At Decatur Public Schools, we have made it our mission to educate all students for lifelong success. Our vision is that all students will become responsible, caring and productive citizens of society in a setting where students, parents, staff and community members share responsibility; district leadership motivates people, policies, and decisions; and all resources are used effectively and efficiently.
DECATUR PUBLIC HIGH SCHOOLS

CURRICULUM GUIDE

2015-2016

DECATUR PUBLIC SCHOOLS
101 West Cerro Gordo
Decatur, IL 62523
217-362-3000
www.dps61.org

BOARD OF EDUCATION
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DWIGHT EISENHOWER HIGH SCHOOL
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Decatur, IL 62521
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www.dps61.org/ehs

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Mary Ann Galligan, AP of Curriculum and Instruction
Laura Anderson, AP of Student Services
Courtney Settles, AP of Activities and Facilities
Sergio Reyna, AP of Freshman Academy

EISENHOWER COUNSELORS
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Cyndi Kraemer – G-O
Sarah Puchalski – P-Z
Tamelyn Motley – All Freshman

DOUGLAS MACARTHUR HIGH SCHOOL
1499 West Grand Avenue
Decatur, IL 62522
217-362-3150
www.dps61.org/mhs

MACARTHUR ADMINISTRATION
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Jaya Lawary, AP of Freshman Academy

MACARTHUR COUNSELORS
Danielle Siebring – A-J
Monica Shaw – Athletics
Alicia Bradford – K-Z
Andrew Novak – All Freshman
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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**
AdvancED (former North Central Association)
Illinois State Board of Education
**Graduation Requirements**

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

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>4 credits</td>
</tr>
<tr>
<td><strong>Mathematics</strong></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>2 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>(Illinois and United States Constitution Exams)</td>
</tr>
<tr>
<td><strong>Foreign Language, or Art, or Music, or Vocational Education</strong></td>
<td>1 credit</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 <em>(Levels 3 and 4)</em> – 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>
<tr>
<td><strong>Electives</strong></td>
<td>4.5 or 4 credits</td>
</tr>
<tr>
<td>Depending on Consumer Education course (as listed above)</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, 3 hours per semester, for each year they are a student in Decatur Public Schools. Any student who attends Decatur high schools for four (4) years would need 24 hours. Students may not receive compensation for service hours. Students will complete the required number of hours through a variety of projects with the support of parents, staff, and administration. Projects can be academic or community based. Service learning encourages students to give back to the community both during and after their high school years.

**Standardized Test Requirements**

The Partnership for Assessment of Readiness for College and Careers (PARCC) is the new state assessment and accountability measure for Illinois students enrolled in a public school district. PARCC assesses the New Illinois Learning Standards Incorporating the Common Core and will be administered to students in English Language Arts and mathematics.
GRADE LEVEL CLASSIFICATION

A student is classified as a sophomore, junior, or senior using the following requirements:

Sophomore Year: 5.0 credits - must include:
• 1.0 credit for English
• 1.0 credit for math

Junior Year: 11.0 credits - must include:
• 2.0 credits for English
• 2.0 credits for math,
• 2.0 credit for science,
• 1.0 credit for social studies

Senior Year: 16.0 credits - must include:
• 3.0 credits for English,
• 2.0 credits for math,
• 2.0 credits for science,
• 1.0 credit for social studies

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.
**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.

Students who intend to graduate early must complete an application with their guidance counselor by December 1 of their junior year. Upon the completion of the application, the counselor will submit a request to the principal. In order to graduate early a student must meet all requirements for graduation by the last day of final exams in December. Seniors intending to graduate early must meet with their counselor to ensure that all requirements are met. The eighth (8th) semester of PE will be waived under those circumstances.

Students who graduate early are allowed to participate in all spring senior activities, which include prom and graduation ceremonies as well as any graduation activities. Early graduates will be invited to attend any applicable awards assemblies or honor banquets. Early graduates that qualify are eligible to receive Graduation Honors but will not be considered to speak at graduation as the selected Summa Cum Laude speaker or Orator. Students who graduate early may not participate in any extra-curricular activities after final exams in December.

Transfer students must complete one full semester at Decatur High Schools to be eligible for early graduation.

**Graduation Honor Requirements** - *(determined after 7 semesters)*

**Summa Cum Laude** (Must meet all of the following criteria)
- At least a 4.00 GPA
- Attain all 4 'Benchmarks' on an ACT up until January of senior year

**Magna Cum Laude** (Must meet all of the following criteria)
- At least a 3.50 GPA
- Attain at least 3 'Benchmarks' on an ACT up until January of senior year

**Cum Laude** (Must meet all of the following criteria)
- At least a 3.00 GPA
- Attain at least 2 'Benchmarks' on an ACT up until January of senior year

**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 English III, Research Paper/Critical Thinking, Public Speaking and Debate, AP English Language and Composition, AP English Literature and Composition

Social Studies
- Advanced Ancient Civilizations, African-American History (Dual Credit), Economics, AP European History, AP Human Geography, AP Psychology, AP United States Government, AP United States History

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

Science
- Honors Biology, Human Anatomy and Physiology, Honors Chemistry I, Honors Chemistry II, Honors Physics I, Honors Physics II, AP Biology, AP Chemistry, AP Physics

Foreign Language
- Honors Spanish I, Honors Spanish II, Spanish III, Honors Spanish III, Spanish IV, Honors Spanish IV, AP Spanish Language

Art
- AP Studio Art

Music
- Music Theory I-II, 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.
STANDARDIZED TEST INFORMATION

American College Testing Assessment (ACT) (optional)
The American College Testing Assessment is administered by the American College Testing Program and used by postsecondary institutions for admissions purposes. The instrument includes five tests of educational development: English, Mathematics, Science, 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. 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.

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 13 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, Biology, Chemistry, Physics, Spanish and Studio Art. Students enrolled in an Advanced Placement (AP) course are expected to take the national exam in May.

Partnership for Assessment of Readiness for College and Careers (PARCC) Assessment
The Partnership for Assessment of Readiness for College and Careers (PARCC) is the new state assessment and accountability measure for Illinois students enrolled in a public school district. PARCC assesses the New Illinois Learning Standards Incorporating the Common Core and will be administered to students in English Language Arts and mathematics.

PARCC assessments in English Language Arts and mathematics will be administered to all students in grades 3-8, according to their current grade level.
SCHEDULING INFORMATION

The 2015-2016 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 six (6) 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 (4) 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 Counselor’s Office. A rationale must be listed on the form as to why the audit is necessary. Permission to audit will only be granted when an acceptable reason is provided. The instructor, department chair, and the administrator in charge of scheduling and grade reporting will make the determination of what is acceptable.
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>Freshman Seminar</td>
<td>World History</td>
<td>United States History</td>
<td>Math Elective</td>
</tr>
<tr>
<td>Health/Physical Education</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>* Early Bird</td>
<td>* Early Bird</td>
<td>* Early Bird</td>
<td>* Early Bird</td>
</tr>
</tbody>
</table>

* Early Bird
TRANSFER OF CREDIT and ALTERNATIVE COURSES (Dual Credit)

A student will receive high school credit for successfully completing any course given by an institution accredited by the North Central Association of Colleges and Secondary Schools. High school transfer credits from schools approved by the state and certified by the North Central Association (NCA) or its equivalent will be evaluated by the administration. The conversion formula is typically one 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 74.

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 a program students may use to repeat a previously failed course. The courses offered are limited. Students in need can enroll with their guidance counselor.

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.
**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 three 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.
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 or 4 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>Duration</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>Duration</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>Duration</th>
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</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>Duration</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.
NCAA ELIGIBILITY FOR COLLEGE BOUND STUDENT ATHLETES

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:

Core Courses (16)

- NCAA Division I and II require 16 core courses. See the charts below.
- Beginning August 1, 2016, NCAA Division I will require 10 core courses to be completed prior to the seventh semester (7 of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements below). These 10 courses become “locked in” at the start of the seventh semester and cannot be retaken for grade improvement.
  - Beginning August 1, 2016, it will be possible for a Division I college-bound student-athlete to still receive athletics aid and the ability to practice with the team if he or she fails to meet the 10 course requirement but would not be able to complete.

