OUR MISSION is to unlock students' unique and limitless potential, to achieve their personal aspirations as fully prepared, contributing citizens in a global society through learning experiences distinguished by:

- commitment to the whole person resulting in student growth and confidence
- relevant, innovative, personalized academic pathways that promote passion and pride
- a learning environment that fosters curiosity and the thirst for achievement and discovery
  - a culture of diversity, adaptability, and resilience
  - meaningful and lasting relationships
  - extraordinary school and community connections
BOARD OF EDUCATION
Beth Nolan, President
Courtney Carson, Vice President
Kendall Briscoe
Regan Lewis

Kendall Briscoe

Dwight D. Eisenhower High School
Dwight D. Eisenhower High School

Dwight D. Eisenhower High School

Eisenhower Administration
Dr. Amy Zahm-Duncheon, Principal
Paul Ranstead/Ken Rufener, AP of Curriculum and Instruction
Nate Sheppard, AP of Student Services
Sergio Reyna, AP of Freshman Academy
Jenny Kosiec, Dean of students – Sophomores-Seniors with last name A-K
TBD, Dean of students – Sophomores-Seniors with last name L-Z
Steve Thompson, Athletic Director

Eisenhower Counselors
Tyris McPike, Freshmen
Amanda Duckworth, A-F
Jackie Hayes, G-O
Laura Mandernach, P-Z

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Douglas MacArthur High School

Douglas MacArthur High School

MACARTHUR ADMINISTRATION
Cordell Ingram, Principal
Kathy Sheary, AP of Curriculum and Instruction
Tim Dever, AP of Student Services
Rebecca Kern, AP of Freshman Academy
Jason Flournoy, Dean of students – Sophomores-Seniors with last name A-J
Curtiss Lindsey, Dean of students – Sophomores-Seniors with last name K-Z
Jason Crutcher, Athletic Director

MACARTHUR COUNSELORS
Andrew Novak, Freshmen
Danielle Seibring, A-F
Cyndi Kraemer, G-O
Al Scheider, P-Z
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TERMS TO UNDERSTAND

**Prerequisite** - A course which must be completed with a passing grade before another course can be taken (examples: Algebra I is the prerequisite for Geometry; Introduction to Art is the prerequisite for Drawing or Sculpture).

**Recommendation/Consent of the Instructor** - For some courses, certain levels of performance or grades in a prior course are necessary. However, if a student does not meet the prerequisite, he/she may be able to take the course if the instructor grants permission.

**Credit** - One-half credit is granted each semester if a passing grade is earned in a course.

**Accreditation**
AdvancED (former North Central Association)
Illinois State Board of Education
CURRENT GRADUATION REQUIREMENTS

A minimum of 22 credit hours is the current requirement for graduation from Decatur Public High Schools. One-half (0.5) credit is earned upon successful completion for each semester course. Students must earn Decatur Public School credit in order to earn a Decatur Public School diploma. Of the necessary credit hours, the following course requirements listed below must be met.

Credits for graduation are required in the following courses and subject areas:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits Required</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 credits</td>
<td>1 credit - English I &lt;br&gt;1 credit - English II &lt;br&gt;2 credits - English elective</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 credits</td>
<td>1 credit - Algebra 1 &lt;br&gt;1 credit - Geometry &lt;br&gt;1 credit - Math elective</td>
</tr>
<tr>
<td>Science</td>
<td>2 credits</td>
<td>1 credit - Life Science &lt;br&gt;1 credit - Physical Science</td>
</tr>
<tr>
<td>Social Studies</td>
<td>2.5 credits</td>
<td>1 credit - World History &lt;br&gt;1 credit - United States History &lt;br&gt;0.5 credit- Civics Illinois and United States Constitution Exams</td>
</tr>
<tr>
<td>World Languages, or Art, or Music, or Vocational Education</td>
<td>1 credit</td>
<td>0.5 credit – Health</td>
</tr>
<tr>
<td>Physical Education or Waiver*</td>
<td>4 credits</td>
<td>Depends on the specific course: &lt;br&gt;0.5 credit - Honors Economics – 1 semester &lt;br&gt;0.5 credit - Economics - 1 semester &lt;br&gt;0.5 credit - Consumer Ed – 1 semester &lt;br&gt;0.5 credit - Independent Living – 1 semester &lt;br&gt;1 credit - Vocational Cooperative Education (Levels 3 and 4) – 2 semesters &lt;br&gt;1 credit - Cooperative Work Education – 2 semesters</td>
</tr>
<tr>
<td>Consumer Education</td>
<td>0.5 or 1 credit</td>
<td>Depends on Consumer Education course (as listed above)</td>
</tr>
<tr>
<td>Electives</td>
<td>5 or 5.5 credits</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: Students may be waived from physical education class by approval of the principal. (See Physical Education Waiver Policy)

STANDARDIZED TEST REQUIREMENTS

The SAT is the state assessment and accountability measure for Illinois students enrolled in a public school district. This assessment must be taken by all Juniors on the assigned SAT School Day for the current school year to count towards graduation for the state of Illinois. If a Junior is absent on the days the SAT School Day is offered, they will be required to take it as a Senior in order to graduate. All students taking the SAT School Day will be assessed in Math, Evidence-Based Reading and Writing, and Essay writing. Taking the SAT at an alternate site is a great way to potentially raise a student’s score but it will not count towards graduation. All 9th-10th grade students are given the PSAT 8/9 and PSAT 10 during the state SAT testing window.

SERVICE LEARNING REQUIREMENTS

Students must complete 3 hours of service learning per semester, for each year they are a student in Decatur Public Schools. Any student who attends Decatur high schools for four (4) years would need 24 hours. Students may not receive compensation for service hours. Students will complete the required number of hours through a variety of projects with the support of parents, staff, and administration. Projects can be academic, or community based. Service learning encourages students to give back to the community both during and after their high school years.
GRADE LEVEL CLASSIFICATION

All high school students are classified according to when they started high school and will progress using a cohort model.

- The first year a student enters high school they will be classified as a Freshman.
- The following year after a student enters high school they will be classified as a Sophomore.
- The third year following when a student enters high school they will be classified as a Junior.
- The fourth year following when a student enters high school they will be classified as a Senior.

If a student does not meet all the graduation requirements by the end of their 4th year after entering high school, they will remain a Senior until they meet all requirements.

A student will progress through grade classification regardless of whether or not they are on track to graduate within four years.

- Sophomore student that is on track to graduate will start with a minimum of 5 credits including 1 specifically in English, Mathematics, and Science.
- Junior student that is on track to graduate will start with a minimum of 11 credits, including 2 specifically in English, Mathematics, and Science and 1 specifically in Social Studies.
- Senior student that is on track to graduate will start with a minimum of 16 credits, including 3 specifically in English and 2 specifically in Mathematics, Science and Social Studies.

PLEASE NOTE: The classification of students who have participated in home schooling or other alternative placements will be determined by the administration on an individual basis upon entering high school.
GRADUATION INFORMATION

No student will be allowed to participate in the graduation ceremonies or be listed in the graduation program unless all requirements for graduation have been completed. Any student who does not complete requirements, but who completes course work and provides official transcripts by the last day of summer before the next school year, will be considered a member of the graduating class. A contract outlining the course to be completed must be filed with a counselor and approved by the administration. No diploma will be issued until all requirements are met and the necessary transcripts have been received. If extended illness during the senior year or some other unique circumstance is involved, the principal may consider exceptions to this policy.

EARLY GRADUATION

Decatur High Schools are designed to be four-year institutions. While the overwhelming majority of students attend high school for the full four years, it may be possible to meet the graduation credit requirements early. The school is not responsible to provide courses in a specific sequence to allow a student to graduate early. Students who intend to graduate early must complete an application with their guidance counselor by December 1 of their junior year. Upon the completion of the application, the counselor will submit a request to the Principal. In order to graduate early a student must meet all requirements for graduation by the last day of final exams in December. Seniors intending to graduate early must meet with their counselor to ensure that all requirements are met. The eighth (8th) semester of PE will be waived under those circumstances.

Students who graduate early are allowed to participate in all spring Senior activities, which include prom and graduation ceremonies as well as any graduation activities. Early graduates will be invited to attend any applicable awards assemblies or honor banquets. Early graduates that qualify are eligible to receive Graduation Honors but will not be considered to speak at graduation as the selected Summa Cum Laude speaker or Orator. Students who graduate early may not participate in any extracurricular activities after final exams in December. Transfer students must complete one full semester at Decatur High Schools to be eligible for early graduation.

GRADUATION HONOR REQUIREMENTS - (determined after 7 semesters)

Summa Cum Laude (Must meet all of the following criteria)
At least a 4.00 GPA
Attain an SAT benchmark score of 1160-1600.

Magna Cum Laude (Must meet all of the following criteria)
• At least a 3.50 GPA.
• Attain an SAT benchmark score of 1100-1150.

Cum Laude (Must meet all of the following criteria)
• At least a 3.00 GPA.
• Attain an SAT benchmark score of 1020-1090.

Gold Delta
• Students who have attended a Decatur public high school for two or more semesters and have a GPA of at least a 3.50 will receive the Gold Delta recognition. Early graduates are eligible.
• The Orator must have attended a Decatur public high school for two or more semesters and have a GPA of at least a 3.50. Early graduates are not eligible to speak.

GRADUATION SPEAKERS

Summa Cum Laude - Students who qualify for Summa Cum Laude may apply to speak at graduation. A committee consisting of administrators, counselors, teachers, parents, and students will select the speaker from the qualified applicants. Early graduates are not eligible.

Orator - The Orator is the student that has been selected by the Senior class to speak during the graduation ceremonies.
GRADE REPORTING INFORMATION

GRADE POINT SCALES

<table>
<thead>
<tr>
<th>Non-weighted Courses</th>
<th>Weighted Courses</th>
</tr>
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<tbody>
<tr>
<td>4.00 - A</td>
<td>5.00 - A</td>
</tr>
<tr>
<td>3.00 - B</td>
<td>4.00 - B</td>
</tr>
<tr>
<td>2.00 - C</td>
<td>3.00 - C</td>
</tr>
<tr>
<td>1.00 - D</td>
<td>2.00 - D</td>
</tr>
<tr>
<td>0.00 - F</td>
<td>0.00 - F</td>
</tr>
</tbody>
</table>

WEIGHTED COURSES

English

English 101, English 102, Honors English I, Honors English II, Honors English III, AP English Language and Composition, AP English Literature and Composition, Honors Public Speaking and Debate

Social Studies

African-American History (Dual Credit), Honors Economics, AP Human Geography, AP Psychology, AP United States Government and Politics, AP United States History, AP World History, AP Micro Economics, AP Macro Economics

Mathematics

Honors Algebra I, Honors Geometry, Honors Algebra II, Honors Pre-Calculus, AP Calculus, AP Statistics

Science

Honors Biology, Honors Human Anatomy and Physiology, Honors Chemistry, Honors Physics, AP Biology, AP Chemistry, AP Physics

World Languages

Honors Spanish I, Honors Spanish II, Honors Spanish III, AP Spanish Language, Honors French III, Honors French IV

Art

AP 2-D Art and Design

Music

AP Music Theory, Honors Instrumental, Honors Choral

General Electives

Honors Freshman Seminar, Honors Basic Agricultural Science, Honors Introduction to Agricultural Industry, Honors Agricultural Animal Science, Honors Agricultural Mechanics, Honors Agricultural Communication and Leadership, Honors Agricultural Business Management, College Agricultural Horticulture

ADVANCED PLACEMENT

Advanced Placement (AP) courses allow students to enroll in rigorous, college-level courses while in high school. The potential for college credit is determined based on the AP exam score (generally a score of 3 or higher earns college credit). AP exams take place once each year over the course of two weeks in May. The college credit that is awarded is specific to each institute of higher education.

GRADE CRITERIA

The awarding of the letter grade, based upon objective data, is the responsibility of the teacher. The teacher’s grade is final and can only be changed by that teacher or, in an unusual circumstance, by the principal or Board of Education. If the administration or counselor drops a student from a class resulting in a class load below 7 credit hours, an “F” is assigned for that dropped class.

CLASS RANK

The ranking of all students is based on the grade point average computed at the end of each semester. Class rank is based on all semester grades issued except Physical Education, Driver Education or medical excuse grades. The grade of “F” is included in determining class rank. Class rank is determined but not honored during graduation.

HONOR ROLL

Honor roll is compiled at the end of each semester. The regular honor roll includes students with a GPA of 3.5 to 3.99; the high honor roll includes a GPA of 4.00 or higher. Physical Education and Driver’s Education do not count towards Honor Roll or GPA.
STANDARDIZED TEST INFORMATION

SAT School Day (required)

The SAT is now the required assessment for all Juniors in the state of Illinois in order to meet their graduation requirements. This test is administered by school staff and given to us by the College Board. The SAT is a measure of student Math, Evidence-Based Reading and Writing, and Essay writing abilities. This test is now given free to all students in the state of Illinois. For further information, visit www.sat.collegeboard.org. Students may take additional SAT tests to increase their scores at alternate sites, but those do not count towards their School Day requirement by the state of Illinois.

Fall- Preliminary Scholastic Test/ National Merit Scholarship Qualifying Test (PSAT/NMSQT)

The College Board nationally administers the Preliminary Scholastic Aptitude Test/ National Merit Scholarship Qualifying Test (PSAT/NMSQT). The PSAT is used to help students practice for the Scholastic Aptitude Test (SAT) and to qualify for scholarships and recognition from such programs as National Merit Scholarships, National Achievement Scholarships for Outstanding Negro Students, National Hispanic Scholar Recognition Program, Student Search Service, and some statewide and national industry scholarship competitions. Sophomores and Juniors take this test. Freshman students take the PSAT8/9 in the Fall to help prepare for the SAT.

Spring – Preliminary Scholastic Test – PSAT 8/9 and PSAT 10 (required)

The state of Illinois now offers the PSAT 8/9 and PSAT 10 to all 9th and 10th grade students free of charge. These assessments are meant to help prepare younger high school students for the SAT by giving an identical testing experience and a meaningful way to identify student growth. These tests will be given to students at the same time the SAT School Day is being administered to Juniors.

Illinois Science Assessment (ISA)- State Required

All high school students enrolled in 11th grade in the state of Illinois are required to take the Illinois Science Assessment. The test is administered in an online format over the course of three sections that are approximately forty minutes each. It is aligned to the Illinois Learning Standards for Science incorporating the Next Generation Science Standards (NGSS). These standards were adopted by the state of Illinois in 2014. The assessment will be administered in March-April and includes questions from the following categories:

- Life, Physical and Earth and Space Science
- Science and Engineering Practices

Dynamic Learning Maps Alternate Assessment (DLM-AA) - State Required (If student qualifies)

The Dynamic Learning Maps Alternate Assessment (DLM-AA) is the alternate assessment to the SAT/PSAT and is intended for students with the most significant cognitive disabilities. Many students with cognitive disabilities will not qualify for the DLM-AA and must take our regular state assessment with or without accommodations. This assessment is given during the months of March and May.

ACCESS for ELLs 2.0 – State Required (If student qualifies as an ELL)

The ACCESS test is given to all students identified as English Language Learners (ELL) All K-12 ELLs must be assessed annually for English proficiency growth and academic progress. The assessment measures English language learners’ social and academic proficiency in English. ELLs in Illinois need to achieve an overall composite score of 4.8 on ACCESS to be English proficient. Once a student is considered proficient in English, they are no longer required to take the ACCESS.

Advanced Placement (AP) Exams- College Board

Decatur Public Schools currently offers 14 different Advanced Placement courses: 2-D Art and Design, AP Bio, Calculus A/B, Chemistry, English Language and Composition, English Literature and Composition, Human Geography, Microeconomics, Macroeconomics, Psychology, Spanish Language and Culture, Spanish Literature and Culture, Statistics, United States Government and Politics, United States History, and World History: Modern. All students enrolled in an Advanced Placement (AP) course are expected to take the national exam in May. Scoring a 3 or better on this exam allows student to earn college-level credits at most Illinois schools as well as some schools in other states (student responsibility to verify with school of interest).

American College Testing Assessment (ACT) (optional)

The American College Testing Assessment is administered by the American College Testing Program and used by postsecondary institutions for admissions purposes. The instrument includes five tests of educational development: English, Mathematics, Science, and Writing and Reading. The High School Course/Grade Information questionnaire, ACT Interest Inventory and Student Profile Section are also included in the ACT. This test is not offered by the district, so students are responsible for the test fee at these alternate sites and must register several weeks prior to the test date. Registration information is available in the school counselors’ office or at www.actstudent.org.
SCHEDULING INFORMATION

The 2020-2021 Curriculum Guide lists and describes all courses currently offered at Decatur Public High Schools. Students need to plan ahead to prepare for the various career options that are available once a diploma has been earned from Decatur Public Schools. Selections should be made carefully with deliberation and thoughtfulness, using the four-year plan for graduation that can be found at the end of this section, taking into account high school graduation requirements, preparation for post high school study, and career plans. Students are urged to retain the curriculum guide after classes are selected.

The course selection process begins with students, parents and counselors working together beginning in December to allow for thoughtful, informed decision-making. Students must select their scheduling choices carefully making use of a variety of resources: family, teachers, counselors, high school transcripts, the curriculum guide and post-secondary interests and goals.

After each student selects courses, the program of courses to be offered in the coming year is finalized and the teachers assigned to the courses are determined. As a student-centered district, we base the master schedule on student requests and available teacher staffing. Therefore, these selections have a major impact in the master schedule and staffing needs for the following school year. Dropping or adding a course is only allowed when there is significant evidence present that a student will not be successful in a course.

Subject-level placement of Freshmen is based on the results of standardized test scores, placement assessments and the recommendations of middle school teachers. Placement of upperclassmen is based on previous performance including prerequisites and the recommendations of high school teachers.

Decatur High Schools have an extensive curriculum with many courses offered to meet the different ability and interest levels of its students. It should be noted, however, that just because a course is offered does not mean that it will be taught. Courses will be taught only if there is sufficient student enrollment. This is also true of courses that are sequential in a program. A sufficient number of students must be registered for a third or fourth year level to be taught.

SCHEDULE CHANGE POLICY

Once a student selects courses for the year, changes are discouraged and should be made only as needed to meet graduation requirements. Only his/her counselor may make changes in a student’s daily schedule of classes. He/She must attend the classes as printed on his/her schedule until his/her counselor makes the necessary change. No student request for changes will be accepted during the first two (2) days of the semester or after five (5) days of the semester. Counselors are required to keep such changes to a minimum after the semester has begun. Therefore, a student should choose his/her courses carefully. Acceptable reasons for a schedule change: misplacement, scheduling error, or a change is needed to ensure timely graduation. Requested changes related to teacher assignments, class periods, etc. will not be considered.

AUDIT POLICY

Upon rare occasions, a student may wish to request permission to audit a class (attend without credit). A student may request to audit a semester course or a full year course but will not be granted more than one request. A student may not request to audit 2 single semester courses. No audits will be granted once a course is in session. The request for audit must be made in writing on a form provided by the Counselor’s Office. A rationale must be listed on the form as to why the audit is necessary. Permission to audit will only be granted when an acceptable reason is provided. The instructor, department chair, and the administrator in charge of scheduling and grade reporting will make the determination of what is acceptable.
SCHEDULING INFORMATION

COURSE PREREQUISITES
Certain courses require consent of the instructor and/or previous coursework in the field in order to register for a particular course. The guidance department will make every effort to make sure that prerequisites are met. However, students must be aware of their responsibility to ensure they have taken the appropriate prerequisites before registering for courses. All appropriate information regarding prerequisites is listed in the course curriculum guide. Students need to read the course curriculum guide carefully and understand that they are responsible for its contents including but not limited to all course prerequisites.

FOUR-YEAR EDUCATIONAL PLAN
The following charts illustrate a four-year high school plan for courses, both required and elective, at Decatur High Schools. It is intended as a guide for both parents and students. It is not intended to “lock” students into one particular path but rather to be used (and reused) to reflect changes in a student’s thinking as he/she matures. The plan can be used to prepare for higher education and to explore different career opportunities. A student must select at least six hours of credit each year.

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
<th>SOPHOMORE YEAR</th>
<th>JUNIOR YEAR</th>
<th>SENIOR YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I</td>
<td>English II</td>
<td>English III</td>
<td>English IV</td>
</tr>
<tr>
<td>Algebra I</td>
<td>Geometry</td>
<td>Algebra II</td>
<td>Math Elective</td>
</tr>
<tr>
<td>Freshman Seminar</td>
<td>World History</td>
<td>U.S. History</td>
<td>Civics/Social Studies Elective</td>
</tr>
<tr>
<td>Physics First or Honors Biology</td>
<td>Biology or Honors Chemistry</td>
<td>Science Elective</td>
<td>Science Elective</td>
</tr>
<tr>
<td>Health/Physical Education</td>
<td>Physical Education</td>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
<td>Consumer Education/Elective</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
</tr>
</tbody>
</table>
TRANSFER OF CREDIT AND ALTERNATIVE COURSES (DUAL CREDIT)

A student will receive high school credit for successfully completing any course given by an institution accredited by the North Central Association of Colleges and Secondary Schools. High school transfer credits from schools approved by the state and certified by the North Central Association (NCA) or its equivalent will be evaluated by the administration. The conversion formula is typically one-half Carnegie unit of credit equals 1 semester credit hour.

Credit toward graduation requirements may be earned from colleges, and from approved correspondence courses with the prior approval of the counselor and administration.

Credits earned will be counted in the grade point average according to the regular grading scale. Credits earned from schools in foreign countries will be calculated according to the regular grading scale only.

