one high school or took courses from more than one program, the Eligibility Center needs an official transcript from each high school or program attended. If your school has received transcripts from a student's previous schools, you may upload them in your high school portal.

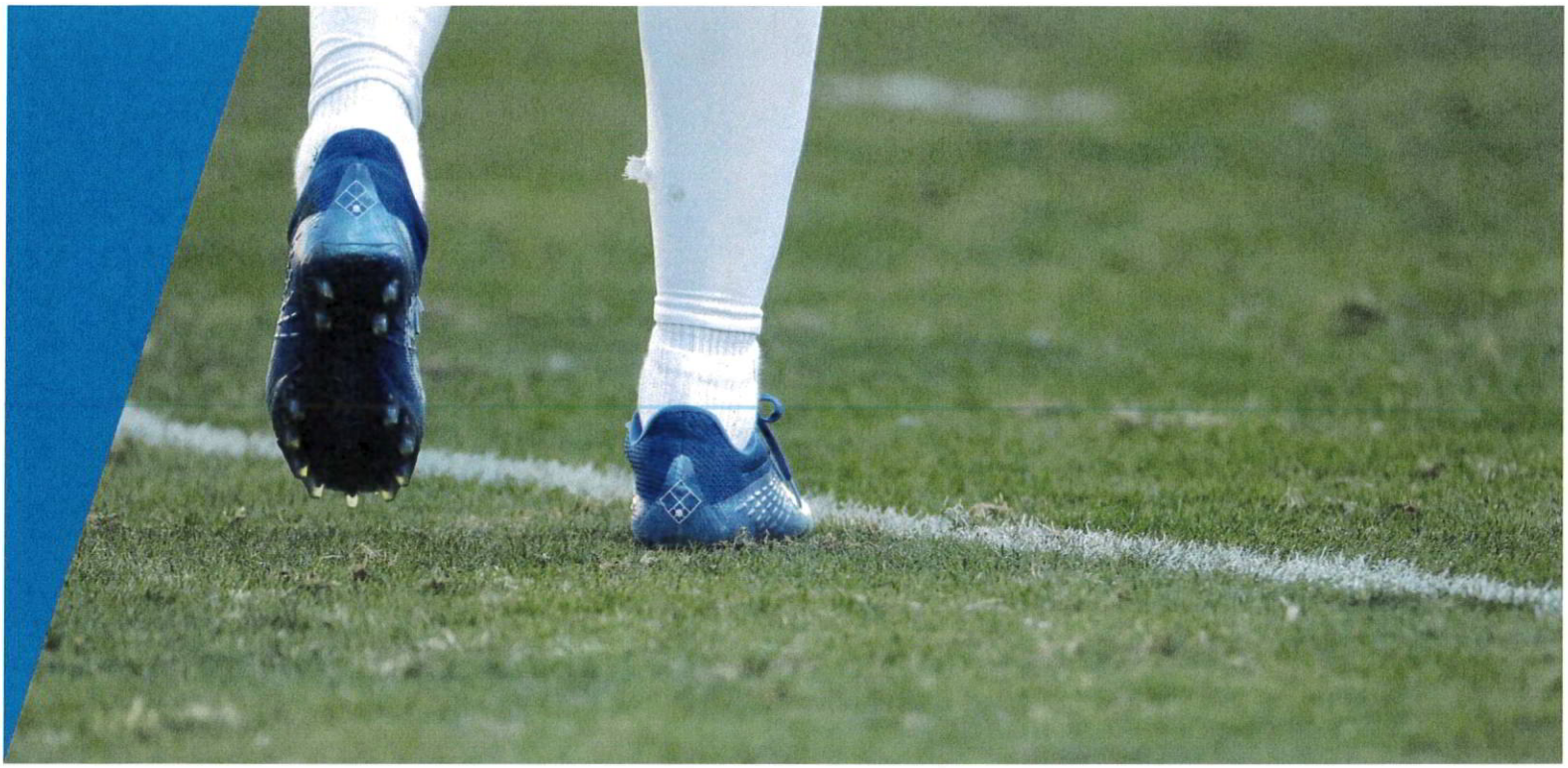
Follow the steps below to upload transcripts on behalf of your student(s):

1. Log in to your school's account on the High School Portal and click the Search Student Details tab.
2. Search for students by selecting graduation year(s) and either "Current Students" or "All Students." You may narrow your search by including additional fields (NCAA ID, date of birth, name, city, state, country, account type). Note: If a student has not registered with the Eligibility Center, they will not appear on this report and you will not be able to upload a transcript for that student. You will also be unable to upload transcripts for students with profile accounts.
3. Review the report to determine transcript upload needs.
    - The "Your HS Trans Recd" column reflects transcripts needed from your high school.
    - The "All HS Trans Recd" column reflects transcripts needed from all schools a student may have attended.
    - If the "Your HS Trans Recd" column shows a green checkmark, but the "All HS Trans Recd" column shows a red X, your school's transcript may already be on file. The student may be missing a transcript from another school. See step 4 below for more information.
    - If the "Final Trans/POG Recd" column shows a red X and the student is one of your currently enrolled and/or recently graduated students, upload their final transcript with proof of graduation once ready.
4. When you've identified a student needing a transcript uploaded, click the button showing a cloud with an arrow. Select the appropriate radio button to indicate which high school's transcript you are uploading, verify it meets the requirements for upload, click the Choose File button, and select the student's transcript on your computer. A preview will appear to help you confirm you selected the correct file. Once complete, click Upload. **Do not upload any other kind of documentation—transcripts only. Do not upload password-protected transcripts.**
5. If the upload was successful, you will see "Transcript has been successfully uploaded."
6. Repeat this process for other students and transcripts as needed.

Helpful notes when uploading:

- Upload documents as PDFs. Please note: Apple's high-resolution attachment extension is NOT supported by our system.
- Each upload may take up to 30 minutes to be reflected in the "Your HS Trans Recd" column.
- Transcripts are required from each school a student attends. If a student is no longer enrolled at your school, upload a transcript for the time in which they were enrolled.
- Some approved programs that have a list of NCAA-approved courses are not credit-awarding institutions and, therefore, do not produce official transcripts. In these instances, an official grade report should be submitted.

When transcripts are uploaded directly to a student's account via the High School Portal, the Eligibility Center can access them almost immediately. However, the Eligibility Center will also accept transcripts when mailed by the school or sent by overnight delivery, or through third-party electronic transcript submission services. Please note that mailing records or using third-party electronic transcript delivery services may take longer to receive and additional time to process those records.



Approved third-party services include:

- Cialfo.
- National Student Clearinghouse.
- National Transcript Center.
- Naviance (management tool for schools that use Parchment as the back end for delivering e-transcripts).
- NeedMyTranscript.
- Parchment.
- Scoir.
- Scribbles Software.
- State of Georgia via Direct or DiplomaSender.
- USMO ET (Speede).
- XAP.



Domestic high schools may also email official records to **ec-processing@ncaa.org** provided the email is sent from a school administrator, using a school-registered email address, with the administrator's name and signature included in the email. Including the student's NCAA ID number in the subject line and a description of the records that are being sent will also assist with reviewing those records. Please allow two days for processing from the day of receipt.

To send a transcript by U.S. mail or through an overnight or express delivery service, use the appropriate address shown. Allow four days for processing from the day of receipt. The Eligibility Center will not accept faxed transcripts and will not return mailed original documents.

Fee Waivers

Students may request a fee waiver when registering for an NCAA account if they meet the **applicable criteria**. The primary or secondary contact in the high school account can then review these requests and **verify** whether the student meets the criteria.

Submitting a Fee Waiver

- Log in to your high school's account on the High School Portal and click the Fee Waiver tab. Then select Submit a Fee Waiver. Search for students by graduation year, NCAA ID, date of birth, name, city, state or country.
  - ***Note***: Before students appear on your school's fee waiver list for review, they must be registered with a certification account and request a fee waiver.
  - If the student you are searching for graduated before 2022, please call the high school support line at 877-622-2321, Monday-Friday 8:30 a.m. to 5 p.m. Eastern time for assistance.
- Click the radio button next to the student's NCAA ID to select the appropriate student. Next, check the verification box and enter your contact information to attest to the student's eligibility for a fee waiver. Once complete, click Submit Fee Waiver for Student.
- If you need to submit a fee waiver for more than one student, click the Back to Search button and begin the process again.

Running a Fee Waiver Report

- Log in to your high school's account on the High School Portal and click the Fee Waiver tab. Then select Fee Waiver Report.
- Next, select the time period you want to search all students or search by an individual student. Once complete, click Get Fee Waiver Report.
- The report displays statuses of fee waivers you already submitted.
  - ***Note***: It takes one business day for fee waivers to be processed.

Grade-Point Average

The Eligibility Center calculates a student's core-course grade-point average based on the grades the student earns in NCAA-approved core courses. Only the best grades from approved courses in the required subject areas will be used. Letter grades are converted to quality points (A=4, B=3, C=2, D=1). The Eligibility Center does not use plus or minus grades when calculating a core-course GPA. For example, an A+, A and A- would all receive four quality points.

Click here to learn more about how the Eligibility Center calculates a student's GPA and weighted courses.

In "Pass/Fail" grading situations, the Eligibility Center will assign your high school's lowest passing grade for a course in which your school awarded a "Pass" grade. For example, if your high school's lowest passing grade is a D, the Eligibility Center would assign a D as the passing grade.

Test Scores

In January 2023, NCAA Divisions I and II adopted legislation to remove standardized test scores from initial-eligibility requirements for all student-athletes who initially enroll full time on or after Aug. 1, 2023. Please note that test scores may still be required by colleges and universities for admissions or scholarship purposes.

High School Account Review

The purpose of the Eligibility Center's **high school account review process** is to determine which high schools and courses may be used in NCAA initial academic eligibility certifications for prospective student-athletes.

For High Schools New to the NCAA

If you would like your high school reviewed for use in initial-eligibility certifications and your high school does not have an account with the Eligibility Center (or your high school's account status is "None"), contact the Eligibility Center at 877-622-2321, Monday-Friday from 8:30 a.m. to 5 p.m. Eastern time to discuss your school's eligibility for review and provide basic demographic information, including contact names, phone numbers and emails. If it is determined that it's appropriate for your school to have an Eligibility Center account, an email will be sent to your contacts with your high school code and directions on how to set up a password to access the **High School Portal.**

High School Account Review Process

After setting up your account in the high school portal and completing a series of introductory questions about your school, you will be asked to provide information about school policies and/or operations (e.g., academic calendar, graduation requirements, policies on repeated courses) and curriculum, instruction and assessment (e.g., course catalog, grading scales, instructor interaction). This information will be requested and subsequently submitted within the Tasks page in the high school portal.

The length of the review process is determined by your timely and complete submission of review documents and any additional information requested by the Eligibility Center.

There are several potential outcomes of a high school account review, including but not limited to:

- **Cleared:** Core courses and proof of graduation from the high school may be used in the NCAA initial-eligibility certification process.
- **Extended Evaluation:** Proof of graduation may be used in the NCAA initial-eligibility certification process. The use of courses from the high school in the NCAA initial-eligibility certification process is pending individual review.
- **Not Cleared:** Courses and proof of graduation from the high school may not be used in the NCAA initial-eligibility certification process.
- **Suspended:** The high school has not provided complete responses within the time frame required. The review may be resumed by contacting the Eligibility Center.
- **Withdrawn:** The high school has opted out of the review process. Courses and proof of graduation may not be used in the NCAA initial-eligibility certification process.

High School Core-Course Review

The purpose of the high school course review process is to determine which courses from a high school may be used in NCAA initial academic eligibility certifications.