Test Scores (ACT/SAT)

- Students must present a corresponding test score and core-course GPA on the NCAA sliding scale.
- Division II requires a minimum SAT score of 820 or an ACT sum score of 68.
  - SAT: critical reading and math sections.
  - ACT: English, mathematics, reading, and science sections.
- All ACT and SAT attempts before initial full-time collegiate enrollment may be used for initial eligibility.
- When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.

Core Grade-Point Average:

- Only core courses that appear on the high school’s List of NCAA Courses on the NCAA Eligibility Center’s website (www.eligibilitycenter.org) will be used to calculate your core-course GPA. Use this list as a guide.
- Division I students enrolling full time before August 1, 2016, should use Sliding Scale A to determine eligibility to receive athletics aid, practice and competition during the first year.
- Division I GPA required to receive athletics aid and practice on or after August 1, 2016, is 2.000-2.299.
- Division II GPA is required to be eligible for competition on or after August 1, 2016, is 2.300.
- The Division II core GPA requirement is a minimum of 2.000.

<table>
<thead>
<tr>
<th>DIVISION I</th>
<th>DIVISION II</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 Core Courses</td>
<td>16 Core Courses</td>
</tr>
<tr>
<td>4 years of English</td>
<td>3 years of English</td>
</tr>
<tr>
<td>3 years of math (Algebra 1 or higher) (1 year of lab)</td>
<td>2 years of math (Algebra 1 or higher) (1 year of lab)</td>
</tr>
<tr>
<td>2 years of natural/physical science</td>
<td>2 years of natural/physical science (1 year of lab)</td>
</tr>
<tr>
<td>1 year of additional English, math, or naturalophysical science</td>
<td>3 year of additional English, math, or natural/physical science</td>
</tr>
<tr>
<td>2 years of social science</td>
<td>2 years of social science</td>
</tr>
<tr>
<td>4 years of additional courses (from any area above, foreign language, or comparative religion/philosophy).</td>
<td>4 years of additional courses (from any area above, foreign language, or comparative religion/philosophy).</td>
</tr>
</tbody>
</table>

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.eligibilitycenter.org
Career Clusters

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

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

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics
Agriculture, Food & Natural Resources careers encompass the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.

**PATHWAYS:**

1. Food Products and Processing Systems
2. Plant Systems
3. Animal Systems
4. Power, Structural, & Technical Systems
5. Natural Resource Systems

**CAREER OPPORTUNITIES:**

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

**ALIGNED CO-CURRICULAR**

- Science Club

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**Course of Study Plan**

<table>
<thead>
<tr>
<th>EDUCATION</th>
<th>GRADE</th>
<th>ENGLISH/LANGUAGE ARTS</th>
<th>MATH</th>
<th>SCIENCE</th>
<th>SOCIAL STUDIES</th>
<th>RECOMMENDED ELECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td>9</td>
<td>English I</td>
<td>Algebra I</td>
<td>Biology</td>
<td>World Geography</td>
<td>• Business, Marketing &amp; Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Accounting, Consumer Education, Keyboarding</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>English II</td>
<td>Geometry</td>
<td>Chemistry</td>
<td>World History</td>
<td>• Economics, Computer App</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Foreign Language</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>American Literature</td>
<td>Algebra II</td>
<td>Physics</td>
<td>U.S. History</td>
<td>• Earth Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• AP Biology</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>World Literature</td>
<td>Math Elective</td>
<td></td>
<td></td>
<td>• AP Chemistry</td>
</tr>
</tbody>
</table>

All plans of study must meet local and state high school graduation requirements and college entrance requirements.
Architecture and Construction careers encompass designing, planning, managing, building and maintaining the built environment.

**PATHWAYS:**
1. Design/Pre-Construction
2. Construction
3. Maintenance

**ALIGNED CO-CURRICULAR**

| WYSE | Stage Crew |

**CAREER OPPORTUNITIES:**
- Architect
- General Contractor
- Carpenter
- Heating, Ventilation, Air Conditioning
- Civil Engineer
- Refrigeration Mechanic
- Construction Foreman
- Interior Design Contractor
- Painter
- Demolition Engineer
- Plumber
- Drafter
- Project Estimator
- Drywall Installer
- Roofer
- Electrician
- Safety Director

**Course of Study Plan**

<table>
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<tr>
<th>EDUCATION</th>
<th>GRADE</th>
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<th>MATH</th>
<th>SCIENCE</th>
<th>SOCIAL STUDIES</th>
<th>RECOMMENDED ELECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td>9</td>
<td>English I</td>
<td>Algebra I</td>
<td>Biology</td>
<td>World Geography</td>
<td>• Applied Tech.</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>English II</td>
<td>Geometry</td>
<td>Chemistry</td>
<td>World History</td>
<td>• M.A.P.S.</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>American Literature</td>
<td>Algebra II</td>
<td>Physics</td>
<td>U.S. History</td>
<td>• Advanced Metalworking</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>World Literature</td>
<td>Math Elective</td>
<td></td>
<td></td>
<td>• Intro to Engineering Design</td>
</tr>
</tbody>
</table>

All plans of study must meet local and state high school graduation requirements and college entrance requirements.
Arts, A/V Technology & Communications careers encompass designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

**PATHWAYS:**
1. Audio & Video Technology & Film
2. Printing Technology
3. Visual Arts
4. Performing Arts
5. Journalism and Broadcasting
6. Telecommunications

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

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

**Course of Study Plan**

<table>
<thead>
<tr>
<th>EDUCATION</th>
<th>GRADE</th>
<th>ENGLISH/LANGUAGE ARTS</th>
<th>MATH</th>
<th>SCIENCE</th>
<th>SOCIAL STUDIES</th>
<th>RECOMMENDED ELECTIVES</th>
</tr>
</thead>
</table>
| High School | 9     | English I              | Algebra I | Biology | World Geography | • Keyboarding
|           | 10    | English II             | Geometry | Chemistry | World History | • AV Production
|           | 11    | American Literature    | Algebra II | Physics | U.S. History  | • Speech
|           | 12    | World Literature       | Math Elective |         |              | • Public Speaking & Debate
|           |       |                        |        |         |               | • AP English Language
|           |       |                        |        |         |               | • AP English Literature
|           |       |                        |        |         |               | • CP Exploratory Writing
|           |       |                        |        |         |               | • Research Paper
|           |       |                        |        |         |               | • Computer App
|           |       |                        |        |         |               | • Foreign Language
|           |       |                        |        |         |               | • Web Design

All plans of study must meet local and state high school graduation requirements and college entrance requirements.
Business Management & Administration careers encompass functions essential to efficient and productive business operations, including planning, organizing, directing, and evaluating business functions.

**PATHWAYS:**

1. Management  
2. Business Financial Management  
3. and Accounting  
4. Human Resources  
5. Business Analysis  
6. Marketing & Communications  
7. Administrative and Information Support

**ALIGNED CO-CURRICULAR**

- Yearbook  
- Class Council  
- Student Council  
- Future Business Leaders of America

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### Course of Study Plan

<table>
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<tr>
<th>EDUCATION</th>
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<td>9</td>
<td>English I</td>
<td>Algebra I</td>
<td>Biology</td>
<td>World Geography</td>
<td>• Intro to Business</td>
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<td>• Business, Marketing &amp; Management</td>
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<td>• Accounting</td>
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<td>• Consumer Ed.</td>
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<td>• Psychology</td>
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<td></td>
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<td>• Sociology</td>
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<td>English II</td>
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<td>World Literature</td>
<td>Math Elective</td>
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</tr>
</tbody>
</table>

All plans of study must meet local and state high school graduation requirements and college entrance requirements.
Education and Training careers encompass planning, managing and providing education and training services, and related learning support services.