DC DUAL CREDIT

Students may receive college credit through a variety of credit offerings. A student who successfully completes community college courses may receive high school credit, provided the student is a junior or senior in good academic standing; the course is approved in advance by the student and guidance counselor and the high school administration; the student assumes responsibility for all fees; and the course would be transferable to a four-year college. Three (3) semester hours credit shall be considered the equivalent of one-half (0.5) of credit toward graduation.

Decatur Public Schools, currently supports enrollment in the following dual credit courses offered at Richland Community College or at the high school: African American Studies, College Statistics, English 101, English 102, College Agricultural Horticulture.

Students interested in enrolling for RCC Dual Credit courses need to complete the following:

• The appropriate forms (available in counselor’s office):
  • Principal’s Approval Form
  • Parent/Guardian’s Approval Form
  • The RCC Placement Test at RCC campus.
  • Students should meet with their counselor and/or administrator prior to enrolling in dual credit courses.

Decatur Public Schools supports enrollment in the following dual credit courses offered at Millikin University College: TH102: Intro to Technical Theatre, and Arts Technology.

Students interested in enrolling for Millikin Dual Credit courses need to complete the following:

• The appropriate forms (available in counselor’s office):
  • Principal’s Approval Form
  • Parent/Guardian’s Approval Form
  • Students should meet with their counselor and/or administrator prior to enrolling in dual credit courses.

Decatur Public Schools supports enrollment in the following dual credit courses offered at Heartland Technical Academy:

Heartland Technical Academy is an opportunity for upperclassman, junior - senior level students. In order to enroll in courses offered through the technical academy, students must complete enrollment forms during their sophomore and/or junior year. Students can earn 1.5 high school credits per semester; therefore, earning three (3.0 credits per year. Tech Academy programs equate to three (3 high school classes.

Students will attend one session during their regular school day. Dual credit means that a high school student will earn credit on their high school transcript and establish credit on a college transcript for the same course. College credit offered may vary from what is listed. Students are encouraged to verify college credit with their Tech Academy instructor at the beginning of each semester.

CORRESPONDENCE COURSES

A student enrolled in a correspondence course may receive high school credit for work completed, provided the course is given by an institution accredited by the North Central Association of Colleges and Secondary Schools. The student must be a third or fourth year student and will assume responsibility for all fees. The high school principal or designee must approve the course in advance. A maximum of 2 credits of correspondence course credit may be counted toward the requirements for a student’s high school graduation.
CREDIT RECOVERY

When a student has a final grade of 50-59% at the end of the semester, the student will receive an Incomplete for the course. The student will then have the opportunity up until the end of ten school days once the next session starts (second semester for fall semester and summer school for spring semester) to demonstrate mastery within credit recovery software system. Second semester will only apply to 9th-11th grade students. The F would then not appear on the transcript, but the grading procedures below would apply. *

When a student fails a class for the first time (either they finished with a percentage below 50% or they failed to make the course up by the end of the incomplete window), the F will appear on their transcript and be included in their GPA and class rank. The F will remain on their transcript if they retake the course and pass but will not be a part of their GPA or class rank. The new grade will be a part of their class rank and GPA.

*If a student takes the credit recovery through APEX, then they will receive a final grade of a D in the APEX course.

If a student would like the opportunity to get an A or B in their credit recovery course, then they will need to retake the course in a teacher led environment (during school day, early bird, or late bird).

When students are taking credit recovery through APEX, the following procedures apply;
- Students will take the pretest. Anywhere they show mastery (60%), they will be tested out of that material.
- For the material they do not test out of, they will complete the lessons and then take the test. They will get 2 chances to complete it at 70%. If they have not passed after two attempts and have (to the satisfaction of the teacher) have gone back through reviewing the material, then they will be given the opportunity to test again and need a 60% to complete the lesson.
- Writing assignments will only be given if it will help give the students extra points to pass the credit recovery course.
- Students will only be allowed to work on up to two courses in APEX at a time.

Every attempt will be made to provide time for students to work on APEX during the day. The options include;
- Changing their schedule to have a period within their day for them to work on credit recovery (this would be for students with multiple Fs that they need to make up).
- For 9th and 10th graders this would need to be an elective course but cannot include PE.
- For 11th and 12th graders this would be for an elective course that could include PE.
- For students that are working on an incomplete, have the student pulled from a class for the first week and a half of the second semester. Potential classes may include: 9th grade – Freshman seminar or working it out with an elective teacher (if PE, they can only miss up to 2 days in a given week). 10th grade – working it out with an elective teacher (if PE, they can only miss up to 2 days in a given week). 11th and 12th grade – working it out with an elective teacher (PE can be used for the week and a half if the credit is needed for graduation).

**Students can also work on APEX outside of school since it is accessed through the Internet.**

SUMMER SCHOOL OPPORTUNITIES
Summer school information and registration forms are available to parents and students in the guidance office in the spring semester. A limited number of courses are offered and are typically courses required for graduation. Enrollment in summer school allows students the opportunity to enroll in Credit Recovery classes. There are a limited number of spots available for students and will be based off of student need. The deadline for registration is early spring.
EXCHANGE PROGRAM
An exchange student will be granted a diploma if he/she completes the criteria for graduation established by the State of Illinois and the Board of Education. The Board of Education may grant a certificate of attendance to exchange students. District students in grades 9-12 will receive high school credit for foreign exchange courses that meet the criteria established in the curriculum and that are approved in advance by the building principal or designee. International study course work not meeting district requirements may be placed in the student’s permanent record and recorded as an international study experience with no course credit assigned.

STUDENTS WITH DISABILITIES
The requirements set forth in this policy may be modified or waived, to the extent permitted by law, as determined by an individualized education plan (IEP) for a student with disabilities.

TRANSFER CREDIT ELECTIVES
Students who transfer to Decatur Public Schools from another school district may receive transfer credits if the student's previous school did not offer as many courses in a year as Decatur Public Schools.

HOME-SCHOoled STUDENT TRANSFERS
Grade placement by, and academic credits earned at, a nonpublic school will be accepted if the school has a certificate of Nonpublic School Recognition from the Illinois State Board of Education, or, if outside Illinois, if the school is accredited by the state agency governing education. A student who, after receiving instruction in a non-recognized or non-accredited school, enrolls in the District will 1) be assigned to a grade level according to academic proficiency, and/or 2) have academic credits recognized by the District if the student demonstrates appropriate academic proficiency to the school administration.

Any portion of a student's transcript relating to such instruction will not be considered for placement on the honor roll or commutation in rank. Notwithstanding the above, recognition of grade placement and academic credits awarded by a nonpublic school is at the sole discretion of the District. All school and class assignments will be made according to Board policy.
PREPARING FOR COLLEGE

High school gives you a chance, to choose many of the subjects you study. Which subjects should you take? Answering this important question maybe hard but the Illinois Board of Higher Education would like to help you by offering the following advice:

The subjects you take in high school either will increase your chances for education and jobs after high school – or they will reduce those chances. That is why your choices now are very important. At this time in your life, you can’t be sure what your future career will be. The American economy is changing. New kinds of jobs are created every day, while others are disappearing. Some jobs will require more and more education.

What is the best way to prepare for this changing future? Take subjects that will give you as many future choices as possible. Don’t cut yourself short. Take subjects that will keep increasing your communication and computational skills. Take subjects that will broaden your technical skills.

Do you think you might go to college? Here’s more advice, especially if you think you’d like to get a bachelor’s degree (4 or more years). There are over 180 colleges and universities in Illinois alone. Each decides for itself how it will select high school graduates for admission. Admission requirements vary from one college to another. You must contact each one to find out what its specific requirements are. Admission requirements also can change from year to year. See suggested course patterns on this page.

Finally, ask for help and advice from your teachers, your counselor and your parents. These are the people who know the most about you and can help you with individual advice based upon your abilities and interests.

PLANNING AHEAD – SETTING EDUCATIONAL GOALS

In addition to planning for successful completion of the requirements for graduation, thought should be given to the immediate years beyond graduation so that subjects taken in high school will be meaningful in preparation for careers and college. The following is only a guideline to assist you in planning your four-year curriculum. Flexibility to meet your personal needs is encouraged. Due to the fact that college admission requirements vary a great deal from one college to the next, it is always recommended that the admission requirements of the specific colleges should be obtained. This information can be gathered from direct contact with the college in question or by checking with the most recent college catalog. Students should see their counselor for further information.

PLANNING AHEAD – SETTING EDUCATIONAL GOALS

<table>
<thead>
<tr>
<th>Subject</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 years, emphasizing written and oral communication, literature</td>
</tr>
<tr>
<td>Math</td>
<td>3 or 4 years, through advanced algebra, geometry</td>
</tr>
<tr>
<td>Social Studies</td>
<td>2.5 or 3 years</td>
</tr>
<tr>
<td>Science</td>
<td>2 or 3 years laboratory sciences</td>
</tr>
<tr>
<td>World Languages</td>
<td>2 years – music, art and vocational education are possible alternatives at some universities. Some state schools may require four years of the same foreign language for college graduation. If you take two years in high school, you may need to take more in college, depending on how you place on their entrance exam. If you take four years in high school and pass their entrance exams, you may be exempt from further world languages study in college.)</td>
</tr>
</tbody>
</table>
ADDITIONAL SUGGESTED STUDY PATTERNS

MOST COMPETITIVE COLLEGE
Includes colleges for which even superior students will encounter a great deal of competition for admission.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Time Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 years</td>
</tr>
<tr>
<td>Math</td>
<td>4 years</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3 to 4 years</td>
</tr>
<tr>
<td>Science</td>
<td>3 to 4 years</td>
</tr>
<tr>
<td>World Languages</td>
<td>4 years</td>
</tr>
</tbody>
</table>

VOCATIONAL
For students planning to go directly into the nation's work force, e.g. schools of cosmetology, diesel mechanics, travel.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Time Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 years</td>
</tr>
<tr>
<td>Math</td>
<td>3 years</td>
</tr>
<tr>
<td>Social Studies</td>
<td>2.5 years</td>
</tr>
<tr>
<td>Science</td>
<td>2 years</td>
</tr>
<tr>
<td>World Languages</td>
<td>---</td>
</tr>
</tbody>
</table>

HIGHLY COMPETITIVE COLLEGE
Includes colleges for which superior students will encounter some competition for admission.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Time Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 years</td>
</tr>
<tr>
<td>Math</td>
<td>4 years</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3 years</td>
</tr>
<tr>
<td>Science</td>
<td>3 years</td>
</tr>
<tr>
<td>World Languages</td>
<td>3 to 4 years</td>
</tr>
</tbody>
</table>

OPEN/ENRICHMENT
2-year junior college or non-competitive college. Also for students taking courses for personal enjoyment.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Time Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 years</td>
</tr>
<tr>
<td>Math</td>
<td>3 years</td>
</tr>
<tr>
<td>Social Studies</td>
<td>2.5 years</td>
</tr>
<tr>
<td>Science</td>
<td>2 years</td>
</tr>
<tr>
<td>World Languages</td>
<td>---</td>
</tr>
</tbody>
</table>

SCHOLARSHIPS OPPORTUNITIES

The Free Application for Federal Student Aid (known as the FAFSA) is a form that can be prepared annually by current and prospective college students (undergraduate and graduate) in the United States to determine their eligibility for student financial aid (including the Pell Grant, Federal student loans and Federal Work-Study). The U.S. Department of Education begins accepting the application beginning January 1 of each year for the upcoming academic year. Each application period is 18 months; most federal, state, and institutional aid is provided on a first come, first served basis. Students are advised to submit a FAFSA as early as possible for consideration for maximum financial assistance. For further information on the FAFSA, visit www.fafsa.ed.gov.

Local scholarships are listed in the scholarship bulletins published through the guidance office. The Community Foundation of Decatur/Macon County is another source of scholarships for students who attend local high schools in Macon County as well as Millikin University and Richland Community College. For a list of the current scholarships, visit the Community Foundation’s website, www.endowdecatur.org. Students may also contact their counselor for further information or call the Community Foundation at 217-429-3000.
DIVISION I ACADEMIC REQUIREMENTS

College-bound student-athletes enrolling at an NCAA Division I school need to meet the following academic requirements to practice, compete and receive an athletics scholarship in their first year of full-time enrollment.

Core-Course Requirement
Complete 16 core courses in the following areas:

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>MATH (Algebra I or higher)</th>
<th>NATURAL/PHYSICAL SCIENCE (Including one year of lab, if offered)</th>
<th>ADDITIONAL (English, math or natural/physical science)</th>
<th>SOCIAL SCIENCE</th>
<th>ADDITIONAL COURSES (Any area listed to the left, foreign language or comparative religion/philosophy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 years</td>
<td>3 years</td>
<td>2 years</td>
<td>1 year</td>
<td>2 years</td>
<td>4 years</td>
</tr>
</tbody>
</table>

**FULL QUALIFIER**
- Complete 16 core courses.
- Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
- Seven of the 10 core courses must be in English, math or natural/physical science.
- Earn a core-course GPA of at least 2.300.
- Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division I sliding scale (see back page).
- Graduate high school.

**ACADEMIC REDSHIRT**
- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division I sliding scale (see back page).
- Graduate high school.

Full Qualifier
College-bound student-athletes may practice, compete and receive an athletics scholarship during their first year of full-time enrollment at an NCAA Division I school.

Academic Redshirt
College-bound student-athletes may receive an athletics scholarship during their first year of full-time enrollment and may practice during their first regular academic term, but may NOT compete during their first year of enrollment.

Nonqualifier
College-bound student-athletes will not be able to practice, compete or receive an athletics scholarship during their first year of full-time enrollment at an NCAA Division I school.

International Students
Please review the international initial-eligibility flyer for information and academic requirements specific to international student-athletes.

Click here for Division II academic requirements.
Test Scores

If a student plans to attend an NCAA Division I college or university in the 2019-20 or 2020-21 academic years, use the following charts to understand the core-course GPA he or she will need to meet NCAA Division I requirements.

A combined SAT score is calculated by adding critical reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. A student may take the SAT or ACT an unlimited number of times before he or she enrolls full time in college. If a student takes either test more than once, the best subscores from each test are used for the academic certification process.

When a student registers for the SAT or ACT, he or she can use the NCAA Eligibility Center code of 9999 to send their scores directly to the NCAA Eligibility Center from the testing agency. Test scores on transcripts CANNOT be used in an academic certification.

### DIVISION I FULL QUALIFIER SLIDING SCALE

<table>
<thead>
<tr>
<th>Core GPA</th>
<th>SAT*</th>
<th>ACT Sum*</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.550</td>
<td>400</td>
<td>37</td>
</tr>
<tr>
<td>3.525</td>
<td>410</td>
<td>38</td>
</tr>
<tr>
<td>3.500</td>
<td>430</td>
<td>39</td>
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<tr>
<td>3.475</td>
<td>440</td>
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<td>3.450</td>
<td>460</td>
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<td>3.425</td>
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<td>3.400</td>
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<td>3.375</td>
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<td>3.350</td>
<td>520</td>
<td>43</td>
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<td>3.325</td>
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<td>3.300</td>
<td>550</td>
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<td>3.275</td>
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<td>3.250</td>
<td>580</td>
<td>46</td>
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<td>3.225</td>
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<td>3.200</td>
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<td>3.150</td>
<td>630</td>
<td>48</td>
</tr>
<tr>
<td>3.125</td>
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<td>49</td>
</tr>
<tr>
<td>3.100</td>
<td>660</td>
<td>49</td>
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<tr>
<td>3.075</td>
<td>680</td>
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<td>690</td>
<td>50</td>
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<tr>
<td>3.025</td>
<td>710</td>
<td>51</td>
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<tr>
<td>3.000</td>
<td>720</td>
<td>52</td>
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<tr>
<td>2.975</td>
<td>730</td>
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<td>2.900</td>
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<td>2.800</td>
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<td>57</td>
</tr>
<tr>
<td>2.775</td>
<td>800</td>
<td>58</td>
</tr>
</tbody>
</table>

### DIVISION I FULL QUALIFIER SLIDING SCALE

<table>
<thead>
<tr>
<th>Core GPA</th>
<th>SAT*</th>
<th>ACT Sum*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.750</td>
<td>810</td>
<td>59</td>
</tr>
<tr>
<td>2.725</td>
<td>820</td>
<td>60</td>
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<td>2.700</td>
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<td>2.675</td>
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<td>2.650</td>
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<tr>
<td>2.625</td>
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<td>2.525</td>
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<td>2.475</td>
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<td>2.175</td>
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<td>2.150</td>
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<td>2.125</td>
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<td>2.075</td>
<td>1070</td>
<td>84</td>
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<td>2.050</td>
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<td>85</td>
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<tr>
<td>2.025</td>
<td>1090</td>
<td>86</td>
</tr>
<tr>
<td>2.000</td>
<td>1100</td>
<td>86</td>
</tr>
</tbody>
</table>

*Final concordance research between the new SAT and ACT is ongoing.

ACADEMIC REDSHIRT

NCAA is a trademark of the National Collegiate Athletic Association.

September 2019
**DIVISION II ACADEMIC REQUIREMENTS**

College-bound student-athletes enrolling at an NCAA Division II school need to meet the following academic requirements to practice, compete and receive an athletics scholarship in their first year of full-time enrollment.

### Core-Course Requirement
Complete 16 core courses in the following areas:

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>3 years</td>
</tr>
<tr>
<td>MATH</td>
<td>2 years</td>
</tr>
<tr>
<td>NATURAL/PHYSICAL SCIENCE</td>
<td>2 years</td>
</tr>
<tr>
<td>ADDITIONAL</td>
<td>3 years</td>
</tr>
<tr>
<td>SOCIAL SCIENCE</td>
<td>2 years</td>
</tr>
<tr>
<td>ADDITIONAL COURSES</td>
<td>4 years</td>
</tr>
</tbody>
</table>

### FULL QUALIFIER
- Complete 16 core courses.
- Earn a core-course GPA of at least 2.200.
- Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division II full qualifier sliding scale (see back page).
- Graduate high school.

### PARTIAL QUALIFIER
- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division II partial qualifier sliding scale (see back page).
- Graduate high school.

---

**Full Qualifier**
College-bound student-athletes may practice, compete and receive an athletics scholarship during their first year of full-time enrollment at an NCAA Division II school.

**Partial Qualifier**
College-bound student-athletes may receive an athletics scholarship during their first year of enrollment and may practice during their first year of full-time enrollment at a Division II school, but may NOT compete.

**Nonqualifier**
College-bound student-athletes will not be able to practice, compete or receive an athletics scholarship during their first year of full-time enrollment at an NCAA Division II school.

**International Students**
Please review the [international initial-eligibility flyer](#) for information and academic requirements specific to international student-athletes.

Click [here](#) for Division I academic requirements.
If a student plans to attend an NCAA Division II college or university in the 2019-20 or 2020-21 academic years, use the following charts to understand the core-course GPA he or she will need to meet NCAA Division II requirements.

A combined SAT score is calculated by adding critical reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. A student may take the SAT or ACT an unlimited number of times before he or she enrolls full time in college. If a student takes either test more than once, the best subscores from each test are used for the academic certification process.

### Test Scores

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<th>Core GPA</th>
<th>SAT*</th>
<th>ACT Sum*</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>2.000</td>
<td>900</td>
<td>68 &amp; above</td>
</tr>
</tbody>
</table>

*Final concordance research between the new SAT and ACT is ongoing.
ART

 Tier 1 Courses | Tier 2 Courses | Tier 3 Courses | Tier 4 Courses
---|---|---|---
Introduction to Art | Drawing Sculpture Photography Design and Materials | Painting Ceramics Media | Studio Art | Advanced Placement (AP) Studio Art

**INTRODUCTION TO ART (Tier 1)**

*Length:* Semester  
*Credit:* 0.5 credit  

**Course Description:**  
Students will study the language of art and design; experience the skills in drawing, painting, and design, printmaking, sculpture, and ceramics. Also, students will have exposure to various art movements, significant art works and will study the relevance of these art works in history and as cultural art forms.

**MEDIA (Tier 2)**

*Length:* Semester  
*Credit:* 0.5 credit  

**Prerequisite:** Successful completion of Introduction to Art.  

**Course Description:**  
Students will study the language of art and design, experience the skills involved in drawing, painting, design, printmaking, sculpture, and ceramics. Also, students will have exposure to various art movements, significant art works and will study the relevance of these works in history and cultural art forms.

**SCULPTURE (Tier 2)**

*Length:* Semester  
*Credit:* 0.5 credit  

**Prerequisite:** Successful completion of Introduction to Art.  

**Course Description:**  
This is a sequentially developed course that builds on the experience and understanding the student had in Introduction to Art. Emphasis is placed on building technical skills in all aspects of creating 3-dimensional art forms and use of many materials. Students will study in depth the role of sculpture in various art movements, significant works of art, and the relevance of these works in their culture and history.

**CERAMICS (Tier 2)**

*Length:* Semester  
*Credit:* 0.5 credit  

**Prerequisite:** Successful completion of Introduction to Art. Students must pay a $2.00 lab fee.  

**Course Description:**  
This is a sequentially developed course that builds on the experience and understanding the student had in Introduction to Art. Emphasis is based on building technical skills in clay, the firing process, and the science behind ceramic art. Students will study in depth the role of ceramics in various art movements, significant works of art, and the relevance of these works in their culture and history.

