DECATUR PUBLIC HIGH SCHOOLS
CURRICULUM GUIDE
2014-2015

DECATUR PUBLIC SCHOOLS
101 West Cerro Gordo
Decatur, IL 62523
217-424-3000
www.dps61.org

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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 have a prerequisite, he/she can 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**
North Central Association
Illinois State Board of Education
GRADUATION REQUIREMENTS

A minimum of 24 credit hours is required for graduation from Decatur Public High Schools in 2018 and 2017; 25 credit hours in 2016; and 26 credit hours in 2015. 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>Course</th>
<th>Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>4 credits</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 credits</td>
</tr>
<tr>
<td>1 credit – Algebra 1</td>
<td></td>
</tr>
<tr>
<td>1 credit – Geometry</td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>3 credits</td>
</tr>
<tr>
<td>1 credit – Life Science</td>
<td></td>
</tr>
<tr>
<td>1 credit – Physical Science</td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>3 credits</td>
</tr>
<tr>
<td>1 credit – World History</td>
<td></td>
</tr>
<tr>
<td>(AP European History satisfies this requirement)</td>
<td></td>
</tr>
<tr>
<td>1 credit – United States History</td>
<td></td>
</tr>
<tr>
<td>(Illinois and United States Constitution Exams)</td>
<td></td>
</tr>
<tr>
<td><strong>Foreign Language, or Art, or Music, or</strong></td>
<td>1 credit</td>
</tr>
<tr>
<td>Vocational Education</td>
<td></td>
</tr>
<tr>
<td><strong>Physical Education or Waiver</strong></td>
<td>4 credits</td>
</tr>
<tr>
<td>0.5 credit – Health</td>
<td></td>
</tr>
<tr>
<td><strong>Consumer Education</strong></td>
<td>0.5 or 1 credit</td>
</tr>
<tr>
<td>Depends on the specific course:</td>
<td></td>
</tr>
<tr>
<td>Economics – 1 semester</td>
<td></td>
</tr>
<tr>
<td>Consumer Ed – 1 semester</td>
<td></td>
</tr>
<tr>
<td>Independent Living – 1 semester</td>
<td></td>
</tr>
<tr>
<td>Introduction to Business – 2 semesters</td>
<td></td>
</tr>
<tr>
<td>Business, Marketing and Management – 2 semesters</td>
<td></td>
</tr>
<tr>
<td>Vocational Cooperative Education (Levels 3 and 4) – 2 semesters</td>
<td></td>
</tr>
<tr>
<td>Cooperative Work Education – 2 semesters</td>
<td></td>
</tr>
<tr>
<td>JAG I (Jobs for America’s Graduates) – 2 semesters</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)

SERVICE LEARNING REQUIREMENTS

Students must complete 6 hours of service learning 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.

STANDARDIZED TEST REQUIREMENTS

Prairie State Achievement Examination (PSAE)

Public Act 93-857, enacted on August 3, 2004, requires all Illinois students to take the Prairie State Achievement Examination (PSAE) as a condition of receiving a regular high school diploma, unless a student is exempt. This test includes: reading, mathematics, science, and social science. The test also includes the ACT Assessment, which is often needed for college admittance. The PSAE assesses the progress of both high schools and individual students in meeting the Illinois Learning Standards. To find out more about the PSAE and Illinois Learning Standards, log on to www.isbe.net/ils or call 217-782-4321.
**PHYSICAL EDUCATION 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. 105ILCS5/27-6 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.
**SCHEDULING INFORMATION**

The 2014-2015 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. Drops and adds are 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.

Students are expected to be enrolled in seven (7) courses per semester unless they are enrolled in a Richland Community College dual credit course. In this instance, the student is expected to be enrolled in five (5) courses on the high school campus if the dual credit course is taken during the school day.

**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 Guidance 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.
Permission to audit will not be granted to avoid having a course figure into the weighted GPA that affects class rank. In all circumstances, a student taking the course for a grade will be given priority over a student requesting an audit. If a class is at capacity, audits will not be allowed.

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 they have a responsibility in seeing they have taken the appropriate prerequisites before they register 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 seven 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</td>
<td>English</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Physical Education *</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Consumer Education</td>
</tr>
<tr>
<td>Social Studies</td>
<td>World History</td>
<td>United States History</td>
<td>Elective</td>
</tr>
<tr>
<td>Health/Physical Ed.</td>
<td>Physical Education *</td>
<td>Physical Education *</td>
<td>Elective</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
</tr>
</tbody>
</table>
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 is possible to graduate after seven semesters. The school is not responsible to provide courses in a specific sequence to allow a student to graduate early.

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. Application for early graduation must be made prior to winter break of the student's senior year. (Transfer students must complete one full semester at Decatur High Schools to be eligible for early graduation.) Students who intend to graduate after six semesters must send a written request to the superintendent.

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 extra-curricular activities after final exams in December.

GRADUATION HONOR REQUIREMENTS - (determined after 7 semesters)

**Summa Cum Laude** (Must meet all of the following criteria)
- At least a 4.00 GPA
- Meet or Exceed in at least 3 areas of the PSAE (Prairie State Achievement Exam)

**Magna Cum Laude** (Must meet all of the following criteria)
- At least a 3.50 GPA
- Meet or Exceed in at least 2 areas of the PSAE

**Cum Laude** (Must meet all of the following criteria)
- At least a 3.00 GPA
- Meet or Exceed in at least 1 area of the PSAE

**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.

**Orator**
- 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.

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>
</thead>
<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
Honors English I, Honors English II, Honors American Literature, Research Paper/Critical Thinking, Public Speaking and Debate, Advanced Placement (AP) English Literature and Composition, Advanced Placement (AP) English Language and Composition

Social Studies

Mathematics

Science

Foreign Language
Honors Spanish I, Honors Spanish II, Spanish III, Spanish IV, Advanced Placement (AP) Spanish Language

Art
Advanced Placement (AP) Studio Art

Music
Music Theory I, Music Theory II, Advanced Placement (AP) Music Theory

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 Drivers Education do not count towards Honor Roll or GPA.
GRADE LEVEL CLASSIFICATION
A student is classified as a freshman, sophomore, junior, or senior using the following requirements:

**Graduating Class of 2015 – 26 credits needed for graduation**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Credits Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>0.0 - 6.5 credits</td>
</tr>
<tr>
<td>Sophomore</td>
<td>7.0 - 13.5 credits</td>
</tr>
<tr>
<td>Junior</td>
<td>14.0 - 19.5 credits</td>
</tr>
<tr>
<td>Senior</td>
<td>20 credits and have taken the PSAE</td>
</tr>
</tbody>
</table>

Please note: Students who do not take the PSAE as a junior during the State required administration in April will not be classified as seniors the following year regardless of the credits they earn or the number of semesters they have attended school.

**Graduating Class of 2016 – 25 credits needed for graduation**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Credits Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>0.0 - 6.5 credits</td>
</tr>
<tr>
<td>Sophomore</td>
<td>7.0 - 12.5 credits</td>
</tr>
<tr>
<td>Junior</td>
<td>13.0 - 18.5 credits</td>
</tr>
<tr>
<td>Senior</td>
<td>19 credits and have taken the PSAE</td>
</tr>
</tbody>
</table>

Please note: Students who do not take the PSAE as a junior during the State required administration in April will not be classified as seniors the following year regardless of the credits they earn or the number of semesters they have attended school.

**Graduating Class of 2017 and 2018 – 24 credits needed for graduation**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Credits Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>0.0 - 5.5 credits</td>
</tr>
<tr>
<td>Sophomore</td>
<td>6.0 - 11.5 credits</td>
</tr>
<tr>
<td>Junior</td>
<td>12.0 - 17.5 credits</td>
</tr>
<tr>
<td>Senior</td>
<td>18 credits and have taken the PSAE</td>
</tr>
</tbody>
</table>

Please note: Students who do not take the PSAE as a junior during the State required administration in April will not be classified as seniors the following year regardless of the credits they earn or the number of semesters they have attended school.

**PLEASE NOTE:** The classification of students who have participated in home schooling or other alternative educational placements will be determined by the administration on an individual basis.
TRANSFER OF CREDIT, ALTERNATIVE COURSES and PROGRAMS

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 Carnegie unit of credit equals 1 semester credit hour.

Credit toward graduation requirements may be earned at Richland Community College, from other colleges, and from approved correspondence courses with the prior approval of the counselor and administration. A maximum of 6 credits will be allowed to meet graduation requirements for Decatur High Schools from courses taken through correspondence, college courses, or high school summer school classes taken at another district.

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.

DUAL CREDIT - RICHLAND COMMUNITY COLLEGE

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 supports enrollment in the following dual credit courses offered at Richland Community College: English 101, English 102, Psychology 110, Sociology 110, and Communications 101. All other courses should be completed on the high school campus.

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

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

Further information regarding dual credit courses through Heartland Technical Academy can be found on page 60.

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 is a third or fourth year student; the student assumes responsibility for all fees; and the high school principal or designee approves 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
Credit Recovery is an internet-based program students may use to repeat a previously failed course. The courses offered are limited. Students in need can enroll with their guidance counselor. There is a small fee for each course.