PATHWAYS:
1. Administration Administrative Support
2. Professional Support Services
3. Teaching/Training

ALIGNED CO-CURRICULAR
Peer Mediation
Poetry
Exploratory Teacher

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

Course of Study Plan

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<td>English I</td>
<td>Algebra I</td>
<td>Biology</td>
<td>World Geography</td>
<td>• Computer Application</td>
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<td>• Web Design</td>
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<td>• Foreign Language</td>
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<td>• Research</td>
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<td>• Paper/Critical Thinking</td>
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<td>• Exploratory Teaching</td>
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<td></td>
<td></td>
<td>• Psychology</td>
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<tr>
<td></td>
<td>12</td>
<td>World Literature</td>
<td>Math Elective</td>
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</tr>
</tbody>
</table>

All plans of study must meet local and state high school graduation requirements and college entrance requirements.
Finance careers encompass planning, services for financial and investment planning, banking, insurance, and business financial management.

PATHWAYS:
1. Securities and Investments
2. Business Finance
3. Banking Services
4. Insurance
5. Accounting

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

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

Course of Study Plan

<table>
<thead>
<tr>
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<th>RECOMMENDED ELECTIVES</th>
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|           |       |                         |      |         |                | • Intro to Business
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|           |       |                         |      |         |                | • Foreign Language
|           |       |                         |      |         |                | • Keyboarding
|           | 12    | World Literature        | Math Elective |      |              | • Speech
|           |       |                         |      |         |                | • Public Speaking & Debate

All plans of study must meet local and state high school graduation requirements and college entrance requirements.
Government and Public Administration careers encompass executing governmental functions to include Governance; National Security; Foreign Services; Planning; Regulations; and Management and Administration at the local, state and federal levels.

### PATHWAYS:

1. Governance  
2. National Security  
3. Foreign Services  
4. Planning  
5. Revenue and Taxation  
6. Regulation  
7. Public Management and Administration

### CAREER OPPORTUNITIES:

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

### ALIGNED CO-CURRICULAR

- Class Council  
- Student Council  
- Chess  
- National Honor Society  
- Board Game Club

### Course of Study Plan

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              |       |                        |       |          |                  | • Foreign Language  
              |       |                        |       |          |                  | • Research  
              |       |                        |       |          |                  | • Paper/Critical Thinking  
              |       |                        |       |          |                  | • Speech  
              |       |                        |       |          |                  | • Debate/Public Speaking  
              |       |                        |       |          |                  | • Calculus  
              |       |                        |       |          |                  | • Government  
              |       |                        |       |          |                  | • Psychology  
              |       |                        |       |          |                  | • Sociology  
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|           | 12    | World Literature        | Math Elective |       |               |                      |

All plans of study must meet local and state high school graduation requirements and college entrance requirements.
Health Science careers encompasses planning, managing, and providing therapeutic services, diagnostic services, health information, support services, and biotechnology research and development.

**PATHWAYS:**
1. Therapeutic Services
2. Diagnostic Services
3. Health Informatics
4. Support Services
5. Biotechnology Research and Development

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

**ALIGNED CO-CURRICULAR**

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All plans of study must meet local and state high school graduation requirements and college entrance requirements.
Hospitality and Tourism careers encompass the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.

PATHWAYS:
1. Restaurants and
2. Food/Beverage Services
3. Lodging
4. Travel & Tourism
5. Recreation, Amusement and Attractions

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

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

Course of Study Plan

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| | | | | | | • Computer App.  
| | | | | | | • Keyboarding  
| | | | | | | • Intro to Business  
| | | | | | | • Business, Marketing & Management  
| | | | | | | • Interior Design  
| | | | | | | • Foods & Nutrition I/II  
| | | | | | | • Foreign & Gourmet Foods  
| | | | | | | • Foreign Language  
| | | | | | | • Government |
| | 10 | English II | Geometry | Chemistry | World History | |
| | 11 | American Literature | Algebra II | Physics | U.S. History | |
| | 12 | World Literature | Math Elective | | | |

All plans of study must meet local and state high school graduation requirements and college entrance requirements.
PATHWAYS:
1. Early Childhood Development and Services
2. Counseling and Mental Health Services
3. Family and Community Services
4. Personal Care Services
5. Consumer Services

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

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

Course of Study Plan

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<td>• Childcare</td>
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All plans of study must meet local and state high school graduation requirements and college entrance requirements.

Human Services careers encompass preparing individuals for employment in career pathways that relate to families and human needs.
PATHWAYS:
1. Network Systems
2. Information Support and Services
3. Web and Digital Communications
4. Programming and Software Development

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

ALIGNED CO-CURRICULAR
Chess
Yearbook
Anime Club
Video Game Club

Course of Study Plan

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All plans of study must meet local and state high school graduation requirements and college entrance requirements.
Law, Public Safety, Corrections and Security careers encompass planning, monitoring, and providing legal, public safety, protective services and homeland security, including professional and technical support services.

PATHWAYS:
1. Corrections Services
2. Emergency and Fire
3. Management Services
4. Security and Protective Services
5. Legal Services

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

ALIGNED CO-CURRICULAR
Peer mediation
Student Council
Class Council
Chess

Course of Study Plan

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</table>
| High School | 9     | English I              | Algebra I | Biology   | World Geography | Basic Law
|           |       |                        |          |           |                | Foreign Language
|           |       |                        |          |           |                | Economics
|           |       |                        |          |           |                | Government
|           |       |                        |          |           |                | Psychology / Sociology
|           |       |                        |          |           |                | Consumer Ed
|           |       |                        |          |           |                | Government
|           |       |                        |          |           |                | AP Government
|           |       |                        |          |           |                | Debate
|           | 10    | English II             | Geometry | Chemistry | World History  |
|           |       |                        |          |           |                |
|           | 11    | American Literature    | Algebra II| Physics   | U.S. History   |
|           |       |                        |          |           |                |
|           | 12    | World Literature       | Math Elective |         |                |

All plans of study must meet local and state high school graduation requirements and college entrance requirements.
Manufacturing careers encompass planning, managing and performing the processing of materials into intermediate and final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.

PATHWAYS:

1. Productions
2. Manufacturing Production Process Development
3. Maintenance, Installation & Repair
4. Quality Assurance
5. Logistics & Inventory Control
6. Health, Safety & Environmental Assurance

CAREER OPPORTUNITIES:

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

ALIGNED CO-CURRICULAR

- Class Council
- Student Council
- WYSE

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Course of Study Plan

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</table>
| High School | 9     | English I              | Algebra I | Biology | World Geography | • Applied Technology
|            |       |                        |       |          |                | • Introduction to Engineering Design |
|            | 10    | English II             | Geometry | Chemistry | World History | • Principles of Engineering |
|            | 11    | American Literature    | Algebra II | Physics | U.S. History | • Materials, Applications & Processes |
|            | 12    | World Literature       | Math Elective |          |               | • Advanced Metalworking |

All plans of study must meet local and state high school graduation requirements and college entrance requirements.
Marketing, Sales and Service careers encompass planning, managing, and performing marketing activities to reach organizational objectives.

PATHWAYS:
1. Marketing Management
2. Professional Sales
3. Merchandising
4. Marketing Communication
5. Marketing Research

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

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

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All plans of study must meet local and state high school graduation requirements and college entrance requirements.
Science, Technology, Engineering and Mathematics careers encompass planning, managing, and providing scientific research and professional and technical services (e.g., physical science, engineering) including laboratory and testing services, and research and development services.