**DESIGN AND MATERIALS (Tier 2)**

*Length:* Semester  
*Credit:* 0.5 credit  

**Prerequisite:** Successful completion of Introduction to Art. Students must pay a $2.00 lab fee.  

**Course Description:**  
This is a sequentially developed course that builds on the experience and understanding the student had in Introduction to Art. Emphasis is based on building skills in a variety of materials not covered in the other Tier 2 courses. Students will study in depth the role of design in advertising, various art movements, significant works of art, and the relevance of these works in their culture and history.
# ART

## PAINTING (Tier 2)

<table>
<thead>
<tr>
<th>Length:</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit:</td>
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<tr>
<td><strong>Prerequisite:</strong></td>
<td>Successful completion of Introduction to Art. Students must pay a $2.00 lab fee.</td>
</tr>
</tbody>
</table>

**Course Description:**
This is a sequentially developed course that builds on the experiences and understanding the student had in Introduction to Art. Emphasis is placed on the building skills and techniques in painting and the use of various painting mediums like tempera, watercolor, acrylic, and ink. Students will study in depth the role of painting in various art movements, significant works of art, and the relevance of these works in their culture and history.

## PRINTMAKING (Tier 2)

<table>
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<th>Length:</th>
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<tbody>
<tr>
<td>Credit:</td>
<td>0.5 credit</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>Successful completion of Introduction to Art.</td>
</tr>
</tbody>
</table>

**Course Description:**
The printmaking course introduces students to a variety of printmaking techniques using processes such as relief printing (monoprint, collagraph, and block); intaglio (dry point etching); and serigraphy (silkscreen films, stencils, block-out). This course emphasizes design elements and principles and introduces art criticism as applied to fine art prints. Lessons may also include the historical development of printmaking in Western and non-Western cultures.

## PHOTOGRAPHY (Tier 2)

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<thead>
<tr>
<th>Length:</th>
<th>Semester</th>
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</thead>
<tbody>
<tr>
<td>Credit:</td>
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</tr>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>Successful completion of Introduction to Art.</td>
</tr>
</tbody>
</table>

**Course Description:**
This is a sequentially developed course that builds on the experiences and understanding the student had in Introduction to Art. Emphasis is placed on exposing students to photography techniques, equipment, and further develops compositional choices. Students will study in depth the role of photography in various art movements, significant works of art, and the relevance of these works in their culture and history. Students who have their own digital cameras are encouraged to bring their own, with the instruction manual, though classroom cameras may be used as needed.

## DRAWING (Tier 2)

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<tbody>
<tr>
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<tr>
<td><strong>Prerequisite:</strong></td>
<td>Successful completion of Introduction to Art.</td>
</tr>
</tbody>
</table>

**Course Description:**
This is a sequentially developed course that builds on the experiences and understanding the student had in Introduction to Art. Emphasis is placed on building skills in drawing, primarily from life, and the use drawing mediums. Students will study in depth the role of drawing in various art movements, significant works of art and the relevance of these works in their culture and history.

## STUDIO ART (Tier 3)

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<tbody>
<tr>
<td>Credit:</td>
<td>0.5 credit - This course may be taken more than one semester; however, students may take no more than two Studio courses in a given semester.</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>Successful completion of three Tier 2 courses. Students must apply for admission to the Studio Art course.</td>
</tr>
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</table>

**Course Description:**
This is a sequentially developed course designed to allow students to continue study in all areas of art. Students will work independently on eight projects of their choosing throughout the semester. Students will continue the study of the language of art, various art movements, significant works of art and the relevance of these works in our history and culture as they explore their personal style and approach to creating art.
**AP 2-D ART AND DESIGN (Tier 4) - Advanced Placement**

**W**

**Length:** Semester  
**Credit:** 0.5 credit (weighted) This course may be taken more than one semester, and is recommended to be done in sequence during student’s senior year in order to complete the portfolio for submission to the College Board for AP credit.  

**Prerequisite:** Successful completion of Tier 1 courses, three Tier 2 courses, one semester of Studio Art, and a written recommendation from the Art department chair. Admission to this course is strictly based on the written recommendation of the department head and the discretion of the principal. Students must pass six semesters of art with a minimum of a B average to enroll in this course.  

**Course Description:**  
AP Studio Art is a college level course offered to students who have an exceptional desire to pursue higher levels of personal development and growth in the visual arts. AP Studio Art is recommended for students who have college-level ability, which they hope to enhance, by individually working towards the completion of their own portfolio. There is no exam for AP Studio Art; instead assessment and evaluation are based upon the completion of all the requirements for the AP portfolio. AP Studio Art will address three major concerns: a sense of quality in the student’s work; a student’s concentration on a particular visual interest or problem; and a student’s need for breadth of experience in the formal, technical, and expressive means of the artist.
INTRODUCTION TO BUSINESS
Length: Two Semesters
Credit: 0.5 credit per semester
Year: 9-10
Course Description:
This orientation level course will provide an overview of all aspects of business marketing and management, including the concepts, functions, and skills required for meeting the challenges of operating a business in a global economy. Topics covered will include the forms of business ownership along with finance, management, marketing, administration, production, business ethics, careers and workplace skills.

ACCOUNTING
Length: Two Semesters
Credit: 0.5 credit per semester
Year: 10-12
Prerequisite: Minimum of 2.0 cumulative GPA
Course Description:
This course is of value to students interested in any aspect of the business world. Course work will enable the student to compute, classify, record, verify and maintain numerical data involved in financial records. Instruction includes keeping, summarizing and analyzing financial records, fundamentals and terminology of accounting and preparation of financial reports. A business record simulation will be incorporated into the course.

MARKETING
Length: Semester
Credit: 0.5 credit
Year: 10-12
Course Description:
Marketing is a course that focuses on the wide range of factors that influence the flow of good and services from the producer to the consumer. Topics may include market research, the purchasing process, distribution systems, warehouse and inventory control, salesmanship, sales promotions, business management, e-commerce, and product development.

SPORTS and ENTERTAINMENT MARKETING
Length: Semester
Credit: 0.5 credit
Year: 10-12
Prerequisite: Successful completion of Marketing class is recommended or with consent of the instructor.
Course Description:
The Sports and Entertainment Marketing course introduces students to marketing and management functions and tasks that can be applied in amateur or professional sports, sporting events, entertainment or entertainment events, and the sales or rental of supplies and equipment.

ENTREPRENEURSHIP
Length: Semester
Credit: 0.5 credit
Year: 10-12
Course Description:
This Entrepreneurship course acquaints students with the knowledge and skills necessary to own and operate their own business. Topics from several fields typically form the course content: economics, marketing principles, human relations, psychology, business and labor law, legal rights and responsibilities of ownership, business and financial planning, finance, accounting and communication.

LAW FOR BUSINESS and PERSONAL USE
Length: Semester
Credit: 0.5 credit
Year: 10-12
Course Description:
Law for Business and Personal Use is a course in which students develop an understanding of legal rights and responsibilities in personal law and business law with applications for everyday use as consumers, citizens and workers. Students will study ethics, consumer protection, personal law, employment law and contract Law.
INTRODUCTION TO TECHNOLOGY I
Length: Semester
Credit: 0.5 credit
Year: 9-12
Course Description:
This course is designed to develop basic computer and keyboarding skills. It is designed to develop awareness, understanding and proficiency in Word/Pages, Power-Point/Keynote and Excel/Numbers. Students will apply problem-solving skills to hands on, real life situations using the Internet and available software. Students will learn formatting, editing, headers, footers, cut and paste, tab key, labels and how to work with multiple windows. Other topics will be explored such as computer concepts, ethical considerations and topics related to emerging technologies.

INTRODUCTION TO TECHNOLOGY II
Length: Semester
Credit: 0.5 credit
Year: 9-12
Prerequisite: Complete Introduction to Technology I
Course Description:
This is a project-based course where students will work with Photoshop and desktop publishing software to produce professional products. Students will have access to a variety of software programs to create slideshows, power point and keynote presentations, posters, newsletters and short video projects. Students will work with raw digital camera files, jpeg, tiff and other file formats as they learn how to use digital cameras and Adobe software to create graphic designs.

CODING and APP DEVELOPMENT
Length: Two Semesters
Credit: 0.5 credit per semester
Year: 10-12
Course Description:
This is a collaborative, lab based, hands-on course focusing on the development of applications for mobile devices and an introduction to computer networking basics. Students will work in teams, using real-world tools and processes to develop and redesign existing mobile apps in addition to building new apps of their own. Students do not need any prior computer programming experience to successfully complete this course.
## BUSINESS and TECHNOLOGY

### VIDEO PRODUCTION and BROADCASTING I

<table>
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<tr>
<td>Year:</td>
<td>11-12</td>
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</table>

**Course Description:**
Students will gain a basic understanding of and learn how to operate video equipment. Students will study how to capture great video and audio, how to edit video and audio, and how to create a storyboard. Internet and computer skills are emphasized in this course. Art, music, speech and play production are recommended background courses.

### VIDEO PRODUCTION and BROADCASTING II

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</tr>
<tr>
<td>Year:</td>
<td>11-12</td>
</tr>
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</table>

**Prerequisite:** Complete Video Production and Broadcasting I

**Course Description:**
Students will gain a basic understanding of and learn how to operate video equipment. Students will study how to capture great video and audio, how to edit video and audio, and how to create a storyboard. Internet and computer skills are emphasized in this course. Art, music, speech and play production are recommended background courses.

### DIGITAL BUSINESS ENTREPRENEURSHIP

**AVAILABLE THROUGH HEARTLAND TECHNICAL ACADEMY**

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<th>Length:</th>
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<tr>
<td>Year:</td>
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</table>

**Prerequisite:** Acceptance into Heartland Technical Academy. See your Guidance Counselor to apply.

**Course Description:**
Business is changing at an incredible pace and practices that have been around for decades are transforming in order to reach today’s consumers. With everyday life being more centered in the digital world, this class will teach students how to use technology to create a digital portfolio that includes podcasts, videos, and Social Media to market products and services, as well as websites, apps and blogs to promote both businesses and personal brands. The class will learn through real world applications of content as well as hands on training with video equipment, recording software and web design programs. College Credit is earned through Richland Community College by taking this class. See page 12 for more information about college credit that is available through Heartland Technical Academy.
ENGLISH LANGUAGE ARTS

The English curriculum is designed to develop student performance in the following areas: (1) critical and analytical listening and thinking; (2) reading, comprehension, interpretation, evaluation, and use of written materials; (3) correct and effective use of written language; (4) examination of the function and evolution of language, and (5) literature, including drama, of different cultures, eras and ideas. The goal of language arts instruction is based on the premise that students develop skills in language arts through application across curricular areas. Exposure to significant literature is instrumental in helping each student develop as a lifelong learner. These skills are developed as interrelated components, rather than as isolated areas of learning.

ENGLISH LANGUAGE ARTS COURSE SEQUENCE

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<tr>
<th>FRESHMEN YEAR</th>
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<tr>
<td><strong>English Language Arts</strong></td>
<td><strong>Honors English I</strong></td>
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<td><strong>Honors English I</strong></td>
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<td>AP English Literature and Composition</td>
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<td>One Semester: Public Speaking and Debate</td>
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**Students will be placed in one of the two success tracks. Students must successfully complete the core English Language Arts course prior to enrollment in the next level.**
ENGLISH I

Length: Two Semesters  
Credit: 0.5 credit per semester  
Year: 9

Course Description:
This course explores a variety of literature, grammar, and composition. It includes short stories, non-fiction, drama, poetry, novels, and writing of narrative, argumentative, and expository essays. The purpose is to develop correct and effective uses of written and spoken language. This class will reinforce mastery of skills in reading, writing, speaking, listening, and relating to one another. This course introduces you to the theme of “coming of age.” This year marks an important transition to your high school years. This year you will explore multiple “voices” from writers describing coming of age experiences. Students will learn about style in both print and non-print texts, along with poetic voices and dramatic performance. Students will conclude the year by analyzing how writers communicate voices through social, cultural, geographical, and historical context.

HONORS ENGLISH I

Length: Two Semesters  
Credit: 0.5 credit per semester  
Year: 9

Course Description:
This course explores a variety of literature, grammar, and composition. It includes short stories, non-fiction, drama, poetry, novels, and writing of narrative, argumentative, and expository essays. The purpose is to develop correct and effective uses of written and spoken language. This class will reinforce mastery of skills in reading, writing, speaking, listening, and relating to one another. This course introduces you to the theme of “coming of age.” This year marks an important transition to your high school years. This year you will explore multiple “voices” from writers describing coming of age experiences. You will learn about style in both print and non-print texts, along with poetic voices and dramatic performance. You’ll conclude the year by analyzing how writers communicate voices through social, cultural, geographical, and historical context. This course will move at a rapid pace and will focus heavily on critical thinking and Socratic discussions regarding thematic topics and literature. Students will be expected to read independent novels throughout the year.
ENGLISH II

**NCAA**

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<th>Length:</th>
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**Course Description:**
This course explores a variety of literature, grammar, and composition. It expands the concepts of short stories, non-fiction, drama, poetry, and novels, and extensive reading and writing of narrative, argumentative, and expository essays. Students will develop correct and effective uses of written and spoken language, reinforcing skills in reading, writing, speaking, listening, and relating to one another. This course focuses on the theme of culture and how students’ personal cultures help to shape people as individuals. This year students will explore cultural identity through texts written from different cultural perspectives. Students will also look at a different culture through reading the novel, Things Fall Apart. Finally, students will look at how different cultures view justice and how cultural clashes often lead to conflict in the world.

HONORS ENGLISH II

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<td>Year:</td>
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**Prerequisite:** Successful completion of Honors English I with a C or above or with consent of instructor

**Course Description:**
This course explores a variety of literature, grammar, and composition. It expands the concepts of short stories, non-fiction, drama, poetry, and novels, and extensive reading and writing of narrative, persuasive, and expository essays. Students will develop correct and effective uses of written and spoken language, reinforcing skills in reading, writing, speaking, listening, and relating to one another. This course focuses on the theme of culture and how students’ personal cultures help to shape people as individuals. This year students will explore cultural identity through texts written from different cultural perspectives. Students will also look at a different culture through reading the novel, Things Fall Apart. Finally, Students will look at how different cultures view justice and how cultural clashes often lead to conflict in the world. This course will move at a rapid pace and will focus heavily on critical thinking and Socratic discussions regarding thematic topics and literature. Students will be expected to read independent novels throughout the year.

This course focuses on the theme of culture and how students’ personal cultures help to shape people as individuals. This year students will explore cultural identity through texts written from different cultural perspectives. Students will also look at a different culture through reading the novel, Things Fall Apart. Finally, Students will look at how different cultures view justice and how cultural clashes often lead to conflict in the world.
**ENGLISH III**

*College Prep*

**Length:** Two Semesters  
**Credit:** 0.5 credit per semester  
**Year:** 11  

**Course Description:**  
This course explores a variety of literature, grammar, and composition. It expands the concepts of short stories, non-fiction, drama, poetry, and novels, and extensive reading and writing of narrative, argumentative, and expository essays. Students will develop correct and effective uses of written and spoken language, reinforcing skills in reading, writing, speaking, listening, and relating to one another. The students have the opportunity to look at American culture and experiences as presented through literature dating from various time periods as they explore two major themes per semester. The first unit explores “The American Dream” with possible definitions as well as if it is still accessible to us yet today. The second unit examines how different artists use “The Power of Persuasion” in order to convince us what should be. The third unit, “The Marketplace of Ideas,” encourages the careful analysis of language to produce logic, fallacies, and satire. The final unit evaluates the themes of the course by synthesizing them into a personal essay that forms a personal statement on “The Pursuit of Happiness.”

**ENGLISH IV**

*College Prep*

**Length:** Two Semesters  
**Credit:** 0.5 credit per semester  
**Year:** 12  

**Course Description:**  
This intensive critical reading and writing course focuses on advancing analysis skills and immersing students in multiple writing genres and styles. Grammar and Usage are quintessential parts of the writing process and both will be measured and assessed using anchor text as vehicles. The course’s primary focus is to prepare students for post secondary writing in college and or potential careers. Designed to offer development of the essential principles of effective writing expression: sentence skills, support and coherence. This course emphasizes effective prewriting techniques, paragraph writing, and essay development.

**CREATIVE WRITING AND PUBLICATION**

*College Prep*

**Length:** Semester  
**Credit:** 0.5 credit  
**Year:** 10-12  

**Course Description:**  
Creative Writing and Publication is designed to give students opportunities to hone their talents (no matter their level of writing) in the areas of poetry, lyrics, short stories, and narrative non-fiction. Students are expected to maintain a growth mindset in each genre study and be willing to write daily as well as work shop their own writing coupled with providing constructive feedback to their peers regarding creative pieces. Students are expected to submit and maintain an online and print publication as a semester project and submit a portfolio of all workshopped creative pieces at the end of the semester as a major assessment. There is no level of writing required as a prerequisite, however the desire to write daily and get better at creative writing is the mindset necessary for success in this course.

**LITERATURE OF DRAMA**

*College Prep*

**Length:** Semester  
**Credit:** 0.5 credit  
**Year:** 10-12  

**Course Description:**  
This college prep course provides an in-depth introduction into theater and acting. Students will analyze and have an appreciation for theater history as well as learning stage performance skills. This course concentrates on theoretical and practical dramatics beyond the general drama.

**HONORS PUBLIC SPEAKING AND DEBATE**

*Honors*

**Length:** Semester  
**Credit:** 0.5 credit  
**Year:** 10-12  

**Course Description:**  
Students will learn and apply the proper format for panel discussions and debates including cooperative learning skills, persuasive speaking, standard, cross examination, and Lincoln Douglas style debates. Students will learn and apply argumentation skills and courtroom etiquette.
AP ENGLISH LANGUAGE AND COMPOSITION - Advanced Placement

Length: Two Semesters
Credit: 0.5 credit
Year: 11-12, (10 with teacher recommendation)
Prerequisite: Successful completion of Honors English II.

Course Description:
This is a college level course in effective writing and critical reading. Writing skills are analyzed in a systematic way by studying a variety of prose. Students assess prose writing by examining an author’s use of diction, syntax, tone, structure, purpose, and meaning. Attention will be centered on developing a personal rhetorical style that cultivates strong persuasive writing skills. Students will analyze writings through close reading drills, and the lessons learned will be transferred to their own writing. Emphasis will be focused on knowing how to select and use appropriate modes of writing. **As part of this course, all students enrolled will be required to take the AP exam during the spring testing window.

ENGLISH 101

Length: Semester
Credit: 0.5 credit
Year: 12
Prerequisite: Satisfactory score on Richland’s English and Reading Comprehension placement test or a score of 40th percentile or above on ACT (English and Reading) or SAT (Verbal).

Course Description:
English 101 is the basic course in college writing. Students write and revise essays using a variety of rhetorical methods. Through extensive writing and careful reading, student cultivate their ability to think critically and improve their ability to compose acceptable and effective academic papers. Special attention will be paid to persuasive writing.

AP ENGLISH LITERATURE AND COMPOSITION - Advanced Placement

Length: Two Semesters
Credit: 0.5 credit
Year: 11-12, (10 with teacher recommendation)
Prerequisite: Successful completion of Honors English II, or AP Language and Composition.

Course Description:
This is a college level course for students who have an interest in English literature. The course combines lectures, Socratic seminars, short research projects, and critical papers based on readings from major canonical and world authors. Emphasis is placed on pre-reading, critical discussion and argumentative/analytical writing with the goal of increasing students’ ability to ex-plain clearly, cogently, even elegantly, what they understand about literary works and why they interpret them as they do. This course will focus heavily on in-dependent reading at an advanced pace and volume under all genres of fiction. Additional summer reading is required. **As part of this course, all students enrolled will be required to take the AP exam during the spring testing window.

ENGLISH 102

Length: Semester
Credit: 0.5 credit
Year: 12
Prerequisite: Satisfactory score on Richland’s English and Reading Comprehension placement test or a score of 40th percentile or above on ACT (English and Reading) or SAT (Verbal).

Course Description:
English 102 continues the study and practice of composition begun in English 101, with emphasis on completing a closed-form, argumentative research paper that includes the accurate use of academic-quality sources to support the paper’s thesis. All major elements of research are taught: choosing a topic, developing a thesis, locating and evaluating reliable sources, organizing materials, drafting paper, documenting the supporting materials in that draft, revising that draft and, finally, editing the final revision.
FOODS AND NUTRITION I

Length: Two Semesters
Credit: 0.5 credit pre semester
Year: 9-12

Course Description:
This course includes the basic classroom and laboratory experiences needed to develop a knowledge and understanding of food principles and nutrition. Course content centers around: food service and preparation management while using the decision making process; meeting basic needs by applying nutrition concepts; meeting health and safety needs and maximizing resources when planning, preparing and serving food; promoting hospitality in food practices; and analyzing individual and family nutritional needs. Students will practice the principles of cookery for dairy, grains, eggs, breads, bakery products, main dishes, fruits, vegetables and desserts. Teamwork will be used to plan and prepare food. Information related to careers in Foods and Nutrition is incorporated throughout the course.

FOREIGN AND GOURMET FOODS

Length: Semester
Credit: 0.5 credit
Year: 10-12
Prerequisite: Successful completion of Foods and Nutrition or consent of the instructor.

Course Description:
Emphasis in this course is placed on presentation of product. Students will revisit dairy and eggs learning more difficult techniques. Cultural food practices will be discussed and research will include those found in the various parts of the United States as well as those of other countries in relation to customs, preparation of foods, hospitality and entertainment. Students will have an opportunity to plan and prepare meals from varying cultures.

FOODS AND NUTRITION II

Length: Semester
Credit: 0.5 credit
Year: 10-12
Prerequisite: Successful completion of both semesters of Foods and Nutrition I or consent of the instructor.