High schools with account statuses of Cleared or Extended Evaluation may submit core courses for review and potential use in certifications. Core courses may be submitted in the following categories:

- English
- Mathematics
- Natural or Physical Science
- Social Science
- World Language, Comparative Religion or Philosophy

Criteria Used to Evaluate Core Courses

Courses that meet NCAA core-course requirements must be submitted by the high school and approved by the Eligibility Center. Course submissions are reviewed and decisions are rendered using NCAA legislation and core-course criteria for review outlined in the appendix of the **High School Review Committee's Policies and Procedures.**

Numeric Grading Scales

If your high school uses numeric grade values on its transcripts, the Eligibility Center must convert those numeric values into quality points based on the four-point scale shown above. To do that, the Eligibility Center must know how your high school assigns letter grades based on its numeric scale.

Weighted Grades

NCAA rules state that weighted grades may be used by the Eligibility Center under the following conditions:

- Weighting may be applied to courses whose titles indicate they are honors, AP/IB or advanced (such as Pre-AP/Pre-IB).
- A maximum of 1.00 additional quality point may be assigned.
- Weighted grades are calculated as part of the student's grade-point average.

Weighted grades that are used only for class rank and do not factor into a student's overall grade-point average cannot be used by the Eligibility Center. Weight applied to numeric grades prior to conversion to letter grades, or weight added to numeric grades as a multiplier (i.e. numeric grades multiplied by 1.05, 1.1, etc.) cannot be used for NCAA certification purposes. Weight cannot be applied to dual-enrollment courses.

Updating Numeric Grading Scale or Course Weighting

To **submit** your high school's new/revised numeric grading scale or course weighting to the Eligibility Center, please provide the required documentation electronically (do not mail a hard copy):

1. Put your request in writing, on school letterhead and ensure the request is signed by the principal and/or the primary Eligibility Center contact.

   A copy of the numeric scale or weighted grade policy as it is listed in a published source (such as a handbook, school profile or course catalog) for the current academic year.

   To establish an effective date, a copy of the same type of published documentation (or school board meeting minutes) from the year the scale/weighting went into effect.

   Note: If the effective date was many years in the past, the documentation may be from a more recent academic year relevant to your current student-athletes.

Once the Eligibility Center receives the information, it will be entered in the system, and you will be able to see the applicable scale/weighting once you log in to the High School Portal.

Important: If your high school's revised grading scale or weighting is not applicable to your current graduating class, please do not submit the updated documentation until September or October of the academic year to which it first applies.

- Email: **ec-highschool@ncaa.org**
- Subject: NCAA High School Review Grading Scale/Weighting

UNIFIED CURRICULUM DISTRICT

A unified-curriculum district means the district primary and secondary contacts are responsible for managing the core-course list. District primary and secondary contacts will add, archive and submit documentation for core courses. This means that individual high schools within a unified-curriculum district cannot submit course titles through their high school portal. High school primary and secondary contacts should still review the core-course list to make sure all courses taught at their school have been submitted by the district.

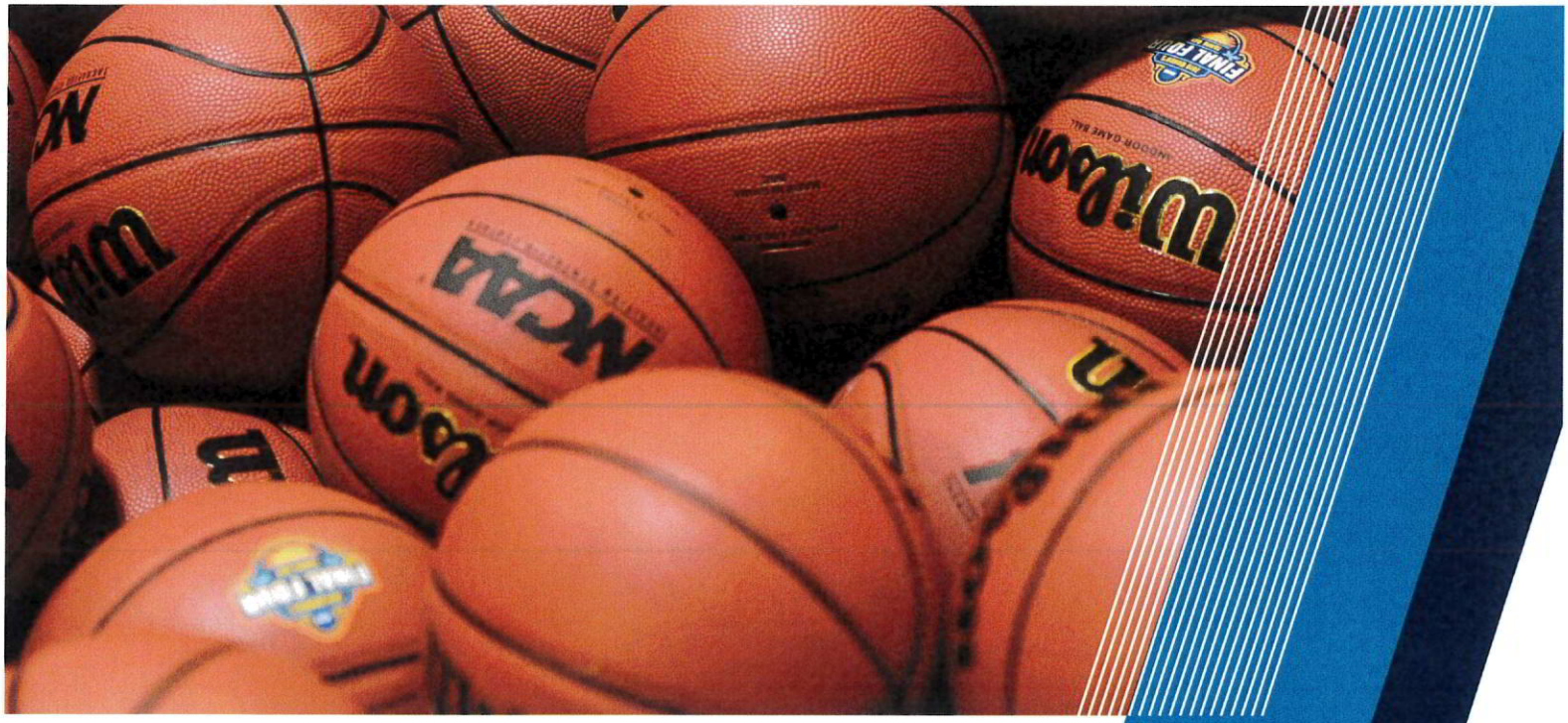
UNIFIED TRANSCRIPT DISTRICT

A unified-transcript district means if a college-bound student-athlete attends multiple high schools within the district, the Eligibility Center will need only one transcript, instead of one from each high school. District primary and secondary contacts are not responsible for uploading transcripts, but any high school that the student attended within the district may upload the high school transcript.

UNIFIED GRADING SCALE DISTRICT

A unified-grading scale district means all high schools listed in that district's Eligibility Center account share a grading scale. This includes any numeric and weighted grading scale that the district has provided.

Note: All district primary and secondary contacts are responsible for responding to open tasks and updating district contacts in the Eligibility Center's High School Portal. Additionally, the primary and secondary contacts for the district are responsible for managing the list of schools included in the NCAA district account.



Maintaining your high school's NCAA core-course list

If you are your high school's primary or secondary contact and your high school is not part of a unified curriculum district account, you are responsible for keeping your high school's list of NCAA-approved core courses up to date in the High School Portal. This includes submitting updates to your high school's existing list, archiving old course titles and uploading core-course documentation for review (when applicable). If your high school's core-course list is accurate, log in to the **High School Portal** to verify you have no updates. This will refresh your high school's account and let the Eligibility Center know the high school's core-course list is correct. Note: If your high school is part of a unified-curriculum district account, your high school's core-course list is managed by the contacts for the district account.

Course updates submitted through the High School Portal will be reviewed within three to five business days. Your high school's contacts will be notified by email when the review is complete.

Adding course titles

If your high school adds or removes core course offerings or changes core course titles as they appear on student transcripts, you should submit updates to your high school's list of courses. This ensures students and counselors have the most accurate information about which core courses may be used for initial eligibility. Course title additions may require submission of **additional information** to determine whether the new course title meets NCAA core-course legislation and criteria.

Changing course titles

If your high school changes the title of a course or the way it appears on a student's transcript, you should update your list in the High School Portal. Course title changes may require submission of additional information to determine whether the new course title meets NCAA core-course legislation and criteria.

Review outcomes for adding/changing titles

Once reviewed, a course will be designated with one of the following outcomes:

- Approved
- Additional Information Required
- Approved Pending Individual Review
- Not Approved

What happens when courses are designated 'Additional Information Required'?

When a course is designated "**Additional Information Required,**" it means more documentation is needed to determine whether the course meets the criteria for review. Documentation should be uploaded for review via the Submit Pending Course Documents tab on the High School Portal within 60 days from the decision date. This tab also provides information about the specific documentation that should be submitted. Note: Courses with this designation are on hold. If no action is taken, courses in this category cannot be used in students' initial-eligibility certifications.

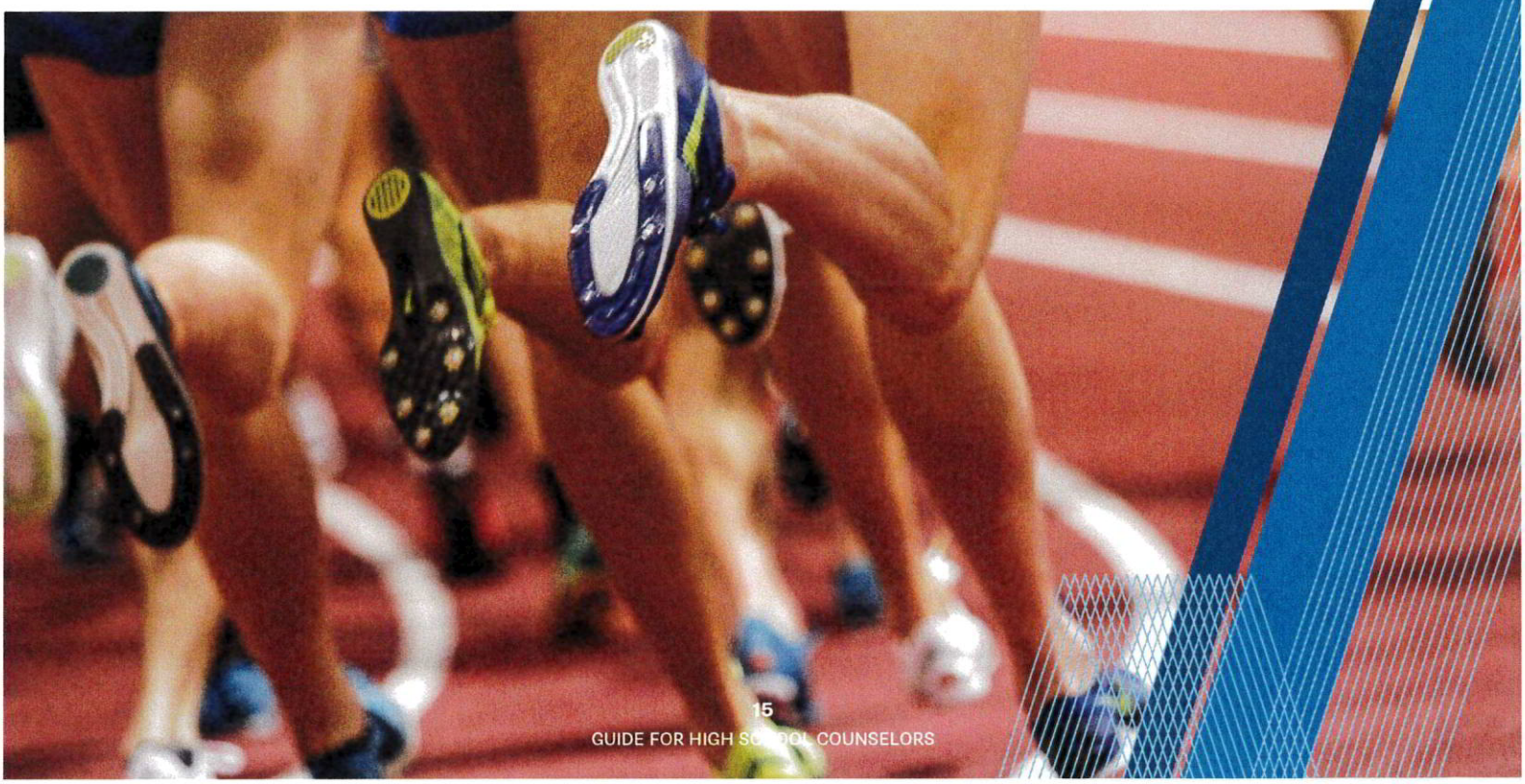
What happens when courses are designated 'Not Approved'?
Courses that do not meet core-course legislation or criteria for review will be designated as "Not Approved" with an assigned reason code including decision rationale. If you believe this outcome is a misapplication of legislation or criteria, you may file a Decision Inquiry Form and supporting documentation, as outlined in the decision notification.