Course Offerings
Language Arts
- Freshman English, Sophomore English, Junior English, Senior English
Mathematics
- Algebra 1, Geometry, Algebra 2, Integrated Math, Mathematics 1 Common Core (3rd year math course)
Science
- Physical Science, Biology, Chemistry, Earth Science
Social Studies
- World Geography (one semester), World History, US History, Government, Psychology, Sociology
Foreign Language
- Spanish 1, Spanish 2, Spanish 3, French 1, French 2
Physical Education/Health
- Physical Education (one semester), Health
Business
- Economics, Financial Literacy
Electives
- Art Appreciation, Career Exploration, Music Appreciation, Creative Writing, Writing Skills and Strategies, Multicultural Studies

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.
The NCAA Eligibility Center verifies the academic and amateur status of all student-athletes who wish to compete in Division I or II athletics.

College-bound student-athletes, who want to practice, compete and receive athletically related financial aid during their first year at a Division I or II school needs to meet the following requirements:

- Graduate from high school.
- Complete a minimum of 16 core courses.
- Earn a minimum required grade-point average in core courses.
- Earn a qualifying test score on either the ACT or SAT.
- Request final amateurism certification from the NCAA Eligibility Center.

For Division I student-athletes who will enroll in August 2016 and later, the requirements to compete in the first year will change. In addition to the above standards, prospects must:

- Earn at least a 2.3 grade-point average in core courses.
- Meet an increased sliding-scale standard (for example, an SAT score of 1,000 requires a 2.5 high school core course GPA)
- Successfully complete 10 of the 16 total required core courses before the start of their senior year in high school. Seven of the 10 courses must be successfully completed in English, math and science.

Prospects that earn at least a 2.0 GPA but not a 2.3 GPA and meet the current sliding scale standard (for example, an SAT score of 1,000 requires a 2.025 high school core course GPA) will be eligible for practice in the first term and athletically related financial aid the entire year, but not competition. Freshmen who are academically successful in the first term will earn the ability to continue to practice for the remainder of the year.

Division III college and universities set their own admission standards. The NCAA does not set initial eligibility requirements in Division III.

For more detail about academic requirements visit the Eligibility Center at www.ncaa.org.
STANDARDIZED TEST INFORMATION

The EXPLORE Testing Program
The EXPLORE test is designed to help freshman students explore a broad range of options for their future. The EXPLORE program prepares students not only for their high school course work, but for post high school choices as well. This test includes English, Math, Reading and Science as well as an Interest Inventory. The EXPLORE test is given to all students with freshmen status in Decatur Public High Schools.

The PLAN Testing Program
The experience of taking the PLAN test, combined with sound course selection, will help students perform their best when they take the ACT Assessment or other national college admissions examinations. For those students who will go from high school to a vocational school or directly into a career, PLAN provides information that will be useful in the selection of courses to be taken in the junior and senior years in preparation for their career of choice. This test includes English, Math, Reading and Science as well as an Interest Inventory. The PLAN test is given to all students with sophomore status in Decatur Public High Schools.

American College Testing Assessment (ACT)
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, Writing and Reading. The High School Course/Grade Information questionnaire, ACT Interest Inventory and Student Profile Section are also included in the ACT. The ACT test will be given to all students with junior status in Decatur Public High Schools, as part of Prairie State Achievement Examination (PSAE). This ACT is free of charge.

Students often retake the ACT test, administered at selected sites nationally. Students are responsible for the test fee at these 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.

Prairie State Achievement Examination (PSAE)
Public Act 93-857, enacted on August 3, 2004, requires all Illinois students to take the Prairie State Achievement Examination (PSAE) as a condition of receiving a regular high school diploma, unless a student is exempt. The spring 2013 PSAE includes three components: (1) the ACT, which includes the ACT battery of four multiple-choice tests (English, mathematics, reading, and science), (2) an ISBE-developed science assessment, and (3) two WorkKeys assessments (Applied Mathematics and Reading for Information). In addition, in spring 2013, ACT’s WorkKeys Locating Information assessment will be administered after the three PSAE Day 2 tests. This will allow students the opportunity to be eligible for ACT’s National Career Readiness Certificate (NCRC). Scores for WorkKeys Locating Information assessment will not be used in any PSAE score calculations. To find out more about the PSAE and Illinois Learning Standards, visit www.isbe.net/ils or call 217-782-4321.

Preliminary Scholastic Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) (optional)
The College Entrance Examination Board (CEEB) nationally administers the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT). The PSAT measures critical reading and mathematical reasoning abilities, plus writing skills. The PSAT is used to help students practice for the Scholastic Aptitude Test and to qualify for scholarships and recognition from such programs as the 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. This is open to sophomores and juniors. Students are responsible for the test fees.
Scholastic Aptitude Test (SAT) (optional)
The Scholastic Aptitude Test (SAT) is an optional test nationally administered by the College Entrance Examination Board (CEEB). The SAT is a standardized test designed to measure basic critical reading, math and writing skills. Students are responsible for the test fees. For further information, visit www.sat.collegeboard.org.

Advanced Placement (AP) Exams - College Board
Decatur Public Schools currently offers 15 different Advanced Placement courses: English Language and Composition, English Literature & Composition, European History, United States History, United States Government, Psychology, Human Geography, Calculus A/B, Statistics, Biology, Chemistry, Physics, French, Spanish and Studio Art. Students enrolled in an Advanced Placement (AP) course are required to take the national exam in May.
GIFTED SERVICES

The Decatur Public School District #61 Gifted Program provides a framework of services for gifted students. In the regular classroom, all students should have the opportunity for critical and creative thinking activities, learning/interest centers, independent study, and enrichment activities. Clustering or flexibly grouping gifted students, and providing in-depth studies, complex or extended projects are additional ways to address the needs of gifted students.

Enriched English classes and advanced placement courses are available to high school students district-wide. Gifted Services works with individual schools, teachers, parents, and community members to foster a variety of activities for gifted, as well as, providing professional development to increase understanding of academic, social and emotional needs of gifted students. The particular needs of gifted students may be met through a variety of programs offered in conjunction with Gifted Services, such as Scholars and Mentors, a program where senior students embark on an intense independent study, by designing and implementing a customized plan for themselves.

District gifted identification criteria are as follows:

- Students in grade two will be tested starting in the spring of 2014
- Any student can be tested with a referral from the parent or teacher
- Students take the CogAT (Cognitive Abilities Test)
- If students score a 7, 8, or 9 stanine on the total test, a teacher recommendation form and teacher referral form is completed by the classroom teacher.
- A matrix is used to combine the CogAT score, teacher recommendation score, ISAT scores and DE scores.
- If after combining all of the data, the student has a final stanine of 7, 8, or 9 then he/she is considered to be gifted.

Students/parents interested in having their student tested for Gifted Services should contact Deb Harper, the Gifted Services Coordinator at the Professional Development Institute, at 217-424-3251.

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 or other courses as needed. The decision as to whether a course will be taught is based upon the enrollment numbers each year. The deadline for registration is early spring. For a list of the courses available, refer to Credit Recovery on pages 11-12.
**PREPARING FOR COLLEGE**

High school gives you a chance, perhaps for the first time in your life, to choose many of the subjects you study. Which subjects should you take? Answering this important question is 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 the backside of 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.

**STATE UNIVERSITIES IN ILLINOIS**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Requirement</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 years, through advanced algebra, geometry, trigonometry or fundamentals of computer programming</td>
</tr>
<tr>
<td>Social Studies</td>
<td>2 or 3 years</td>
</tr>
<tr>
<td>Science</td>
<td>2 or 3 years laboratory sciences</td>
</tr>
<tr>
<td>Foreign Language</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 foreign language 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>Required Years</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>Foreign Language</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>Required Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>3 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>Foreign Language</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>Required Years</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>Foreign Language</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>Required Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>3 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>Foreign Language</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. Also, use www.careercruising.com for more information on scholarships. (A password is available from MacArthur or Eisenhower guidance counselors).

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 can also contact their counselor for further information or call the Community Foundation at 217-429-3000.
PILOT COURSES for 2014-2015

(See pages 28 and 52)

BUSINESS
  Jobs for America’s Graduates I (JAG-I) – Junior Level - MHS Campus
  Jobs for America’s Graduates II (JAG-II) – Senior Level - MHS Campus

FOCUSED PROGRAMS
  ACT Prep Class – Junior Level
  African American Scholars Program - EHS Campus
  Techsperts – EHS Campus
Although these courses are offered on an elective semester basis, students must complete both Introduction to Art 1 and Introduction to Art 2 in order to meet the prerequisites for the Tier 2 Courses. It is highly recommended that students who wish to concentrate in visual art over four years in high school take Introduction to Art 1 and Introduction to Art 2 in sequence the first year.

**TIER 1 COURSES:**
- Introduction to Art 1
- Introduction to Art 2

**TIER 2 COURSES:**
- Drawing
- Painting
- Design and Materials
- Sculpture
- Ceramics
- Photography

**TIER 3 COURSES:**
- Studio Art

**TIER 4 COURSES:**
- Advanced Placement (AP) Studio Art

**INTRODUCTION TO ART 1 (Tier 1) – one semester course**
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.

**Prerequisite:** none
**Credit:** 0.5 credit

**INTRODUCTION TO ART 2 (Tier 1) – one semester course**
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.

**Prerequisite:** Successful completion of Introduction to Art - semester 1
**Credit:** 0.5 credit

**DRAWING (Tier 2) - one semester course**
This is a sequentially developed course that builds on the experiences and understanding the student has 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.

**Prerequisite:** Successful completion of Introduction to Art – Semesters 1 and 2
**Credit:** 0.5 credit
PAINTING (Tier 2) - one semester course
This is a sequentially developed course that builds on the experiences and understanding the student has 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.