Course Description:
This course centers on food selection and preparation for special circumstances and dietary needs. Emphasis will be on planning and organization skills. Laboratory sessions are devoted to preparation of foods with specific characteristics. Course content includes the following: career in foods and nutrition, current nutritional issues, special food needs, food safety and sanitation, kitchen and dining areas, appliances, salads, casseroles, stocks, herbs and spices, breads, meal planning and entertaining. Students will explore new technology and more difficult food preparation techniques in a laboratory setting.

INDEPENDENT PROJECTS - FOODS

Length: Semester (this course may be taken up to four semesters)
Credit: 0.5 credit
Year: 10-12
Prerequisite: Successful completion of all previous courses in field of study and with consent of the instructor.

Course Description:
This is an independent study course for the student that wishes to pursue an in depth study in a chosen area of Family Consumer Sciences. Students will participate in activities with advanced classes and will continue to refine the skills and techniques of their particular area of study. Students will apply this knowledge to new technologies and innovations in their chosen area of study.
CLOTHING AND FASHION MERCANDISING I

**Length:** Two Semesters  
**Credit:** 0.5 credit per semester  
**Year:** 9-12  

**Prerequisite:** Students need to purchase their own supplies and materials.  

**Course Description:**
This course prepares students as consumers as well as providing employability skills necessary for the fast paced trends within the fashion merchandising and clothing industry. First semester students will explore areas of fashion history and design, fashion promotion, marketing and wardrobe planning. Second semester will be clothing construction. Students will learn to operate sewing equipment as they construct projects for themselves.

CLOTHING AND FASHION MERCANDISING II

**Length:** Two Semesters  
**Credit:** 0.5 credit per semester  
**Year:** 10-12  

**Prerequisite:** Successful completion of both semesters of Clothing and Fashion Merchandising or with consent of the instructor. Students are required to furnish fabric and supplies for this class.  

**Course Description:**
This course is designed to offer the dedicated students advanced classroom and laboratory experiences which challenge their abilities. Topics studied will include clothing care and maintenance, fibers and fabrics, fashion design, recycling and redesigning, careers, entrepreneurship and advanced construction skills.

INDEPENDENT PROJECTS - CLOTHING

**Length:** Semester (this course may be taken up to four semesters)  
**Credit:** 0.5 credit  
**Year:** 10-12  

**Prerequisite:** Successful completion of all previous courses in field of study and with consent of the instructor.  

**Course Description:**
This is an independent study course for the student that wishes to pursue an in depth study in a chosen area of Family Consumer Sciences. Students will participate in activities with advanced classes and will continue to refine the skills and techniques of their particular area of study. Students will apply this knowledge to new technologies and innovations in their chosen area of study.

CHILD CARE

**Length:** Semester  
**Credit:** 0.5 credit  
**Year:** 9-12  

**Course Description:**
This course is designed to help students develop skills for quality care of children and to become meaningfully involved as caregivers or future parents. The students will become aware of the importance of childhood and how quality of life affects the individual as an adult. Students will examine proper expectations needed in order to raise healthier children. Expectations in the areas of social and emotional growth will be examined. Included in the course are discussions of health, safety, food, clothing, emergencies, and childhood needs. A positive approach is taken in dealing with the behavior of children and many examples on how to guide children to responsible behaviors. Age appropriate activities for children will be included and applied. Information can be applied to future teachers, day care workers, nurses and additional career areas that deal with children.

PARENTING

**Length:** Semester  
**Credit:** 0.5 credit  
**Year:** 11-12 or with the consent of the instructor  

**Course Description:**
This course is designed to help both male and female students think through the responsibilities and satisfactions of parenthood. It will emphasize family structures, pregnancy, prenatal development, childbirth, infant care and the stresses of parenthood. Many types of parenting situations are examined and discussed. Students are exposed to community agencies that are available to provide help and support for families. Special attention is given to the needs of teenage parents and the importance of readiness for parenthood. In addition, this class provides information for careers in the health field or careers that work with family issues such as social work.
INTERIOR DESIGN
Length: Semester
Credit: 0.5 credit
Year: 10-12
Course Description:
This semester will take the students inside the home to plan all facets of design. A finished home design is the main project of the semester. Topics of study included principles of design, use of color, floor plans, kitchens, bathrooms, home offices, media/entertainment rooms, lighting, wall, and flooring choices. Students will research furniture styles to plan and complete their home project.

NUTRITION AND WELLNESS
Length: Semester
Credit: 0.5 credit
Year: 9-12
Course Description:
With the obesity epidemic on the rise, this course is designed to help students analyze nutrition messages, diets, health claims, and plan eating which optimizes health. This course is beneficial for those pursuing careers in nursing and medicine as well as those who want to improve their overall health. Speakers and videos will be incorporated to give up-to-date information on the topics of drugs, supplements, and health problems. This course looks at the long-term effect of diet and over all health and is helpful for all individuals in nutritional health.

HOUSING
Length: Semester
Credit: 0.5 credit
Year: 10-12
Course Description:
Students will be exposed to all aspects of the housing industry, including housing selection, home construction, architectural styles, landscaping. Students will hear from a local architect and learn about his designs around Decatur. Students prepare for careers in construction, business management, real estate and drafting.

INDEPENDENT LIVING
This course fulfills the consumer education requirement stated in School Code of Illinois (Section 27-12.1).
Length: Semester
Credit: 0.5 credit
Year: 11-12
Course Description:
Making decisions on what, when, and how to buy can put some consumers in debt while other consumers continually seem to get ahead. Students will learn skills that directly affect their buying power in many areas from simple purchases to major purchases such as homes and education. Students will examine their own personal insights, values and goals. Students will examine the legal responsibilities of life over age 18.

COSMETOLOGY I AND II
Available through Heartland Technical Academy
Length: Two Semesters
Credit: 1.5 credits per semester
Year: 11-12
Prerequisite: Acceptance into Heartland Technical Academy. Students must attend a mandatory orientation prior to the start of the school year at Mr. John’s School of Cosmetology, as well as provide Mr. John’s School of Cosmetology with two letters of recommendation from teachers or counselors and a copy of the high school transcript. See your guidance counselor to apply.
Course Description:
Cosmetology is an instructional and job training program that is directed towards employment in the ever-expanding field of cosmetology. The curriculum follows industry standards developed to prepare students for the Illinois Cosmetology License, administered by the Department of Professional Regulation in Illinois. Students are under the supervision of licensed instructors in both classroom and clinical work. Classroom instruction includes all phases of beauty culture including wet and dry hair styling, manicures, braiding, and permanent waving. A total of 1,500 hours must be completed before a student will be eligible to take a state examination; a student may earn up to 750 of these hours by taking Cosmetology I and II through Heartland Technical Academy.
CULINARY ARTS I AND II
Available through Heartland Technical Academy

Length: Two Semesters
Credit: 1.5 credits per semester
Year: 11-12
Prerequisite: Acceptance into Heartland Technical Academy. See your guidance counselor to apply.

Course Description:
This hands-on program teaches skills and attitudes needed in the culinary arts and hospitality industries. This class provides students with opportunities to gain knowledge and commercial kitchen experiences necessary to transition into further training or to obtain a position within the industry. Through the labs, the students will learn basic techniques in food preparation, kitchen and food safety, nutrition, international cuisine, using and converting standardized recipes, business math, customer service, and career exploration. College credit is earned by taking this course. See page 12 for more information on college credit through Heartland Technical Academy.

EARLY CHILDHOOD EDUCATION I and II
Available through Heartland Technical Academy

Length: Two Semesters
Credit: 1.5 credits per semester
Year: 11-12
Prerequisite: Acceptance into Heartland Technical Academy. See your guidance counselor to apply.

Course Description:
Early Childhood Education is designed for students interested in pursuing a career in early childhood, elementary education, special education, or human service careers. Students will gain both the knowledge and practical experiences needed for the development of job competencies through both classroom and laboratory learning. Students will develop skills in program development and in assisting with activities for children. Classroom instruction covers child development, educational philosophy, management of care operations and development of career and job skills. Caring for infants and toddlers, special needs children and school-aged children is also included. The main learning experiences will involve actual work with children in situations that simulate those found in business and industry. College credit is earned through Richland Community College by taking this class. See page 12 for more information on college credit through Heartland Technical Academy.
FRESHMAN SEMINAR
Length: Two Semesters
Credit: 0.5 credit per semester
Year: 9
Course Description:
This course is designed to enhance reading and language skills. It provides students with the strategies for improving skills in the areas of comprehension and vocabulary. Students read a variety of materials including non-fiction, short stories, magazine and newspaper articles, selections from varied academic disciplines, and books which give specific strategies and practice exercise for reading a wide variety of materials more effectively and efficiently. Students are expected to apply these tips and strategies to the reading they do in other classes. Mini workshops are presented throughout the course to address such topics as motivation, goal setting, and study skills. The course will also address social issues that affect freshmen as they begin to explore high school and post-secondary planning. Freshman Seminar is designed to help students during their transition to high school -- its academic and personal demands -- and to help ensure their educational success.

EXPLORATORY TEACHING
Length: Semester
Credit: 0.5 Credit per semester
Year: 12
Course Description:
This course is designed for students who have an interest in teaching. They will be working under the guidance of a teacher: elementary - high school. Students must provide transportation to an off site school.

INSPIRED FUTURES INTERNSHIP
Length: Semester
Credit: 0.5 credit per semester
Year: 12
Prerequisite: Students must have a minimum of 3.00 GPA, obtain 3 letters of recommendation, and participate in an interview. Students must also provide their own transportation.
Course Description:
The Decatur Pathways to Prosperity Internship Program will entail local businesses in Decatur partnering with Decatur Public Schools to provide forty high school students (20 from each high school) an internship opportunity. Each of these businesses will decide the scope of the problem or project and will manage the successful completion of the project by the student(s). The student interns will be placed in a range of departments from information technology, human resources, supply chain, transportation, quality, safety, athletic training and many more.

FRESHMAN SEMINAR - HONORS
Length: Two Semesters
Credit: 0.5 credit per semester
Year: 9
Prerequisite: Currently enrolled in Honors English I.
Course Description:
This course is designed to enhance reading and language skills. It provides students with the strategies for improving skills in the areas of comprehension and vocabulary. Students read a variety of materials including non-fiction, short stories, magazine and newspaper articles, selections from varied academic disciplines, and books which give specific strategies and practice exercise for reading a wide variety of materials more effectively and efficiently. Students are expected to apply these tips and strategies to the reading they do in other classes. Mini workshops are presented throughout the course to address such topics as motivation, goal setting, and study skills. The course will also address social issues that affect freshmen as they begin to explore high school and post-secondary planning. Freshman Seminar is designed to help students during their transition to high school -- its academic and personal demands -- and to help ensure their educational success.

AFRICAN-AMERICAN SCHOLARS
Length: Two Semesters
Credit: 0.5 credit per semester - Pass/Fail. This course may be taken up to four semesters.
Year: 11-12
Prerequisite: Students must be in the following organizations: African-American Scholars Program or Operation Calculus. Other eligible students include Junior or Senior community minimum of a 3.0-weighted GPA with program coordinator approval.
Course Description:
The African-American Scholars course will examine a broad range of experiences from early African-American history to present day “Black America”. The course will explore themes amongst young African-American men and women in today’s society such as education, violence, poverty, and maturation to adulthood while promoting strong social, organizational, and study skills. Students will also receive additional help in core subjects, English and mathematics, to prepare for the SAT exam. Senior community students will receive guidance in writing college essays and preparing scholarship and college admission applications.

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INTRODUCTION TO AGRICULTURAL INDUSTRY*

Length: Two Semesters
Credit: 0.5 Credit per semester
Year: 9-10
Course Description:
This course provides an opportunity for students to learn how the agricultural industry is organized; its major components; the economic influence of agriculture at state, national and international levels; and the scope and types of job opportunities in the agricultural field. Basic concepts in animal science, plant science, soil science, horticulture, natural resources, agribusiness management, and agricultural mechanics, will be presented. Improving computer and workplace skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

BASIC AGRICULTURAL SCIENCE*

Length: Two Semesters
Credit: 0.5 Credit per semester
Year: 10
Prerequisite: Introduction to Agricultural Industry
Course Description:
This orientation course builds on basic skills and knowledge gained in the Introduction to the Agricultural Industry course. Major units of instruction include agricultural research, soil science, advanced plant science, biotechnology, advanced animal science. Applied science and math skills and concepts will be stressed throughout the course as they relate to each area. Improving computer and workplace skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

HONORS AGRICULTURAL BUSINESS MANAGEMENT

Length: Two Semesters
Credit: 0.5 Credit per semester
Year: 11-12
Prerequisite: Introduction to Agricultural Industry
Course Description:
This course will develop students' understanding of the agricultural industry relating to the United States and World marketplace. Instructional units include business ownership types, planning and organizing the agribusiness, financing the agribusiness, keeping and using records in an agribusiness, operating the agribusiness, agricultural law, taxes, and developing employability skills. Student skills will be enhanced in math, reading comprehension, and writing through agribusiness applications. Improving computer and workplace skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

HONORS AGRICULTURAL COMMUNICATION AND LEADERSHIP

Length: Two Semesters
Credit: 0.5 Credit per semester
Year: 11-12
Prerequisite: Introduction to Agricultural Industry
Course Description:
Students will analyze current agricultural issues, to determine how they affect people on all sides of the issue and enhance their written and oral communication skills by presenting their views and opinions to the class through debates, speeches, and interviews in order to be effective leaders in today's society. Students will gain the knowledge and leadership experiences to help them to become successful in life and in the workplace; thus, enhancing their potential for leadership development, personal growth, and career success. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

*Honors Credit Option:
Students choosing to enroll in Agriculture courses with an * in the title can enroll in the honors option of these courses. Honors Agriculture students must complete the following requirements in addition to the normal course work: FFA leadership development conference participation, career development event (CDE) participation, and completion of an immersion SAE project. Students who successfully complete two semesters of honors credit will be eligible to attend the Illinois State FFA Convention during the summer preceding the Honors credits.
## HONORS AGRICULTURAL MECHANICS

**W**

**Length:** Two Semesters  
**Credit:** 0.5 Credit per semester  
**Year:** 11-12  
**Prerequisite:** Introduction to Agricultural Industry

**Course Description:**  
Agricultural Mechanics is a yearlong course designed to introduce students to mechanical systems, technology, and related career fields in the agricultural industry. Student will engage in hands-on learning experiences, presentations from guest speakers, and complete independent projects throughout the year. Units to be taught include safety, land surveying, electricity, metal fabrication, engines and power, and renewable energy. This course is aligned with the mechanics and engineering pathway. Students who enjoy hands-on design and building things will excel in this course. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

## HONORS AGRICULTURAL ANIMAL SCIENCE

**W**

**Length:** Two Semesters  
**Credit:** 0.5 Credit per semester  
**Year:** 11-12  
**Prerequisite:** Introduction to Agricultural Industry

**Course Description:**  
The major focus of Agricultural Animal Science is to expose students to agriculture, animal science, and related career options. Students participating in the course will have experiences in various animal science concepts with exciting hands-on activities, projects, and problems. Students’ experiences will involve the study of animal anatomy, physiology, behavior, nutrition, reproduction, health, selection, and marketing. For example, students will acquire skills in meeting the nutritional needs of animals while developing balanced, economical rations. Throughout the course, students will consider the perceptions and preferences of individuals within local, regional, and world markets. Students will explore hands-on projects and activities to learn the characteristics of animal science and work on major projects and problems similar to those that animal science specialists, such as veterinarians, zoologists, livestock producers, and industry personnel, face in their respective careers. In addition, students will understand specific connections between animal science lessons and Supervised Agricultural Experience and FFA components that are important for the development of an informed agricultural education student. Students will investigate, experiment, and learn about documenting a project, and solving problems. The course of the class as follows: Background and Social Issues of Animal Science, Anatomy and Physiology, Nutrition, Reproduction and Genetics, Animal Health and Selection. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

## COLLEGE AGRICULTURAL HORTICULTURE

(Richland Community College - Hort:100)

**W**

**Length:** Two Semesters  
**Credit:** 0.5 Credit per semester  
**Year:** 11-12  
**Prerequisite:** Introduction to Agricultural Industry and Basic Agricultural Science

**Course Description:**  
The major focus of Horticulture is to provide a general background in horticulture, horticulture careers, and plant systems and development. Hands on activities in a greenhouse setting is a major component of this course. Students will learn about careers available in the nursery, turf, landscaping, and greenhouse industries. Students will explore hands-on projects and activities to learn the characteristics of horticulture and work on major projects and problems similar to those that a horticulturalist, such as greenhouse manager, landscape designer, or turf manager, and industry personnel, face in their respective careers. In addition, students will understand specific connections between horticulture lessons and Supervised Agricultural Experience and FFA components that are important for the development of an informed agricultural education student. Students will investigate, experiment, and learn about documenting a project, and solving problems. The course of the class as follows: Background and Social Issues of Animal Science, Anatomy and Physiology, Nutrition, Reproduction and Genetics, Animal Health and Selection. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts. College Credit is earned through Richland Community College by taking this class.
CERTIFIED NURSING ASSISTANT
Available through Heartland Technical Academy

Length: Two Semesters
Credit: 1.5 credits per semester
Year: 11-12

Prerequisite: Acceptance into Heartland Technical Academy. Student must pass the RCC Allied Health Entrance Exam, attend a mandatory orientation program and have no disqualifying convictions on an Illinois fingerprint background check. See your guidance counselor to apply.

Course Description:
The Nursing Assistant Training Program is designed to provide the student with training in basic nursing skills as required by Illinois Department of Public Health. The course offers both classroom theory and clinical experiences in community nursing facilities. Upon successful completion of course requirements, the student will be eligible to take the Illinois Nurse Aide Competency Examination. Students will earn college credit through Richland Community College by taking this class. See page 12 for more information about college credit that is available through Heartland Technical Academy.

MEDICAL TERMINOLOGY - BUSINESS AND TECHNOLOGY PROCEDURES I & II
Available through Heartland Technical Academy

Length: Two Semesters
Credit: 1.5 credits per semester
Year: 11-12

Prerequisite: Acceptance into Heartland Technical Academy. See your guidance counselor to apply.

Course Description:
Students learn how to be successful in a variety of professional situations in the healthcare or business fields. Student concurrently enroll in Medical Terminology (HLTH 140) with Richland Community College as part of this class. Professional and efficient use of technology such as e-mail, Internet, Windows8, Microsoft Word, Excel, Power Point and Publisher are taught and applied to careers in healthcare. College Credit is earned through Richland Community College by taking this class. See page 12 for more information about college credit that is available through Heartland Technical Academy.
APPLIED TECHNOLOGY:
INTRODUCTION TO INDUSTRIAL TECHNOLOGY AND ENGINEERING

**Length:** Semester  
**Credit:** 0.5 credit  
**Year:** 9-12  
**Course Description:**
Applied Technology is an introductory class for students interested in exploring a career in the Trades, Technology, or Engineering. Units on Drafting, Materials and Processes, Simple Machines, and Electronics will incorporate hands-on experiences. This class is a prerequisite for Woods I & II, Metals I & II, Electronic Principles, and Construction Trades I & II.

**WOODS I**

**Length:** Semester  
**Credit:** 0.5 Credit  
**Year:** 9-12  
**Prerequisite:** Applied Technology  
**Course Description:**
The Woods I class will introduce students to safe operations of power tools in the woods shop. Students will plan and produce individual projects. This class is a prerequisite to the Woods II class.

**WOODS II**

**Length:** Two Semesters  
**Credit:** 0.5 Credit per semester  
**Year:** 10-12  
**Prerequisite:** Woods I  
**Course Description:**
This course is designed to help students develop an understanding of the manufacturing process. Throughout the course, students will learn various areas of the manufacturing process. A strong emphasis will be placed on management. Students will become skilled in the use of woodworking machines, tools, and techniques. Students will also develop and produce a manufactured project based on an industrial plan. Topics include manufacturing processes, basic cabinetmaking/woodworking, jig and fixture production, finishing, assembly, wood identification and wood products. For project information, see the course instructor.

**ELECTRONIC PRINCIPLES I**

**Length:** Semester  
**Credit:** 0.5 Credit  
**Year:** 9-12  
**Prerequisite:** Applied Technology  
**Course Description:**
Electronic Principles is an introductory class that covers basic concepts of electricity, components, circuits, and instrumentation. The course will incorporate an individual project including assembly, testing, and troubleshooting. Prerequisites include successful completion of Applied Technology and a basic ability to process algebraic functions.

**METALWORKING I AND II**

*(EHS Campus Only)*

**Length:** Two Semesters  
**Credit:** 0.5 Credit per semester  
**Year:** 10-12  
**Prerequisite:** Applied Technology  
**Course Description:**
Advanced metalworking is an introduction to the metalworking process and machines used to manipulate various types of metals. Course content focuses on MIG welding, lathe turning, milling, and plasma torch cutting. 85% of the content is taught through hands-on problem solving activities. For project information see the course instructor.
CONSTRUCTION TRADES I

Length: Two Semesters
Credit: 1.0 Credit per semester
Year: 11-12
Prerequisite: Applied Technology and Woods I & II or Metalworking I & II. May also enroll in the class with instructor approval.

Course Description:
The purpose of this course is to provide classroom instruction and on the job training to high school juniors and seniors who show an interest in the building trades. On-the-job work will consist of remodeling existing homes and buildings, new construction add-ons, and construction of out buildings such as sheds and garages. This experience will be supplemented by classroom instruction and reading assignments. Instruction will be delivered through hands on work, online curriculum, and a traditional textbook. Students will be required to schedule an interview with the instructor prior to being accepted into the program. Students will need to have a driver’s license and a reliable method of transportation to visit job sites. Students will also need proof of medical insurance.