Archiving course titles

You may choose to archive courses that are no longer taught, leaving them visible on your high school's archived list. For example, if your high school stops teaching a course on Shakespeare at the end of the 2025-26 school year, you may archive it, even though students who took the course may still be working through the NCAA eligibility process. Students who complete the Shakespeare course in the 2025-26 school year or before would still be able to use the course in their certification.

Updating your NCAA core-course list

1. Log in to your school's account on the High School Portal and select the "NCAA Courses" tab. Then select the "Submit Updates to High School's List" tab.
2. Click the blue "here" to access your school's NCAA core-course list.
3. Scroll to the correct subject area in which updates are needed.
4. **To change an existing course title**, click the appropriate radio button and enter the new course title exactly as it appears on your school's transcript, including any designations. You will then be prompted to respond to a series of attestation questions about each course title.
5. **To archive an existing course title**, click the appropriate radio button.
    - Repeat this process to change and/or archive any additional course titles.
    - To add a new course title, scroll to the appropriate subject area and select "Click Here to Add New Standard Title."
6. Enter the new course title exactly as it appears on your school's transcript, including any designations. You will then be prompted to respond to a series of attestation questions about each new course title.
    - Repeat this process for all course titles you need to add in each subject area.
7. Once all updates have been completed, scroll to the bottom of the page and click the "Continue to Next Step" button.
8. You will be prompted to review the updates you have submitted.
9. Click the "Continue to Next Step" button if you are ready to submit your updates. If changes are needed, select "Go Back to Update NCAA Courses Changes."
10. You will be prompted to complete the Authorization Statements.
11. Once completed, click the "Submit" button to finalize your school's submission.



Audited courses

Courses may be audited from a high school's list of courses due to changes in NCAA legislation or a course mistakenly submitted or approved.

When it becomes necessary to audit a course from a list, the NCAA Eligibility Center staff works to ensure students who have taken the course in the past are not negatively impacted by the removal. For example, a course being audited from Approved to Not Approved would appear as "Not Approved" beginning the next academic year with a notation that the course may be used through the school year it was audited.

Dual-enrollment coursework

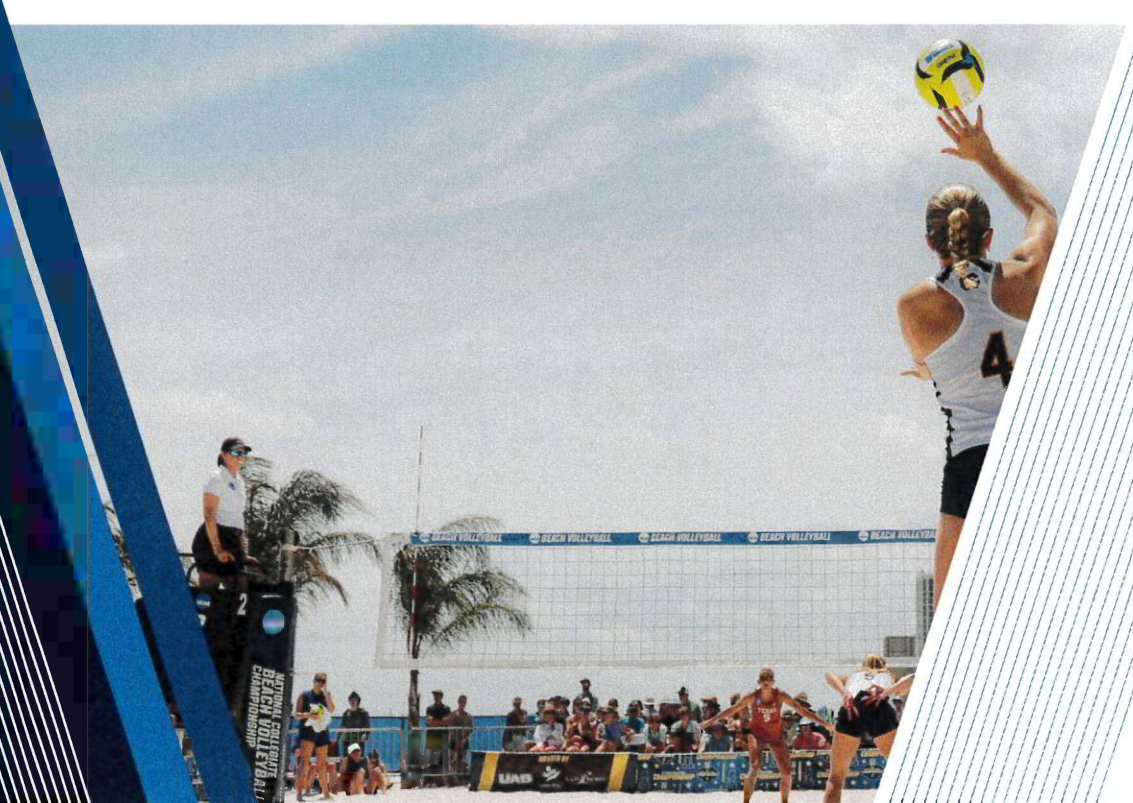
Dual-enrollment coursework may be considered in a student's initial-eligibility certification if it meets all requirements for an NCAA-approved core course.

For dual-enrollment coursework completed while still enrolled in high school, the course must appear on the student's official high school transcript with a grade, high school credit and clear designation as a dual-enrollment course. If a teacher at your high school instructs and grades the dual-enrollment course, the course must appear on your high school's list of NCAA-approved core courses. If the course is taught by a college or university's faculty, the course title does not need to appear on your high school's list of approved core courses, but the course title must still appear on the official high school transcript with a designation indicating that the course was completed through a two- or four-year college or university.

For college coursework completed after high school graduation and before initial full-time enrollment in college (and for Division I students completing coursework within the year after on-time graduation), an official college transcript is required for review. If used, the course will be awarded 0.5 units from the student's college transcript. To be awarded one full unit, the course must appear on the student's official high school transcript with a grade and full high school credit. If your high school cannot add the course to the student's official high school transcript with a grade and high school credit, you may submit a letter of explanation (on high school letterhead and signed by the primary or secondary contact) indicating how much credit would have been awarded had the student completed the course while still enrolled in high school.

Credit recovery courses

A credit recovery course may allow students to demonstrate knowledge of previously failed courses. For potential use in NCAA initial academic eligibility certifications, a credit recovery course must be substantially comparable qualitatively and quantitatively (e.g., content, textbook, assessments and duration), to the previously attempted course. The course must be submitted by the high school with any designation(s) that accompany the title on student transcripts.



Nontraditional Courses

In 2024, NCAA Divisions I and II voted to change the NCAA's core-course legislation. There is no longer a **separate set of requirements** for nontraditional courses. The updated requirements are effective for core-course reviews occurring on or after Aug. 1, 2024. Use the NCAA Eligibility Center's High School Portal to determine whether a course historically labeled as "nontraditional" has been added to your high school's list of core courses. For more information on core-course modernization changes and the impact to college-bound student-athletes and high schools, click on the questions below:

1. **What has changed?**
    - NCAA Divisions I and II voted to change the NCAA core-course legislation. There is no longer a separate set of requirements for nontraditional courses. The updated requirements are effective for core-course reviews occurring on or after Aug. 1, 2024.
2. **Why did the legislation change?**
    - NCAA core-course legislation should align with current secondary education practices, which have experienced significant shifts in recent years. Modernizing the requirements to encompass all instructional delivery models and eliminating the legislative distinction for nontraditional courses aligns with this shift.
3. **What impact does this have on core-course, program and account review processes?**
    - As of Aug. 1, 2024, the Eligibility Center no longer conducts nontraditional program reviews or renders separate decisions for nontraditional programs offered at high schools. Though separate program reviews will no longer be conducted, high school accounts and core-course review processes will continue to include criteria for curriculum and instruction.
4. **What do high schools need to do in response to this change?**
    - High schools should ensure their NCAA core-course lists are up to date by submitting all core courses not currently on their NCAA course lists. When submitting courses, high schools will need to submit course titles as they appear on students' transcripts, including designations with course titles indicating online programs, instructional format, etc., if applicable.
    - Example: If your high school teaches English 1 online, but it is listed on the transcript as "English 1 ONL", the "English 1 ONL" course title should be submitted by high school administrators in the High School Portal for review.
    - When submitting course titles, high schools will be asked to attest that the course meets NCAA core-course legislation. Upon the submission of the core course title, the course will be subject to the core-course criteria for review, which can be found in the appendix beginning on page 53 of the **High School Review Committee Policies and Procedures**.
5. **Will existing nontraditional programs and courses be rereviewed automatically?**
    - No. See the next two answers below for how to initiate the rereview process.
6. **What does this mean for a high school's "Approved" nontraditional programs?**
    - Core courses from nontraditional programs with an "Approved" status will continue to be used in the NCAA initial-eligibility certification process, unless and until they are otherwise rereviewed and not approved by the Eligibility Center via an audit of the high school account or course. However, high schools are encouraged to submit course titles from "Approved" programs as instructed in No. 4.
7. **What does this mean for a high school's "Not Approved" nontraditional program?**
    - Courses from nontraditional programs with a "Not Approved" status may be submitted for review as instructed in No. 4. If approved, and unless otherwise noted with effective dates, the approved decision will be applicable to courses completed in the 2024-25 academic year and beyond.
8. **What does this mean for a high school's "In Review" nontraditional program?**
    - For accounts with a "Cleared" or "Extended Evaluation" status, ongoing nontraditional program reviews have been closed. High schools have been notified and encouraged to submit course titles as instructed in No. 4. For accounts with an "In Review" status, existing tasks will remain open to continue gathering information about school operations and curriculum, instruction and assessment.
9. **Are credit recovery courses acceptable under the new legislation?**
    - Credit recovery courses may be approved, provided they meet the legislative requirements and core-course criteria for review, which can be found in the appendix beginning on page 53 of the High School Review Committee Policies and Procedures. Additionally, per an NCAA staff interpretation, repeated courses (including credit recovery) must be substantially comparable to the previously attempted course.

International Students



In Divisions I and II, prospective student-athletes are considered **international** if they have attended school abroad at any point from the initial start of school year nine through secondary school graduation and the school was not under U.S. sponsorship (such as American schools overseas and Department of Defense Dependent Schools) and did not offer the standard U.S. curriculum. These students must have the following submitted by their school or other appropriate entity:

- Transcripts for years nine and up in the native language.
- Proof of graduation in the native language, which may include certificates, diplomas and/or final leaving exams.
- Certified line-by-line English translations of these documents if they are issued in a language other than English.

In Division III, international student-athletes are those who have attended high school outside of the U.S. or U.S. territories or competed individually or as part of a team based outside of the U.S. or U.S. territories; or whose permanent residence is outside of the U.S. These students should monitor their **task list** to determine whether any academic documentation is needed to certify their amateur status.