Prerequisite: Successful completion of Introduction to Art – Semesters 1 and 2. Students must pay a $2.00 lab fee.
Credit: 0.5 credit

DESIGN and MATERIALS (Tier 2) - one semester course
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 skills in design using a variety of materials like a printing press, computer software, and other media. 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.

Prerequisite: Successful completion of Introduction to Art – Semesters 1 and 2. Students must pay a $2.00 lab fee.
Credit: 0.5 credit

SCULPTURE (Tier 2) - one semester course
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.

Prerequisite: Successful completion of Introduction to Art – Semesters 1 and 2
Credit: 0.5 credit

CERAMICS (Tier 2) - one semester course
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 clay and developing new skills including wheel throwing and molds. 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. They will also discuss the role of art versus craft with functional artwork.

Prerequisite: Successful completion of Introduction to Art – Semesters 1 and 2. Students must pay a $2.00 lab fee.
Credit: 0.5 credit

PHOTOGRAPHY (Tier 2) - one semester course
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.

Prerequisite: Successful completion of Introduction to Art – Semesters 1 and 2
Credit: 0.5 credit
STUDIO ART (Tier 3) - one semester course
This is a sequentially developed course designed to allow students to continue study in all areas of art. Students will work independently on eight (8) 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.

Prerequisite: Successful completion of Introduction to Art and a minimum of three (3) Tier 2 courses (Drawing, Painting, Design, Sculpture, Photography, or Ceramics). Students must apply for admission to the Studio Art course.
Credit: 0.5 credit per semester. This course can be taken more than one (1) semester; however students may take no more than two (2) Studio course in a given semester.

ADVANCED PLACEMENT (AP) STUDIO ART (Tier 4) - one semester course
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 (3) 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.

Prerequisite: Successful completion of Introduction to Art and a minimum of three (3) Tier 2 courses (Drawing, Painting, Design, Sculpture, Photography, or Ceramics), one semester of Studio Art and written recommendation from the Art department chair. Admission to this course is strictly on the written recommendation of the department head and discretion of the principal. Students must have passed six (6) semesters of art with a minimum of a “B” average to enroll in this course.
Credit: 0.5 credit per semester (weighted) This course can be taken more than one (1) semester, and is recommended to be done in sequence during a student’s senior year in order to complete the portfolio for submission to the College Board for AP credit.
BUSINESS EDUCATION

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

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 various forms of business ownership, including entrepreneurship, as well as the basic functional areas of business (finance, management, marketing, administration and production).

Students will be introduced to a wide range of careers in fields such as accounting, financial services, information technology, marketing, and management. Emphasis will be placed on using the computer while studying applications in these careers along with communication skills (thinking, listening, composing, revising, editing and speaking), math, and problem solving. Business ethics as well as other workplace skills will be taught and integrated within this course. This course will also include instruction in the area of consumer education, including but not limited to installment purchasing, budgeting, comparison of prices and an understanding of the roles of consumers in society.

Prerequisite: Freshman - Sophomore Level
Credit: 0.5 credit per semester

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

Business, Marketing and Management is a course designed to acquaint students with the seven functions of marketing (Product Service Management, Pricing, Distribution, Financing, Marketing-Information management, Promotion, and Selling) as well as, the foundations of law, civil vs. criminal law, and contracts.

Prerequisite: Sophomore - Senior Level
Credit: 0.5 credit per semester

ACCOUNTING
This course is a skill-level course that 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 information on keeping financial records, summarizing them for convenient interpretation, and analyzing them to provide assistance to management for decision-making. In addition to stressing basic fundamentals and terminology of accounting, instruction will provide initial understanding of the preparation of financial reports and career opportunities. Practice sets with business papers will be used to emphasize actual business records management for a service and retail business.

Prerequisite: Sophomore - Senior Level with a minimum of a 2.0 cumulative GPA.
Credit: 0.5 credit per semester
KEYBOARDING – one semester course
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. Students will learn to edit and format text and paragraphs, study the Windows operating system, 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.

Prerequisite: None
Credit: 0.5 credit

COMPUTER APPLICATIONS
Computer Applications is a skill-level course designed to develop awareness, understanding, and proficiency in Microsoft Word, PowerPoint, Excel, and Access. Students will apply problem-solving skills to hands-on, real-life situations using the Internet as well as the software available. Other topics will be explored, such as computer concepts, ethical considerations, and topics related to emerging technologies. Computer Applications Semester 1 will focus on Word and PowerPoint while Computer Applications Semester 2 will be Excel and Access.

Prerequisite: Successful completion of one semester of high school Keyboarding.
Credit: 0.5 credit per semester

MULTIMEDIA
Students will have access to Adobe Photoshop, Illustrator, InDesign and a variety of desktop publishing software packages to create graphic arts projects, create and publish pages for print, newsletters, and a variety of high-end digital imaging 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.

Prerequisite: Sophomore - Senior Level. Keyboarding is recommended or with consent of the instructor or administrator.
Credit: 0.5 credit per semester

WEB DESIGN
This course is designed to prepare students to plan, design, create and maintain web pages and sites. Students will learn the fundamentals of web page design using HTML, HTML editors, and graphic editors, as well as programming tools such as JavaScript. Students will use digital cameras and scanners throughout this course. Students will work in a project-based environment to create working websites using Macromedia Dreamweaver, FrontPage or other HTML editors.

Students will learn to create pages, add hyperlinks, make tables and frames, create forms, integrate images, and set styles. Students will use Adobe Photoshop or another image-editing program to manipulate scanned images, computer graphics, and original artwork. Instruction will include creating graphical headers, interactive menus and buttons, and visually appealing backgrounds. Students will use hardware and software to capture, edit, create, and compress audio and video clips.

Prerequisite: Sophomore - Senior Level. Successful completion of Computer Applications I or with consent of the instructor.
Credit: 0.5 credit per semester

VIDEO PRODUCTION I
Become a videographer as you film, capture and edit digital film footage for the video yearbook, the Cable educational channel, and other film projects. Students will use Adobe Photoshop, Illustrator, and various other software packages to create video projects with special effects. Storyboarding,
interviewing, Internet and computer skills make this a class for the self-motivated student. Art, music, speech, and play production are also recommended background courses.

**Prerequisite:** Junior - Senior Level. Successful completion of Multimedia semester 1 or with consent of the instructor or administrator. Multimedia - semester 2 is recommended. Video Production - semester 1 is required before taking semester 2.

**Credit:** 0.5 credit per semester

**VIDEO PRODUCTION II**
This course is an advancement and continuation of videography skills. The student video yearbook director will usually be a Video Production II student. Internet research for new software, special effects, and unique video techniques is an integral part of the course. The student's past experience in Video Production 1 now lends itself to moving into an even more creative and professional mode. The high school video yearbook, broadcasting, and special projects for the school and community remain the focus of this course.

**Prerequisite:** Successful completion of Multimedia 1 and Video Production I or with consent of the instructor or administrator. Video Production II - semester 1 is required before taking semester 2.

**Credit:** 0.5 credit per semester

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

Run out of money before payday? Being an informed consumer can allow you to purchase the things you want and need as well as save for your future. Successful completion of this course will enable the student to make wise consumer decisions. 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.

**Prerequisite:** Junior - Senior Level

**Credit:** 0.5 credit

**YEARBOOK PRODUCTION - (can be held as an afterschool activity for no credit)**
This elective provides an integration of business and language skills. Students will exercise their entrepreneurial skills in setting up the yearbook as a business. Business activities include planning and organizing the yearbook, marketing and selling ads, and financial planning and control. Students will also learn basic layout, theme, photography, and yearbook construction using specialized software.

**Prerequisite:** Junior - Senior Level. Successful completion of English II with a 'C' average.

**Credit:** 0.5 credit per semester. This course may be taken up to four (4) semesters.

**CO-OP OCCUPATIONS EDUCATION (COE)**
This course fulfills the consumer education requirement stated in School Code of Illinois (Section 27-12.1).

Co-op Occupations Education (COE) is a capstone course designed to assist students in the development of effective business skills and attitudes through practical, advanced instructions in school and on the job. Approximately half the school day is spent taking classes at school and the other half in an on-site internship with pay at an approved business. This internship will be supervised by the designated training sponsor and coordinated by the teacher-coordinator. The related class at school is planned to develop skills and attitudes that are applied on the job. A training plan is developed jointly by the teacher-coordinator training sponsor and student that identify the training to be provided. Training in the related class at school focuses upon the student's career and technical education, with additional assignments based upon areas where on-the-job performance indicates a need. Related instruction also includes workplace skills such as seeking and
applying for employment, communicating on the job, maintaining professionalism, and workplace ethics.

Technology is utilized in this course to develop information management competencies required for employment. Instruction may involve the use of simulations and computer-assisted instruction, as well as specific application software for database management, accounting word processing, business graphics and communications between information processing systems.

**Prerequisite:** Junior - Senior Level. Must be 16 years of age and have transportation to and from the onsite internship. Employment must be a paid position with a minimum of 15 hours per week.

**Credit:** 0.5 credit per semester for related class
1.5 credits per semester for internship
Students must pass both the related class and the onsite internship to receive any credit.
This course may be taken up to four (4) semesters.

**JOBS FOR AMERICA’S GRADUATES I (JAG-I) – MHS Campus**

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

The focus of the JAG course is to support students in developing and applying positive academic behaviors and skills in order to graduate. JAG is a yearlong course where students will create a career portfolio that highlights 5 key areas. These areas include: Self Evaluation, What You Can Do, Exploring Career Options, Getting There from Here, and Getting/Keeping your Job. Upon completion, the career portfolio will be a road map for success that students can use after they graduate.