NOTE: This course will meet for 2 class periods each day and will run concurrently with the Construction Trades II class. A maximum of 20 students will be allowed to enroll in this course.

CONSTRUCTION TRADES II

Length: Two Semesters
Credit: 1.0 Credit per semester
Year: 11-12
Prerequisite: Construction Trades I

Course Description:
This course is a continuation of the Construction Trades I class. Advanced skills will be introduced to the students. The purpose of this course is to continue providing classroom instruction and on the job training to high school seniors who show an interest in the building trades. On-the-job work will consist of remodeling existing homes and buildings, new construction add-ons, and construction of out buildings such as sheds and garages. Students will take on a supervisory role with the hands-on projects. Students will be required to schedule an interview with the instructor prior to being accepted into the program. Students will need to have a driver’s license and a reliable method of transportation to visit job sites. Students will also need proof of medical insurance.

NOTE: This course will meet for 2 class periods each day and will run concurrently with the Construction Trades II class. A maximum of 20 students will be allowed to enroll in this course.

EXPLORATION OF BUILDING TRADES

Length: Two Semesters
Credit: 0.5 Credit per semester
Year: 11-12
Prerequisite: Successful completion of 2 years of Math and English

Course Description:
Through North America’s Building Trades Unions, DPS Juniors and Seniors students will have the opportunity to experience a comprehensive pre-apprenticeship-readiness program with a goal of allowing the students to gain access to Building Trades’ registered programs. In Exploration of Building Trades students will dive into high quality, apprentice-level content to high school students interested in construction that promotes “earn while you learn”. The curriculum consists of the following topics: Construction Industry Orientation, Tools and Materials, Construction Health and Safety, Blueprint Reading, Basic Math for Construction, Heritage of the American Worker, Diversity in the Construction Industry, Green Construction and Financial Literacy. The main objective of the apprenticeship program is to prepare students with the necessary skills, nationally recognized certifications and college credits upon successful completion of the apprenticeship that the students can take anywhere in the country. Student will have the opportunity to visit construction sites and meet with members of the local trade unions as they explore this career pathway. Upon successful completion of the courses, the students will begin their pathway to middle-class career opportunities that provides both good pay and benefits offered by the building and construction trades’ contractor partners.
AUTOMOTIVE TECHNOLOGY I AND II
Available through Heartland Technical Academy
- **Length:** Two Semesters
- **Credit:** 1.5 Credit per semester
- **Year:** 11-12
- **Prerequisite:** Acceptance into Heartland Technical Academy. See your guidance counselor to apply.

**Course Description:**
Automotive Technology includes both classroom and hands-on experiences designed to prepare students for careers in the automotive industry. Beginning topics include basic engine operation systems, auto electrical systems, power-trains, brakes, chassis, diagnosis and tune-ups. Advanced topics include electrical systems, suspension equipment, steering equipment, and braking systems. Students are given extensive opportunities to diagnose and repair vehicles. Students will earn college credit through Richland Community College by taking this class. See page 12 for more information about college credit that is available through Heartland Technical Academy.

ENGINEERING TECHNOLOGY I AND II
Available through Heartland Technical Academy
- **Length:** Two Semesters
- **Credit:** 1.5 Credit per semester
- **Year:** 11-12
- **Prerequisite:** Acceptance into Heartland Technical Academy. Algebra with a grade of ‘C’ or above required and geometry is recommended. Continuation of advanced math courses is encouraged. See your guidance counselor to apply.

**Course Description:**
This course introduces students to a career installing, maintaining and repairing industrial machine technology, including green technology of the future. Students will be preparing for a career as an engineering technician in a manufacturing or industrial environment. Instruction will focus on fluid power systems, CNC fundamentals (computer numerical controlled) and will also include an introduction to carbon capture and storage. Students will earn college credit through Richland Community College by taking this class. See page 12 for more information about college credit that is available through Heartland Technical Academy.

AUTO BODY/COLLISION REPAIR I AND II
Available through Heartland Technical Academy
- **Length:** Two Semesters
- **Credit:** 1.5 Credit per semester
- **Year:** 11-12
- **Prerequisite:** Acceptance into Heartland Technical Academy. See your guidance counselor to apply.

**Course Description:**
Auto Body/Collision Repair provides students with a broad background in two main units of instruction: Auto Body Repair and Automobile Refinish. Auto body repair involves work in the following: welding, dent repair with plastic fiber, straightening, trim work, and frame straightening. Automobile refinish involves pre-paint procedures, spray gun techniques, and the use of refinish materials. Students completing both years of the course are prepared for entry into the automobile repair and refinishing field as an apprentice. Students will earn college credit through Richland Community College by taking this class. See page 12 for more information about college credit that is available through Heartland Technical Academy.

WELDING I AND II
Available through Heartland Technical Academy
- **Length:** Two Semesters
- **Credit:** 1.5 Credit per semester
- **Year:** 11-12
- **Prerequisite:** Acceptance into Heartland Technical Academy. See your guidance counselor to apply.

**Course Description:**
This course provides hands-on training in common welding processes; primarily through shielded metal arc ‘stick’ welding. In addition to arc welding, students will also learn oxy/acetylene and plasma arc cutting, blueprint reading, as well as other hands-on welding applications. Students will begin training for the American Welding Society Level 1 Certification. College credit is earned through Richland Community College by taking this class. See page 12 for more information about college credit that is available through Heartland Technical Academy.
INDUSTRIAL TRADES I AND II
Available Through Heartland Technical Academy

Length: Two Semesters  
Credit: 1.5 Credits per semester  
Year: 11-12  
Prerequisite: Acceptance into Heartland Technical Academy. See your guidance counselor to apply.

Course Description:
Industrial Trades offers a promising career for the individual who has an interest in construction or manufacturing. This class requires the development of basic hands-on skills and an understanding of basic principles related to construction trade skills, such as wiring, plumbing, drafting, and carpentry will be introduced as well as basic manufacturing skills, such as foundry concepts, machining, and assembly. Industrial safety, the interpretation of drawings, and problem solving techniques will be taught extensively within the first year. During the second year, students will develop more advanced skills in manufacturing, construction, and problem solving. Basic leadership, planning, and designing skills will be developed within the second year students.
MATH/SCIENCE COURSE SEQUENCE

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**ALGEBRA X**

Length: Two Semesters  
Credit: 0.5 credits per semester (math elective credit)  
Year: 9  
**Prerequisite:** Administrative placement only.

**Course Description:**
This course is for students who want more time spent in the Algebra 1 topics. Topics to be covered first semester are foundational skills, expressions, solving linear equations, and absolute value. Topics to be covered second semester are linear functions, linear inequalities, and linear absolute value.

**ALGEBRA Y**

Length: Two Semesters  
Credit: 0.5 credits per semester (satisfies the Algebra I credit graduation requirement)  
Year: 10  
**Prerequisite:** Successful completion of Algebra X or with consent of the instructor.

**Course Description:**
This course is for students who have successfully completed Algebra X and want more time spent in Algebra 1 topics. Topics to be covered first semester are linear systems, properties of exponents, and operations with polynomials. Topics to be covered second semester are exponential functions, statistics, polynomial multiplication, quadratics, and radicals.

**ALGEBRA I**

Length: Two Semesters  
Credit: 0.5 credits per semester  
Year: 9  
**Course Description:**
Topics to be covered first semester include linear variables and expressions, solving linear equations, graphs of linear equations, slope-intercept, point-slope form of linear equations, and linear inequalities. Topics to be covered second semester include systems of linear equations, statistics and data polynomials, quadratic equations and functions, and exponential functions.

**HONORS ALGEBRA I**

Length: Two Semesters  
Credit: 0.5 credits per semester  
Year: 9  
**Prerequisite:** Successful completion of 8th grade math with a B or above or with consent of instructor.

**Course Description:**
This course is for the student who wants more in-depth mathematics. Topics to be covered first semester include solving linear equations, solving linear inequalities, graphing linear functions, writing linear functions, and solving systems of linear equations. Topics to be covered second semester include exponential functions and sequences, polynomial equations and factoring, graphing quadratic functions, solving quadratic equations, and radical functions and equations.
MATHEMATICS

GEOMETRY

NCAA

Length: Two Semesters
Credit: 0.5 credits per semester
Year: 10-11
Prerequisite: Successful completion of Algebra I or Algebra Y or with the consent of instructor.

Course Description:
Geometry is a course utilizing an intuitive approach, employing non-rigorous proofs and emphasizing practical applications. Topics to be covered first semester include introduction to area, proofs, parallel lines and planes, congruent triangles, and angle measurements. Topics to be covered second semester include quadrilaterals, similar triangles, polygons, volume, right triangle trigonometry, circles, and probability.

HONORS GEOMETRY

NCAA W

Length: Two Semesters
Credit: 0.5 credits per semester
Year: 9-10
Prerequisite: Successful completion of Honors Algebra I or with consent of the instructor.

Course Description:
This course is for the student who wants more in-depth mathematics. Topics to be covered first semester are the basics of geometry, reasoning proofs, parallel and perpendicular lines, transformations, and congruent triangles. Topics to be covered second semester are relationships within triangles, quadrilaterals and other polygons, similarity, right triangles and trigonometry, circles, circumference, area, and volume, and probability. The use of a scientific calculator is expected second semester.

ALGEBRA II

NCAA

Length: Two Semesters
Credit: 0.5 credits per semester
Year: 11-12
Prerequisite: Successful completion of Geometry or with consent of the instructor.

Course Description:
This course is designed as a continuation of the Algebra-Geometry sequence. Topics to be covered first semester include the language of Algebra: linear relations, matrices, systems, parabolas, quadratic equations, functions, powers and roots. Topics to be covered second semester include powers and roots, exponents and logarithms, polynomials, quadratic relations, series, combinations, statistics and trigonometry. The use of scientific calculators is assumed.

HONORS ALGEBRA II

NCAA W

Length: Two Semesters
Credit: 0.5 credits per semester
Year: 9-12
Prerequisite: Successful completion of Honors Geometry or consent of the instructor.

Course Description:
This course is for the student who wants more in-depth mathematics. Topics to be covered first semester include transformation of functions, systems of equations and inequalities, complex numbers, quadratic functions, and polynomial functions. Topics to be covered second semester include rational expressions, radicals, exponential and logarithmic functions, probability, conic sections, and trigonometric functions. The use of scientific calculators is assumed.
STATISTICS

Length: Two Semesters
Credit: 0.5 credits per semester
Year: 12
Prerequisite: Successful completion of Geometry or with consent of the instructor.

Course Description:
This course introduces the study of likely events and the analysis, interpretation, and presentation of descriptive and quantitative data. Data will be firmly grounded in real-life applications and understanding of statistics seen daily. Course topics include basic probability, finding and interpreting statistics, discrete probability theory, calculating odds, probability trees, populations and samples, frequency tables, distributions, measures of central tendency, visual representation of data, and presentation of data. Course topics may also include normal distribution and measures of variability. This course will be using technology throughout to collect and represent data.

HONORS PRE-CALCULUS

Length: Two Semesters
Credit: 0.5 credits per semester
Year: 11-12
Prerequisite: Successful completion of Honors Algebra II or with consent of the instructor.

Course Description:
This course is designed to prepare the student for AP Calculus and to help the student gain a deeper understanding of algebra and geometry. Topics to be covered during the first semester include trigonometric identities, trigonometric functions, and analytical trigonometry. Topics to be covered during the second semester include polynomials, complex numbers, rational functions, radical functions, exponential and logarithmic functions, combinatorics, and probability. The use of scientific and graphing calculators is expected.

AP STATISTICS

Length: Two Semesters
Credit: 0.5 credits per semester
Year: 9-12
Prerequisite: Successful completion of Honors Algebra II or with consent of the instructor.

Course Description:
This course is designed to prepare students for college mathematics and to help the student gain a thorough understanding of statistics using formal statistical language, proper techniques, and technology. As part of this course, students will prepare for the Advanced Placement exam. Topics to be covered first semester include organizing, summarizing, and comparing univariate and bivariate data, Normal distribution, standardization of data, line regression, correlation, non-linear modeling, sampling, randomization, designing experimentation, observational studies, and simulations. Topics second semester include formal probability theory, random variables, binomial and geometric probability distributions, sampling distribution models, confidence intervals, hypothesis testing, two population parameter comparisons, and multiple statistical testing. ANOVA testing time permitted. The use of graphing calculators and spreadsheet software is expected. *As part of this course, all students enrolled will be required to take the AP exam during the spring testing window.

MATH 098

Length: Two Semesters
Credit: 0.5 credits per semester
Year: 12
Prerequisite: Successful completion of three years of math.

Course Description:
Topics include real numbers, polynomials, rational expressions, equations, inequalities, problem solving, complex numbers, systems of equations, graphing, functions, relations, exponents, and logarithms. The use of scientific and graphing calculators is expected.
AP CALCULUS - Advanced Placement

Length: Two Semesters
Credit: 0.5 credits per semester
Year: 11-12

Prerequisite: Successful completion of both semesters of Honors Pre-Calculus or with consent of the instructor.

Course Description:
Topics to be covered first semester include informal treatment of limits and continuity, the definition of the derivative, techniques of differentiation, inverse functions, inverse trigonometric functions, and logarithmic functions, the Mean Value Theorem, L'Hopital's Rule, and applications of differentiation.
Topics to be covered second semester include the definition of a definite integral, Fundamental Theorem of Calculus, anti-differentiation, applications of the definite integral, and integration by parts. The use of graphing calculators is expected.

**As part of this course, all students enrolled will be required to take the AP exam during the spring testing window.
MUSIC

INSTRUMENTAL MUSIC

The instrumental performing arts curriculum shall consist of band and orchestra. All learning outcomes and activities shall originate from the study of the elements of music—harmony, rhythm, melody, expression, timbre, texture, and form. Band and string playing technique, and a study of how the elements of music function within selected band and orchestra literature shall be the focus of all cycles and levels of learning. Literature studies shall be of both contemporary and classical nature.

Marching band and pep band participation is required of all band students. Marching band practice shall begin at least a week prior to the start of school. All performing arts instrumental classes meet daily on school time. Extracurricular instrumental groups such as jazz band, woodwind, string, or brass ensembles meet after or before school, and membership is by audition. Students who study more than one year of the instrumental music curriculum will be expected to master spiraling skills in performance technique and understanding of the elements of music.

ORCHESTRA

Length: Two Semesters
Credit: 0.5 credit pre semester
Year: 9-12. This course may be taken every semester.

Course Description:
All string players (violin, viola, cello, bass) will enroll in Orchestra. Each high school may be different in their involvement of wind and percussion players (director’s discretion for incorporation of wind players in the course).

SYMPHONIC BAND

Length: Two Semesters
Credit: 0.5 credit pre semester
Year: 9-12.

Course Description:
Symphonic Band is our large group of band students. All students enrolled in this class are members of the Pep Band and Marching Band.

HONORS (option available for each class)

Length: Semesters
Credit: 0.5 credit per semester
Year: 9-12. This course may be taken every semester

Course Description:
Students choosing to enroll in honor sections of these courses must complete the following requirements in addition to the normal course work: outside concert attendance, ILMEA audition, solo and ensemble contest, teaching/honors project. Students who successfully complete two semesters of honors credit will be eligible to attend the DPS Honors Music incentive field trip.
MUSIC

CHORAL MUSIC

All learning outcomes and activities that comprise the performing arts choral curriculum shall originate from the study of the elements of music: harmony, rhythm, melody, expression, timbre, texture, form, and expression. Vocal production and an understanding of how the elements of music function within selected choral literature shall be the focus of all cycles and levels of learning. Literature studies shall be of both contemporary and classical nature. Performing styles such as jazz, acappella, spiritual, multicultural, and traditional choral repertoire shall be included in the course content. Students who study more than one year in the choral curriculum will be expected to master spiraling skills in vocal production and understanding of the elements of music. All performing arts courses meet daily on school time. Extracurricular choral classes such as show choir, madrigals, and vocal ensembles generally meet before or after school. Students who express an interest in choir will audition for all choirs and will be placed in the appropriate choir at the discretion of the director.

WOMEN’S CHOIR

Length: Two Semesters
Credit: 0.5 credit per semester
Course Description: Students will be placed in Women’s Choir only at the discretion of the director.

MIXED CHOIR

Length: Two Semesters
Credit: 0.5 credit per semester
Course Description: Students will be placed in Mixed Choir only at the discretion of the director.

HONORS (option available for each class)

W

Length: Semesters
Credit: 0.5 credit per semester
Year: 9-12 This course may be taken every semester
Course Description: Students choosing to enroll in honor sections of these courses must complete the following requirements in addition to the normal course work: outside concert attendance, ILMEA audition, solo and ensemble contest, teaching/honors project. Students who successfully complete two semesters of honors credit will be eligible to attend the DPS Honors Music incentive field trip.
MUSIC THEORY

MUSIC THEORY I AND II

Length: Two Semesters  
Credit: 0.5 credits per semester  
Prerequisite: Enrollment in a school performing group or consent of the instructor. Students may be requested to take a pre-test to assess adequate musical understanding in order to be enrolled in the class.  
Course Description:  
This is not a basic music class! Students will develop fundamental theoretical and analytical skills in the elements of music—melody, harmony, rhythm, timbre, texture, form, and expression. These skills will be applied creatively in writing and arranging music. Ear training will be emphasized as well as historical references to music studied.

AP MUSIC THEORY - Advanced Placement

Length: Two Semesters  
Credit: 0.5 credits per semester  
Prerequisite: Music Theory I with a minimum of a C average. Current enrollment in a school-performing group or with consent of instructor.  
Course Description:  
A continuation of the skills learned in Music Theory I with greater detail on composing and arranging various styles of music. Emphasis will also be given to MIDI computer music software for creative activities. **As part of this course, all students enrolled will be required to take the AP exam during the spring testing window.
WAIVER POLICY

A student must pass a semester of physical education for each semester in attendance, up to eight (8) semesters, unless the student is excused by a physician, school administration, or through an IEP. 105 ILCS 5/27-6 of the school code provides circumstances by which school districts can authorize student exemption from daily physical education by official school board policy. Health education is required even though participation in physical education may be excused. Exemptions from physical education instruction at the 11th and 12th grade levels may be granted for those students in the following situations:

• The student athlete may take an extra course in place of physical education during the duration of the sports season.
  - A student athlete is a student who is currently participating in interscholastic athletics or who, based upon previous experience, is expected to participate during their junior or senior year. Current or past experience shall be certified by the inclusion of the student athlete’s name on the season ending IHSA eligibility certificate.

• A student who lacks sufficient course credit or lacks one or more specific courses and must enroll in a course other than physical education in order to meet state and/or local graduation requirements, provided that failure to take such courses will result in the student being unable to graduate.

• A student who, in order to be granted admission to a specific institution of higher learning, must complete a specific academic course not included in existing state or local graduation standards. Exemptions cannot be given for general college prep coursework, accelerated courses, dual credit courses, etc.

• A student who is enrolled in a program through the Heartland Technical Academy.

• Exemptions from physical education instruction at the 10th, 11th and 12th grade levels may be granted for those students in the following situations:
  • A student who is enrolled in a marching band program.

Waiver forms can be obtained from the student’s guidance counselor.
CO-ED PHYSICAL EDUCATION

Length: Semester
Credit: 0.5 credit
Year: 9-12. This course may be taken more than one semester.

Course Description:
This semester course contains a variety of units to promote fitness and proper nutrition. Students are also given opportunities to experience lifetime sports for enjoyment after high school. Examples of the units are soccer, volleyball, golf, tennis, basketball, personal best fitness testing, softball, flag football, speed ball, Frisbee golf, mat-ball, ping pong, bowling, billiards, weight training, dance, aerobics, eclipse ball, pickle-ball, and team handball.

PERSONAL FITNESS

Length: Semester
Credit: 0.5 credit
Year: 10-12

Course Description:
Instruction is given to students on the aspects of safety and the most effective techniques for lifting free weights and using the machines. Each student has a self-designed program to follow each day. Plyometrics, proper nutrition, and the function of specific muscles and bones are also incorporated into this semester course.

WALKING FOR LIFE

Length: Semester
Credit: 0.5 credit per semester
Year: 9-12 Students may repeat this course for up to 4 semesters.

Course Description:
This course introduces fitness through walking. It is designed to give the student a practical understanding of cardiovascular fitness produced by walking. Students will learn proper techniques of aerobic walking using their large muscle groups. Experiences are provided to help the student understand the benefits, organization, implementation, and evaluation of a balanced aerobic fitness program utilizing walking as the primary activity. Flexibility, proper warm-up techniques and proper nutrition are stressed throughout the semester. The students will be given a pretest and post test and graded on overall improvement and be tested on a daily basis.

HEALTH

Length: Semester
Credit: 0.5 credit
Year: 9-10

Course Description:
This is a semester course offered at the ninth grade level. Students must pass health in order to graduate. The course teaches students that the wellness approach to good health stresses the need for balance in one’s life. Equipped with all the right information, students make responsible decisions. They develop self-esteem as they optimize their own potential and achieve wellness in their lives. Students learn how to recognize at-risk behavior and take positive steps toward a healthier lifestyle - as exemplified by the balanced elements of intellectual, physical, social, and emotional wellness.

AEROBICS (EHS campus)

Length: Semester
Credit: 0.5 credit
Year: 10-12. This course may be taken more than one semester.

Course Description:
This semester course provides the opportunity for students to increase cardiorespiratory performance through low impact, high impact and step aerobics as well as rope jumping, running, and walking. Flexibility and muscular strength and endurance as well as proper nutrition are stressed throughout this semester class.