PATHWAYS:
1. Engineering and Technology
2. Science and Math

ALIGNED CO-CURRICULAR

WYSE

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

Course of Study Plan

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<td>• Environmental Science</td>
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All plans of study must meet local and state high school graduation requirements and college entrance requirements.
Transportation, Distribution and Logistics careers encompass planning, management, and movement of people, material and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

**PATHWAYS:**
1. Transportation Operations
2. Logistics Planning and Management Services
3. Warehousing and Distribution Center Operations
4. Facility and Mobile Equipment Maintenance
5. Transportation Systems/ Infrastructure Planning, Management and Regulation
6. Health, Safety, and Environmental Management
7. Sales and Service

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

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

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

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 arts over four years in high school take Introduction to Art 1 and Introduction to Art 2 in sequence the first year.

<table>
<thead>
<tr>
<th>Tier 1 Courses</th>
<th>Tier 2 Courses</th>
<th>Tier 3 Courses</th>
<th>Tier 4 Course</th>
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</thead>
<tbody>
<tr>
<td>Introduction to Art 1</td>
<td>Introduction to Art 2</td>
<td>Drawing</td>
<td>Advanced Placement (AP)</td>
</tr>
<tr>
<td><strong>INTRODUCTION TO ART 1 (Tier 1)</strong></td>
<td><strong>INTRODUCTION TO ART 2 (Tier 1)</strong></td>
<td><strong>Design &amp; Materials</strong></td>
<td><strong>Studio Art</strong></td>
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<td>Length: Semester</td>
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<td>Credit: 0.5 credit</td>
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<td>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.</td>
<td>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 art works in history and as cultural art forms.</td>
<td>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.</td>
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**CERAMICS (Tier 2)**

Length: Semester
Credit: 0.5 credit
Prerequisite: Successful completion of both semesters of Intro to Art. Students must pay a $2.00 lab fee.

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

**DESIGN and MATERIALS (Tier 2)**

Length: Semester
Credit: 0.5 credit
Prerequisite: Successful completion of both semesters of Intro to Art. Students must pay a $2.00 lab fee.

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

**DRAWING (Tier 2)**

Length: Semester
Credit: 0.5 credit
Prerequisite: Successful completion of both semesters of Intro to Art.

Course Description:
This is a sequentially developed course that builds on the experience and understanding the student had in Introduction to Art. Emphasis is based on building technical skills in clay, the firing process, and the science behind ceramic art. Students will study in depth the role of ceramics in various art movements, significant works of art, and the relevance of these works in their culture and history.
PAINTING (Tier 2)
Length: Semester  
Credit: 0.5 credit  
Prerequisite: Successful completion of both semesters of Intro to Art. Students must pay a $2.00 lab fee.

Course Description:
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 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.

PHOTOGRAPHY (Tier 2)
Length: Semester  
Credit: 0.5 credit  
Prerequisite: Successful completion of both semesters of Intro to Art.

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

SCULPTURE (Tier 2)
Length: Semester  
Credit: 0.5 credit  
Prerequisite: Successful completion of both semesters of Intro to Art.

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

STUDIO ART (Tier 3)
Length: Semester  
Credit: 0.5 credit. This course can be taken more than one semester; however students may take no more than two Studio courses in a given semester.  
Prerequisite: Successful completion Tier 1 courses and three Tier 2 courses. Students must apply for admission to the Studio Art course.

Course Description:
This is a sequentially developed course designed to allow students to continue study in all areas of art. Students will work independently on eight projects of their choosing throughout the semester. Students will continue the study of the language of art, various art movements, significant works of art and the relevance of these works in our history and culture as they explore their personal style and approach to creating art.

AP STUDIO ART (Tier 4) - Advanced Placement
Length: Semester  
Credit: 0.5 credit per semester (weighted)  
This course can be taken more than one semester, and is recommended to be done in sequence during student's senior year in order to complete the portfolio for submission to the College Board for AP credit.  
Prerequisite: Successful completion of Tier 1 courses, three Tier 2 courses, one semester of Studio Art, and 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 semesters of art with a minimum of a B average to enroll in this course.

Course Description:
AP Studio Art is a college level course offered to students who have an exceptional desire to pursue higher levels of personal development and growth in the visual arts. AP Studio Art is recommended for students who have college-level ability, which they hope to enhance, by individually working towards the completion of their own portfolio. There is no exam for AP Studio Art; instead assessment and evaluation are based upon the completion of all the requirements for the AP portfolio. AP Studio Art will address three major concerns: a sense of quality in the student's work; a student's concentration on a particular visual interest or problem; and a student's need for breadth of experience in the formal, technical, and expressive means of the artist.
GRAPHIC ARTS
AVAILABLE THROUGH HEARTLAND TECHNICAL ACADEMY

Length: Year
Credit: 1.0 credits per semester
Year: 11-12
Prerequisite: Acceptance into Heartland Technical Academy. See your Guidance Counselor to apply.

Course Description:
Students combine their creative talent with technical skills and tools including the industry standard applications of Photoshop, Acrobat, InDesign, and Illustrator. A Digital Photography component is included in this course. Topics include portfolio presentation, production methods, compositional practices and creative development with attention given to the manipulation of text and illusion. Effective design concepts and individual expression will be emphasized. Students are given the opportunity to participate in an annual “Art Bazaar” held at Richland Community College. College Credit is earned through Richland Community College by taking this class. See page 80 for more information about college credit that is available through Heartland Technical Academy.
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.
Length: Year
Credit: 0.5 credit per semester
Year: 9-10
Course Description:
This orientation-level course will provide an overview of all aspects of business marketing and management, including the concepts, functions, and skills required for meeting the challenges of operating a business in a global economy. Topics covered will include the 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.

BUSINESS LAW & MARKETING
This course fulfills the consumer education requirement stated in School Code of Illinois (Section 27-12.1), upon successful completion of both semesters.
Length: Year
Credit: 0.5 credit per semester
Year: 10-12
Course Description:
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.

ACCOUNTING
Length: Year
Credit: 0.5 credit per semester
Year: 10-12

Prerequisite: Minimum of 2.00 cumulative GPA
Course Description:
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.

KEYBOARDING
Length: Semester
Credit: 0.5 credit
Year: 9 - encouraged to take Keyboarding

Course Description:
To be a successful participant in the business and professional world of today and tomorrow, students must be able to use a computer correctly. This course is designed to develop basic skills in touch keyboarding techniques for entering alphabetic, numeric, and symbol information found on computers. 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.

COMPUTER APPLICATIONS
Length: Semester
Credit: 0.5 credit
Year: 9-12
Prerequisite: Successful completion of high school Keyboarding
Course Description:
Computer Applications is a skill-level course designed to develop awareness, understanding, and proficiency in Microsoft Word, PowerPoint, and Excel. 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.

**MULTIMEDIA**

Length: Year  
Credit: 0.5 credit each semester  
Year: 10-12  
Prerequisite: Keyboarding is recommended or with consent of the instructor. Successful completion of semester 1 is required before taking semester 2.

Course Description:  
**Semester 1:** 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, jpg, tiff and other file formats as they learn how to use digital cameras and Adobe software to create graphic designs.  
**Semester 2:** Students will have access the Adobe Creative Suite. Students will focus on using Premiere Pro, and After Effects Animation. Students will be creating projects ranging from slideshows to short video projects.

**WEB DESIGN**

Length: Year  
Credit: 0.5 credit each semester  
Year: 10-12  
Prerequisite: Keyboarding is recommended or with consent of the instructor.

Course Description:  
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.

**INTRODUCTION TO VIDEO PRODUCTION I**

Length: Year  
Credit: 0.5 credit each semester  
Year: 11-12  
Prerequisite: Successful completion of Multimedia semester 1 or with consent of the instructor. Multimedia semester 2 is recommended.

Course Description:  
Students will gain the basic understanding of operation of various video equipment. Students will gain basic principles of how to capture great video and audio, how to edit video and audio, and how to create a storyboard. Internet and computer skills make this a class for the self-motivated student. Art, music, speech, and play production are also recommended background courses.