By being in the JAG program, students will be a member of the MacArthur Career Association (MCA). The MCA is a student led organization where students will hold leadership positions, plan events/field trips, and participate in service-learning projects in our community.

Two days a week will be dedicated to academic support where students can focus on work from other courses.

**Prerequisite:** Junior Level
**Credit:** 0.5 credit per semester

**JOBS FOR AMERICA’S GRADUATES II (JAG-II) – MHS Campus**

*The two-year course also fulfills the student’s required community service hours.*

Building on the success of JAG-I, students will implement the skills and abilities identified in their career portfolio. JAG-II is a yearlong course that will introduce students to the world of personal assessment, personal marketing, and job search know-how. Assignments will focus on their individual goals and career targets. Students will master job search techniques which include: completing employment applications, preparing letters of applications, creating effective resumes, professional networking, developing interview strategies, and preparing for the job interview. Upon completion of the course, students will have their “next step” in place that they will implement upon graduation.

Students will continue to be a member of the MacArthur Career Association (see JAG-I) and will have 2 days a week dedicated to academic support for their other courses.

**Prerequisite:** Senior Level. Successful completion of JAG-I.
**Credit:** 0.5 credit per semester
FAMILY and CONSUMER SCIENCE

FOODS and NUTRITION I
This course includes the basic classroom and laboratory experiences needed to develop a knowledge and understanding of basic food principles and nutrition for people of all ages. Course content centers around: food service and preparation management using the decision making process; meeting basic needs by applying nutrition concepts; meeting health and safety needs in planning, preparing and serving food; maximizing resources when planning/preparing/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.

Prerequisite: Freshman – Senior Level. Students need to pass semester 1 in order to take semester 2 or with consent of the instructor.
Credit: 0.5 credit per semester

FOODS and NUTRITION II – one semester course
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, diet and health, current nutritional issues, special food needs, food safety and sanitation, food purchasing, food conservation, and food preservation. Students will explore new technology and more difficult food preparation techniques in a laboratory setting.

Prerequisite: Successful completion of Foods and Nutrition I or consent of the instructor.
Credit: 0.5 credit

FOREIGN and GOURMET FOODS – one semester course
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.

Prerequisite: Successful completion of Foods and Nutrition I or consent of the instructor.
Credit: 0.5 credit

CLOTHING and FASHION MERCHANDISING I
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. Students will be required to purchase their own supplies and materials.

Prerequisite: Freshman – Senior Level
Credit: 0.5 credit per semester
CLOTHING and FASHION MERCHANDISING II
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, careers, entrepreneurship and advanced construction skills. The student is required to furnish fabric and supplies for this class.

**Prerequisite:** Successful completion of both semesters of Clothing and Fashion Merchandising I or consent of the instructor.
**Credit:** 0.5 credit per semester

CHILD CARE - *one semester course*
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.

**Prerequisite:** Freshman – Senior Level
**Credit:** 0.5 credit

PARENTING - *one semester course*
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.

**Prerequisite:** Junior - Senior Level or with consent of the instructor
**Credit:** 0.5 credit

HOUSING - *one semester course*
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.

**Prerequisite:** Sophomore – Senior Level
**Credit:** 0.5 credit

INTERIOR DESIGN - *one semester course*
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. They will research furniture styles to plan and complete their home project.

**Prerequisite:** Sophomore – Senior Level
**Credit:** 0.5 credit
CAREER EXPLORATION - one semester course
This class is designed to help students’ research career options as well as make a career plan for the future. Students will examine the workplace and the requirements of various careers. They will complete self-assessments and self-evaluations to help select a career area that fits their individual abilities and interests. This class will help students set goals in regards to their high school classes as well as plan post-secondary education.

Prerequisite: Junior – Senior Level
Credit: 0.5 credit

NUTRITION and Wellness - one semester course
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 overall health and is helpful for all individuals in nutritional health.

Prerequisite: Freshman - Senior Level
Credit: 0.5 credit

INDEPENDENT PROJECTS - one semester course
This is an independent study course for the student that wishes to pursue as 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.

Prerequisite: Junior – Senior Level. Successful completion of all previous courses in field of study and with consent of the instructor.
Credit: 0.5 credit per semester. This course may be taken four semesters.

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

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.

Prerequisite: Junior - Senior Level
Credit: 0.5 credit
FOREIGN LANGUAGE

SPANISH I
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 engage in basic communicative activities, understand another culture, 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.

Prerequisite: None
Credit: 0.5 credit per semester

HONORS SPANISH I
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.

Prerequisite: Students must pass the foreign language entrance exam and have a minimum grade of a 'C' in secondary level Spanish instruction or with the consent of the instructor.
Credit: 0.5 credit per semester (weighted)

SPANISH II
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.

Prerequisite: Successful completion of Spanish I with a minimum grade of a 'C', or consent of the instructor.
Credit: 0.5 credit per semester

HONORS SPANISH II
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 (AP) 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.

Prerequisite: Successful completion of Honors Spanish I with a minimum grade of a 'C' or successful completion of Spanish I with an 'A' or 'B' with teacher recommendation.
Credit: 0.5 credit per semester (weighted)

SPANISH III
Spanish III is a course with instruction that provides intermediate students with greater facility in the four language skills. Students will begin to engage in extended conversation and prepare original written reports in the target language. 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. In this course, the topics included are: recreation, environmental awareness, volunteer activities, future events, and complex grammatical structures/forms.

Prerequisite: Successful completion of Spanish II with a ‘C’ average or with consent of the instructor
Credit: 0.5 credit per semester (weighted)

SPANISH IV
Spanish IV is a course with instruction that provides intermediate students with greater facility in the four language skills. Students will lead extended and more complex conversation and prepare original written reports in the target language. They will read and interpret various forms of selected literary works. Students will study and compare the cultures 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. In this course, topics included are: genealogy, school violence, debates, immigration, politics, history, and expansion of all grammar concepts.

Prerequisite: Successful completion of Spanish III with a ‘C’ average or with consent of the instructor.
Credit: 0.5 credit per semester (weighted)

ADVANCED PLACEMENT (AP) SPANISH
This course may be offered as Independent Study. During these two semesters of advanced intermediate study, students will refine his or her proficiency in the four basic skills of listening, reading, speaking and writing. The advanced student develops the ability and confidence necessary to engage in conversation in a variety of situations in person or through technology. The student comprehends key vocabulary and the main message of variety of written materials, and demonstrates the ability to write or present an original piece with some guidelines. Students have opportunity to further study the art, history and literature of the Spanish-speaking world, and to make connections with academic, vocational, and technical disciplines. Cultural comparisons are emphasized. As part of this course, students will prepare for the Advanced Placement (AP) exam.

Prerequisite: Successful completion of Honors Spanish IV with a ‘C’ average or successful completion of Spanish IV with an A or B with teacher recommendation.
Credit: 0.5 credit per semester (weighted)
INDUSTRIAL TECHNOLOGY and ENGINEERING

APPLIED TECHNOLOGY: INTRODUCTION TO INDUSTRIAL TECHNOLOGY AND ENGINEERING
The project-based course explores the impact of technology and engineering on everyday life. Students will research how technology has evolved and how it is continually changing to meet future expectations and demands. Manufacturing, communication, construction, transportation, production, energy utilization, and engineering are topics that will be explored. The class will provide numerous opportunities for students to complete hands-on projects; such as, a CO2 dragster, scale model house, and bridges.

Prerequisite: Freshman – Senior Level
Credit: 0.5 credit per semester

MATERIALS, APPLICATIONS, AND PROCESSES (M.A.P.)
The M.A.P. course concentrates on the basic applications and processes that are used in wood, metal, and plastic. Students will study practical applications where wood, metal, and plastics are used in today's society and study the processes of manipulating those materials. Concentrations include separating, forming, fabricating, and finishing through hands-on labs and activities. For project information, see the course instructor.

Prerequisite: Sophomore – Senior Level. Successful completion of both semesters of Applied Technology
Credit: 0.5 credit per semester

ADVANCED METALWORKING – (EHS campus)
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.

Prerequisite: Sophomore – Senior Level. Successful completion of one semester of Materials, Applications, and Processes.
Credit: 0.5 credit per semester

INTRODUCTION TO ENGINEERING DESIGN (I.E.D.) - (EHS campus)
The major focus of this course is the design process and its application. Through hands-on projects, students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer's notebook, and communicate solutions to peers and members of the professional community.

Prerequisite: none
Credit: 0.5 credit per semester (weighted)

PRINCIPLES OF ENGINEERING (P.O.E.) – (EHS campus)
The course helps students understand the field of engineering/engineering technology. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science and technology in an engineering problem-solving process to benefit people. The course also includes concerns about social and political consequences of technological change.

Prerequisite: Sophomore – Senior Level
Credit: 0.5 credit per semester (weighted)
**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 life-long learner. These skills are developed as interrelated components, rather than as isolated areas of learning.

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<td>English II</td>
<td>American Literature</td>
<td>World Literature</td>
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<td>Honors American Literature</td>
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<td>Semester 1</td>
<td>AP European History</td>
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<td>Advanced Ancient Civilizations</td>
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<td>Two Semester Electives</td>
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<td>Semester 2</td>
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<td>AP Psychology</td>
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<td>AP Human Geography</td>
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2014-2015
SYSTEM 44 – *(EHS only)*

This course is designed for any student reading several years below grade level and specifically addresses the needs of struggling readers. System 44 uses adaptive technology to individualize instruction for students while focusing on the following skill development: phonemic awareness, phonics, reading fluency, text comprehension, academic vocabulary, spelling and writing.