ADVANCED FITNESS

Length: Semester
Credit: 0.5 credit per semester
Year: 9-12 Students may repeat this course for up to 4 semesters.

Prerequisites: Successful completion of Personal Fitness with a C or above or with consent of instructor.

Course Description:
This course is the most physically rigorous course in the Physical Education Department. Each student must have both the aptitude and attitude to successfully participate in this course including staff member recommendation and approval. Due to the rigorous nature of this course many students involved in this course may also participate in extra-curricular and co-curricular programs that require more advanced fitness levels.
PHYSICAL EDUCATION

BOWLING - (Off-Campus)
Length: Semester
Credit: 0.5 credit
Year: 10-12. This course may be taken more than one semester.

Prerequisite: $100 fee. Any student taking bowling both semesters will receive a 50% discount of $50.

Course Description:
This course provides students with the opportunity to develop bowling skills through continued daily practice. The course emphasizes ball selection, four-step delivery, hook ball, strike and picking up spares. Scoring etiquette, rules, and safety are also included in the curriculum.

DRIVER’S EDUCATION
Length: Semester
Credit: 0.5 credit

Prerequisite: For first semester, a student must be 15 years old on or before December 1 of that semester and have a minimum of sophomore status. For second semester, a student must be 15 years old before May 1 of that semester. Student enrollment will be prioritized according to grade level status and age. Students cannot enroll or be added into this course after the first day of class.

Course Description:
This course is recommended for all students who are age 15, but have not yet reached age 21 years of age to comply with the state law that states that a course in driver education shall be given in one of the grades 9-12. Illinois State Law requires public and non-public high school students to successfully complete 8 courses over the previous two semesters of school work prior to eligibility for enrollment in a driver education course. Licensed driver training schools or instructors are prohibited from providing classroom or behind the wheel instruction to students who are ineligible to take that instruction. Furthermore, state guidelines provide that a student may be dropped from the course if he/she is not attending school regularly (as determined by school administration).

BEHIND-THE-WHEEL DRIVING
Length: Semester
Credit: No credit

Prerequisite: Students must be currently enrolled in or have completed the classroom instruction. Each student must have in their possession a valid instruction permit, issued by the Secretary of State, when engaged in vehicle operation. Practice driving may begin with the temporary instruction permit (receipt). Students who fail the behind-the-wheel phase may retake the course only once. There is an enrollment fee for behind-the-wheel driving. This course is offered before and after school and during the summer. Unexcused absences will result in forfeiture of fees paid. Students having attended at least one lesson of behind-the-wheel instruction are not eligible for a refund.

Course Description:
This course is designed to give the student practical experience in driving. A variety of learning experiences are planned for the students while they are behind the wheel of a dual-control automobile. Observation is also required as an important phase of the training. Successful completion of this phase is required for a student to be eligible for a license before reaching age 18. State guidelines require at least (6) hours behind the wheel and 6 hours of observation over a 4-6 week period.

REQUIRED: A minimum of 30 clock hours in the classroom and a passing grade is required before a student is eligible to receive a driver’s license before reaching age 18.
## SCIENCE COURSE SEQUENCE

<table>
<thead>
<tr>
<th>FRESHMEN</th>
<th>SOPHOMORES</th>
<th>JUNIORS</th>
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<td>SCIENCE</td>
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<tr>
<td>Physics First</td>
<td>Biology</td>
<td>Earth Science Chemistry</td>
<td>Astronomy</td>
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<td>SCIENCE</td>
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<td>Honors Biology</td>
<td>Honors Chemistry</td>
<td>AP Biology</td>
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<td>Honors Human Anatomy</td>
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### PHYSICS FIRST

| Length: | Two Semesters |
| Credit: | 0.5 credits per semester |
| Year:   | 9 |

**Course Description:**

This introductory course in classical physics is intended as the first course in the interconnected sequence of Physics, Chemistry, and Biology. Physics First is lab-based and will help students implement mathematical applications as well as develop the skills needed to write quality lab reports. Topics include the study of motion, energy, waves, electricity, light, and magnetism. Algebra will be used frequently throughout this course.

### HONORS BIOLOGY

| Length: | Two Semesters |
| Credit: | 0.5 credits per semester |
| Year:   | 9 |

**Prerequisite:** Successful completion of Honors Biology and current enrollment in Honors Geometry or Honors Algebra II.

**Course Description:**

One-year course designed to move at a faster and more rigorous pace than Biology. All concepts of biology will be explored through a more in depth and expanded curriculum. Laboratory and critical thinking skills, including experimental design, research, data interpretation and analysis will be stressed as students conduct a series of pre-AP labs.

### BIOLOGY

| Length: | Two Semesters |
| Credit: | 0.5 credits per semester |
| Year:   | 10 |

**Course Description:**

Biology gives a basic understanding of living organisms. Biology seeks to teach science as a 2017-2018 way of thinking and seeking answers. Concepts and understandings are emphasized. Student work is laboratory centered. Biology helps the student understand his/her relationship to the environment. Application of biology to societal problems is stressed.

### HONORS CHEMISTRY

| Length: | Two Semesters |
| Credit: | 0.5 credits per semester |
| Year:   | 10-12 |

**Prerequisite:** Successful completion of Honors Biology and current enrollment in Honors Geometry or Honors Algebra II.

**Course Description:**

This is a course dealing with the composition of matter, the change matter undergoes, and the theories, laws, and models, which have been developed to explain these changes. It is designed to prepare students for college chemistry. The basic principles of measurement, mathematics, and the method of science are employed to carry out controlled inquiries on the concepts of chemistry. These concepts will be developed further through class discussion and problem solving.
ASTRONOMY

NCAA

**Length:** Semester  
**Credit:** 0.5 credit  
**Year:** 11-12  
**Course Description:**  
Space exploration is an advanced one-semester course designed for the student who wants to investigate the inner-workings of the universe. This inquiry-based laboratory course will take advantage of and utilize the latest technological advances in space exploration. Topics may include: planets, galaxies, stars, comets, asteroids, space navigation, robotics, humans in space, and life on planets. Students will be offered opportunities for night observations.

CHEMISTRY I

NCAA

**Length:** Two Semesters  
**Credit:** 0.5 credits per semester  
**Year:** 11  
**Course Description:**  
Topics covered include atomic structure, nomenclature, reactions, stoichiometry, prediction of products, acids and bases and thermodynamics. While the scope of Chemistry I is similar to Honors Chemistry, more emphasis is placed on broad themes than on detailed mathematical analysis. Chemistry I is not a prerequisite for Chemistry II and is not a college preparatory course. It is intended for students needing more time to build their mathematical skills.

HONORS HUMAN ANATOMY AND PHYSIOLOGY

NCAA

**Length:** Two Semesters  
**Credit:** 0.5 credits per semester  
**Year:** 10-12  
**Prerequisite:** Successful completion of Honors Chemistry or Honors Biology  
**Course Description:**  
Human Anatomy and Physiology is a two-semester course that deals with the structure and functions of the human body. Emphasis is placed on developing and understanding of basic physiological processes and on laboratory activities relating to the structure and function of organ systems. This course is highly recommended to juniors and seniors interested in medical or paramedical sciences, the behavioral sciences, or coaching. Laboratory activities will be included.

ECHMISTRY II

NCAA

**Length:** Two Semesters  
**Credit:** 0.5 credits per semester  
**Year:** 11  
**Course Description:**  
While the scope of Chemistry I is similar to Honors Chemistry, more emphasis is placed on broad themes than on detailed mathematical analysis. Chemistry I is not a prerequisite for Chemistry II and is not a college preparatory course. It is intended for students needing more time to build their mathematical skills.

EARTH SCIENCE

**Length:** Two Semesters  
**Credit:** 0.5 credits per semester  
**Year:** 11-12  
**Course Description:**  
Earth Science studies the earth from the standpoint of its shape, size, origin, and materials, forces that shape its surface, its past history, and its suitability as the home of man. Earth Science semester discloses the earth and its relationship in the universe, its atmosphere as it relates to weather and climate and to Earth’s history.

FORENSIC SCIENCE

**Length:** Two Semesters  
**Credit:** 0.5 credits per semester  
**Year:** 9-12  
**Course Description:**  
Forensic Science is the application of science (chemistry, physics, and biology) to the criminal and civil laws that are enforced by police agencies in a criminal justice system. This course focuses on many different skills and concepts including: the application of the scientific process to forensic analysis, procedures and principles of crime scene investigation, physical and trace evidence, and proper analysis from the perspective of a forensic scientist. This is a course rich in exploration and lab investigation which applies many disciplines of scientific study such as biology/anatomy, chemistry, and physics to solving crimes. Through digital learning, virtual and hands-on labs, and analysis of real crime scenarios, students learn about forensic tools, technical resources, forming and testing hypotheses, proper data collection, and responsible conclusions.

HONORS PHYSICS

**Length:** Two Semesters  
**Credit:** 0.5 credit per semester  
**Year:** 11-12  
**Prerequisite:** Successful completion of Honors Chemistry and Honors Biology  
**Course Description:**  
The concepts of time and space, matter and energy, optics and waves, mechanics, kinematics, dynamics, electricity and magnetism are developed through laboratory investigations, class discussion and problem solving.
AP BIOLOGY - Advanced Placement

- **Length:** Two Semesters
- **Credit:** 0.5 credit per semester
- **Year:** 11-12
- **Prerequisite:** Successful completion of Honors Biology and Honors Chemistry I.

**Course Description:**
AP Biology is an advanced biology course. Areas to be covered include concepts from zoology, botany, microbiology, biotechnology, genetic, and embryology. Laboratory activity will be included in this course.

**As part of this course, all students enrolled will be required to take the AP exam during the spring testing window.**

AP CHEMISTRY - Advanced Placement

- **Length:** Two Semesters
- **Credit:** 0.5 credit per semester
- **Year:** 11-12
- **Prerequisite:** Successful completion of Honors Chemistry I.

**Course Description:**
AP Chemistry is a continuation of Honors Chemistry II. This course is designed to prepare students for college chemistry. The course will cover structure of matter, states of matter, entropy and free energy, and electrochemistry. Quantitative relationships of chemical change will be emphasized.

**As part of this course, all students enrolled will be required to take the AP exam during the spring testing window.**

AP PHYSICS - Advanced Placement

- **Length:** Two Semesters
- **Credit:** 0.5 credit per semester
- **Year:** 12
- **Prerequisite:** Successful completion or currently enrolled in Honors Pre-Calculus and highly recommended credit in Honors Physics I.

**Course Description:**
AP Physics emphasizes problem-solving and leads to a deep understanding of physics concepts including electricity, magnetism, mechanics, fluid mechanics, thermal physics, waves and optics, and atomic and nuclear physics. Students should have strong advanced math skills.

**As part of this course, all students enrolled will be required to take the AP exam during the spring testing window.**

VETERINARY SCIENCE AND PRACTICAL ANIMAL CARE
Available through Heartland Technical Academy

- **Length:** Two Semesters
- **Credit:** 1.5 credits per semester
- **Year:** 11-12
- **Prerequisite:** Acceptance into Heartland Technical Academy. See your guidance counselor to apply.

**Course Description:**
These two courses offer exciting opportunities for those seeking employment in veterinary or animal sciences. Courses alternate yearly. College credit is earned for both classes through Richland Community College.

Veterinary Science – This course focuses on animal health and expectations of an animal care assistant and introduces students to veterinary terminology, safety, sanitation, anatomy, clinical exams, hospital procedures, parasitology, laboratory techniques, disease, and office management. Practical skills focus on performing clinical procedures, and animal handling and restraint.

Practical Animal Care – This course will further develop students’ understanding of small/companion animal AND the large animal industry where the focus is on application of the sciences of genetics, physiology, and nutrition to the improvement of the animal industries and an introduction to management and production practices. Includes animal breeds, breeding and selection; anatomy, physiology, nutrition, growth; environment, health and sanitation; products and marketing; production technology and economics; animal behavior; and current issues in animal science. Practical skills for his class will be raising a production animal and marketing it during the class or designing a training/nutrition/breeding program that can be conducted during the class. Each year, students in senior standing will perform a 12-week internship at a local animal health related facility.
**AP HUMAN GEOGRAPHY**

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**Course Description:**
This Advanced Placement course investigates regions of the world and how these regions influence the historic, economic, political and cultural development in an interdependent world. The course includes geographic concepts, physical phenomena, and the relationship of people to their environment. Also included is the study of environmental issues, decision-making skills, regions, locations (position on earth’s surface), place (physical and human characteristics), relationships within places and movement (human interaction). **As part of this course, all students enrolled will be required to take the AP exam during the spring testing window.**

**AP WORLD HISTORY**

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**Prerequisite:** Successful completion of AP Human Geography with a ‘C’ or above or with consent of the instructor

**Course Description:**
AP World History focuses on developing students’ abilities to think conceptually about world history from approximately 8000 BCE to the Revolutionary period and apply historical thinking skills as they learn about the past. Five themes of equal importance — focusing on the environment, cultures, state-building, economic systems, and social structures — provide areas of historical inquiry for investigation throughout the course. AP World History encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions. This course meets the graduation requirements for World History. **As part of this course, all students enrolled will be required to take the AP exam during the spring testing window.**

**INTRODUCTION TO LAW**

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**Course Description:**
The course provides information, practical advice, and competency-building activities designed to show students how to analyze, evaluate, and, in some situations, resolve legal disputes with a focus on changes in law and legal procedures that have taken place at the national level. The course includes new material on tort law and the discussion of individual rights. This course’s approach to law-related education is to provide practical information and problem solving opportunities that develop in students the knowledge and skills necessary for survival in our law-saturated society. The curriculum includes case studies, mock trials, role-plays, small group exercises, and visual analysis.

**WORLD HISTORY**

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**Course Description:**
This course emphasizes historical themes from ancient civilizations through the modern period. Students in this course gain exposure to a diverse world view of study and develop historical thinking skills through the use of primary source documents, inquiry, analysis writing, non-fiction book study and multimedia projects. *This course is required for high school graduation.*
SOCIAL STUDIES

UNITED STATES HISTORY

Length: Two Semesters
Credit: 0.5 credit per semester
Year: 11-12
Prerequisite: Successful completion of World History with a C or above or with consent of instructor.
Course Description:
The first semester of this course is designed to give the student an overall view of the nation’s history and primary source readings will be the basis for instruction. In the first semester, the course will survey major themes in early American history: colonial America, the American Revolution, the Early National period, the rise of Jacksonian Reconstruction, the Westward Movement, the rise of Industry and the American Labor Movement, and the expanding role of government in Political, Economic and social Reform. A non-fiction book study will be included during the first semester.

The second semester of the course is designed to give the student a more complex, thematic view of our nation’s history. Major themes of study include equality, leadership, conflict, and cultural evolution. There will also be two units of non-fiction book study. Primary source readings will be the basis of instruction and students will write weekly, make presentations, complete research projects, and conduct interviews. The role and contributions of minority groups in American society will be included throughout both semesters. The importance of technology will also be stressed in both semesters of the course.

*This course is required for high school graduation.

PSYCHOLOGY

Length: Semester
Credit: 0.5 credit
Year: 11-12
Course Description:
This is a survey course designed to explore various psychological concepts. The course is designed to expose students to the fragility of human behavior. Students should expect to engage in several reading and writing assignments dealing with psychological concepts. Topics covered include: history and growth of psychology, the brain and behavior, states of consciousness, social psychology, and abnormal psychology.

CIVICS

Length: Semester
Credit: 0.5 credit
Year: 11-12
Prerequisite: Successful completion of another Social Science course.
Course Description:
This course shall be preferably taken senior year either first or second semester. Civics course content focuses on local, state and national government institutions, the discussion and debate of current and controversial issues, service learning, and simulations of the democratic process. Civic students will play an active and engaged role in their learning within this course. Students will have practice forming public policy solutions, debating issues and writing court opinion briefs. Both the Illinois and United States Constitution tests are administered in this course as well. Civics helps young people, prior to graduation, acquire and learn to use the skills and knowledge that will prepare them to be competent, responsible and informed citizens in a global society.

*This course is required for high school graduation.

SOCIOLOGY

Length: Semester
Credit: 0.5 credit
Year: 11-12
Course Description:
This course is designed to study the problems of modern society. It will introduce the student to the basic concepts and approaches that a sociologist uses in the study of human behavior. The course is intended to give the student the opportunity to develop the ability to recognize and define a social problem, to search out and understand the causes of the problems, and to form educated opinions about proposed solutions for these problems. The course will direct its attention toward how groups are organized, how they function and change, and how a person’s role and status affect this interaction with others in the group. Students enrolled in this course will be concerned with problems arising from population growth, prejudice, race and ethnic relations, crime, drugs, alcoholism, poverty, aging, religion, marriage, and family. A service learning component or a research project may be part of this class.
AP UNITED STATES HISTORY

**NCAA W**

**Length:** Two Semesters  
**Credit:** 0.5 credit per semester  
**Year:** 11-12  
**Prerequisite:** Successful completion of AP World History with a C or above or with consent of the instructor.

**Course Description:**
This Advanced Placement United States History course is a structured course of college-level work. The course will include eight units of study beginning with first semester studying Colonial America, 1607-1754 through Pre-Civil War, Civil War, and Reconstruction from 1848-1877. Second semester will study The Gilded Age, 1865-1900 through present day America. All materials are college reading level. To be successful in this course students must have a strong sense of self-direction and must assume responsible roles. The method of instruction is aimed at asking the student to perform at levels of analysis, synthesis, and evaluative judgments. It is also aimed at acquainting the student with how the historian works, the kinds of questions the historian asks, and how she/he classified information. Each student is expected to read independently focusing on broad themes in U.S. History. Examinations are given at the end of each unit of study, consistent with the type of questions on the AP test. Students also have opportunity to use a seminar approach to studying the material.

*This course meets the graduation requirement for United States History.*  
**As part of this course, all students enrolled will be required to take the AP exam during the spring testing window.**

AP UNITED STATES GOVERNMENT AND POLITICS

**NCAA W**

**Length:** Two Semesters  
**Credit:** 0.5 credit per semester  
**Year:** 11-12  
**Prerequisite:** Successful completion of an AP Social Studies course with a minimum grade of C or with consent of the instructor.

**Course Description:**
The Advanced Placement course in United States Government and Politics is designed to give students a critical perspective of American government and politics. The course takes an in-depth look at concepts in American government and politics in order for students to have an understanding of the basis of our form of democracy and republic. First semester students will study the United States and Illinois Constitutions, public opinion and participation, political parties and elections, as well as the media and the presidency. Second semester students will study bureaucracy, policy making, the Judicial Branch, Congress and special interest groups. An emphasis will be placed on numerous Supreme Court cases including those that have defined our civil liberties and civil rights.

As part of this course, students will prepare for the Advanced Placement exam as well as both the United States and Illinois Constitution tests.  
* This course meets the graduation requirement for Civics.  
**As part of this course, all students enrolled will be required to take the AP exam during the spring testing window.**
**AP PSYCHOLOGY**

**NCAA W**

**Length:** Two Semesters  
**Credit:** 0.5 credit per semester  
**Year:** 11-12  
**Prerequisite:** Successful completion of an AP Social Studies course with a minimum grade of C or with consent of the instructor.  

**Course Description:**  
This is a comprehensive course is broken up into two consecutive semesters and is designed to offer college-bound juniors and seniors a window into the complex nature of human and animal behavior. It closely mirrors an introductory psychology college course. Thus, students electing to take this course should be prepared to engage in intensive reading and writing assignments outside of the classroom. Students will examine theories, research methodology, neuropsychology, sensation, perception, states of consciousness, learning, memory, cognition, language, abnormal behavior, social cognition and influence, cognitive abilities, and human development.  

**As part of this course, all students enrolled will be required to take the AP exam during the spring testing window.**

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**AP MICRO ECONOMICS**

**NCAA W**

**Length:** Two Semesters  
**Credit:** 0.5 credit per semester  
**Year:** 11-12  
**Prerequisite:** There are no prerequisites for AP Microeconomics. Students should be able to read a college-level textbook and possess basic mathematics and graphing skills.  

**Course Description:**  
AP Microeconomics is a college-level course that introduces students to the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students’ familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.  

**As part of this course, all students enrolled will be required to take the AP exam during the spring testing window.**

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**AP MACRO ECONOMICS**

**NCAA W**

**Length:** Two Semesters  
**Credit:** 0.5 credit per semester  
**Year:** 11-12  
**Prerequisite:** AP Micro Economics recommended/preferred but not required  

**Course Description:**  
AP Macroeconomics is a college-level course that introduces students to the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination. It also develops students’ familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.  

**As part of this course, all students enrolled will be required to take the AP exam during the spring testing window.**

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**AP MACRO ECONOMICS**

**NCAA W DC**

**Length:** Semester  
**Credit:** 0.5 (weighted) plus 3.0 college credits from Richland Community College  
**Year:** 11-12  
**Prerequisite:** Successful completion or current enrollment in United States History.  

**Course Description:**  
This course spans the pre-colonial period in the West African region to the present day in the United States. Historical themes addressed include, but are not limited to the following: The establishment of the transatlantic slave trade routes, slavery in the United States, the Abolitionist Movement, Emancipation, Reconstruction, the Jim Crow South, the Civil Rights movement and the establishment of political and cultural influence in the present day. This course is designed to provide students with an awareness and understanding of the experiences and contributions of African-Americans to the fabric of our nation. The course is designed chronologically utilizing literacy as a vehicle for learning, with an emphasis on efforts to initiate social change.  