**VIDEO PRODUCTION II**

Length: Year  
Credit: 0.5 credit each semester  
Year: 12  
Prerequisite: Successful completion of Introduction to Video Production or with consent of the instructor.

Course Description:  
This course is an advancement and continuation of videography skills. Internet research for new software, special effects, and unique video techniques is an integral part of the course. The student’s past experience in Introduction to Video Production 1 now lends itself to moving into an even more creative and professional mode. Broadcasting and special projects for the school and community remain the focus of this course.

**CONSUMER EDUCATION**

This course fulfills the consumer education requirement stated in School Code of Illinois (Section 27-12.1).  
Length: Semester  
Credit: 0.5 credit  
Year: 11-12  
Course Description:  
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.
YEARBOOK PRODUCTION
Length: Year
Credit: 0.5 credit each semester
Year: 11-12. This course may be taken up to four (4) semesters.
Prerequisite: Successful completion of English II with a C average.
Course Description:
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.

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).
Length: Year
Credit: 0.5 credit each semester
Year: 11
Course Description:
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. One day a week will be dedicated to academic support where students can focus on work from other courses.

JOBS FOR AMERICA’S GRADUATES II (JAG-II)
– MHS Campus
The two-year course also fulfills the student’s required community service hours.
Length: Year
Credit: 0.5 credit each semester
Year: 12
Prerequisite: Successful completion of JAG-I.
Course Description:
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 1 day a week dedicated to academic support for their other courses.

BUSINESS & TECHNOLOGY PROCEDURES I & II
AVAILABLE THROUGH HEARTLAND TECHNICAL ACADEMY
Length: Year
Credit: 1.5 credits per semester
Year: 11-12
Prerequisite: Acceptance into Heartland Technical Academy. See your Guidance Counselor to apply.
Course Description:
This program offers specialization options in accounting or medical terminology. Students learn how to be successful in a variety of professional situations in the healthcare or business fields. Professional and efficient use of technology such as e-mail, Internet, Windows 8, Microsoft Word, Excel, Power Point and Publisher are taught. Students will learn about professional environments as well as personal finance, investing, marketing, and management. College Credit is earned through Richland Community College by taking this class. See page 80 for more information about college credit that is available through Heartland Technical Academy.

COOPERATIVE WORK EXTENSION
AVAILABLE THROUGH HEARTLAND TECHNICAL ACADEMY
Length: Year
Credit: 1.5 credits per semester
Year: 11-12
Prerequisite: Students must have reliable transportation to Heartland Technical Academy and to a worksite, a good attendance record, and be employed in a paid position that provides at least 15 hours per week. Acceptance into Heartland Technical Academy. See your Guidance Counselor to apply.
Course Description:
The Cooperative Work Education (CWE) program is designed to assist students in the development of effective business skills and attitudes through
practical instruction in the classroom and through on-the-job training. The internship will be supervised by the designated supervisor at the work site and coordinated by the Tech Academy teacher-coordinator. Instruction will focus on employability skills, career development, job finding techniques, workplace safety, labor laws, maintaining professionalism, workplace ethics and consumer related topics such as taxes, banking, credit, investing, budgeting and insurance. Additional instruction will be given to address any on-the-job performance needs that may arise. College Credit is earned through Richland Community College by taking this class. See page 80 for more information about college credit that is available through Heartland Technical Academy.

DIGITAL BUSINESS ENTREPRENEURSHIP I & II
AVAILABLE THROUGH HEARTLAND TECHNICAL ACADEMY

Length: Year
Credit: 1.5 credits per semester
Year: 11-12
Prerequisite: Acceptance into Heartland Technical Academy. See your Guidance Counselor to apply.

Course Description:
Business is changing at an incredible pace and practices that have been around for decades are transforming in order to reach today's consumers. With everyday life being more centered in the digital world, this class will teach students how to use technology to create a digital portfolio that includes podcasts, videos, and Social Media to market products and services, as well as websites, apps and blogs to promote both businesses and personal brands. The class will learn through real world applications of content as well as hands on training with video equipment, recording software and web design programs. College Credit is earned through Richland Community College by taking this class. See page 80 for more information about college credit that is available through Heartland Technical Academy.
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.

ENGLISH LANGUAGE ARTS COURSE SEQUENCE  *(Bolded titles - weighted courses)*

Students will be placed in one of the three following success tracks. Students must successfully complete the core English Language Arts course prior to enrollment in the next level.

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<th>FRESHMEN YEAR</th>
<th>SOPHOMORE YEAR</th>
<th>JUNIOR YEAR</th>
<th>SENIOR YEAR</th>
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<tr>
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<td>English I</td>
<td>English II</td>
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<td>Literature of Drama</td>
<td>Research Paper / Critical Thinking</td>
<td>Public Speaking and Debate</td>
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**READ 180 (double-blocked class)**

**Length:** Year
**Credit:** 2.0 credits - Of the 2.0 credits, lab credit (1.0) counts towards elective credits for high school graduation, not the English requirement of 4.0 credits.

**Year:** 9
**Prerequisite:** Score below 900 Lexile on the Scholastic Reading Inventory and teacher recommendation (based on student grades and assessment data).

**Course Description:**
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.

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**ENGLISH I – (NCAA approved)**

**Length:** Year
**Credit:** 0.5 credit per semester
**Year:** 9-10
**Prerequisite:** Lexile score of 900 or higher on the Scholastic Reading Inventory for incoming Freshmen or Sophomores with successful completion of READ 180 Freshmen year.

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

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**ENGLISH II – (NCAA approved)**

**Length:** Year
**Credit:** 0.5 credit per semester
**Year:** 10
**Prerequisite:** Successful completion of English I

**Course Description:**
This course explores a variety of literature, grammar, and composition. It expands the concepts of short stories, non-fiction, drama, poetry, 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.

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**HONORS ENGLISH I – (NCAA approved)**

**Length:** Year
**Credit:** 0.5 credit per semester (weighted)
**Year:** 9

**Prerequisite:** Freshman who achieve a Lexile of 1150 or higher on the Scholastic Reading Inventory.

**Course Description:**
This course explores a variety of literature, grammar, and composition. It includes short stories, non-fiction, drama, poetry, and 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 mastery of skills in reading, writing, speaking, listening, and relating to one another.

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This course introduces you to the theme of "coming of age." This year marks an important transition to your high school years. This year you will explore multiple "voices" from writers describing coming of age experiences. You will learn about style in both print and nonprint texts, along with poetic voices and dramatic performance. You'll conclude the year by analyzing how writers communicate voices through social, cultural, geographical, and historical context. This course will move at a rapid pace and will focus heavily on critical thinking and Socratic discussions regarding thematic topics and literature. Students will be expected to read independent novels throughout the year.

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**ENGLISH II – (NCAA approved)**

**Length:** Year
**Credit:** 0.5 credit per semester
**Year:** 10
**Prerequisite:** Successful completion of English I

**Course Description:**
This course explores a variety of literature, grammar, and composition. It expands the concepts of short stories, non-fiction, drama, poetry, 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.

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This course focuses on the theme of culture and how students’ personal cultures help to shape people as individuals. This year students will explore cultural identity through texts written from different cultural perspectives. Students will also look at a different culture through reading the novel, Things Fall Apart. Finally, Students will look at how different cultures view justice and how cultural clashes often lead to conflict in the world.
HONORS ENGLISH II – (NCAA approved)
Length: Year
Credit: 0.5 credit per semester (weighted)
Year: 10
Prerequisite: Successful completion of Honors English I and/or for sophomores who achieve a Lexile of 1250 or higher on the Scholastic Reading Inventory.

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

ENGLISH III – (NCAA approved)
Length: Year
Credit: 0.5 credit per semester
Year: 11
Prerequisite: Successful completion of English II.