In certain situations, the Eligibility Center may request additional documentation to clarify that your academic information is complete, valid and accurate. The task list within their Eligibility Center account is used to communicate these requests, so be sure they check their email and task list often.

For information on how to submit international documentation, visit the **International Student page**.

Note: All documents submitted to the Eligibility Center become the property of the Eligibility Center and cannot be returned. This includes any mailed original documents.

Failure to include any of these items will delay the review of their records, so be sure they understand the documents required for the country in which they attended school by reviewing the **Guide to International Academic Standards for Athletics Eligibility**. Wondering what they may expect when attending an NCAA school? Check out the **International Student-Athlete Handbook**.

ADDITIONAL INFORMATION

For country-specific details and other relevant resources, visit the International Student page.



Need help? For international student-specific questions, please use the **International Contact Form**.

Homeschooled Students

Learning at home is not necessarily the same as being homeschooled. Because of ongoing growth in online and virtual education, a student may be able to learn at home through an online school with online teachers, which would not be considered a parent-directed tutor.

Homeschooled courses are those in which a parent or parent-directed tutor:

- Plans and delivers actual instructional activities such as lectures, discussions, tutorials, feedback or assistance.
- Determines the student's comprehension of the material by grading and evaluating student performance and achievement on assignments and assessments, and providing appropriate reteaching and feedback.
- Determines the overall grade the student achieved in the course.
- Places grades on a transcript or grade report, or reports grades to a **homeschool umbrella program**.

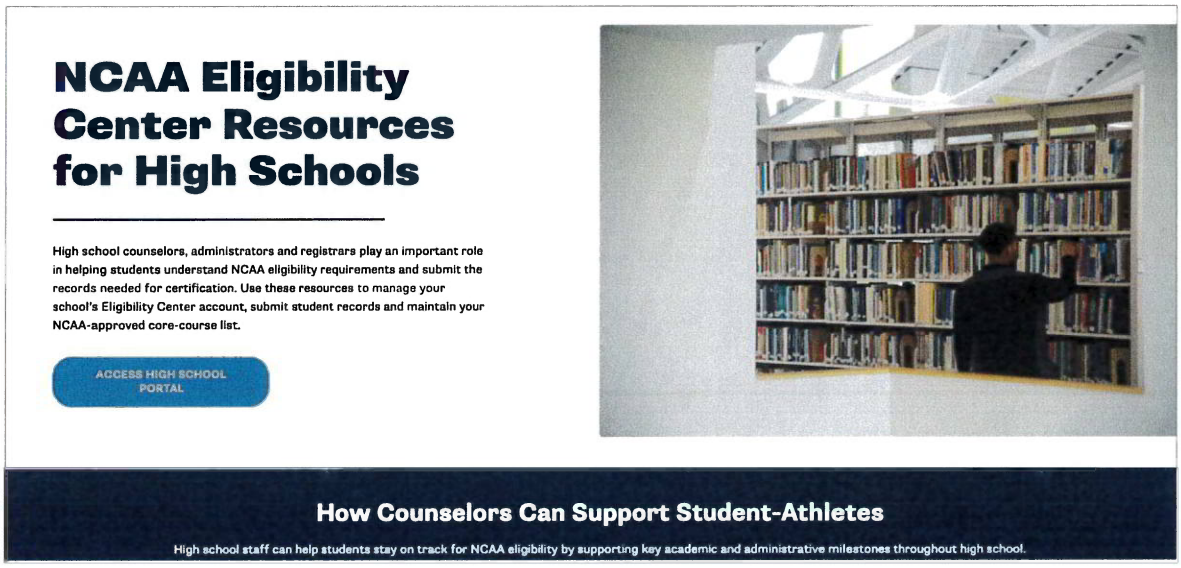
How To Register

Homeschooled students who plan to compete at a Division I or II school must **register** with the Eligibility Center and meet initial-eligibility standards. Once registered, the **Homeschool Toolkit** will provide additional directions and guidance for homeschooled students and their families to understand the initial-eligibility process and the relevant forms that will be requested by the Eligibility Center.

Questions and Resources

High school counselors, administrators and registrars play an important role in helping students understand NCAA eligibility requirements and submit the records needed for certification. **Click here** to learn more about how you can manage your school's Eligibility Center account, submit student records and maintain your NCAA-approved core-course list.

For more information, contact the Eligibility Center Customer Service high school line at 877-622-2321 for assistance, Monday through Friday, 8:30 a.m. to 5 p.m. Eastern time. To receive the high school newsletter, which includes important reminders, helpful tips and links to resources for the high school community, **click here to sign up.** The Eligibility Center also provides timely reminders and relevant updates in the High School Portal's Announcements section that is viewable after logging into the account. For more information, visit **ncaa.org/eligibility-center/resources-for-high-schools.**



High School, District Portal Information

- **How to use the High School Portal.**
- **High School Portal for High School / District Contacts.**

Supporting Prospective Student-Athletes

- **Guide for the College-Bound Student-Athlete.**
- **Register with the Eligibility Center.**
- **Probability of Going Pro.**
- **Membership Directory.**
- **Recruiting.**
- **Age-Based Eligibility.**

ADDITIONAL RESOURCES

NCAA High School Review Committee Policies and Procedures 2025-26


IT ALL STARTS
HERE!
MORE THAN 500,000
STUDENT-ATHLETES
26 SPORTS | OVER 1,000 SCHOOLS
NCAA
ELIGIBILITY CENTER
ncaa.org/playcollegesports

Illinois State Board of Education

FAFSA Nonparticipation Form

Starting in school year 2020-21, to receive a diploma from a public high school a student must complete the Free Application for Federal Student Aid (FAFSA®)[1] or, if applicable, the Alternative Application for Illinois Financial Aid[2]. Local school district staff must provide support and assistance to students and parents/guardians in the application process. Additional assistance with completing an application is available from the Illinois Student Assistance Commission[3].

Alternatively, a parent/guardian must file a waiver if they choose to opt a child out of this graduation requirement by completing this Nonparticipation form; students who are at least 18 years of age or legally emancipated may complete the form themselves. If you wish to opt yourself or your student out of the Financial Aid Application graduation requirement, please complete this form and return it to your local high school counselor by the date established at your local school district.

School Name: EAST ST. LOUIS SENIOR HIGH SCHOOL	
School District Name: EAST ST. LOUIS SCHOOL DISTRICT #189	
Student Name:	Birth Date:
Parent or Legal Guardian Name:	
Home Address:	City, State, & Zip:
Phone Number:	Email:

I have read the information on the reverse, I understand what the FAFSA and Alternative Application for Illinois Financial Aid are, and I choose not to submit a completed financial aid application. I certify that I am the parent or legal guardian of the student listed above, or I am the student and I am either at least 18 years of age, or a legally emancipated minor.

Please check here if you agree to the statement in bold above: Yes ☐

Print Name:	Date:
Signature:	

[1] Illinois School Code (105 ILCS 5/22-85)

[2] **Most students should file the FAFSA (fafsa.gov)**. For details on who is eligible to file the Alternative Application, see https://www.isac.org/students/before-college/financial-aid- planning/retention-of-illinois-rise-act/

[3] See https://www.isac.org/students/ for more resources

Frequently Asked Questions about the Free Application for Federal Student Aid (FAFSA®)

"What is the FAFSA?" The Free Application for Federal Student Aid (FAFSA) is the online application that allows a student to apply simultaneously for federal student aid (including the Pell Grant, work-study opportunities, and federal student loans) and the Illinois Monetary Award Program (MAP) grant. Many colleges and universities use it for their aid programs, too. The Alternative Application for Illinois Financial Aid is a similar application that provides a path for some students who do not qualify for federal aid to apply for state and school-funded assistance. The maximum state MAP grant for the 2020-21 school year is $5,340. The maximum federal Pell grant for the 2020-21 school year is $6,345.

"Isn't the application too long and difficult to complete?" Most applicants complete the FAFSA in about 30 minutes. If you have questions, talk to your school counselor. Help is also available for FREE from the Illinois Student Assistance Commission (studentportal.isac.org).

"If I want to learn a trade, can the FAFSA still be of assistance to me?" The FAFSA isn't just for associate's or bachelor's degree programs! Students can receive need-based Pell grants, federal student loans, and other federal student aid for technical, trade, and vocational programs at community colleges and at many other schools and training programs. Students can check with the school they want to attend or use the federal government's online College Navigator tool to find out which institutions participate in the programs: https://nces.ed.gov/collegenavigator/

"Does my family make too much money to benefit from the FAFSA?" Financial aid is left on the table every year by students who didn't apply because they erroneously thought they were ineligible. You really don't know until you apply! Income and assets are factors in determining your eligibility, but so are things like the number of students in the family who are in school and the age of the parent(s). For students from families that **do** make too much to qualify for need- based grant aid, the FAFSA can still be helpful, since it's needed for work-study, an AIM HIGH grant from one of our public universities, or a federal student loan (usually at competitive rates and with more borrower protections than private loans, including options for income-based repayment and forgiveness programs for some careers). Your college may offer aid based on your FAFSA info too, and your eligibility may be different depending on your school. Additionally, some scholarship programs use information from the FAFSA as part of the application process. As most financial aid is awarded in date order based on FAFSA filing date, it is a very good idea to complete the FAFSA as early as possible. This "place in line" can be used for opportunities that come up later, and also can be used if family financial circumstances suddenly change.

"What if I don't want a student loan?" Filing the application **doesn't** commit you to anything. You'll just find out whether you might be eligible for aid!

"How is FAFSA data protected"? I don't want my information sold, and I don't want my school to have it." By law, your personally identifiable Information (PII) in the FAFSA can only be used in furtherance of administering financial aid, including research. Although your high school will know whether you completed the FAFSA, it will not have access to the information that you provide on your FAFSA.

"If I choose to file an application, how will I know that my application is complete?" Once you submit the FAFSA or the Alternative Application for Illinois Financial Aid, you will receive a confirmation of receipt

EAST ST. LOUIS SENIOR HIGH SCHOOL

CTE

CAREER AND TECHNICAL EDUCATION

Pathways Courses and Descriptions

ARTS, AUDIO/VIDEO TECHNOLOGY & COMMUNICATIONS

Audio Video Technology & Communications

POTENTIAL SALARY
$38,500 – $60,500

POTENTIAL CAREERS
Advertising Sales Manager, Audio Visual Tech, Broadcasting Technician, Director, DJ, Editors, News Anchor, News Writer, Producer, Radio Host, Technical Writers, Studio Engineer



	8th	9th	10th	11th	12th
CAREER & TECHNICAL		Career Exploration Computer Concepts and Software	Beginning Film Making	Radio Broadcasting	Video Production Work-Based Learning
CAREER PREP	Career Interest Survey	SchooLinks Profile, SAT / Work Keys Test, Job Shadowing, Work Experience, College Visits			
ENGLISH	English	English I	English II	English III	English IV
MATH	8th Grade Math	Algebra I	Geometry	Algebra II	Honors Pre-Calculus *or* AP Calculus *or* AP Statistics
SCIENCE	Science	Physical Science *or* Conceptual Physics	Chemistry *or* Honors Chemistry	Biology *or* AP Chemistry	Human Anatomy *or* Honors Physics *or* AP Chemistry
SOCIAL SCIENCE	Social Studies	Civics *or* Consumer Ed *or* AP Human Geography	World History *or* AP World History	U.S. History *or* AP History	Sociology *or* Psychology *or* African American History *or* Economics
REQUIRED ELECTIVES	Electives	Foreign Language *&* P.E.	Foreign Language *&* Health *or* P.E.	Foreign Language *or* Driver's ED *or* P.E.	Foreign Language *or* Driver's ED *or* P.E.

► **Complete College Placement Testing**

CERTIFICATIONS

- **Certified Radio Engineers**
- **Society of Broadcast Engineering**
- **Adobe Certification**

DUAL CREDIT

Beginning Film Making

Successfully completed dual credit/ enrollment courses do not have to be repeated at the postsecondary level. Dual credit/enrollment opportunities are available to students who meet college enrollment requirements.