**Prerequisite:** Freshman who score below 7th grade level on the Scholastic Reading Inventory.

**Credit:** 0.5 credit per semester

**READ 180**

This course is designed for any student reading two or more years below grade level and specifically addresses the needs of struggling readers. Read 180 uses adaptive technology to individualize instruction for students while focusing on the following skill development: phonemic awareness, phonics, reading fluency, text comprehension, academic vocabulary, spelling and writing.

**Prerequisite:** Freshman who score below 9th grade level on the Scholastic Reading Inventory *(MHS)* and below 8th grade level *(EHS)*.

**Credit:** 0.5 credit per semester

**ENGLISH I**

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.

**Prerequisite:** None

**Credit:** 0.5 credit per semester

**HONORS ENGLISH I**

This course explores a variety of literature, grammar, and composition. It includes short stories, non-fiction, drama, poetry, and novels through folk tales, myths, legends, novels, as well as reading 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.

**Prerequisite:** Freshman who achieve 11th grade or higher on the Scholastic Reading Inventory.

**Credit:** 0.5 credit per semester (weighted)

**ENGLISH II**

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.

**Prerequisite:** Successful completion of English I

**Credit:** 0.5 credit per semester

**HONORS ENGLISH II**

This course surveys 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. 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.
Prerequisites: Successful completion of Honors English I and/or for sophomores who achieve 11th grade or higher on the Scholastic Reading Inventory.
Credit: 0.5 credit per semester (weighted)

AMERICAN LITERATURE
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. This course will help prepare students for the PSAE/ACT exam.

Prerequisite: Successful completion of English II
Credit: 0.5 credit per semester

HONORS AMERICAN LITERATURE
The student 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. The students will take an in-depth analysis into the purpose of literature of the time. 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 American History Course to help students make interdisciplinary connections.

Prerequisites: Successful completion of Honors English II and/or for juniors or seniors who achieve 11th grade or higher on the Scholastic Reading Inventory.
Credit: 0.5 credit per semester (weighted)

WORLD LITERATURE
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.

Prerequisite: Senior Level. Successful completion of American Literature.
Credit: 0.5 credit per semester

RESEARCH PAPER/Critical Thinking
During the first semester, students will build on skills acquired in previous English courses by exploring a variety of modes of writing, both formal and informal. In composing these essays, a variety of new skills will be addressed. The second semester will concentrate on the writing and research skills necessary for the college-bound students. Students will develop a thesis statement, locate and evaluate source materials, take notes, prepare an outline, prepare a work cited page, and use MLA form as they write research papers. The course will also include a review of syntax, usage, mechanics, and sentence types and structures, as well as vocabulary development. This is an advanced, college preparatory course in critical thinking skills and the writing of formal research papers. This will build upon prior experiences in composition so that college writing (and even other high school writing) will be easier. This course will give a firm foundation to continue learning about writing and communication.

Prerequisite: Junior - Senior Level
Credit: 0.5 credit per semester (weighted)

LITERATURE of DRAMA - one semester course
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.

Prerequisite: Junior - Senior Level
Credit: 0.5 credit
SPEECH - one semester course
Students will learn the forms and techniques of oral communication including process, informational, interviewing, impromptu, and persuasive speeches. This college prep course provides for all forms of basic communication beyond what is covered in other courses. This will help prepare students for the required speech courses at the college level.

Prerequisite: Junior - Senior Level
Credit: 0.5 credit

PUBLIC SPEAKING and DEBATE - one semester course
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. This advanced college prep course provides training in formal speech and researched debate.

Prerequisite: Junior - Senior Level
Credit: 0.5 credit (weighted)

COLLEGE PREP EXPLORATORY WRITING - one semester course
Students will analyze, evaluate, synthesize, and create literature from genres such as poetry, short stories, and drama. The desired outcome is to instill students with a strong narrative voice and creativity as it pertains to writing to benefit them in their college career. This is a college prep course offered second semester to prepare students for the rigors of college level reading and writing.

Prerequisite: Senior Level
Credit: 0.5 credit

ADVANCED PLACEMENT (AP) ENGLISH LITERATURE AND COMPOSITION
This is a college level course for students who have an interest in English Literature. The course combines lectures, seminars, short research projects, and critical papers based on readings from major British and world authors. Emphasis is placed on pre-critical discussion and writing with the goal of increasing students' ability to explain clearly, cogently, even elegantly, what they understand about literary works and why they interpret them as they do. Additional summer reading is required. As part of this course, students will prepare for the Advanced Placement exam.

Prerequisite: Junior - Senior Level. Successful completion of Honors American Literature or with consent of the instructor.
Credit: 0.5 credit per semester (weighted)

ADVANCED PLACEMENT (AP) ENGLISH LANGUAGE AND COMPOSITION
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. This course will use the American literature course as a base; however, it will require more reading and focused writing than honors level English. Additional summer reading is required. As part of this course, students will prepare for the Advanced Placement exam.

Prerequisite: Junior - Senior Level. Successful completion of Honors American Literature or with consent of the instructor.
Credit: 0.5 credit per semester (weighted)
# Mathematics

## Math/Science Course Sequence (Bolded titles - weighted courses)

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<td>Algebra I with Lab</td>
<td>Geometry</td>
<td>Integrated Math</td>
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<td>Physical Science</td>
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<td>Physics I</td>
<td>Earth Science</td>
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### Algebra I

Topics to be covered first semester 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. Topics to be covered second semester include statistics and data, polynomials, quadratic equations and functions, exponential functions, radical functions, and an introduction to trigonometry.

**Prerequisite:** None  
**Credit:** 2.0 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.

### Honors Algebra I

This course is for the student who wants more in-depth mathematics. Topics to be covered first semester include: variables and expressions, rational numbers, solving equations, ratio and proportions, linear relations and graphing relations and functions. Topics to be covered second semester include solving linear inequalities, systems of equations, polynomials, factoring polynomials, quadratic and exponential functions, rational expressions and equations, and radical expressions and equations.

**Prerequisite:** Appropriate 9th grade math placement score or with consent of the instructor.  
**Credit:** 0.5 credit per semester (weighted)
GEOMETRY
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.

**Prerequisite:** Successful completion of Algebra I or Honors Algebra I or with consent of the instructor.
**Credit:** 0.5 credit per semester

HONORS GEOMETRY
This course is for the student who wants more in-depth mathematics. Topics to be covered first semester include the language of geometry, reasoning and introduction to proofs, parallel lines and planes, and congruent triangles. Topics to be covered second semester include: quadrilaterals, similarity, right triangles, and trigonometry, circles, polygons, surface area and volume, coordinate geometry, loci and transformations. The course also makes use of computer and graphing calculator technology.

**Prerequisite:** Successful completion of Honors Algebra I or with consent of the instructor.
**Credit:** 0.5 credit per semester (weighted)

INTEGRATED MATH
This course will integrate the basic concepts of algebra and geometry in an activity-based discovery approach. The topics covered will include working with data, modeling mathematics, drawings and patterns, equations, spatial relations, ratio and proportion, probability and decision-making functions, measurement and geometry functions. The use of scientific calculators is assumed.

**Prerequisite:** Successful completion of Geometry or with consent of the instructor.
**Credit:** 0.5 credit per semester

ALGEBRA II
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.

**Prerequisites:** Successful completion of Geometry or with consent of the instructor.
**Credit:** 0.5 credit per semester

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

**Prerequisites:** Successful completion of Honors Geometry, or with consent of the instructor.
**Credit:** 0.5 credit per semester (weighted)

COLLEGE PREP MATH
This course is intended for the student who wants to earn a fourth credit in mathematics prior to college. Topics to be covered first semester include linear relations and functions, systems of equations, graphs, polynomials and trigonometric functions. The use of scientific calculators is assumed. Topics to be covered second semester include trigonometric identities, complex numbers,
conic sections, exponential and logarithmic functions, probability and statistics.

**Prerequisite:** Successful completion of Algebra II or with consent of the instructor.
**Credit:** 0.5 credit per semester (weighted)

**PRE-CALCULUS**
This course is designed to prepare the student for Calculus and to help the student gain a deeper understanding of algebra and geometry. Topics to be covered first semester include properties of real numbers, relations and functions, polynomial and rational functions, trigonometric functions and their applications. The use of graphing calculators is expected. Topics to be covered second semester include more topics in trigonometry, systems of equations and inequalities, matrices and determinants, sequences, topics in analytic geometry, series and probability.

**Prerequisite:** Successful completion of Algebra II or with consent of the instructor.
**Credit:** 0.5 credit per semester (weighted)

**ADVANCED PLACEMENT (AP) STATISTICS**
This course is intended for the college bound student who may study accounting, business administration, economics, finance, law, liberal arts, marketing, mathematics, nursing, or social science. Topics to be covered first semester include surveys, univariate data, distribution, bivariate data, probability, random variables, binomial and geometric random variables. Topics to be covered second semester include distribution sampling, unknown parameter estimates, claim testing, significance tests, two population parameter comparisons, distributions of population proportions, and linear regression. The use of the recommended graphing calculator is expected. As part of this course, students will prepare for the Advanced Placement exam.