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**AP MACRO ECONOMICS**

**NCAA W**

**Length:** Two Semesters  
**Credit:** 0.5 credit per semester  
**Year:** 11-12  
**Prerequisite:** AP Micro Economics recommended/preferred but not required  

**Course Description:**  
AP Macroeconomics is a college-level course that introduces students to the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination. It also develops students’ familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.  

**As part of this course, all students enrolled will be required to take the AP exam during the spring testing window.**
ECONOMICS

This course fulfills the consumer education requirement stated in School Code of Illinois (Section 27-12.1).

Length: Semester
Credit: 0.5 credit
Year: 11-12

Prerequisite: Successful completion or current enrollment in United States History.

Course Description:
Economics is designed to provide the student with an understanding of economic theory and concepts such as supply and demand, gross domestic product (GDP), growth and scarcity, upon which our economic system is based. The course should equip the student to use economic concepts in dealing with the complex problems of society. It will also help students to become better decision-makers and to be better informed about the economic world around them. The course is designed to equip the individual to deal with personal economic decision making in area such as allocation of income, saving, and installment buying. Service learning may be a component of this class.

CRIMINAL JUSTICE 1

Available through Heartland Technical Academy

Length: Two semesters
Credit: 1.5 credits per semester
Year: 11-12

Prerequisite: Acceptance into Heartland Technical Academy. See your guidance counselor to apply.

Course Description:
This Introduction to Criminal Justice course covers police, courts, and corrections in the United States. Students will participate in mock trials, debates, fingerprinting, and crime scene work. Students will hear from different guest speakers working in the criminal justice field. Students will also learn about Illinois Criminal Law and landmark criminal court cases. Students will earn college credit through Richland Community College by taking this class. See page 12 for more information about college credit that is available through Heartland Technical Academy.

HONORS ECONOMICS

This course fulfills the consumer education requirement stated in School Code of Illinois (Section 27-12.1).

Length: Semester
Credit: 0.5
Year: 11-12

Prerequisite: Successful completion or current enrollment in United States History or Advanced Placement United States History.

Course Description:
This advanced Economics course is designed to provide the student with a deeper understanding of economic theory and concepts such as supply and demand, gross domestic product (GDP), growth and scarcity, upon which our economic system is based. The course will help prepare students to become better informed economic problem solvers both within their own lives and within society. Service learning may be a component of this class.

CRIMINAL JUSTICE 2

Available through Heartland Technical Academy

Length: Two semesters
Credit: 1.5 credits per semester
Year: 11-12

Prerequisite: Acceptance into Heartland Technical Academy. See your guidance counselor to apply.

Course Description:
This second year Criminal Justice course covers Criminal Investigations first semester, and Introduction to Corrections second semester. In Criminal Investigations, students will learn about interviews and interrogation, physical evidence, and specific crimes. In Corrections, students will learn about jails, prisons, probation, parole and alternative methods of sentencing. Students will earn the ability to participate in a 7-week job shadow program at the end of the school year, where they will job shadow 7 different criminal justice agencies in Decatur. Students will earn college credit through Richland Community College by taking this class. See page 12 for more information about college credit that is available through Heartland Technical Academy.
SPANISH I

Length: Two Semesters  
Credit: 0.5 credits per semester  
Year: 9-12  
Course Description:  
Spanish I is for students with little or no previous  
foreign language background. This course provides  
an introduction to the four basic communication skills:  
listening, speaking, reading, and writing. Students will  
eguage, learn to make cultural comparisons,  
and reinforce connections with other disciplines  
through the study of Spanish. In this course, the  
topics included are: activities, likes and dislikes,  
physical descriptions, food, clothing, family, numbers,  
time, and locations.

HONORS SPANISH I

Length: Two Semesters  
Credit: 0.5 credits per semester  
Year: 9-12  
Prerequisite: Students must pass the foreign  
language entrance exam and have a minimum grade  
of an A or B in Spanish or with the consent of the  
8th grade instructor for incoming freshmen  
Course Description:  
Honors Spanish I is structured as a more intense,  
communicative course than Spanish I. This course  
provides a more rigorous and accelerated application  
of the four basic communication skills: listening,  
speaking, reading, and writing. Students will engage  
in interpersonal communicative activities, understand  
another culture, make cultural comparisons, and  
create connections with other disciplines through the  
study of Spanish. In this course, the topics included  
are: activities, likes and dislikes, physical  
descriptions, food, clothing, family, numbers, time,  
and locations.

SPANISH II

Length: Two Semesters  
Credit: 0.5 credits per semester  
Year: 10-12  
Prerequisite: Successful completion of Spanish I  
with a minimum grade of a C or with consent of the  
instructor. Incoming freshmen must have a 85% or  
higher on the 8th grade proficiency exam and/or  
teacher recommendation.  
Course Description:  
Spanish II is a continuation of Spanish I with further  
development of the four basic communication skills:  
listening, speaking, reading, and writing.  
Communication will become more spontaneous and  
original. Cultural and historical knowledge and  
comparisons will be expanded. Students will increase  
use of the target language to reinforce connections  
with other academic and vocational disciplines. In this  
course, the topics included are: daily routines, travel,  
and past events.

HONORS SPANISH II

Length: Two Semesters  
Credit: 0.5 credits per semester  
Year: 9-12  
Course Description:  
Honors Spanish II is structured as a more intense,  
communicative course than Spanish II. This course  
provides a more rigorous and accelerated application  
of the four basic communication skills: listening,  
speaking, reading, and writing. Students will be  
introduced to the interpersonal and presentational  
modes of communication in preparation for the  
Advanced Placement exam. This course will  
be conducted primarily in the target language.  
Communication will become more student-centered,  
spontaneous and original. Cultural and historical  
knowledge and comparisons will be expanded. Students will increase use of the target language  
to reinforce connections with other academic and  
vocational disciplines. In this course, the topics  
included are: daily routines, travel, and past events.
HONORS SPANISH III

Length: Two Semesters
Credit: 0.5 credits per semester
Year: 10-12
Prerequisite: Successful completion of Honors Spanish II with a minimum grade of a C or teacher recommendation or successful completion of Spanish II with an A or B and teacher recommendation.

Course Description:
Honors Spanish III is a course with instruction which provides intermediate students with greater facility in the four language skills. Students will engage in more complex conversation and prepare original written reports in the target language using interpersonal and presentational modes of communication in preparation for the Advanced Placement (AP) exam. Students will study and compare the culture and customs of the contemporary Spanish-speaking world. They will use their study of the target language to make connections and reinforce knowledge and skills across academic, vocational and technical disciplines. Students will be introduced to literacy works in the target language.

AP SPANISH LITERATURE AND CULTURE

Length: Two Semesters
Credit: 0.5 credits per semester
Year: 12
Prerequisite: Successful completion of AP Spanish Language & Culture or with consent of Instructor.

Course Description:
The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students continue to develop proficiencies across the full range of the modes of communication (interpersonal, presentational, and interpretive), honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, and literary criticism). As a part of this course, students will prepare for the AP test. This course may be offered as Independent Study. **As part of this course, all students enrolled will be required to take the AP exam during the spring testing window.”
**WORLD LANGUAGES**

### FRENCH I

**NCAA**

**Length:** Two Semesters  
**Credit:** 0.5 credits per semester  
**Year:** 9-12

**Course Description:**
The study of French emphasizes and encourages students to express him/herself in a second language. Readiness to listen and participate in the target language is essential. French language studies focus on communicative skills and critical thinking. Activities such as cultural concepts, geography, grammar, vocabulary, history and literature provide the framework for the acquisition of skills in the areas of listening, speaking, reading, writing, and the promotion of cultural awareness and global understanding.

### HONORS FRENCH III

**NCAA**  

**Length:** Two Semesters  
**Credit:** 0.5 credits per semester  
**Year:** 11-12

**Prerequisite:** Successful completion of French II with a minimum grade of a C or with consent of the instructor.

**Course Description:**
Honors French III is a course with instruction, which provides students with greater facility in the four language skills. Students will engage in more complex conversation and prepare original written reports in the target language using interpersonal and presentational modes of communication. Students will study and compare the culture and customs of the contemporary French-speaking world. They will use their study of the target language to make connections and reinforce knowledge and skills across academic, vocational and technical disciplines. Students will be introduced to literacy works in the target language. In this course, the grammatical topics included are: conditional tense, simple future, tense and the subjunctive mood.

### FRENCH II

**NCAA**

**Length:** Two Semesters  
**Credit:** 0.5 credits per semester  
**Year:** 10-12

**Prerequisite:** Successful completion of French I with a minimum grade of a C or with consent of the instructor.

**Course Description:**
French II is a continuation of French I. Communication will become more spontaneous and original. Students will increase use of the target language to reinforce connections with other academic and vocational disciplines. Activities such as cultural concepts, geography, grammar, vocabulary, history and literature provide the framework for the acquisition of skills in the areas of listening, speaking, reading, writing, and the promotion of cultural awareness and global understanding.

### HONORS FRENCH IV

**NCAA**  

**Length:** Two Semesters  
**Credit:** 0.5 credits per semester  
**Year:** 12

**Prerequisite:** Successful completion of Honors French III with a minimum grade of a C or with consent of the instructor.

**Course Description:**
Honors French IV provides a continuation and refinement of concepts studied in Honors French III. At this level, students develop a greater proficiency in listening, speaking, reading and writing skills. Spontaneity of speaking and originality in writing are demonstrated. Readings and presentations in the target language using a variety of media to expand knowledge of culture, customs, art and history of French speaking regions are included in this course. Honors French IV will allow students to continue making connections with other academic, vocational and technical disciplines. The emphasis during semester 1 is culture and the emphasis during semester 2 is literature.
Eligibility for special education services requires a case study evaluation. An Individualized Education Plan (IEP) meeting is held annually to ensure that individual needs and graduation requirements are met. If additional information is necessary, please contact administration or guidance counselor. All courses adapted and modified to student needs as dictated by students’ Individualized Educational Plans.

CROSS CATEGORICAL AND SOCIAL/EMOTIONAL DEVELOPMENT COURSES

LANGUAGE ARTS

ENGLISH I
Length: Two Semesters  
Credit: 0.5 credit per semester  
Year: 9  

Course Description:  
This course explores a variety of literature, grammar, and composition. It includes short stories, non-fiction, drama, poetry, novels, and writing of narrative, persuasive, and expository essays. The purpose is to develop correct and effective uses of written and spoken language. This class will reinforce skills in reading, writing, speaking, listening, and relating to one another.

ENGLISH II
Length: Two Semesters  
Credit: 0.5 credit per semester  
Year: 10  
Prerequisite: Successful completion of English I.  

Course Description:  
This course explores a variety of literature, grammar, and composition. It expands the concepts of short stories, non-fiction, drama, poetry, and novels through folk tales, myths, legends, novels, and extensive reading and writing of narrative, persuasive, and expository essays. Students will develop correct and effective uses of written and spoken language, reinforcing skills in reading, writing, speaking, listening, and relating to one another. This course studies the skills of reading and writing from a chronological standpoint by paralleling the eras of literature to the World History course by reinforcing the ideas and content across the curriculum between English II and World History.

ENGLISH III
Length: Two Semesters  
Credit: 0.5 credit per semester  
Year: 11  
Prerequisite: Successful completion of English II.  

Course Description:  
The students will explore the American experience through literature dating from the exploration age to modern times, with emphasis on the developing and unique style of the American writers. In addition to providing students with the opportunity to look at American culture as presented through literature, this course is aligned with the Illinois Assessment Framework as well as the US History course to help students make interdisciplinary connections.

ENGLISH IV
Length: Two Semesters  
Credit: 0.5 credit per semester  
Year: 12  
Prerequisite: Successful completion of English III.  

Course Description:  
Students will explore world literature to the middle ages. Students will read and analyze a variety of literature originating from diverse world cultures, sampling from different ethnic beliefs and backgrounds. Students will read short stories, epics, poems, and folktales.
CROSS CATEGORICAL AND SOCIAL/EMOTIONAL DEVELOPMENT COURSES

SOCIAL STUDIES

WORLD GEOGRAPHY

Length: Two Semesters
Credit: 0.5 credit per semester
Year: 9
Prerequisite: Semester 1 is necessary for Semester 2.

Course Description:
The purpose of the course is to provide students with the basic geographic concepts and skills necessary for life in an increasingly interdependent world. The course revolves around the study of the world geographic and social patterns in the interrelationship of man and his physical environment. Specific topics that will be included are climate, landforms, weather, culture, and economic resources and patterns. Much of the course involves the study of specific countries and lifestyles. Examining the uniqueness and cultural diversity of the world’s people is a necessary component. This element is specifically designed to encourage the critical thinking skills of comparison, and divergent thinking. Map study is an important part of studying the world regions. Students will examine spatial relationships of countries and their integration with economic resources. They will learn specific locations of the world’s countries, major cities, and landforms. A specific emphasis is placed upon the study of the United States. Students will examine regions and states with a particular focus on the relationship of the elements to the whole. The course will include specific information designed to assist the secondary student in their post-secondary life in the United States. Students will demonstrate knowledge of world geography, as well as an understanding of the effects of geography on society, with an emphasis on the United States.

WORLD HISTORY

Length: Two Semesters
Credit: 0.5 credit per semester
Year: 10

Course Description:
This course will emphasize historical themes from ancient civilizations, Middle Ages, and modern developments. It is a survey course that develops historical thinking skills.
UNITED STATES HISTORY

Length: Two Semesters  
Credit: 0.5 credit per semester  
Year: 11-12

Course Description:
This course is designed to give the student an overall view of the nation’s history. In the first semester, the course will survey major themes in early American history: colonial America, the American Revolution, the Constitutional period, the Early National period, the rise of Jacksonian Reconstruction, the Westward Movement, the rise of Industry and the American Labor Movement, and the expanding role of government in political, economic and social reform.

Semester 1: An intense study of the Illinois and U.S. Constitution, as well as the American flag. To receive credit for first semester of the course, students must pass tests related to the U.S. and Illinois constitutions, flag, and Declaration of Independence.

Semester 2: An intense concentration on social, political, economic and cultural changes in American society, as well as on the United States’ rise to a position as a world power. Major topics to be covered in the second semester will include: American Expansion and rise to world power; American prosperity and the Great Depression; the struggle for Civil Rights; the Cold War challenge; social changes during the 1950’s and 1960’s; the impact of the Vietnam War; presidential power and the Conservation Revolution of the 1980’s; and the impact of the Information Age. The role and contributions of minority groups in American society will be included throughout both semesters. The importance of technology will be stressed in both semesters of the course.

GOVERNMENT

Length: Semester  
Credit: 0.5 credit  
Year: 11-12

Course Description:
This course will help students have a better understanding of our national, state, and local governments. It will also help students gain an understanding of the basic concepts of our government and explore areas of political interest. It will examine the principles of a republican government created by the founding fathers at the Constitutional Convention and how those principles have been applied to the practices of our government. Students will study the three branches of government and the role each plays in the development of public policy. The course will examine political ideology and the relationship it has to current political parties. Students will develop an understanding of how democratic principles are applied in a republic and will examine the development of civil liberties and civil rights in the United States.

SOCIAL INTERACTIONS

Length: Two Semesters  
Credit: 0.5 credit per semester  
Year: 9-12

Course Description:
Students will evaluate different types of relationships and the impact on their lives. Students will be able to name and implement the components of the Decision-Making Model. Topics that will be taught include teen pregnancy, birth control, STI’s, and expected behavior in community settings emotional, and financial impact of teen pregnancy on individuals and families.
SPECIAL EDUCATION

SOCIAL PROBLEMS
Length: Two Semesters  
Credit: 0.5 credit per semester  
Year: 9-12  
Course Description: Students will discuss and simulate friendship -- building skills, name and implement conflict resolution strategies, discuss current events and the relevance to their own lives, be able to interpret local, state, and federal laws and understand the importance of following the law and the consequences for breaking laws. Students will discuss economics and the components that enable individuals to live a productive life as citizens in a community. Students will comprehend and practice personal wellness as a lifelong process, demonstrate ethical reasoning skills by discussing solutions, discuss values and their importance in personal and civic life. Students will respect and affirm diversity among individuals and cultures, and participate effectively in teams.

CIVICS
Length: Semester  
Credit: 0.5 credit  
Year: 11-12  
Prerequisite: Successful completion of another Social Science course.  
Course Description: This course shall be preferably taken junior year either first or second semester. Civics course content focuses on local, state and national government institutions, the discussion and debate of current and controversial issues, service learning, and simulations of the democratic process. Civic students will play an active and engaged role in their learning within this course. Both the Illinois and United States Constitution tests are administered in this course as well. Civics helps young people, prior to graduation, acquire and learn to use the skills and knowledge that will prepare them to be competent and responsible citizens throughout their lives in a global society. This course is required for high school graduation.

BASIC LAW
Length: Semester  
Credit: 0.5 credit  
Year: 9-12  
Prerequisite: Successful completion of English II.  
Course Description: The course provides new information, practical advice, and competency-building activities designed to show students how to analyze, evaluate, and, in some situations, resolve legal disputes with a focus on changes in law and legal procedures that have taken place at the national level. The course includes new material on tort law and the discussion of individual rights. This course’s approach to law-related education is to provide practical information and problem solving opportunities that develop in students the knowledge and skills necessary for survival in our law-saturated society. The curriculum includes case studies, mock trials, role-plays, small group exercises, and visual analysis.
**CROSS CATEGORICAL AND SOCIAL/EMOTIONAL DEVELOPMENT COURSES**

**MATHEMATICS**

**ALGEBRA I**
- **Length**: Two Semesters
- **Credit**: 2.0 total credits. Of the 2.0 credits, math lab credit (1.0) counts towards total credits for high school graduation, not the math requirement of 3.0 credits.
- **Year**: 9
- **Course Description**: This is a yearlong course that is double blocked. Topics to be covered include linear variables and expressions, absolute value and operations with signed numbers, graphs of linear equations, slope-intercept, point-slope form of linear equations, linear inequalities, systems of linear equations.

**ALGEBRA II**
- **Length**: Two Semesters
- **Credit**: 0.5 credit per semester
- **Year**: 11
- **Prerequisite**: Successful completion of Geometry.
- **Course Description**: Topics to be covered include statistics and data, polynomials, quadratic equations and functions, exponential functions, radical functions, and an introduction to trigonometry.

**GEOMETRY**
- **Length**: Two Semesters
- **Credit**: 0.5 credit per semester
- **Year**: 10
- **Prerequisite**: Successful completion of Algebra I.
- **Course Description**: Geometry is a course utilizing an intuitive approach, employing non-rigorous proofs and emphasizing practical applications. Topics to be covered first semester include introduction to proofs, parallel lines and planes, congruent triangles, angle measurements and right triangles. Topics to be covered second semester include quadrilaterals, similar triangles, polygons, area and volume, right triangle trigonometry, and circles.

**CONSUMER MATH**
- **Length**: Two Semesters
- **Credit**: 0.5 credit per semester
- **Year**: 12
- **Prerequisite**: Successful completion of Geometry.
- **Course Description**: Consumer Math is a fourth-year math course where students will compute and project earnings, read and apply the mathematics involved in economical food shopping, and use mathematical concepts to compute clothing costs and different ways to pay for clothing.
- *This does not count as a Consumer Education credit.*
### SPECIAL EDUCATION

## CROSS CATEGORICAL AND SOCIAL/EMOTIONAL DEVELOPMENT COURSES

### SCIENCE

#### PHYSICAL SCIENCE

<table>
<thead>
<tr>
<th>Length</th>
<th>Two Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit</td>
<td>0.5 credit per semester</td>
</tr>
<tr>
<td>Year</td>
<td>9</td>
</tr>
</tbody>
</table>

**Course Description:**
This laboratory science course is designed to unify themes of scientific inquiry, technological design, interaction between science, technology and society, and accepted practices in science. Areas to be covered include but are not limited to motion, forces, energy, light and sound, electricity and magnetism, properties of matter, atomic structure, and interactions of matter.

#### EARTH SCIENCE

<table>
<thead>
<tr>
<th>Length</th>
<th>Two Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit</td>
<td>0.5 credit per semester</td>
</tr>
<tr>
<td>Year</td>
<td>11</td>
</tr>
</tbody>
</table>

**Course Description:**
Earth Science studies the earth from the standpoint of its shape, size, origin, and materials, forces that shape its surface, its past history, and its suitability as the home of man. Earth Science semester discloses the earth and its relationship in the universe, its atmosphere as it relates to weather and climate and to Earth’s history.

#### BIOLOGY

<table>
<thead>
<tr>
<th>Length</th>
<th>Two Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit</td>
<td>0.5 credit per semester</td>
</tr>
<tr>
<td>Year</td>
<td>10</td>
</tr>
</tbody>
</table>

**Course Description:**
Biology gives students a basic understanding of living organisms. Biology seeks to teach science as a way of thinking and seeking answers. Concepts and understandings are emphasized. Student work is laboratory centered. Biology helps the student understand his/her relationship to the environment. Application of Biology to societal problems is stressed.
## SPECIAL EDUCATION

### CROSS CATEGORICAL AND SOCIAL/EMOTIONAL DEVELOPMENT COURSES

#### BUSINESS/VOCATIONAL

<table>
<thead>
<tr>
<th>Course</th>
<th>Length</th>
<th>Credit</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORIENTATION TO VOC-ED (CAREERS)</td>
<td>Two Semesters</td>
<td>0.5 credit per semester</td>
<td>9-10</td>
</tr>
<tr>
<td>VOCATIONAL COOPERATIVE EDUCATION (VCE) IV</td>
<td>Two Semesters</td>
<td>0.5 credit per semester</td>
<td>12</td>
</tr>
<tr>
<td>VOCATIONAL COOPERATIVE EDUCATION (VCE) II</td>
<td>Two Semesters</td>
<td>0.5 credit per semester</td>
<td>9-10</td>
</tr>
<tr>
<td>VOCATIONAL COOPERATIVE EDUCATION (VCE) III</td>
<td>Two Semesters</td>
<td>0.5 credit per semester</td>
<td>11</td>
</tr>
</tbody>
</table>

This course fulfills the consumer education requirement stated in School Code of Illinois (Section 27-12.1), upon successful completion of both semesters.