POSTSECONDARY PROGRAMS

Community College

Mass Communications

Journalism

Graphic Communications

Music Technology

University

Audiovisual Communications

Communication and Media Studies

Computer Software and Media Applications

Arts, Entertainment & Media Management

409901 Career Exploration
Course Information: ½ credit; grade 9 (1st Sem Only) **Prerequisite:** None
Description: Career Exploration helps students identify and evaluate personal goals, priorities, aptitudes, and interests with the goal of helping them make informed decisions about their careers. This course exposes students to various sources of information on career and training options and may also assist them in developing job search and employability skills.

409902 Computer Concepts & Software Applications
Course Information: ½ credit; grade 9 (2nd Sem Only) **Prerequisite:** None
Description: Computer Concepts and Software Applications is an orientation -level course designed to develop awareness and understanding of application software and equipment used by employees to perform tasks in business, marketing, and management. Students will apply problem-solving skills to hands-on, real -life situations using a variety of software applications, such as word processing, spreadsheets, database management, presentation software, and desktop publishing. Students will explore topics related to computer concepts, operating systems, telecommunications, and emerging technologies. The development of employability skills, as well as transition skills, will be included in the course as well as an understanding of the ethical considerations that arise in using information processing equipment and gaining access to available databases.

40971E/40972E Beginning Film Making – Dual Credit
Course Information: 1 credit; grades 10, 11 & 12 **Prerequisite:** None
Description: This course will teach students the introduction to digital video storytelling and editing. Students will learn the foundation for video import, export and editing functions. It will incorporate photographs, titles, graphics, animation and audio, capturing, editing, and rendering and digital video.

97401/97402 Radio Broadcasting
Course Information: 1 credit; grades 11 & 12
Prerequisite: Beginning Filmmaking
Description: This course is designed to provide students with the skills needed for a career in the technical aspects of radio and television broadcasting. Instruction includes camera operations, basic audio and video editing, sound and lighting techniques, and sound mixing. Students learn the operation, maintenance, and repair of video and DVD recording equipment, video /digital cameras, microphones, computers, lighting/grip equipment, and other production equipment used in the video and audio production of television programs. Students also learn to use, maintain, and repair various types of audio recorders, amplifiers, transmitters, receivers, microphones, and sound mixers to record and broadcast radio programs.

97201/97202 Video Production
Course Information: 2 credits; grade 12 **Prerequisite:** Radio Broadcasting
Description: Students in this 2 hour course will work in a team-based environment to create a variety of video and audio-related broadcasts. Students learn how to use digital editing equipment and software. The course also provides students with an understanding of the FCC and other governmental agencies regulations related to radio and television broadcasting.

96001 Work-Based Learning Education - Dual Credit
96005 Work-Based Learning Experience
Course Information: 3 credits; grade 12
Prerequisite: Enrolled in Career Pathway, Application, & Coordinator Approval
Description: Work-Based Learning Education is a capstone course designed to assist students in the development of effective skills and attitudes through practical, advanced instruction in school and on the job through workplace experience. Students are released from school for their paid work experience and participate in 200 minutes per week of related classroom instruction. Classroom instruction focuses on providing students with job survival skills and career exploration skills related to the job and improving students' abilities to interact positively with others. For skills related to the job, refer to the skill development course sequences, the task list or related occupational skill standards of the desired occupational program.

The Work-Based Learning Experience provides students with work experience in fields related to their chosen career interest. Goals must be set cooperatively by the student, teacher, and employer. This course must include classroom instruction involving further study of the field, discussion of relevant topics that are responsive to the workplace experience and employability skill development. The Work-Based Learning course must be taught by an approved WBL educator-coordinator. This course aligns with a Career Development Experience that includes: Student-led Enterprises; School-based Enterprises; Immersion Supervised Agricultural Experiences; Clinical Experiences in Health Science and Technology programs; Internships; and Apprenticeship programs including Youth Apprenticeships, Pre-apprenticeships, and Registered Apprenticeships.

TRANSPORTATION, DISTRIBUTION & LOGISTICS

Automotive Technology

POTENTIAL SALARY
$31,000 – $100,000

POTENTIAL CAREERS
Auto Body **Repair** Technician, Auto Designer, Auto Engineer, Auto Instructor, Auto Mechanic, Car Detailer, Car Rental **Agent**, Quality Test Engineer, Tire Technician, Vehicle Inspector



	8th	9th	10th	11th	12th
CAREER & TECHNICAL		Introduction to Technology & Engineering (STEM)	Beginning Automotive Services	Automotive Tech I	Automotive Tech II Work-Based Learning
CAREER PREP	Career Interest Survey	SchooLinks Profile, SAT / Work Keys Test, Job Shadowing, Work Experience, College Visits			
ENGLISH	English	English I	English II	English III	English IV
MATH	8th Grade Math	Algebra I	Geometry	Algebra II	Honors Pre-Calculus *or* AP Calculus *or* AP Statistics
SCIENCE	Science	Physical Science *or* Conceptual Physics	Chemistry *or* Honors Chemistry	Biology *or* AP Chemistry	Human Anatomy *or* Honors Physics *or* AP Chemistry
SOCIAL SCIENCE	Social Studies	Civics *or* Consumer Ed *or* AP Human Geography	World History *or* AP World History	U.S. History *or* AP History	Sociology *or* Psychology *or* African American History *or* Economics
REQUIRED ELECTIVES	Electives	Foreign Language & P.E.	Foreign Language & Health *or* P.E.	Foreign Language *or* Driver's ED *or* P.E.	Foreign Language *or* Driver's ED *or* P.E.

► **Complete College Placement Testing**

CERTIFICATION
OSHA 10

POSTSECONDARY PROGRAMS

Community College
Automotive Technology
Aviation Maintenance & Technology

University
Automotive Engineering
Mechanical Engineering

40911/40912 Introduction to Technology and Engineering (STEM)
Course Information: 1 credit; grade 9 **Prerequisite:** None
Description: Introduction to Technology & Engineering is comprised of the following areas: Production, Transportation, Communication, Energy Utilization, and Engineering Design but is not limited to these areas only. The course will cover the resources, technical processes, industrial applications, technological impact, and occupations encompassed by that system.

59101/59102 Beginning Automotive Services
Course Information: 1 credit; grades 10 & 11 **Prerequisite:** None
Description: Beginning Automotive Service emphasizes preventative auto maintenance and automobile troubleshooting. Students will also be introduced to mechanic tools and how they apply to shop and equipment repairs.

91201/91202 Automotive Technician I
Course Information: 2 credits; grades 11 & 12
Prerequisite: Beginning Automotive Services
Description: This course introduces students to the basic skills needed to inspect, maintain, and repair automobiles and light trucks that run on gasoline, electricity, or alternative fuels. The course will develop problem-solving abilities through the proper use of hands-on lab experiences and equipment.

91401/91402 Automotive Technician II
Course Information: 2 credits; grade 12
Prerequisite: Automotive Technician I
Description: This course builds on the skills and concepts introduced in Automotive Technician I. It includes instructional units in alternative fuel systems, computerized diagnostics, new vehicle servicing, automotive heating, and air conditioning, transmissions, testing and diagnostics, drive train, and overall automobile performance.

96001 Work-Based Learning Education - Dual Credit
96005 Work-Based Learning Experience
Course Information: 3 credits; grade 12
Prerequisite: Enrolled in Career Pathway, Application, & Coordinator Approval
Description: Work-Based Learning Education is a capstone course designed to assist students in the development of effective skills and attitudes through practical, advanced instruction in school and on the job through workplace experience. Students are released from school for their paid work experience and participate in 200 minutes per week of related classroom instruction. Classroom instruction focuses on providing students with job survival skills and career exploration skills related to the job and improving students' abilities to interact positively with others. For skills related to the job, refer to the skill development course sequences, the task list or related occupational skill standards of the desired occupational program.

The Work-Based Learning Experience provides students with work experience in fields related to their chosen career interest. Goals must be set cooperatively by the student, teacher, and employer. This course must include classroom instruction involving further study of the field, discussion of relevant topics that are responsive to the workplace experience and employability skill development. The Work-Based Learning course must be taught by an approved WBL educator-coordinator. This course aligns with a Career Development Experience that includes: Student-led Enterprises; School-based Enterprises; Immersion Supervised Agricultural Experiences; Clinical Experiences in Health Science and Technology programs; Internships; and Apprenticeship programs including Youth Apprenticeships, Pre-apprenticeships, and Registered Apprenticeships.

BUSINESS, MANAGEMENT & ADMINISTRATION

Business & Technology

POTENTIAL SALARY
$20,237 – $94,000

POTENTIAL CAREERS
Accountant/Bookkeeper, Auditor, Entrepreneur, Computer Information Technologist, Customer Service Representative, Management Specialist, Retail Manager, Secretary/Administrative Aid, Supply Chain Management



	8th	9th	10th	11th	12th
CAREER & TECHNICAL		Career Exploration Computer Concepts and Software	Information Processing I	Introduction to Business Accounting I Information Processing I	Accounting II Work-Based Learning
CAREER PREP	Career Interest Survey	SchooLinks Profile, SAT / Work Keys Test, Job Shadowing, Work Experience, College Visits			
ENGLISH	English	English I	English II	English III	English IV
MATH	8th Grade Math	Algebra I	Geometry	Algebra II	Honors Pre-Calculus *or* AP Calculus *or* AP Statistics
SCIENCE	Science	Physical Science *or* Conceptual Physics	Chemistry *or* Honors Chemistry	Biology *or* AP Chemistry	Human Anatomy *or* Honors Physics *or* AP Chemistry
SOCIAL SCIENCE	Social Studies	Civics *or* Consumer Ed *or* AP Human Geography	World History *or* AP World History	U.S. History *or* AP History	Sociology *or* Psychology *or* African American History *or* Economics
REQUIRED ELECTIVES	Electives	Foreign Language & P.E.	Foreign Language & Health *or* P.E.	Foreign Language *or* Driver's ED *or* P.E.	Foreign Language *or* Driver's ED *or* P.E.

► **Complete College Placement Testing**

DUAL CREDIT

- **Information Processing I**
- **Introduction to Business**
- **Work-Based Learning**

Successfully completed dual credit/ enrollment courses do not have to be repeated at the postsecondary level. Dual credit/enrollment opportunities are available to students who meet college enrollment requirements.

POSTSECONDARY PROGRAMS

Community College
Accounting
Management
Marketing

University
Business Administration
Finance
Human Resources
International Business
Management Science
Marketing & Analytics

409901 Career Exploration
Course Information: ½ credit; grade 9 (1st Sem Only) **Prerequisite:** None
Description: Career Exploration helps students identify and evaluate personal goals, priorities, aptitudes, and interests with the goal of helping them make informed decisions about their careers. This course exposes students to various sources of information on career and training options and may also assist them in developing job search and employability skills.

409902 Computer Concepts & Software Applications
Course Information: ½ credit; grade 9 (2nd Sem Only) **Prerequisite:** None
Description: Computer Concepts and Software Applications is an orientation-level course designed to develop awareness and understanding of application software and equipment used by employees to perform tasks in business, marketing, and management. Students will apply problem-solving skills to hands-on, real-life situations using a variety of software applications, such as word processing, spreadsheets, database management, presentation software, and desktop publishing. Students will explore topics related to computer concepts, operating systems, telecommunications, and emerging technologies. The development of employability skills, as well as transition skills, will be included in the course as well as an understanding of the ethical considerations that arise in using information processing equipment and gaining access to available databases.

83401 Intro to Business – Dual Credit
Course Information: ½ credit; grades 10, 11 & 12 (1st Sem Only)
Prerequisite: Career Exploration/Computer Concepts & Software Applications
Description: A survey of the functional areas of business. Major topics include: the economic, legal, social and global environment in which modern businesses operate; social responsibilities of business; forms of business ownership; functions and responsibilities of managers; and fundamental concepts of marketing, accounting, finance, information management, and labor relations and human resource management.