**Prerequisite:** Successful completion of Honors Algebra II, College Prep Math, or with consent of the instructor.
**Credit:** 0.5 credit per semester (weighted)

**ADVANCED PLACEMENT (AP) CALCULUS**
Topics to be covered semester 1 include informal treatment of limits and continuity, the definition of the derivative, techniques of differentiation, the Mean Value Theorem, and applications of differentiation. The use of graphing calculators is expected. Topics to be covered second semester include the definition of a definite integral, Fundamental Theorem of Calculus, anti-differentiation, applications of the definite integral, inverse functions, the logarithmic and exponential functions, inverse trigonometric functions, and integration by parts. As part of this course, students will prepare for the Advanced Placement exam.

**Prerequisite:** Successful completion of both semesters of Pre-Calculus or with consent of the instructor.
**Credit:** 0.5 credit per semester (weighted)
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
All string players (violin, viola, cello, and double 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).

Prerequisite: Freshman - Senior Level
Credit: 0.5 credit per semester. This course may be taken every semester.

CONCERT BAND (MHS campus)
Concert Band is the entry-level group for the band program. Students will gain training in the full band setting with additional training being offered on marching band technique and solo playing.

Prerequisite: Freshman Level
Credit: 0.5 credit per semester

SYMPHONIC BAND
Symphonic Band is our large group of band students. All students enrolled in this class are members of the Pep Band and audition to either play in the Wind Symphony or Symphonic Band.

Prerequisite: Sophomore - Senior Level. Freshman may be invited to audition.
Credit: 0.5 credit per semester. This course may be taken more than one semester.

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, a cappella, 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.

WOMEN’S CHOIR
Prerequisite: Beginning level choir.
Credit: 0.5 credit per semester
MIXED CHOIR
Prerequisite: Previous choral experience or with consent of the instructor.
Credit: 0.5 credit per semester

CONCERT CHOIR
Prerequisite: Audition only.
Credit: 0.5 credit per semester

MUSIC THEORY
MUSIC THEORY I-II
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.

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.
Credit: 0.5 credit per semester (weighted)

ADVANCED PLACEMENT (AP) MUSIC THEORY
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.

Prerequisite: Music Theory I with a minimum of a 'C' average. Current enrollment in a school-performing group or with consent of instructor.
Credit: 0.5 credit per semester (weighted)
PHYSICAL EDUCATION

FRESHMAN PHYSICAL EDUCATION - one semester course
The curriculum offers freshman students a wide variety of physical activities. The activities range from team to individual and or life-long fitness exercises. Some activities include fitness, walking, fitness testing, track, team sports, speed-a-way, ultimate Frisbee, pickle-ball, rhythm, jump rope, dance, aerobics, introduction to weight training, football, softball, mat-ball, volleyball, and basketball.

Prerequisite: Freshman Level
Credit: 0.5 credit

HEALTH - one semester course
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.

Prerequisite: Freshman Level
Credit: 0.5 credit

CO-ED PHYSICAL EDUCATION - one semester course
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.

Prerequisite: Sophomore - Senior Level
Credit: 0.5 credit per semester. This course may be taken more than one semester.

PERSONAL FITNESS - one semester course
Instruction is given to students on the aspects of safety and the most effective techniques for lifting free weights and 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.

Prerequisite: Sophomore - Senior Level. Students should have earned a 'C' or above the previous semester or with consent of the instructor.
Credit: 0.5 credit per semester. This course may be taken more than one semester.

AEROBICS - one semester course (EHS campus)
This course provides the opportunity for students to increase cardio-respiratory performance through low impact, high impact and step aerobics as well as rope jumping, running, walking and Tae Bo. Flexibility and muscular strength and endurance as well as proper nutrition are stressed throughout this semester class.

Prerequisite: Sophomore - Senior Level
Credit: 0.5 credit per semester. This course may be taken more than one semester.
**BOWLING - one semester course (Off-Campus)**

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.

**Prerequisite:** Junior - Senior Level. $100 fee

**Credit:** 0.5 credit per semester. This course may be taken more than one semester.

**DRIVER'S EDUCATION**

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; and prohibits licensed driver training schools or instructors 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).

**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.

**Prerequisite:** For first semester, a student must be 15 years old on or before course start date. For second semester, a student must be 15 years old before the course ends. Freshmen are not eligible for first semester driver education. 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.

**Credit:** 0.5 credit

**BEHIND-THE-WHEEL DRIVING**

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.

**Prerequisite:** Students must be currently enrolled in or have completed the classroom instruction. Each student must have in his 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 a fee to enroll students in behind-the-wheel driving. This course is offered before and after school as well as during the summer. Unexcused absences will result in forfeiture of fees paid. Furthermore, students having attended at least one lesson of Behind-the-Wheel instruction are not eligible for a refund.

**Credit:** No credit
**SCIENCE**

*Requirements: one Life Science course and one Physical Science course.*

**SCIENCE/MATH COURSE SEQUENCE  (Bolded titles - weighted courses)**

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**PHYSICAL SCIENCE - (meets the Physical Science requirement for graduation)**

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.

**Prerequisites:** Freshman Level

**Credit:** 0.5 credit per semester

**BIOLOGY - (meets the Life Science requirement for graduation)**

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.

**Prerequisites:** Freshman – Sophomore Level

**Credit:** 0.5 credit per semester

**HONORS BIOLOGY - (meets the Life Science requirement for graduation)**

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. This course will prepare students for Honors Chemistry.

**Prerequisites:** Freshman Level. Current enrollment in Honors Algebra I and Honors English I.

**Credit:** 0.5 credit per semester (weighted)
ADVANCED PLACEMENT (AP) BIOLOGY - *(meets the Life Science requirement for graduation)*
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, students will prepare for the Advanced Placement exam.

**Prerequisites:** Junior – Senior Level. Successful completion of Biology, Honors Chemistry I, and Human Anatomy.
**Credit:** 0.5 credit per semester (weighted)

CHEMISTRY I - *(meets the Physical Science requirement for graduation)*
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.

**Prerequisites:** Sophomore - Senior Level. Successful completion of Biology and current enrollment in Geometry or Algebra II.
**Credit:** 0.5 credit per semester

HONORS CHEMISTRY I - *(meets the Physical Science requirement for graduation)*
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 the chemistry. These concepts will be developed further through class discussion and problem solving.

**Prerequisites:** Sophomore – Senior Level. Successful completion of Biology and current enrollment in Honors Geometry or Honors Algebra II.
**Credit:** 0.5 credit per semester (weighted)

HONORS CHEMISTRY II - *(meets the Physical Science requirement for graduation)*
This is a course designed for students who have a strong interest in science and wish to explore chemistry to a greater depth than is possible with Honors Chemistry I. This course is not a repetition of Honors Chemistry I. This course will be more abstract and mathematical in nature. Reaction Types, Thermodynamic, Kinetics, Equilibrium and Organic will be the material covered in this course. Quantitative relationships of chemical change will be emphasized.

**Prerequisites:** Junior – Senior Level. Successful completion of Honors Chemistry I and Algebra II.
**Credit:** 0.5 credit per semester

ADVANCED PLACEMENT (AP) CHEMISTRY- *(meets the Physical Science requirement for graduation)*
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, students will prepare for the Advanced Placement exam.

**Prerequisites:** Senior Level. Successful completion of Chemistry II and Algebra II.
**Credit:** 0.5 credit per semester (weighted)

PHYSICS - *(meets the Physical Science requirement for graduation)*
This laboratory course is designed to develop the critical thinking skills students need for college and career readiness by exploring the concepts of matter, energy, optics and waves, mechanics, kinematics, dynamics, electricity and magnetism. This course is designed with common core standards in mind to help struggling students succeed in science and other areas of study.

**Prerequisite:** Sophomore - Senior Level. Successful completion of Biology I and Algebra I.
**Credit:** 0.5 credit per semester
HONORS PHYSICS I - *(meets the Physical Science requirement for graduation)*

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.

**Prerequisites:** Junior – Senior Level. Successful completion of Honors Geometry and currently enrolled in Honors Algebra II or Pre-Calculus; or successful completion of Algebra II and currently enrolled in College Prep Math or Pre-Calculus.

**Credit:** 0.5 credit per semester (weighted)

HONORS PHYSICS II - *(meets the Physical Science requirement for graduation)*

This course will be more mathematical in nature and more project-oriented than Honors Physics I. Simple theories of matter and energy will be explored in greater depth. Introduction to more advanced theories will be included. Quantitative relationships of conservation of energy and thermodynamics will be emphasized.

**Prerequisites:** Senior Level. Successful completion of Honors Physics I and Honors Algebra II.

**Credit:** 0.5 credit per semester (weighted)

ADVANCED PLACEMENT (AP) PHYSICS - *(meets the Physical Science requirement for graduation)*

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, students will prepare for the Advanced Placement exam.

**Prerequisites:** Senior Level. Successful completion or currently enrolled in Pre-Calculus and highly recommended credit in Honors Physics I.

**Credit:** 0.5 credit per semester (weighted)

HUMAN ANATOMY and PHYSIOLOGY - *(meets the Life Science requirement for graduation)*

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.

**Prerequisites:** Sophomore – Senior Level. Successful completion or currently enrolled in Honors Chemistry I.

**Credit:** 0.5 credit per semester (weighted)

EARTH SCIENCE - *(meets the Physical Science requirement for graduation)*

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.