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

HONORS ENGLISH III – (NCAA approved)
Length: Year
Credit: 0.5 credit per semester (weighted)
Year: 11
Prerequisite: Successful completion of Honors English II and/or for juniors or seniors who achieve a Lexile of 1350 or higher on the Scholastic Reading Inventory.

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

ENGLISH IV – (NCAA approved)
Length: Year
Credit: 0.5 credit per semester
Year: 12
Prerequisite: Successful completion of English III.

Course Description:
This course introduces the use of multiple literary theories as filters through which to interpret texts. Throughout the year, Students will learn about and apply Reader Response Criticism, Cultural Criticism, Archetypal Criticism, Marxist Criticism, Feminist Criticism, and Historical Criticism. Analyzing texts through these lenses will develop students' awareness of a writer's perspective and the skills to evaluate text for potential biases.
RESEARCH PAPER – (NCAA approved)
Length: Semester
Credit: 0.5 credit (weighted)
Year: 11-12
Prerequisite: Enrollment in AP courses.
Course Description:
During this course, 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. We 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.

LITERATURE of DRAMA – (NCAA approved)
Length: Semester
Credit: 0.5 credit
Year: 10-12
Course Description:
This college prep course provides an in-depth introduction into theater and acting. Students will analyze and have an appreciation for theater history as well as learning stage performance skills. This course concentrates on theoretical and practical dramatics beyond the general drama.

PUBLIC SPEAKING and DEBATE – (NCAA approved)
Length: Semester
Credit: 0.5 credit (weighted)
Year: 10-12
Course Description:
Students will learn and apply the proper format for panel discussions and debates including cooperative learning skills, persuasive speaking, standard, cross examination, and Lincoln Douglas style debates. Students will learn and apply argumentation skills and courtroom etiquette. This advanced college prep course provides training in formal speech and researched debate.

AP ENGLISH LANGUAGE AND COMPOSITION – (NCAA approved)
Length: Year
Credit: 0.5 credit (weighted)
Year: 11
Prerequisite: Successful completion of Honors English II or English II.
Course Description:
This is a college level course in effective writing and critical reading. Writing skills are analyzed in a systematic way by studying a variety of prose. Students assess prose writing by examining an author's use of diction, syntax, tone, structure, purpose, and meaning. Attention will be centered on developing a personal rhetorical style that cultivates strong persuasive writing skills. Students will analyze writings through close reading drills, and the lessons learned will be transferred to their own writing. Emphasis will be focused on knowing how to select and use appropriate modes of writing. 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.

AP ENGLISH LITERATURE AND COMPOSITION – (NCAA approved)
Length: Year
Credit: 0.5 credit (weighted)
Year: 12
Prerequisite: Successful completion of Honors English III, English III or AP Language and Composition.
Course Description:
This is a college level course for students who have an interest in English Literature. The course combines lectures, Socratic seminars, short research projects, and critical papers based on readings from major canonical and world authors. Emphasis is placed on pre-reading, critical discussion and argumentative/analytical writing with the goal of increasing students' ability to explain clearly, cogently, even elegantly, what they understand about literary works and why they interpret them as they do. This course will focus heavily on independent reading at an advanced pace and volume under all genres of fiction. Additional summer reading is required. As part of this course, students will prepare for the Advanced Placement exam.
FAMILY and CONSUMER SCIENCE

FOODS and NUTRITION I
Length: Year
Credit: 0.5 credit per semester
Year: 9-12
Prerequisite: Students need to pass semester 1 in order to take semester 2 or with consent of the instructor.

Course Description:
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.

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

Course Description:
This course centers on food selection and preparation for special circumstances and dietary needs. Emphasis will be on planning and organization skills. Laboratory sessions are devoted to preparation of foods with specific characteristics. Course content includes the following: career in foods and nutrition, 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.

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

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

CLOTHING and FASHION MERCHANDISING I
Length: Year
Credit: 0.5 credit per semester
Year: 9-12
Prerequisite: Students need to purchase their own supplies and materials.

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

CLOTHING and FASHION MERCHANDISING II
Length: Year
Credit: 0.5 credit per semester
Year: 10-12
Prerequisite: Successful completion of both semesters of Clothing and Fashion Merchandising or with consent of the instructor. Students are required to furnish fabric and supplies for this class.

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

CHILD CARE
Length: Semester
Credit: 0.5 credit
Year: 9-12

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

**PARENTING**

*Course Description:*
This course is designed to help both male and female students think through the responsibilities and satisfactions of parenthood. It will emphasize family structures, pregnancy, prenatal development, childbirth, infant care and the stresses of parenthood. Many types of parenting situations are examined and discussed. Students are exposed to community agencies that are available to provide help and support for families. Special attention is given to the needs of teenage parents and the importance of readiness for parenthood. In addition, this class provides information for careers in the health field or careers that work with family issues such as social work.

**HOUSING**

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

**INTERIOR DESIGN**

*Course Description:*
This semester will take the students inside the home to plan all facets of design. A finished home design is the main project of the semester. Topics of study included principles of design, use of color, floor plans, kitchens, bathrooms, home offices, media/entertainment rooms, lighting, wall, and flooring choices. They will research furniture styles to plan and complete their home project.

**CAREER EXPLORATION**

*Course Description:*
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.

**NUTRITION AND WELLNESS**

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

**INDEPENDENT PROJECTS**

*Course Description:*
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.

2015-2016
INDEPENDENT LIVING
This course fulfills the consumer education requirement stated in School Code of Illinois (Section 27-12.1).
Length: Semester
Credit: 0.5 credit
Year: 11-12
Course Description:
Making decisions on what, when, and how to buy can put some consumers in debt while other consumers continually seem to get ahead. Students will learn skills that directly affect their buying power in many areas from simple purchases to major purchases such as homes and education. Students will examine their own personal insights, values and goals. Students will examine the legal responsibilities of life over age 18.

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

CULINARY ARTS I AND II
AVAILABLE THROUGH HEARTLAND TECHNICAL ACADEMY
Length: Year
Credit: 1.5 credits per semester
Year: 11-12
Prerequisite: Acceptance into Heartland Technical Academy. See your Guidance Counselor to apply.
Course Description:
This hands-on program teaches skills and attitudes needed in the Culinary Arts and Hospitality industries. This class provides students with opportunities to gain knowledge and commercial kitchen experiences necessary to transition into further training or to obtain a position within the industry. Through the labs, the students will learn basic techniques in food preparation, kitchen and food safety, nutrition, international cuisine, using and converting standardized recipes, business math, customer service, and career exploration. College credit is earned by taking this course. See page 80 for more information on college credit through Heartland Technical Academy.

EARLY CHILDHOOD EDUCATION I & II
AVAILABLE THROUGH HEARTLAND TECHNICAL ACADEMY
Length: Year
Credit: 1.5 credits per semester
Year: 11-12
Prerequisite: Acceptance into Heartland Technical Academy. See your Guidance Counselor to apply.
Course Description:
Early Childhood Education is designed for students interested in pursuing a career in early childhood, elementary education, special education, or human service careers. Students will gain both the knowledge and practical experiences needed for the development of job competencies through both classroom and laboratory learning. Students will develop skills in program development and in assisting with activities for children. Classroom instruction covers child development, educational philosophy, management of care operations and development of career and job skills. Caring for infants and toddlers, special needs children and school-aged children is also included. The main learning experiences will involve actual work with children in situations that simulate those found in business and industry. College Credit is earned through Richland Community College by taking this class. See page 80 for more information about college credit that is available through Heartland Technical Academy.
**SPANISH I – (NCAA approved)**

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**Course Description:**

Spanish I is for students with little or no previous foreign language background. This course provides an introduction to the four basic communication skills: listening, speaking, reading, and writing. Students will 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.

**HONORS SPANISH I – (NCAA approved)**

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**Prerequisite:** Students must pass the foreign language entrance exam and have a minimum grade of an A or B in Spanish or with the consent of the 8th grade instructor for incoming freshman.