83402 Accounting I
Course Information: ½ credit; grades 10, 11 & 12 (2nd Sem Only)
Prerequisite: Intro to Business or Instructor Approval
Description: Where does the money go? You wouldn't go to a foreign country and not learn the language. Accounting is the "language of business;" this course will assist those students wanting to pursue a career in business, marketing, and management. Accounting skills can help students keep track of money for business and personal use. Students will be exposed to business terms, payroll procedures, business careers, computerized accounting, and banking operations that can be useful in everyday life.

83411/83412 Accounting II
Course Information: 1 credit; grades 11 & 12
Prerequisite: Accounting I
Description: Accounting II is a course that builds upon the foundation established in Accounting I. This course is planned to help students to develop a deeper knowledge of the principles of accounting with more emphasis being placed on financial statements and accounting records. It is a study of previously learned principles as they apply to the more complicated types of business organizations: partnerships, corporations, branches, etc. The students may become familiar with such specialized fields of accounting as cost accounting, tax accounting, payroll accounting, and others. Some students may choose to do specialized accounting computer applications, and others may elect payroll clerk and data processing computer applications. Simulated business conditions may be provided through the use of practice sets. Skills are developed in the entry, retrieval, and statistical analysis of business data using computers for accounting business applications.

85201/85202 Information Processing I – Dual Credit
Course Information: 1 credit; grades 10, 11 & 12
Prerequisite: Career Exploration/Computer Concepts & Software Applications or Instructor Approval
Description: Information Processing I is a skill-level course that includes the concepts and terminology related to the people, equipment, and procedures of information processing as well as skill development in the use of information processing equipment. Students will operate computer equipment to prepare memos, letters, reports, and forms.

96001 Work-Based Learning Education - Dual Credit
96005 Work-Based Learning Experience
Course Information: 3 credits; grade 12
Prerequisite: Enrolled in Career Pathway, Application, & Coordinator Approval
Description: Work-Based Learning Education is a capstone course designed to assist students in the development of effective skills and attitudes through practical, advanced instruction in school and on the job through workplace experience. Students are released from school for their paid work experience and participate in 200 minutes per week of related classroom instruction. Classroom instruction focuses on providing students with job survival skills and career exploration skills related to the job and improving students' abilities to interact positively with others. For skills related to the job, refer to the skill development course sequences, the task list or related occupational skill standards of the desired occupational program.

The Work-Based Learning Experience provides students with work experience in fields related to their chosen career interest. Goals must be set cooperatively by the student, teacher, and employer. This course must include classroom instruction involving further study of the field, discussion of relevant topics that are responsive to the workplace experience and employability skill development. The Work-Based Learning course must be taught by an approved WBL educator-coordinator. This course aligns with a Career Development Experience that includes: Student-led Enterprises; School-based Enterprises; Immersion Supervised Agricultural Experiences; Clinical Experiences in Health Science and Technology programs; Internships; and Apprenticeship programs including Youth Apprenticeships, Pre-apprenticeships, and Registered Apprenticeships.

ARCHITECTURE & CONSTRUCTION

Construction Trades, General

POTENTIAL SALARY
$33,000 – $65,360

POTENTIAL CAREERS
Carpenter, Civil Engineer, Construction Inspector, Construction Worker, Brick Mason, Electrician, Flooring Installer, Painter, Pipefitter, Plumber, Roofer, Safety Manager, Surveyor, Tile Setter



	8th	9th	10th	11th	12th
CAREER & TECHNICAL		Intro to Technology & Engineering (STEM)	Beginning Construction	Carpentry I	Carpentry II Work-Based Learning
CAREER PREP	Career Interest Survey	SchooLinks Profile, SAT / Work Keys Test, Job Shadowing, Work Experience, College Visits			
ENGLISH	English	English I	English II	English III	English IV
MATH	8th Grade Math	Algebra I	Geometry	Algebra II	Honors Pre-Calculus *or* AP Calculus *or* AP Statistics
SCIENCE	Science	Physical Science *or* Conceptual Physics	Chemistry *or* Honors Chemistry	Biology *or* AP Chemistry	Human Anatomy *or* Honors Physics *or* AP Chemistry
SOCIAL SCIENCE	Social Studies	Civics *or* Consumer Ed *or* AP Human Geography	World History *or* AP World History	U.S. History *or* AP History	Sociology *or* Psychology *or* African American History *or* Economics
REQUIRED ELECTIVES	Electives	Foreign Language & P.E.	Foreign Language & Health *or* P.E.	Foreign Language *or* Driver's ED *or* P.E. ► Complete College Placement Testing	Foreign Language *or* Driver's ED *or* P.E.

CERTIFICATIONS

- **OSHA 10**
- **Pre-Apprenticeship**

DUAL CREDIT

- **Carpentry I**
- **Carpentry II**
- **Work-Based Learning**

Successfully completed dual credit/enrollment courses do not have to be repeated at the postsecondary level. Dual credit/enrollment opportunities are available to students who meet college enrollment requirements.

POSTSECONDARY PROGRAMS

Trade School

Architectural Technology

Building Systems Engineering Technology

Carpentry & building Construction

HVACR Technology

Major Appliance Technology

Plumbing Technology

Community College

Construction Apprenticeship Training Program

Construction Management Technology

40911/40912 Introduction to Technology and Engineering (STEM)
Course Information: 1 credit; grade 9
Prerequisite: None
Description: Introduction to Technology & Engineering is comprised of the following areas: Production, Transportation, Communication, Energy Utilization, and Engineering Design but is not limited to these areas only. The course will cover the resources, technical processes, industrial applications, technological impact, and occupations encompassed by that system.

59201/59202 Beginning Construction
Course Information: 1 credit; grades 10 & 11
Prerequisite: None
Description: This course exposes students to the opportunities available in construction-related trades, such as carpentry, plumbing, and so on. The course also includes organized learning activities in the study of construction materials safety, site development, footing and foundation, floor framing, wall framing, roof framing, and applying studies by building scale model framing projects and a variety of small projects.

92201/92202 Construction Trades I – Dual Credit
Course Information: 2 credits; grades 11 & 12
Prerequisite: Beginning Construction
Description: This course will provide experience related to the erection, installation and maintenance of residential buildings and related fixtures. Planned learning activities allow students to understand fundamental principles and methods and develop technical skills related to carpentry and finished work.

92241/92242 Construction Trades II – Dual Credit
Course Information: 2 credits; grade 12
Prerequisite: Construction Trades I
Description: This course provides learning experiences related to the erection, installation, maintenance, and repair of building structures and related utilities. All learning experiences are designed to allow the student to acquire job-entry skills and knowledge.

96001 Work-Based Learning Education - Dual Credit
96005 Work-Based Learning Experience
Course Information: 3 credits; grade 12
Prerequisite: Enrolled in Career Pathway, Application, & Coordinator Approval
Description: Work-Based Learning Education is a capstone course designed to assist students in the development of effective skills and attitudes through practical, advanced instruction in school and on the job through workplace experience. Students are released from school for their paid work experience and participate in 200 minutes per week of related classroom instruction. Classroom instruction focuses on providing students with job survival skills and career exploration skills related to the job and improving students' abilities to interact positively with others. For skills related to the job, refer to the skill development course sequences, the task list or related occupational skill standards of the desired occupational program.

The Work-Based Learning Experience provides students with work experience in fields related to their chosen career interest. Goals must be set cooperatively by the student, teacher, and employer. This course must include classroom instruction involving further study of the field, discussion of relevant topics that are responsive to the workplace experience and employability skill development. The Work-Based Learning course must be taught by an approved WBL educator-coordinator. This course aligns with a Career Development Experience that includes: Student-led Enterprises; School-based Enterprises; Immersion Supervised Agricultural Experiences; Clinical Experiences in Health Science and Technology programs; Internships; and Apprenticeship programs including Youth Apprenticeships, Pre-apprenticeships, and Registered Apprenticeships.

HUMAN SERVICES

Cosmetology

POTENTIAL SALARY
$18,000 – $56,000

POTENTIAL CAREERS
Esthetician, Hairstylist, Nail Technician, Salon or Spa Manager, Wedding and Event Stylist, Makeup Artist



	8th	9th	10th	11th	12th
CAREER & TECHNICAL		Beginning Cosmetology	Cosmetology I	Cosmetology II	Cosmetology II (Year 2)
CAREER PREP	Career Interest Survey	SchooLinks Profile, SAT / Work Keys Test, Job Shadowing, Work Experience, College Visits			
ENGLISH	English	English I	English II	English III	English IV
MATH	8th Grade Math	Algebra I	Geometry	Algebra II	Honors Pre-Calculus *or* AP Calculus *or* AP Statistics
SCIENCE	Science	Physical Science *or* Conceptual Physics	Chemistry *or* Honors Chemistry	Biology *or* AP Chemistry	Human Anatomy *or* Honors Physics *or* AP Chemistry
SOCIAL SCIENCE	Social Studies	Civics *or* Consumer Ed *or* AP Human Geography	World History *or* AP World History	U.S. History *or* AP History	Sociology *or* Psychology *or* African American History *or* Economics
REQUIRED ELECTIVES	Electives	Foreign Language & P.E.	Foreign Language & Health *or* P.E.	Foreign Language *or* Driver's ED *or* P.E. ► Complete College Placement Testing	Foreign Language *or* Driver's ED *or* P.E.

CERTIFICATIONS

- **State of Illinois Cosmetology Professionals License**

POSTSECONDARY PROGRAMS

- **Additional Licensure & Training**
  - Electrology
  - Laser Hair Removal
  - Makeup Artist
  - Massage Therapy
  - Permanent Makeup
  - Salon Management

86401/86402 Beginning Cosmetology
Course Information: 1 credit; grade 9
Prerequisite: None
Description: This course exposes students to basic manipulative skills, safety protocols, proper work habits, and desirable attitudes necessary to achieve competency in entry-level job skills, obtain licensure, and obtain gainful employment in the field of cosmetology or related career fields.

86501/86502 Cosmetology I
Course Information: 3 credits; grades 10 & 11
Prerequisite: Beginning Cosmetology; 15 years of age
Description: This course introduces students to the requirements to become a licensed cosmetologist. It offers students instruction in both theory and practical application. Knowledge, skills, and activities completed in this course will help prepare students for Cosmetology II while earning hours toward licensure.

86601/86602 Cosmetology II
Course Information: 3 credits; grades 11 & 12
Prerequisite: Cosmetology I
Description: This course provides instruction and hands-on experience in the following areas: practical chemical application/hair treatment, hair styling/hairdressing, shop management, sanitation, and interpersonal relations. It offers a curriculum of advanced theoretical and practical skill development to prepare students for the cosmetology licensure examination and progression to obtain 1500 hours of study in cosmetology.

HOSPITALITY & TOURISM

Culinary Arts

POTENTIAL SALARY
$26,437 – $62,000

POTENTIAL CAREERS
Baking & Pastry Chef, Caterer, Executive Chef, Food Quality Assurance Manager, Food Service Manager, Food Scientist, Private Chef



	8th	9th	10th	11th	12th
CAREER & TECHNICAL		Career Exploration	Culinary Arts I	Culinary Occupation I	Culinary Occupations II Work-Based Learning
CAREER PREP	Career Interest Survey	SchooLinks Profile, SAT / Work Keys Test, Job Shadowing, Work Experience, College Visits			
ENGLISH	English	English I	English II	English III	English IV
MATH	8th Grade Math	Algebra I	Geometry	Algebra II	Honors Pre-Calculus *or* AP Calculus *or* AP Statistics
SCIENCE	Science	Physical Science *or* Conceptual Physics	Chemistry *or* Honors Chemistry	Biology *or* AP Chemistry	Human Anatomy *or* Honors Physics *or* AP Chemistry
SOCIAL SCIENCE	Social Studies	Civics *or* Consumer Ed *or* AP Human Geography	World History *or* AP World History	U.S. History *or* AP History	Sociology *or* Psychology *or* African American History *or* Economics
REQUIRED ELECTIVES	Electives	Foreign Language & P.E.	Foreign Language & Health *or* P.E.	Foreign Language *or* Driver's ED *or* P.E.	Foreign Language *or* Driver's ED *or* P.E.