**Prerequisites:** Junior - Senior Level

**Credit:** 0.5 credit per semester

ENVIRONMENTAL SCIENCE - *(EHS campus)*

Environmental Science class introduces students to environmental issues through a problem-based, interdisciplinary approach. Topics that are covered include scientific method, environmental policy, environmental chemistry, ecology, human population, soils and agriculture, biotechnology, urbanization, environmental health, and toxicology, freshwater resources, atmospheric science and air pollution, global climate change, renewable alternative energy and waste management. Through research and experimentation students will explore these environmental problems and possible solutions. Various computer-oriented tools will be used to reinforce learning.
**Prerequisites:** Junior - Senior Level. Successful completion of Biology and Chemistry with a ‘C’ average.

**Credit:** 0.5 credit per semester

**ASTRONOMY - one semester course**

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.

**Prerequisites:** Junior - Senior Level. Two years of Science, "C" or higher in previous science

**Credit:** 0.5 credit
SOCIAL STUDIES

WORLD GEOGRAPHY
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.

Prerequisite: Freshman Level – Semester 1 is necessary for Semester 2
Credit: 0.5 credit per semester

ADVANCED ANCIENT CIVILIZATIONS – one semester course
The purpose of this course is to provide students with skills necessary to allow for success in high school advanced placement courses. During this course, students will develop skills that will be useful in either advanced placement classes or courses in Social Studies or Language Arts. These include writing analytical essays, improving reading comprehension, developing critical thinking skills, learning research techniques and interpreting differing points of view. Topics will include Pre-history through the Rise of Civilization: River Civilizations – Sumerians and Egyptians, Ancient Greeks, Ancient Rome, and Dark Ages through the late Medieval Period.

Prerequisite: Freshman who plan to enroll in AP Human Geography second semester and/or AP European History sophomore year
Credit: 0.5 (weighted)

BASIC LAW – one semester course
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.

Prerequisite: Freshman - Senior Level
Credit: 0.5 credit

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

Prerequisite: Sophomore Level
Credit: 0.5 credit per semester
ADVANCED PLACEMENT (AP) EUROPEAN HISTORY

This Advanced Placement History course is a structured course of college-level work. All materials (textbooks, supplementary) are college reading level. This course will begin with some background references to earlier civilizations’ contributions to the modern life and will then devote its remaining time to subsequent developments. Students to be successful in this course must have a strong sense of “self-direction and must assume responsible roles as students without heavy supervision. The course is designed to give the student understanding of some of the principal themes in modern history such as technological, individualism, civil rights, governmental development, and to develop the ability to analyze historical evidence. Each student is expected to do independent reading and research around broad themes in European History. Examinations are given at the end of each unit of study; both short answer and essay type. As part of this course, students will prepare for the Advanced Placement exam. This course meets the graduation requirement for World History.

Prerequisite: Sophomore – Senior Level. Successful completion of Advanced Ancient Civilizations of 'C' or above or with consent of the instructor.
Credit: 0.5 credit per semester (weighted)

UNITED STATES HISTORY

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. The first semester will involve 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 constitution, flag, and Declaration of Independence.

The second semester will concentrate intensely 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.

Prerequisite: Junior – Senior Level
Credit: 0.5 credit per semester

ADVANCED PLACEMENT (AP) UNITED STATES HISTORY

The Advanced Placement History course is a structured course of college-level work. It 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 look at The Guilded Age, 1865-1900 and will study to present day America. All materials (textbooks, supplementary) are college reading level. Students to be successful in this course must have a strong sense of “self-direction” and must assume responsible roles as students without heavy supervision. 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 he classified information". Each student is expected to do "independent reading around 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. As part of this course, students will prepare for the Advanced Placement exam.

Prerequisite: Junior – Senior Level. Successful completion of AP European History with a 'C' or above or with consent of the instructor.
Credit: 0.5 credit per semester (weighted)
GOVERNMENT - one semester course
This course will help our students have a better understanding of our national, state, and local governments. It will also help students have 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.

Prerequisite: Junior – Senior Level
Credit: 0.5 credit

ADVANCED PLACEMENT (AP) UNITED STATES GOVERNMENT AND POLITICS
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 introduces general concepts in American government and politics in order for students to have an understanding of the basis of our form of democracy and republicanism. Students will become familiar with the basis of American political thought and how it transforms into modern political parties and ideology. Students will become familiar with the three branches of American government and how they are related to the creation of public policy. 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.

Prerequisite: Junior - Senior Level. Students should have earned a 'C' or above in at least one other AP Social Studies class or with consent of the instructor.
Credit: 0.5 credit per semester (weighted)

SOCIOLOGY – one semester course
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 to 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. 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.

Prerequisite: Junior – Senior Level
Credit: 0.5 credit
**ECONOMICS – one semester course**

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

Economics is designed to provide the student with an understanding of economic theory and concepts such as supply and demand, 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 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 areas such as allocation of income, saving, and installment buying. Service learning may be a component of this class.

**Prerequisite:** Junior – Senior Level  
**Credit:** 0.5 credit (weighted)

**PSYCHOLOGY – one semester course**

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, brain and behavior, states of consciousness, social psychology, and abnormal psychology.

**Prerequisite:** Junior – Senior Level  
**Credit:** 0.5 credit

**ADVANCED PLACEMENT (AP) PSYCHOLOGY**

This is a comprehensive course 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 course in college. 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, students will prepare for the Advanced Placement exam.

**Prerequisite:** Junior - Senior Level. Students should have earned a 'C' or above in at least one other AP Social Studies class or with consent of the instructor.  
**Credit:** 0.5 credit per semester (weighted)

**ADVANCED PLACEMENT (AP) HUMAN GEOGRAPHY – one semester course**

This Advanced Placement course investigates regions of the world and how these regions influence the historical, economical, political and cultural development in an interdependent world. Includes geographic concepts, physical phenomena, and the relationship of people to their environment. Includes environmental issues and decision-making skills. Covers regions, locations (position on earth's surface), place (physical and human characteristics), relationships within places and movement (human interaction). As part of this course, students will prepare for the Advanced Placement exam.

**Prerequisite:** Freshmen who have completed Advanced Ancient Civilizations or Junior - Senior Level. Students should have earned a 'C' or above in at least one other AP Social Studies class or with consent of the instructor.  
**Credit:** 0.5 credit (weighted)
FOCUSED PROGRAMS

ACT PREP CLASS - one semester course
The purpose of the ACT Prep Course is to assist students in preparing to take the ACT Test. This program will provide an overview of the test, practical test taking strategies and an opportunity to complete a simulated full-length ACT Test. This course is most specifically designed to help students be familiar with the ACT Test. It is NOT an academic tutoring opportunity. Students will explore question styles and samples for all four areas of the ACT test (reading, English, math and science), as well as sample prompts for the writing portion.

Other skills/strategies that will be addressed will include: what does the real test look like, how to take a timed test, how to approach questions that you don’t know how to answer, how to organize and write an essay in 30 minutes, how to maximize what you know, and other test taking strategies.

Prerequisite: Sophomores – Senior Level students who plan to take the ACT test in the next nine months. Juniors and Seniors will receive priority placement.
Credit: 0.5 credit

ADVANCED PLACEMENT (AP) SUPPORT
This is an enrichment session for students who are enrolled in Advanced Placement courses. The focus will be on facilitating AP innovations, tutoring, study skills, resource and technology needs.

Prerequisite: Junior - Senior Level.  Students must be enrolled in either two (2) AP courses or one (1) AP course and two (2) Honors/Weighted level courses.
Credit: 0.5 credit per semester - Pass/Fail. This course may be taken up to four semesters.

AFRICAN-AMERICAN SCHOLARS - (EHS campus)
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 ACT exam. Senior community students will receive guidance in writing college essays and preparing scholarship and college admission applications.

Prerequisite: Students must be in the following organizations: African-American Scholars Program or Operation Calculus. Other eligible students include Junior or Senior community students with a minimum of a 3.0-weighted GPA, with program coordinator approval).
Credit: 0.5 credit per semester. This course may be repeated.

EXPLORATORY TEACHING
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.

Prerequisite: Junior - Senior Level
Credit: 0.5 credit per semester. This course may be taken up to four semesters.
TECHSPERTS - (EHS campus)

The EHS Techsperts course is a hands-on study of technology in an educational context. Students will be required to assess problem sets throughout the day and define the best approach to addressing or solving the problem. In addition to solving problems for students and teachers, students will be required to complete and maintain several running projects that address problems or solutions in educational technology integration. The course also asks students to have a prior understanding of Apple OS, Microsoft Windows OS, and the iPad iOS. During the course semester students will not only be helping, but creating, curating, and organizing information and content for the faculty and students. This may come in the form of a blog that students manage for a department. Students may be building an iBook resource companion for one of their teachers. Students also may be building a set of instructional videos and books for the school to use. This course will elicit and require skills that are relevant to most professions.

Prerequisite: Junior - Senior Level. Students should have prior understanding of Apple OS, Microsoft Windows OS, and the iPad iOS.
Credit: 0.5 credit per semester

SCHOLARS and MENTORS

Scholars and Mentors bridges school with community and allows self-directed junior and senior level students to develop their passions or to explore an area of interest. Interested students submit a semester proposal outlining their course of study to Gifted Services. Selected students then have one class period to devote to their studies, and depending upon the nature of their proposal, they may conduct research or job shadow in the community during school hours. Scholars may work with a community mentor. At the end of the semester the Scholars present their study to the community.