Length: Two Semesters  
Credit: 0.5 credit per semester  
Year: 12
CONSUMER EDUCATION
This course fulfills the consumer education requirement stated in School Code of Illinois (Section 27-12.1).
Length: Two Semesters
Credit: 0.5 credit per semester
Year: 10-12
Course Description:
Topics covered include, but are not limited to, buying/leasing a vehicle, reconciling a checkbook, budgeting, credit, insurance, taxes, comparison of prices, and career investigation. Students will apply problem-solving skills to hands-on, real-life situations during various projects and activities. Successful completion of this course will enable the student to make wise consumer decisions.

COMPUTER SKILLS
Length: Two Semesters
Credit: 0.5 credit per semester
Year: 9-12
Course Description:
To be a successful participant in the business and professional world of today and tomorrow, students must be able to use a computer correctly. This course is designed to develop basic skills in touch keyboarding techniques for entering alphabetic, numeric, and symbol information found on computers and terminals. Students will learn to edit and format text and paragraphs, study the Windows operating system, change fonts, work with headers and footers, cut and paste text, create and use tab keys, create labels, and work with multiple windows. Students will format documents such as letters, envelopes, memorandums, reports, and tables for personal, educational, and business uses. Advanced Word formatting will be the focus of the second semester.
HEALTH AND ELECTIVES

HEALTH
Length: Semester
Credit: 0.5 cr
Year: 9
Course Description:
This is a semester course offered at the ninth grade level. Students must pass health in order to graduate. The course teaches students that the wellness approach to good health stresses the need for balance in one’s life. Equipped with all the right information, students make responsible decisions. They develop self-esteem as they optimize their own potential and achieve wellness in their lives. Students learn how to recognize at-risk behavior and take positive steps toward a healthier lifestyle - as exemplified by the balanced elements of intellectual, physical, social, and emotional wellness.

CHILD CARE
Length: Semester
Credit: 0.5 cr
Year: 9-12
Course Description:
This course is designed to help students develop skills for quality care of children and to become meaningfully involved as caregivers or future parents. The students will become aware of the importance of childhood and how quality of life affects the individual as an adult. Students will examine proper expectations needed in order to raise healthier children. Expectations in the areas of social and emotional growth will be examined. Included in the course are discussions of health, safety, food, clothing, emergencies, and childhood needs. A positive approach is taken in dealing with the behavior of children. Many examples will be provided on how to guide children to responsible behaviors. Age appropriate activities for children will be included and applied. Information can be applied to future teachers, day care workers, nurses and additional career areas that deal with children.
PARENTING

Length: Semester
Credit: 0.5 credit
Year: 11-12

Course Description:
This course is designed to help students think through the responsibilities and satisfactions of parenthood and will emphasize pregnancy, prenatal development, childbirth, infant care and the stresses of parenthood. Many types of parenting situations are examined and discussed. Stress prevention and management is emphasized, and students are exposed to community agencies available to provide help and support for families. The course content includes decision-making and goal setting skills, health and safety standards and procedures, the importance of planning, maximizing resources, relationship and communication skills, the importance of family, and the effect parents have on the child, appropriate expectations, and discipline techniques. Special attention is given to the needs of teenage parents and the importance of readiness for parenthood. The vast majority of students will one day become parents, and this class prepares them to make wise decisions and provides techniques that will improve their present or future parenting skills. In addition this class provides information helpful to individuals planning careers in the health field or careers that work with family issues such as social work.

LEARNING STRATEGIES

Length: Semester
Credit: 0.5 credit. This course can be taken every semester
Year: 9-12

Course Description:
The course will provide study skills, strategies for success in classes, and a variety of techniques to increase skills in the areas of reading, written language and mathematics. Group and individual instruction may be provided, as well as accommodations as stipulated in each individual student’s IEP.

LIFE AND ESSENTIAL SKILLS COURSES

• Language Arts
• Social Studies
• Mathematics
• Science
• Vocational Training
• Family And Consumer Sciences
• Electives
• Physical Education

HOME ARTS

Length: Two Semesters
Credit: 0.5 credit per semester
Year: 9-12
CAREER CLUSTERS

Career Clusters are groupings of occupations used as an organizing tool for course selection. The career clusters are designed to help students find courses that are aligned to student interests and possible career choices. Instruction in a career cluster prepares learners for a full range of career opportunities within the career cluster, focusing on critical knowledge and skills that are transferable as new opportunities arise and the industry changes. Nationally, 16 career clusters are recognized with 79 career pathways that are subgroupings of occupations. This collection of career clusters and pathways present a way to categorize thousands of occupations currently available. Programs of study represent a sequence of instruction that prepares students for post-secondary goals and interests. Every student will create a program of study/4-year plan with his/her counselor.

The Career Clusters framework is an approach used by schools to orient career exploration and career guidance, select curriculum offering, show relevance of academic courses, and engage community civic and business leaders in partnerships. Career Clusters are valuable in supporting effective transitions between secondary and postsecondary education by impacting the design of programs of study offered by a school. (http://www.careertech.org) Each Career Cluster™ represents a distinct grouping of occupations and industries based on the knowledge and skills they require. The 16 Career Clusters™ and related Career Pathways provide an important organizing tool for schools to develop more effective programs of study (POS) and curriculum.

- Agriculture, Food and Natural Resources
- Architecture and Construction
- Arts, A/V Technology and Communications
- Business Management and Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections and Security
- Manufacturing
- Marketing
- Science, Technology, Engineering and Mathematics
- Transportation, Distribution and Logistics
Agriculture, Food and Natural Resources

Agriculture, Food and Natural Resources careers encompass the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.

PATHWAYS
Food Products and Processing Systems
Plant Systems
Animal Systems
Power, Structural, & Technical Systems
Natural Resource Systems

CAREER OPPORTUNITIES
Agricultural Educator
Aquaculturalist
Botanist
Ecologist
Environmental Engineer
Farm Manager
Fish and Game Manager
Park Manager
Plant Pathologist
Produce Buyer
Recycling Technician
Wildlife Manager
Meat Cutter

ALIGNED CO-CURRICULAR ACTIVITIES
Science Club

<table>
<thead>
<tr>
<th>Education</th>
<th>Grade</th>
<th>English/Language Arts</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
<th>Recommended Electives</th>
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</thead>
<tbody>
<tr>
<td>High School</td>
<td>9</td>
<td>English I</td>
<td>Algebra I</td>
<td>Physics First or Honors Biology</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>English II</td>
<td>Geometry</td>
<td>Biology or Honors Chemistry</td>
<td>World History</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>English III</td>
<td>Algebra II</td>
<td>Science Elective</td>
<td>U.S. History</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>English IV</td>
<td>Math Elective</td>
<td></td>
<td>Civics</td>
<td></td>
</tr>
</tbody>
</table>

All plans of study must meet local and state high school graduation requirements and college entrance requirements.
**Architecture and Construction**

Architecture and Construction careers encompass designing, planning, managing, building and maintaining the built environment.

**PATHWAYS**
- Design/Pre-construction
- Construction
- Maintenance

**CAREER OPPORTUNITIES**
- Architect
- General Contractor
- Carpenter
- Heating, Ventilation, Air Conditioning, Refrigeration, Mechanical
- Construction Foreman
- Interior Design
- Contractor
- Painter
- Demolition Engineer
- Plumber
- Drafter
- Project Estimator
- Drywall Installer
- Roofer
- Electrician
- Safety Director
- Electronic Systems Technician
- Project Inspector
- Equipment Manager
- Sheet Metal Worker

**ALIGNED CO-CURRICULAR ACTIVITIES**
- WYSE
- Stage Crew

**CLICK HERE**
to view the plan of study for HTA Maintenance Mechanical and Electrical.

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### COURSE OF STUDY PLAN

<table>
<thead>
<tr>
<th>Education</th>
<th>Grade</th>
<th>English/Language Arts</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
<th>Recommended Electives</th>
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</thead>
<tbody>
<tr>
<td>High School</td>
<td>9</td>
<td>English I</td>
<td>Algebra I</td>
<td>Physics First or Honors Biology</td>
<td></td>
<td>• Applied Tech.</td>
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<tr>
<td></td>
<td>10</td>
<td>English II</td>
<td>Geometry</td>
<td>Biology or Honors Chemistry</td>
<td>World History</td>
<td>• Construction Trades I &amp; II</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>English III</td>
<td>Algebra II</td>
<td>Science Elective</td>
<td>U.S. History</td>
<td>• Metal-working I &amp; II</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>English IV</td>
<td>Math Elective</td>
<td></td>
<td>Civics</td>
<td>• Woods I &amp; II</td>
</tr>
</tbody>
</table>

All plans of study must meet local and state high school graduation requirements and college entrance requirements.
Arts, A/V Technology and Communications

Arts, A/V Technology and Communications careers encompass designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

PATHWAYS
Audio, Video Technology and Film
Printing Technology
Visual Arts
Performing Arts
Journalism and Broadcasting
Telecommunications

ALIGNED CO-CURRICULAR ACTIVITIES
Band
Chorus
Show Choir
Student Council
Class Council
Drama
Anime Club
Art Club
Yearbook Club
Video Game club

CAREER OPPORTUNITIES
Actor
Audio-Video Designer
Audio-Video Engineer
Broadcast Technician
Commercial Artist
Computer Animator
Curator/Gallery Manager
Director and Coach
Fashion Designer
Journalist
Lithographer
Photographer
Printing Equipment Operator
Telecommunications Technician
Videographer
Web Page Designer

COURSE OF STUDY PLAN

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All plans of study must meet local and state high school graduation requirements and college entrance requirements.
Business Management and Administration

Business Management and Administration careers encompass functions essential to efficient and productive business operations, including planning, organizing, directing, and evaluating business functions.

PATHWAYS
Management
Business Financial Management
Accounting
Human Resources
Business Analysis
Marketing and Communications
Administrative and Information Support

CAREER OPPORTUNITIES
Administrative Assistant
Advertising Sales
Auditor
Business Consultant
Certified Accountant
Corporate Trainer
E-Commerce Analyst
Entrepreneur
Facilities Manager
Finance Director
Human Resources Manager
Investment Executive
Marketing Analyst
Medical Transcription
Office manager
Sales Representative
Compliance Officer
Personnel Recruiter
Wholesale Buyer
Retail Buyer

ALIGNED CO-CURRICULAR ACTIVITIES
Yearbook
Class Council
Student Council
Future Business Leaders of America

Education | Grade | English/Language Arts | Math | Science | Social Studies | Recommended Electives
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High School
9 | English I | Algebra I | Physics First or Honors Biology
10 | English II | Geometry | Biology or Honors Chemistry | World History
11 | English III | Algebra II | Science Elective | U.S. History
12 | English IV | Math Elective | | Civics

All plans of study must meet local and state high school graduation requirements and college entrance requirements.
## Education and Training

Education and Training careers encompass planning, managing and providing education and training services, and related learning support services.

### PATHWAYS
- Administration/Administrative Support
- Professional Support Services
- Teaching/Training

### CAREER OPPORTUNITIES
- Administrator
- Coach
- High School Teacher
- Assessment Specialist
- College/University Faculty
- Middle School Teacher
- Career Tech Administrator
- Counselor
- Principal
- Child Care Worker
- Curriculum Developer
- Speech-Language Pathologist
- Clinical Psychologist
- Elementary Teacher

### ALIGNED CO-CURRICULAR ACTIVITIES
- Peer Mediation
- Poetry
- Exploratory Teacher

## COURSE OF STUDY PLAN

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All plans of study must meet local and state high school graduation requirements and college entrance requirements.
Finance

Finance careers encompass planning, services for financial and investment planning, banking, insurance, and business financial management.

PATHWAYS
Securities and Investments
Business Finance
Banking Services
Insurance
Accounting

CAREER OPPORTUNITIES
Abstractor
Accountant
Actuary
Bill and Account Collector
Controller
Credit Analyst
Debt Counselor
Economist
Financial Planner
Foreign Exchange Manager
Fund Raiser
Insurance Banker
Internal Auditor
Loan Officer
Non-Profit Manager
Tax Examiner
Treasurer
Trust Officer
Underwriter

ALIGNED CO-CURRICULAR ACTIVITIES
Chess
Yearbook
Student Council
Class Council
Future Business Leaders of America
Library Advisory Board

COURSE OF STUDY PLAN

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All plans of study must meet local and state high school graduation requirements and college entrance requirements.
Government and Public Administration

Government and Public Administration careers encompass executing governmental functions such as governance, national security, foreign services, planning, regulations, revenue and taxation at the local, state and federal levels.

PATHWAYS
Governance
National Security
Foreign Services
Planning
Revenue and Taxation
Regulation
Public Management and Administration

CAREER OPPORTUNITIES
Ambassador
Bank Examiner
City Manager
Combat Control Officer
Commissioner
Cryptographer
Elected Official
Election Supervisor
Foreign Service Officer
Immigration Officer
Intelligence Analyst
Internal Revenue Investigator
Lobbyist
National Security Advisor
Planner
Policy Advisor
Tax Policy Analyst

ALIGNED CO-CURRICULAR ACTIVITIES
Class Council
Student Council
Chess
National Honor Society
Board Game Club

Education | Grade | English/Language Arts | Math | Science | Social Studies | Recommended Electives
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High School | 9 | English I | Algebra I | Physics First or Honors Biology | | • Dual Credit African-American History
• Law for Business & Personal Use
• Accounting
• World Language
• Research Paper/Critical Thinking
• Speech
• Debate/Public Speaking
• Calculus
• Government
• Psychology
• Sociology
• Economics
• Statistics
• AP Statistics

10 | English II | Geometry | Biology or Honors Chemistry | World History | |
11 | English III | Algebra II | Science Elective | U.S. History | |
12 | English IV | Math Elective | | Civics | |

All plans of study must meet local and state high school graduation requirements and college entrance requirements.
Health Science

Health Science careers encompass planning, managing, and providing therapeutic services, diagnostic services, health information, support services, and biotechnology research and development.

PATHWAYS
Therapeutic Services  
Diagnostic Services  
Health Informatics  
Support Services  
Biotechnology Research and Development

CAREER OPPORTUNITIES
Athletic Trainer  
Biochemist  
Biostatistician  
Dental Hygienist  
EMT/Paramedic  
Geneticist  
Health Information Coder  
Home Health Aide  
Lab Technician  
Nutritionist  
Occupational Therapist  
Phlebotomist  
Physician  
Psychologist  
Radiographer  
Radiologist  
Recreation Therapist  
Registered Nurse  
Research Scientist  
Speech/Language Pathologist  
Toxicologist  
Veterinarian

CLICK HERE to view the plans of study in nursing, radiography, surgical technology, and associate’s degree in science.

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All plans of study must meet local and state high school graduation requirements and college entrance requirements.
Hospitality and Tourism

Hospitality and Tourism careers encompass the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services.

PATHWAYS
Restaurants and Food/Beverage Services
Lodging
Travel and Tourism
Recreation, Amusement and Attractions

CAREER OPPORTUNITIES
Bartender
Casino Manager
Caterer
Concierge
Director of Tourism
Event Planner
Executive Chef
Facilities Manager
Maître d'
Museum Director
Reservations Manager
Restaurant Owner
Sports Promoter
Theme Park Manager
Tour and Travel Guide
Travel Agent

ALIGNED CO-CURRICULAR ACTIVITIES
Student Council
Class Council
Office Aid
Future Business Leaders of America

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Human Services

Human Services careers encompass preparing individuals for employment in career pathways that relate to families and human needs.

PATHWAYS
Early Childhood Development and Services
Counseling and Mental Health Services
Family and Community Services
Personal Care Services
Consumer Services

CAREER OPPORTUNITIES
Buyer
Financial Planner
Community Service Director
Consumer Advocate
Cosmetologist
Counselor
Emergency Relief Worker
Esthetician
Funeral Director
Market Researcher
Massage Therapist
Personal Fitness Trainer
School Psychologist
Small Business Owner

ALIGNED CO-CURRICULAR ACTIVITIES
Peer Mediation
Student Council
Class Council
Board Game
Chess

COURSE OF STUDY PLAN

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Information Technology

Information Technology careers encompass building linkages for entry level, technical and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services.

**PATHWAYS**
- Network Systems
- Information Support and Services
- Web and Digital Communications
- Programming and Software Development

**CAREER OPPORTUNITIES**
- Database Administrator
- Data Systems Designer
- E-Business Specialist
- Game Developer
- Information Technology Engineer
- Media Specialist
- Network Administrator
- Network Security Analyst
- PC Support Specialist
- Programmer
- Software Applications Specialist
- Systems Administrator
- Telecommunications Technician
- User Support Specialist
- Virtual Reality Specialist
- Web Architect

**ALIGNED CO-CURRICULAR ACTIVITIES**
- Chess
- Yearbook
- Anime Club
- Video Game Club

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Law, Public Safety, Corrections and Security

Law, Public Safety, Corrections and Security careers encompass planning, monitoring, and providing legal, public safety, protective services and homeland security, including professional and technical support services.

PATHWAYS
Corrections Services
Emergency and Fire Management Services
Security and Protective Services
Legal Services

ALIGNED CO-CURRICULAR ACTIVITIES
Peer mediation
Student Council
Class Council
Chess

CAREER OPPORTUNITIES
Attorney
Bomb Technician
Corrections Officer
Court Reporter
Criminal Investigator
EMT
Federal Marshall
Firefighter
Gaming Surveillance Specialist
Hazardous Materials Responder
Loss Prevention Specialist
Paralegal
Park Ranger
Police Officer
Probation Officer
Security Director
Youth Service Worker

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Manufacturing

Manufacturing careers encompass planning, managing and performing the processing of materials into intermediate and final products. Related professional and technical support activities may include production planning and control, maintenance and manufacturing/process engineering.

PATHWAYS
Productions
Manufacturing Production Process Development
Maintenance, Installation and Repair
Quality Assurance
Logistics and Inventory Control
Health, Safety and Environmental Assurance

CAREER OPPORTUNITIES
Assembler
Boilermaker
Design Engineer
Environmental Engineer
Foundry Worker
Freight, Stock/Material Mover
Health and Safety Representative
Industrial Machinery Mechanic Inspector
Labor Relations Manager
Logistician
Manufacturing Technician
Pattern and Model Maker
Production Manager
Quality Control Technician
Safety engineer
SPC Coordinator
Tool and Die Maker
Traffic Manager
Welder

CO-CURRICULAR ACTIVITIES:
Class Council
Student Council
WYSE

CLICK HERE to view the HTA Fabricator/Welder plan of study.

High School

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Marketing, Sales and Service

Marketing, Sales and Service careers encompass planning, managing, and performing marketing activities to reach organizational objectives.

PATHWAYS
Marketing Management
Professional Sales
Merchandising
Marketing Communication
Marketing Research

CAREER OPPORTUNITIES
Copywriter/Designer
E-Commerce Director
Entrepreneur
Field Marketing Rep.
Forecasting Manager
Interactive Media Specialist
Inventory Manager/Analyst
Logistics Manager
Merchandise Buyer
Online Marketing Researcher
Promotions Manager
Public Relations Manager
Retail Marketing Manager
Sales Executive
Shipping/Receiving Clerk
Telemarketer
Trade Show Manager
Warehouse Manager
Webmaster

ALIGNED CO-CURRICULAR
Yearbook
Library Advisory Board
Fashion Club
Class Council
Student Council

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All plans of study must meet local and state high school graduation requirements and college entrance requirements.
Science, Technology, Engineering and Mathematics

Science, Technology, Engineering and Mathematics careers encompass planning, managing, and providing scientific research and professional and technical services, including laboratory and testing services, and research and development services.

**PATHWAYS**
- Engineering and Technology
- Science and Math

**CAREER OPPORTUNITIES**
- Aerospace Engineer
- Agriculture Engineer
- Analytical Chemist
- Anthropology
- Architectural Engineer
- Astrophysicist
- Biomedical Engineer
- CAD Technician
- Civil Engineer
- Ecologist
- Geologist
- Geothermal Engineer
- Mathematician
- Math Teacher
- Metallurgist
- Statistician
- Survey Technician
- Zoologist

**ALIGNED CO-CURRICULAR ACTIVITIES:**
- WYSE

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Transportation, Distribution and Logistics

Transportation, Distribution and Logistics careers encompass planning, management, and movement of people, material and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

**PATHWAYS**
Transportation Operations  
Logistics Planning and Management Services  
Warehousing and Distribution Center Operations  
Facility and Mobile Equipment Maintenance  
Transportation Systems/ Infrastructure Planning, Management and Regulation  
Health, Safety, and Environmental Management  
Sales and Service

**CAREER OPPORTUNITIES**
Air-Traffic Controller  
Airplane Pilot  
Avionic Technician  
Cargo-Freight Agent  
Customs Inspector  
Environment Management  
Equipment Mechanic  
Facility Engineer  
International Logistics  
Marine Captain  
Port Manager  
Safety Analyst  
Storage/Distribution Manager  
Transportation Manager  
Truck Driver  
Urban/Regional Planner  
Warehouse Manager

**ALIGNED CO-CURRICULAR**
Student Council  
Class Council  
Board Game Club  
Chess

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### COURSE OF STUDY PLAN

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