**Course Description:**

Honors Spanish I is structured as a more intense, communicative course than Spanish I. This course provides a more rigorous and accelerated application of the four basic communication skills: listening, speaking, reading, and writing. Students will engage in interpersonal communicative activities, understand another culture, make cultural comparisons, and create connections with other disciplines through the study of Spanish. In this course, the topics included are: activities, likes and dislikes, physical descriptions, food, clothing, family, numbers, time, and locations.

**SPANISH II – (NCAA approved)**

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

**Course Description:**

Spanish II is a continuation of Spanish I with further development of the four basic communication skills: listening, speaking, reading, and writing. Communication will become more spontaneous and original. Cultural and historical knowledge and comparisons will be expanded. Students will increase use of the target language to reinforce connections with other academic and vocational disciplines. In this course, the topics included are: daily routines, travel, and past events.

**HONORS SPANISH II – (NCAA approved)**

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**Prerequisite:** Successful completion of Honors Spanish I with a minimum grade of C and teacher recommendation or successful completion of Spanish I with an A or B and teacher recommendation. Incoming freshman must have an A on the language proficiency exam and an A in Spanish I.

**Course Description:**

Honors Spanish II is structured as a more intense, communicative course than Spanish II. This course provides a more rigorous and accelerated application of the four basic communication skills: listening, speaking, reading, and writing. Students will be introduced to the interpersonal and presentational modes of communication in preparation for the 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.

**SPANISH III – (NCAA approved)**

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**Prerequisite:** Successful completion of Spanish II with a C average or with consent of the instructor.

**Course Description:**

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.
HONORS SPANISH III – (NCAA approved)

Length: Year
Credit: 0.5 credit per semester (weighted)
Year: 11-12
Prerequisite: Successful completion of Honors Spanish II with a minimum grade of a C and teacher recommendation or successful completion of Spanish II with an A or B and teacher recommendation.

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

SPANISH IV – (NCAA approved)

Length: Year
Credit: 0.5 credit per semester (weighted)
Year: 12
Prerequisite: Successful completion of Spanish III with a 'C' average or with consent of the instructor.

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

AP SPANISH - Advanced Placement – (NCAA approved)

Length: Year
Credit: 0.5 credit per semester (weighted)
Year: 12
Prerequisite: Successful completion of Honors Spanish IV with a C average or with successful completion of Spanish IV with an A or B with consent of the instructor.

Course Description:
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.
# HEALTH SCIENCES

## CERTIFIED NURSING ASSISTANT

**AVAILABLE THROUGH HEARTLAND TECHNICAL ACADEMY**

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<td>Credit</td>
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**Prerequisite:** Acceptance into Heartland Technical Academy. Student must pass the RCC Allied Health Entrance Exam, attend a mandatory orientation program and have no disqualifying convictions on an Illinois Fingerprint Background check. See your Guidance Counselor to apply.

**Course Description:**

Course Description: The Nursing Assistant Training Program is designed to provide the student with training in basic nursing skills as required by Illinois Department of Public Health. The course offers both classroom theory and clinical experiences in community nursing facilities. Upon successful completion of course requirements, the student will be eligible to take the Illinois Nurse Aide Competency Examination. Students will earn college credit through Richland Community College by taking this class. See page 80 for more information about college credit that is available through Heartland Technical Academy.
INDUSTRIAL TECHNOLOGY and ENGINEERING

APPLIED TECHNOLOGY: INTRODUCTION TO INDUSTRIAL TECHNOLOGY and ENGINEERING

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

Course Description:
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.

MATERIALS, APPLICATIONS, and PROCESSES (MAPS)

Length: Year
Credit: 0.5 credit per semester
Year: 10-12
Prerequisite: Successful completion of both semesters of Applied Technology or with instructor approval.

Course Description:
The MAPS 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.

ADVANCED WOODS

Length: Year
Credit: 0.5 credit per semester
Year: 11-12
Prerequisite: Successful completion of 1 semester of MAPS or with instructor approval.

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

ADVANCED METALWORKING – (EHS campus)

Length: Year
Credit: 0.5 credit per semester
Year: 11-12
Prerequisite: Successful completion of 1 semester of MAPS or with instructor approval.

Course Description:
Advanced metalworking is an introduction to the metalworking process and machines used to manipulate various types of metals. Course content focuses on MIG welding, lathe turning, milling, and plasma torch cutting. 85% of the content is taught through hands-on problem solving activities. For project information, see the course instructor.

INTRODUCTION TO ENGINEERING DESIGN (IED)

Length: Year
Credit: 0.5 credit per semester (weighted)
Year: 9-12
Prerequisite: Successful completion of Honors Algebra I or Algebra I or concurrent enrollment in Honors Algebra I.

Course Description:
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.

PRINCIPLES OF ENGINEERING (POE) – (EHS campus)

Length: Year
Credit: 0.5 credit per semester (weighted)
Year: 10-12
Prerequisite: Successful completion of IED or with instructor approval. Students should have a strong science/math background.

Course Description:
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.
AUTO BODY/COLLISION REPAIR I AND II
AVAILABLE THROUGH HEARTLAND TECHNICAL ACADEMY

Length: Year
Credit: 1.5 credits per semester
Year: 11-12
Prerequisite: Acceptance into Heartland Technical Academy. See your Guidance Counselor to apply.

Course Description:
Auto Body/Collision Repair provides students with a broad background in two main units of instruction: Auto Body Repair & Automobile Refinish. Auto body repair involves work in the following: welding, dent repair with plastic fiber, straightening, trim work, and frame straightening. Automobile refinish involves pre-paint procedures, spray gun techniques, and the use of refinish materials. Students completing both years of the course are prepared for entry into the automobile repair and refinishing field as an apprentice. Students will earn college credit through Richland Community College by taking this class. See page 80 for more information about college credit that is available through Heartland Technical Academy.

AUTOMOTIVE TECHNOLOGY I AND II
AVAILABLE THROUGH HEARTLAND TECHNICAL ACADEMY

Length: Year
Credit: 1.5 credits per semester
Year: 11-12
Prerequisite: Acceptance into Heartland Technical Academy. See your Guidance Counselor to apply.

Course Description:
Automotive Technology includes both classroom and hands-on experiences designed to prepare students for careers in the automotive industry. Beginning topics include basic engine operation systems, auto electrical systems, power-trains, brakes, chassis, diagnosis and tune-ups. Advanced topics include electrical systems, suspension equipment, steering equipment, and braking systems. Students are given extensive opportunities to diagnose and repair vehicles. Students will earn college credit through Richland Community College by taking this class. See page 80 for more information about college credit that is available through Heartland Technical Academy.

ENGINEERING TECHNOLOGY I AND II
AVAILABLE THROUGH HEARTLAND TECHNICAL ACADEMY

Length: Year
Credit: 1.5 credits per semester
Year: 11-12
Prerequisite: Acceptance into Heartland Technical Academy. Algebra with a grade of ‘C’ or above required and

Geometry is recommended. Continuation of advanced math courses is encouraged. See your Guidance Counselor to apply.

Course Description:
This course introduces students to a career involving installation, maintaining and repairing industrial machine technology, including green technology of the future. Students will be preparing for a career as an engineering technician in a manufacturing or industrial environment. Instruction will focus on fluid power systems, CNC fundamentals (computer numerical controlled) and will also include an introduction to carbon capture and storage. Students will earn college credit through Richland Community College by taking this class. See page 80 for more information about college credit that is available through Heartland Technical Academy.

INDUSTRIAL TRADES I AND II
AVAILABLE THROUGH HEARTLAND TECHNICAL ACADEMY

Length: Year
Credit: 1.5 credits per semester
Year: 11-12
Prerequisite: Acceptance into Heartland Technical Academy. See your Guidance Counselor to apply.