Prerequisite: Junior and Senior Level. Students must submit a written proposal outlining course of study. Units toward Scholars and Mentors participation must not jeopardize graduation or North Central Association eligibility.
Credit: 0.5 credit per semester. This course may be taken up to four semesters.
SPECIAL EDUCATION

Eligibility for special education services requires a Case Study Evaluation. An individualized education plan (IEP) meeting is held annually to insure 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 CATEGORIAL and SOCIAL / EMOTIONAL DEVELOPMENT COURSES

LANGUAGE ARTS

READ 180

This course is designed for any student reading two or more years below grade level and specifically addresses the needs of struggling readers. Read 180 uses adaptive technology to individualize instruction for students while focusing on the following skill development: phonemic awareness, phonics, reading fluency, text comprehension, academic vocabulary, spelling and writing.

Prerequisite: Identified, as needed, per the IEP, and enrollment in English I.
Credit: 0.5 credit per semester

ENGLISH I

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.

Prerequisite: None
Credit: 0.5 credit per semester

ENGLISH II

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.

Prerequisite: Sophomore Level. Successful completion of English I.
Credit: 0.5 credit per semester

ENGLISH III

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. This course will help prepare students for the PSAE/ACT exam.

Prerequisite: Junior Level. Successful completion of English II.
Credit: 0.5 credit per semester

ENGLISH IV

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.

Prerequisite: Senior Level. Successful completion of English III.
Credit: 0.5 credit per semester
SOCIAL STUDIES

WORLD GEOGRAPHY
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.

Prerequisite: Freshman Level. Semester 1 is necessary for Semester 2.
Credit: 0.5 credit per semester

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

Prerequisite: Sophomore Level
Credit: 0.5 credit per semester

UNITED STATES HISTORY
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. The first semester will involve 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.

The second semester will concentrate intensely 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.

Prerequisite: Junior – Senior Level
Credit: 0.5 credit per semester

GOVERNMENT - one semester course
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.

Prerequisite: Junior – Senior Level
Credit: 0.5 credit
SOCIAL INTERACTIONS
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.

Prerequisite: none
Credit: 0.5 credit per semester

SOCIAL PROBLEMS
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.

Prerequisite: none
Credit: 0.5 credit per semester

BASIC LAW – one semester course
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.

Prerequisite: Freshman - Senior Level
Credit: 0.5 credits

MATHEMATICS
ALGEBRA FOUNDATIONS I
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.

Prerequisite: none
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.

ALGEBRA FOUNDATIONS II
This is a yearlong course. Topics to be covered include statistics and data, polynomials, quadratic equations and functions, exponential functions, radical functions, and an introduction to trigonometry.

Prerequisite: Sophomore Level. Successful completion of Algebra 1 or Algebra Foundations I.
Credit: 0.5 credit per semester

GEOMETRY FOUNDATIONS
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.

Prerequisite: Junior Level. Successful completion of Algebra Foundations II.
Credit: 0.5 credit per semester
CONSUMER MATH

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.

Prerequisite: Senior Level. Successful completion of Geometry Foundations.

Credit: 0.5 credit per semester

SCIENCE

PHYSICAL SCIENCE - (meets the Physical Science requirement for graduation)

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.

Prerequisites: none

Credit: 0.5 credit per semester

BIOLOGY - (meets the Life Science requirement for graduation)

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.

Prerequisites: Freshman – Sophomore Level

Credit: 0.5 credit per semester

EARTH SCIENCE - (meets the Physical Science requirement for graduation)

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.

Prerequisites: Junior - Senior Level

Credit: 0.5 credit per semester

BUSINESS / VOCATIONAL

ORIENTATION TO VOC-ED (CAREERS)

Prerequisite: none

Credit: 0.5 credit per semester

VOCATIONAL COOPERATIVE EDUCATION (VCE) II

Prerequisite: none

Credit: 0.5 credit per semester

VOCATIONAL COOPERATIVE EDUCATION (VCE) III

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

Prerequisite: none

Credit: 0.5 credit per semester

VOCATIONAL COOPERATIVE EDUCATION (VCE) IV

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

Prerequisite: none

Credit: 0.5 credit per semester
**VOCATIONAL COOPERATIVE EDUCATION (VCE) JOB**

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

**Prerequisite:** none  
**Credit:** 0.5 credit per semester

**CONSUMER EDUCATION - one semester course**

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

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.

**Prerequisite:** Sophomore - Senior Level  
**Credit:** 0.5 credit

**KEYBOARDING**

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.

**Prerequisite:** none  
**Credit:** 0.5 credit

**CAREER EXPLORATION - one semester course**

This class is designed to help students research career options and make a career plan for the future. Students will examine the workplace and the requirements of various careers. They will complete self-evaluation to help select a career area that fits their individual abilities and interests. This class is designed to help students set goals which will allow for career guidance as students select high school classes and plan post-secondary education. This class will be especially helpful to the freshman student but will also help upper classmen.

**Prerequisite:** none  
**Credit:** 0.5 credit

**PHYSICAL EDUCATION / HEALTH**

**HEALTH - one semester course**

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.

**Prerequisite:** Freshman Level  
**Credit:** 0.5 credit

**ELECTIVES**

**CHILD CARE - one semester course**

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.

**Prerequisite:** none  
**Credit:** 0.5 credit

**PARENTING - one semester course**

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.

**Prerequisite:** none  
**Credit:** 0.5 credit

**INDEPENDENT LIVING**

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

Making decisions on what, when, and how to buy can put some consumers in the hole 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 big-ticket items such as homes and education. Field trips and classroom work are used in covering topics of car purchase, housing choices, credit use, bank accounts, careers, tax returns and a variety of other topics key to living independently.

**Prerequisite:** none  
**Credit:** 0.5 credit

**LEARNING STRATEGIES**

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.

**Prerequisite:** none  
**Credit:** 0.5 credit per semester. This course may be taken every semester.

**LIFE and ESSENTIAL SKILLS COURSES**

- Language Arts  
- Social Studies  
- Mathematics  
- Science  
- Vocational Training  
- Family And Consumer Sciences  
- Electives  
- Physical Education
HEARTLAND TECHNICAL ACADEMY

The 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 apply during their sophomore and/or junior year. Along with the specific program prerequisites, student’s grades point average and attendance will be considered for acceptance.

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<thead>
<tr>
<th>Program</th>
<th>Type</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Agriscience Technology</td>
<td>2-year</td>
<td>3 college credits (year 1)</td>
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<tr>
<td></td>
<td>Dual Credit</td>
<td>8 college credits (year 2)</td>
</tr>
<tr>
<td>Audio/Video Production</td>
<td>2-year</td>
<td>6 college credits (year 1)</td>
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<td></td>
<td>Dual Credit</td>
<td>1 college credit (year 2)</td>
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<tr>
<td>Auto Body</td>
<td>2-year</td>
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<tr>
<td>Auto Technology</td>
<td>2-year</td>
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<tr>
<td>Building Trades</td>
<td>2-year</td>
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<tr>
<td>Business Technology and Procedures</td>
<td>2-year</td>
<td>12 college credits (Business Technology)</td>
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<tr>
<td></td>
<td>Dual Credit</td>
<td>9 college credits (Medical Office Specialty)</td>
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<td>3 credits (year 2 - both concentrations)</td>
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<tr>
<td>Computer Assisted Drafting</td>
<td>2-year</td>
<td>10 college credits (year 1)</td>
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<tr>
<td></td>
<td>Dual Credit</td>
<td>9 college credits (year 2)</td>
</tr>
<tr>
<td>Computer Maintenance and Repair</td>
<td>1-year</td>
<td>7 college credits</td>
</tr>
<tr>
<td>Computer Networking</td>
<td>1-year</td>
<td>8 college credits</td>
</tr>
<tr>
<td>Cosmetology – Mr. John’s</td>
<td>2-year</td>
<td></td>
</tr>
<tr>
<td>Cooperative Work Education</td>
<td>2-year</td>
<td>1 college credit (year 1)</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>2-year</td>
<td>3 college credits (year 1)</td>
</tr>
<tr>
<td></td>
<td>Dual Credit</td>
<td>6 college credits (year 2)</td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>2-year</td>
<td>2 college credits (year 1)</td>
</tr>
<tr>
<td></td>
<td>Dual Credit</td>
<td>4 college credits (year 2)</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>2-year</td>
<td>2 college credits (year 1)</td>
</tr>
<tr>
<td></td>
<td>Dual Credit</td>
<td>6 college credits (year 2)</td>
</tr>
<tr>
<td>Engineering Technology</td>
<td>2-year</td>
<td>9 college credits (year 1)</td>
</tr>
<tr>
<td>Fire Fighting</td>
<td>2-year</td>
<td>15 college credits (year 1)</td>
</tr>
<tr>
<td></td>
<td>Dual Credit</td>
<td>12 college credits (year 2)</td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>1-year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dual Credit</td>
<td>12 college credits (year 1)</td>
</tr>
<tr>
<td>Nursing Assistant</td>
<td>1-year</td>
<td>8 college credits</td>
</tr>
<tr>
<td>Web Programming</td>
<td>1-year</td>
<td>10 college credits</td>
</tr>
<tr>
<td>Welding</td>
<td>2-year</td>
<td>5 college credits (year 1)</td>
</tr>
<tr>
<td></td>
<td>Dual Credit</td>
<td>9 college credits (year 2)</td>
</tr>
</tbody>
</table>

Students can earn 1.5 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. 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.

For detailed information on each program, visit www.tech-academy.org or see your guidance counselor for the Heartland Technical Academy Program Guide.