► **Complete College Placement Testing**

CERTIFICATIONS

- **NRA ServSafe Food Handler**
- **NRA ServSafe Food Manager**

DUAL CREDIT

Culinary Occupations II
Work-Based Learning

Successfully completed dual credit/enrollment courses do not have to be repeated at the postsecondary level. Dual credit/enrollment opportunities are available to students who meet college enrollment requirements.

POSTSECONDARY PROGRAMS

Community College, Private College, & Specialized Institutions

Baking and Pastry Arts
Culinary Arts
Culinary Arts Management
Restaurant and Hotel Management

409902 Career Exploration
Course Information: ½ credit; grade 9 (1st Sem Only)
Prerequisite: None
Description: Career Exploration helps students identify and evaluate personal goals, priorities, aptitudes, and interests with the goal of helping them make informed decisions about their careers. This course exposes students to various sources of information on career and training options and may also assist them in developing job search and employability skills.

48302 Computer Concepts & Software Applications
Course Information: ½ credit; grade 9 (2nd Sem Only)
Prerequisite: None
Description: Computer Concepts and Software Applications is an orientation -level course designed to develop awareness and understanding of application software and equipment used by employees to perform tasks in business, marketing, and management. Students will apply problem-solving skills to hands-on, real -life situations using a variety of software applications, such as word processing, spreadsheets, database management, presentation software, and desktop publishing. Students will explore topics related to computer concepts, operating systems, telecommunications, and emerging technologies. The development of employability skills, as well as transition skills, will be included in the course as well as an understanding of the ethical considerations that arise in using information processing equipment and gaining access to available databases.

58801/58802 Culinary Arts I
Course Information: 1 credit; grades 10, 11 & 12
Prerequisite: None
Description: This course concentrates on expanding students' knowledge and experiences with nutrition concepts, food science, and healthy lifestyles. Nutritional analysis, nutrient functions, food allergies, diet and disease, menu analysis, energy and wellness, meal planning and management, nutritional needs across the lifespan, impacts of science and technology on nutrition and wellness issues, and food safety and sanitation management are discussed.

90001/90002 Culinary Occupations I
Course Information: 2 credits; grades 11 & 12
Prerequisite: Culinary Arts I
Description: This course provides terminology, culinary math, and practical experiences needed for the development of culinary competencies and workplace skills. Safety and sanitation instruction and classroom application prepare students for an industry-recognized sanitation exam. Students learn on commercial equipment.

90101/90102 Culinary Occupations II - Dual Credit
Course Information: 2 credits; grade 12
Prerequisite: Culinary Occupations I
Description: This course places special emphasis on students developing operational management skills-including the design and organization of food service systems in a variety of settings, human relations, and personnel training and supervision.

96001 Work-Based Learning Education - Dual Credit
96005 Work-Based Learning Experience
Course Information: 3 credits; grade 12
Prerequisite: Enrolled in Career Pathway, Application, & Coordinator Approval
Description: Work-Based Learning Education is a capstone course designed to assist students in the development of effective skills and attitudes through practical, advanced instruction in school and on the job through workplace experience. Students are released from school for their paid work experience and participate in 200 minutes per week of related classroom instruction. Classroom instruction focuses on providing students with job survival skills and career exploration skills related to the job and improving students' abilities to interact positively with others. For skills related to the job, refer to the skill development course sequences, the task list or related occupational skill standards of the desired occupational program.

The Work-Based Learning Experience provides students with work experience in fields related to their chosen career interest. Goals must be set cooperatively by the student, teacher, and employer. This course must include classroom instruction involving further study of the field, discussion of relevant topics that are responsive to the workplace experience and employability skill development. The Work-Based Learning course must be taught by an approved WBL educator-coordinator. This course aligns with a Career Development Experience that includes: Student-led Enterprises; School-based Enterprises; Immersion Supervised Agricultural Experiences; Clinical Experiences in Health Science and Technology programs; Internships; and Apprenticeship programs including Youth Apprenticeships, Pre-apprenticeships, and Registered Apprenticeships.

EDUCATION & TRAINING

Education

POTENTIAL SALARY
$28,000 – $96,000

POTENTIAL CAREERS
Child care worker, Child care director, Classroom Aide, Pre-School Teacher, Elementary Teacher, Middle School Teacher, Secondary Teacher, Instructional Coach, Administrator, College Professor



	8th	9th	10th	11th	12th
CAREER & TECHNICAL		Career Exploration Computer Concepts and Software	Foundations of Education	Educational Methodology	Instructional Technology Work-Based Learning
CAREER PREP	Career Interest Survey	SchooLinks Profile, SAT / Work Keys Test, Job Shadowing, Work Experience, College Visits			
ENGLISH	English	English I	English II	English III	English IV
MATH	8th Grade Math	Algebra I	Geometry	Algebra II	Honors Pre-Calculus *or* AP Calculus *or* AP Statistics
SCIENCE	Science	Physical Science *or* Conceptual Physics	Chemistry *or* Honors Chemistry	Biology *or* AP Chemistry	Human Anatomy *or* Honors Physics *or* AP Chemistry
SOCIAL SCIENCE	Social Studies	Civics *or* Consumer Ed *or* AP Human Geography	World History *or* AP World History	U.S. History *or* AP History	Sociology *or* Psychology *or* African American History *or* Economics
REQUIRED ELECTIVES	Electives	Foreign Language & P.E.	Foreign Language & Health *or* P.E.	Foreign Language *or* Driver's ED *or* P.E. ► Complete College Placement Testing	Foreign Language *or* Driver's ED *or* P.E.

DUAL CREDIT

- **Educational Methodology**
- **Instructional Technology**
- **Work-Based Learning**

Successfully completed dual credit/ enrollment courses do not have to be repeated at the postsecondary level. Dual credit/enrollment opportunities are available to students who meet college enrollment requirements.

POSTSECONDARY PROGRAMS

Community College
Early Childhood Education

University
Early Childhood Education
Elementary Education
Secondary Education
Career and Technical Education

40881T/40882T Foundations of Education
Course Information: 1 credit, grades 9, 10, 11 & 12
Prerequisite: None
Description: This course introduces students to the principles underlying teaching and learning, the responsibilities and duties of teachers, and strategies and techniques to deliver knowledge and information. A combination of classroom and field experiences will enable the student to gain skilled knowledge and understanding of the education profession. Course content includes projects to develop an understanding of the learner and the learning process, instructional planning, the learning environment, assessment and instructional strategies, career opportunities in the field of education, and Illinois regulations and licensing requirements.

60771/60772 Educational Methodology – Dual Credit
Course Information: 1 credit, grade 11
Prerequisite: Foundations of Education
Description: This course provides an opportunity for students to develop skills to teach and guide others. Coursework includes opportunities for students to create and develop teaching objectives, design lesson plans, and experience teaching in a controlled environment. Students examine and practice teaching strategies, learning styles, time management, and planning strategies, presentation and questioning skills, classroom management, and evaluation techniques. Students will explore opportunities in education careers and develop/expand their career portfolio.

80771/80772 Instructional Technology – Dual Credit
Course Information: 1 credit, grade 12
Prerequisite: Educational Methodology
Description: Instructional Technology courses address the implementation of technical devices and processes that are used to improve and facilitate learning. Content includes, but is not limited to, productivity tools, interactive multimedia, communications, educational software and hardware, instructional applications, and ethical, legal, social, and professional issues.

96001 Work-Based Learning Education - Dual Credit
96005 Work-Based Learning Experience
Course Information: 3 credits; grade 12
Prerequisite: Enrolled in Career Pathway, Application, & Coordinator Approval
Description: Work-Based Learning Education is a capstone course designed to assist students in the development of effective skills and attitudes through practical, advanced instruction in school and on the job through workplace experience. Students are released from school for their paid work experience and participate in 200 minutes per week of related classroom instruction. Classroom instruction focuses on providing students with job survival skills and career exploration skills related to the job and improving students' abilities to interact positively with others. For skills related to the job, refer to the skill development course sequences, the task list or related occupational skill standards of the desired occupational program.

The Work-Based Learning Experience course provides students with work experience in fields related to their chosen career interest. Goals must be set cooperatively by the student, teacher, and employer. This course must include classroom instruction involving further study of the field, discussion of relevant topics that are responsive to the workplace experience and employability skill development. The Work-Based Learning course must be taught by an approved WBL educator-coordinator. This course aligns with a Career Development Experience that includes: Student-led Enterprises; School-based Enterprises; Immersion Supervised Agricultural Experiences; Clinical Experiences in Health Science and Technology programs; Internships; and Apprenticeship programs including Youth Apprenticeships, Pre-apprenticeships, and Registered Apprenticeships.

ARCHITECTURE & CONSTRUCTION

Electrical Trades

POTENTIAL SALARY
$36,000 – $91,000

POTENTIAL CAREERS
Alarm Installer, Aviation Electrician, Electrical Drafter, Electrical Machine Repairer, Highway Systems



		8th	9th	10th	11th	12th
CAREER & TECHNICAL			Intro to Technology & Engineering (STEM)	Beginning Electricity	Electrical Trades I	Electrical Trades II Work-Based Learning
CAREER PREP	Career Interest Survey	SchooLinks Profile, SAT / Work Keys Test, Job Shadowing, Work Experience, College Visits				
ENGLISH	English		English I	English II	English III	English IV
MATH	8th Grade Math		Algebra I	Geometry	Algebra II	Honors Pre-Calculus *or* AP Calculus *or* AP Statistics
SCIENCE	Science		Physical Science *or* Conceptual Physics	Chemistry *or* Honors Chemistry	Biology *or* AP Chemistry	Human Anatomy *or* Honors Physics *or* AP Chemistry
SOCIAL SCIENCE	Social Studies		Civics *or* Consumer Ed *or* AP Human Geography	World History *or* AP World History	U.S. History *or* AP History	Sociology *or* Psychology *or* African American History *or* Economics
REQUIRED ELECTIVES	Electives		Foreign Language & P.E.	Foreign Language & Health *or* P.E.	Foreign Language *or* Driver's ED *or* P.E.	Foreign Language *or* Driver's ED *or* P.E.

► **Complete College Placement Testing**

CERTIFICATIONS

OSHA 10

DUAL CREDIT

- **Electrical Trades II**
- **Work-Based Learning**

Successfully completed dual credit/enrollment courses do not have to be repeated at the postsecondary level. Dual credit/enrollment opportunities are available to students who meet college enrollment requirements.

POSTSECONDARY PROGRAMS

Trade School

Alarm Systems Technology
Control Systems Technology
Electrical Automotive Technology
Electrical Construction Design & Management
Electrical System Design Technology

Community College

Energy Technology
Industrial Electrician

University

Building and Property Maintenance
Construction Management
Construction Technology
Electrical Engineering
Electrical Engineering Technology

40911/40912 Introduction to Technology and Engineering (STEM)
Course Information: 1 credit; grade 9
Prerequisite: None
Description: Introduction to Technology & Engineering is comprised of the following areas: Production, Transportation, Communication, Energy Utilization, and Engineering Design but is not limited to these areas only. The course will cover the resources, technical processes, industrial applications, technological impact, and occupations encompassed by that system.

59301/59302 Beginning Electricity
Course Information: 1 credit; grades 10 & 11
Prerequisite: Introduction to Technology and Engineering
Description: This course provides a survey of the theory, terminology, equipment, and practical experience in the skills needed for careers in the electrical field. This course typically includes AC and DC circuitry, safety, and the National Electrical Code and may cover such skills as those involved in building circuits; wiring residential, installing lighting, power circuits, and cables. The course also provides hands-on experiment training, allowing students to examine the concept taught.

94001/94002 Electrical Trades I
Course Information: 2 credits; grades 11 & 12
Prerequisite: Beginning Electricity
Description: This course is designed to provide students with instruction and training in areas that prepare them to enter the electrical trades. Areas of instruction include electrical theory, circuit design and operation, the national electrical code, blueprint reading, construction blueprint interpretation, and test equipment usage.

94201/94202 Electrical Trades II – Dual Credit
Course Information: 2 credits; grade 12
Prerequisite: Electrical Trades I
Description: This course centers around advancing basic theory, multi-phase electricity, transmission, and delivery systems, electronic and advanced motor controls, alarm and sensory systems, light commercial and industrial wiring, and advanced circuit design. Students continue to gain practical skills by working on trainers, mockups, and on-the-job projects.

96001 Work-Based Learning Education - Dual Credit
96005 Work-Based Learning Experience
Course Information: 3 credits; grade 12
Prerequisite: Enrolled in Career Pathway, Application, & Coordinator Approval
Description: Work-Based Learning Education is a capstone course designed to assist students in the development of effective skills and attitudes through practical, advanced instruction in school and on the job through workplace experience. Students are released from school for their paid work experience and participate in 200 minutes per week of related classroom instruction. Classroom instruction focuses on providing students with job survival skills and career exploration skills related to the job and improving students' abilities to interact positively with others. For skills related to the job, refer to the skill development course sequences, the task list or related occupational skill standards of the desired occupational program.

The Work-Based Learning Experience provides students with work experience in fields related to their chosen career interest. Goals must be set cooperatively by the student, teacher, and employer. This course must include classroom instruction involving further study of the field, discussion of relevant topics that are responsive to the workplace experience and employability skill development. The Work-Based Learning course must be taught by an approved WBL educator-coordinator. This course aligns with a Career Development Experience that includes: Student-led Enterprises; School-based Enterprises; Immersion Supervised Agricultural Experiences; Clinical Experiences in Health Science and Technology programs; Internships; and Apprenticeship programs including Youth Apprenticeships, Pre-apprenticeships, and Registered Apprenticeships.

HEALTH SCIENCES

Nurse Assistant

POTENTIAL SALARY
$26,000 – $82,000

POTENTIAL CAREERS
Certified Nursing Assistant, Practical Nurse, Phlebotomist, Registered Nurse, Physical Therapist, Sports Therapist, **Respiratory Therapist, Medical Laboratory Technician**



	8th	9th	10th	11th	12th
CAREER & TECHNICAL		Career Exploration Computer Concepts & Software Applications	Orientation to Health Careers	Medical Terminology	Nurse Assistant
CAREER PREP	Career Interest Survey	SchooLinks Profile, SAT / Work Keys Test, Job Shadowing, Work Experience, College Visits			
ENGLISH	English	English I	English II	English III	English IV
MATH	8th Grade Math	Algebra I	Geometry	Algebra II	Honors Pre-Calculus *or* AP Calculus *or* AP Statistics
SCIENCE	Science	Physical Science *or* Conceptual Physics	Chemistry *or* Honors Chemistry	Biology *or* AP Chemistry	Human Anatomy *or* Honors Physics *or* AP Chemistry
SOCIAL SCIENCE	Social Studies	Civics *or* Consumer Ed *or* AP Human Geography	World History *or* AP World History	U.S. History *or* AP History	Sociology *or* Psychology *or* African American History *or* Economics
REQUIRED ELECTIVES	Electives	Foreign Language & P.E.	Foreign Language & Health *or* P.E.	Foreign Language *or* Driver's ED *or* P.E.	Foreign Language *or* Driver's ED *or* P.E.

► **Complete College Placement Testing**

CERTIFICATIONS

State of Illinois CNA License

DUAL CREDIT

- **Medical Terminology**
- **Nurse Assistant**

Successfully completed dual credit/enrollment courses do not have to be repeated at the postsecondary level. Dual credit/enrollment opportunities are available to students who meet college enrollment requirements.

POSTSECONDARY PROGRAMS

Community College

Associate of Science
Practical Nursing Certificate
Phlebotomy Certificate

University

Bachelor of Science, Nursing
Registered Nurse
Physical Therapist
Respiratory Therapist
Medical Laboratory Technician

409902 Career Exploration
Course Information: ½ credit; grade 9 (1st Sem Only)
Prerequisite: None
Description: Career Exploration helps students identify and evaluate personal goals, priorities, aptitudes, and interests with the goal of helping them make informed decisions about their careers. This course exposes students to various sources of information on career and training options and may also assist them in developing job search and employability skills.

48302 Computer Concepts & Software Applications
Course Information: ½ credit; grade 9 (2nd Sem Only)
Prerequisite: None
Description: Computer Concepts and Software Applications is an orientation -level course designed to develop awareness and understanding of application software and equipment used by employees to perform tasks in business, marketing, and management. Students will apply problem-solving skills to hands-on, real-life situations using a variety of software applications, such as word processing, spreadsheets, database management, presentation software, and desktop publishing. Students will explore topics related to computer concepts, operating systems, telecommunications, and emerging technologies. The development of employability skills, as well as transition skills, will be included in the course as well as an understanding of the ethical considerations that arise in using information processing equipment and gaining access to available databases.

58701/58702 Orientation to Health Careers (STEM)
Course Information: 1 credit; grades 10, 11 & 12
Prerequisite: None
Description: This course exposes students to the variety of opportunities available within the healthcare industry. The main purpose of this course is to assist students in the further development of their self-concept and in matching personal abilities and interests to a tentative career choice.

87301/87302 Medical Terminology - Dual Credit
Course Information: 1 credit; grades 11 & 12
Prerequisite: Orientation to Health Careers
Description: In Medical Terminology courses students learn how to identify medical terms by analyzing their components. These courses emphasize defining medical prefixes, root words, suffixes, and abbreviations. The primary focus is on developing both oral and written skills in the language used to communicate within healthcare professions.

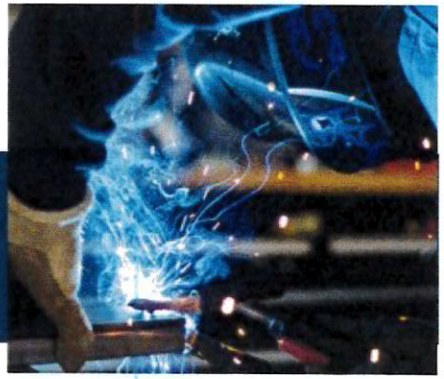
87401/87402 Nursing Assistant - Dual Credit
Course Information: 2 credit; grade 12
Prerequisite: Orientation to Health Careers; Medical Terminology; Cumulative GPA 2.5
Description: This course is composed of a combination of subject matter and experiences designed to perform tasks of individuals receiving nursing services. The student learns those competencies needed to perform as a nurse assistant while covering general health care topics; medical terminology; patients/ clients and their environment; special feeding techniques; psychological support in long-term and terminal illness, death and dying; and all other basic nursing skills.

MANUFACTURING

Welding Technology

POTENTIAL SALARY
$34,000 – $60,000

POTENTIAL CAREERS
Boilermaker, Iron Worker, Pipefitter, Pipeliner, Robotic Welding Technician, Shipfitter, Welding Educator, Welding Engineer, Welding Research Scientist



	8th	9th	10th	11th	12th
CAREER & TECHNICAL		Intro to Technology & Engineering (STEM)	Beginning Welding	Welding Technology I	Welding Technology II Work-Based Learning
CAREER PREP	Career Interest Survey	SchooLinks Profile, SAT / Work Keys Test, Job Shadowing, Work Experience, College Visits			
ENGLISH	English	English I	English II	English III	English IV
MATH	8th Grade Math	Algebra I	Geometry	Algebra II	Honors Pre-Calculus *or* AP Calculus *or* AP Statistics
SCIENCE	Science	Physical Science *or* Conceptual Physics	Chemistry *or* Honors Chemistry	Biology *or* AP Chemistry	Human Anatomy *or* Honors Physics *or* AP Chemistry
SOCIAL SCIENCE	Social Studies	Civics *or* Consumer Ed *or* AP Human Geography	World History *or* AP World History	U.S. History *or* AP History	Sociology *or* Psychology *or* African American History *or* Economics
REQUIRED ELECTIVES	Electives	Foreign Language & P.E.	Foreign Language & Health *or* P.E.	Foreign Language *or* Driver's ED *or* P.E. ► Complete College Placement Testing	Foreign Language *or* Driver's ED *or* P.E.

CERTIFICATIONS

American Welding Society

SMAW 7018: F/G1, F/G2, F/G3, F/G4
SMAW 6010: F/G1, F/G2, F/G3, F/G4
FCAW
ER71T
OSHA 10

DUAL CREDIT

- **Welding Technology I**
- **Welding Technology II**
- **Work-Based Learning**

Successfully completed dual credit/enrollment courses do not have to be repeated at the postsecondary level. Dual credit/enrollment opportunities are available to students who meet college enrollment requirements.

POSTSECONDARY PROGRAMS

Trade School

Applied Welding Technologies
Drafting Manufacturing Industrial
Maintenance Iron Worker Millwright

Community College

Advanced Welding Certificate
Electrical/Electronics Certification
Maintenance Mechanics Certificates
Precision Machining Technology

40911/40912 Introduction to Technology and Engineering (STEM)
Course Information: 1 credit; grade 9
Prerequisite: None
Description: Introduction to Technology & Engineering is comprised of the following areas: Production, Transportation, Communication, Energy Utilization, and Engineering Design but is not limited to these areas only. The course will cover the resources, technical processes, industrial applications, technological impact, and occupations encompassed by that system.

59601/59602 Beginning Welding
Course Information: 1 credit; grades 10 & 11
Prerequisite: None
Description: This course enables students to gain knowledge of the properties, uses and applications of various metals, skills in various processes used to join and cut metals, and experience in identifying, selecting, and rating appropriate techniques.

96401/96402 Welding Technology I – Dual Credit
Course Information: 2 credits; grades 11 & 12
Prerequisite: Beginning Welding I
Description: This course assists students in gaining knowledge and developing the basic skills needed to be successful in welding technology. In addition, students learn the basics of blueprint reading, precision measuring, layout, and production process planning.

96601/96602 Welding Technology II – Dual Credit
Course Information: 2 credits; grade 12
Prerequisite: Welding Technology I
Description: This course provides more in-depth skill development in various types of welding including horizontal, vertical, overhead, and circular techniques. Students also explore the use of robotic and automated production welding.

96001 Work-Based Learning Education - Dual Credit
96005 Work-Based Learning Experience
Course Information: 3 credits; grade 12
Prerequisite: Enrolled in Career Pathway, Application, & Coordinator Approval
Description: Work-Based Learning Education is a capstone course designed to assist students in the development of effective skills and attitudes through practical, advanced instruction in school and on the job through workplace experience. Students are released from school for their paid work experience and participate in 200 minutes per week of related classroom instruction. Classroom instruction focuses on providing students with job survival skills and career exploration skills related to the job and improving students' abilities to interact positively with others. For skills related to the job, refer to the skill development course sequences, the task list or related occupational skill standards of the desired occupational program.

The Work-Based Learning Experience course provides students with work experience in fields related to their chosen career interest. Goals must be set cooperatively by the student, teacher, and employer. This course must include classroom instruction involving further study of the field, discussion of relevant topics that are responsive to the workplace experience and employability skill development. The Work-Based Learning course must be taught by an approved WBL educator-coordinator. This course aligns with a Career Development Experience that includes: Student-led Enterprises; School-based Enterprises; Immersion Supervised Agricultural Experiences; Clinical Experiences in Health Science and Technology programs; Internships; and Apprenticeship programs including Youth Apprenticeships, Pre-apprenticeships, and Registered Apprenticeships.