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

WELDING I AND II
AVAILABLE THROUGH HEARTLAND TECHNICAL ACADEMY

Length: Year
Credit: 1.5 credits per semester
Year: 11-12
Prerequisite: Acceptance into Heartland Technical Academy. See your Guidance Counselor to apply.

Course Description:
This course provides hands-on training in common welding processes; primarily through shielded metal arc ‘Stick’ welding. In addition to arc welding, students will also learn oxy/acetylene and plasma
arc cutting, blueprint reading, as well as other hands-on welding applications. Students will begin training for the American Welding Society Level 1 Certification. College Credit is earned through Richland Community College by taking this class. See page 80 for more information about college credit that is available through Heartland Technical Academy.
# Mathematics

## Math/Science Course Sequence

<table>
<thead>
<tr>
<th>FRESHMEN</th>
<th>SOPHOMORES</th>
<th>JUNIORS</th>
<th>SENIORS</th>
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<td>Geometry</td>
<td>Integrated Math Algebra II</td>
<td>Algebra II Math 098 Pre-Calculus</td>
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<tr>
<td>Physics First</td>
<td>Chemistry</td>
<td>Biology</td>
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<tr>
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<td>Honors Chemistry I Human Anatomy</td>
<td>Honors Physics I Honors Chemistry II Human Anatomy AP Biology</td>
<td>Human Anatomy Honors Physics II Honors Chemistry II AP Chemistry AP Biology AP Physics</td>
</tr>
</tbody>
</table>

## Algebra I – (NCAA approved)

*Length:* Year  
*Credit:* 0.5 credit per semester  
*Year:* 9

*Course Description:*

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.

## Honors Algebra I – (NCAA approved)

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

*Course Description:*

This course is for the student who wants more in-depth mathematics. Topics to be covered first semester 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.

## Geometry – (NCAA approved)

*Length:* Year  
*Credit:* 0.5 credit per semester  
*Year:* 10  
*Prerequisite:* Successful completion of Algebra I or Honors Algebra I or with consent of the instructor.

*Course Description:*

Geometry is a course utilizing an intuitive approach, employing non-rigorous proofs and emphasizing practical applications. Topics to be covered first semester include introduction to 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.
### HONORS GEOMETRY – (NCAA approved)

<table>
<thead>
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<th>Length:</th>
<th>Year</th>
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<tbody>
<tr>
<td>Credit:</td>
<td>0.5 credit per semester (weighted)</td>
</tr>
<tr>
<td>Year:</td>
<td>9-10</td>
</tr>
</tbody>
</table>

**Prerequisite:** Successful completion of Honors Algebra I or with consent of the instructor.

**Course Description:**
This course is for the student who wants more in-depth mathematics. Topics to be covered first semester 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.

### INTEGRATED MATH – (NCAA approved)

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<th>Length:</th>
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<tr>
<td>Credit:</td>
<td>0.5 credit per semester</td>
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<tr>
<td>Year:</td>
<td>11-12</td>
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</tbody>
</table>

**Prerequisite:** Successful completion of Geometry or with consent of the instructor.

**Course Description:**
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.

### ALGEBRA II – (NCAA approved)

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<tr>
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<td>0.5 credit per semester</td>
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<tr>
<td>Year:</td>
<td>11-12</td>
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</table>

**Prerequisite:** Successful completion of Geometry or with consent of the instructor.

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

### HONORS ALGEBRA II – (NCAA approved)

<table>
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<th>Length:</th>
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<tbody>
<tr>
<td>Credit:</td>
<td>0.5 credit per semester (weighted)</td>
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<tr>
<td>Year:</td>
<td>10-11</td>
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</tbody>
</table>

**Prerequisite:** Successful completion of Honors Geometry, or with consent of the instructor.

**Course Description:**
This course is for the student who wants more in-depth mathematics. Topics to be covered first semester 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.

### PRE-CALCULUS – (NCAA approved)

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

**Prerequisite:** Successful completion of Algebra II or with consent of the instructor.

**Course Description:**
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, matrices, and matrix operations. 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.

### HONORS PRE-CALCULUS – (NCAA approved)

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

**Prerequisite:** Successful completion of Honors Algebra II or with consent of the instructor.

**Course Description:**
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 trigonometric identities, trigonometric functions, and analytical trigonometry. Topics to be covered second semester include polynomials and matrix operations, complex numbers, conic sections, exponential and logarithmic functions, probability and statistics. The use of scientific and graphing calculators is expected.
**AP CALCULUS - Advanced Placement – (NCAA approved)**

<table>
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<tr>
<th>Length:</th>
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<tbody>
<tr>
<td>Credit:</td>
<td>0.5 credit per semester (weighted)</td>
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<tr>
<td>Year:</td>
<td>10-11</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Successful completion of both semesters of Honors Pre-Calculus or with consent of the instructor.</td>
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</tbody>
</table>

**Course Description:**

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, antiderivative, 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.
MUSIC

INSTRUMENTAL MUSIC

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

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

ORCHESTRA

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

Course Description:
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).

CONCERT BAND (MHS campus)

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

Course Description:
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.

SYMPHONIC BAND

Length: Year
Credit: 0.5 credit per semester
Year: 10-12. Freshman may be invited to audition. This course may be taken more than one semester.

Course Description:
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.

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. Students who express an interest in choir will audition for all choirs and will be placed in the appropriate choir at the discretion of the director.

**WOMEN’S CHOIR**

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

**MIXED CHOIR**

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

**CONCERT CHOIR**

- **Length:** Year
- **Credit:** 0.5 credit per semester
- **Course Description:**
  Students will be placed in Concert Choir only at the discretion of the director.

**MUSIC THEORY**

**MUSIC THEORY I-II**

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

**AP MUSIC THEORY - Advanced Placement**

- **Length:** Year
- **Credit:** 0.5 credit per semester (weighted)
- **Prerequisite:** Music Theory I with a minimum of a C average. Current enrollment in a school-performing group or with consent of instructor.
- **Course Description:**
  A continuation of the skills learned in Music Theory I with greater detail on composing and arranging various styles of music. Emphasis will also be given to MIDI computer music software for creative activities.
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.
Waiver forms can be obtained from the student's guidance counselor.

FRESHMAN PHYSICAL EDUCATION
Length: Semester
Credit: 0.5 credit
Year: 9
Course Description:
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.

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

CO-ED PHYSICAL EDUCATION
Length: Semester
Credit: 0.5 credit
Year: 10-12. This course may be taken more than one semester.
Course Description:
This semester course contains a variety of units to promote fitness and proper nutrition. Students are also given opportunities to experience lifetime sports for enjoyment after high school. Examples of the units are soccer, volleyball, golf, tennis, basketball, personal best fitness testing, softball, flag football, speed ball, Frisbee, golf, mat-ball, ping pong, bowling, billiards, weight training, dance, aerobics, eclipse ball, pickle-ball, and team handball.
PERSONAL FITNESS
Length: Semester
Credit: 0.5 credit
Year: 10-12. This course may be taken more than one semester.
Prerequisite: Students should have earned a C or above the previous semester to take this course or with consent of the instructor.

Course Description:
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.

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

Course Description:
This semester course 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.

BOWLING - (Off-Campus)
Length: Semester
Credit: 0.5 credit
Year: 11-12. This course may be taken more than one semester.
Prerequisite: $100 fee. Any student taking bowling both semesters will receive a 50% discount of $50.00 second semester.

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

DRIVER’S EDUCATION
Length: Semester
Credit: 0.5 credit
Prerequisite: For first semester, a student must be 15 years old on or before December 1 of that semester. For second semester, a student must be 15 years old before May 1 of that semester. Student enrollment will be prioritized according to grade level status and age. Students cannot enroll or be added into this course after the first day of class.

Course Description:
This course is recommended for all students who are age 15, but have not yet reached age 21 years of age to comply with the state law that states that a course in driver education shall be given in one of the grades 9-12. Illinois State Law requires public and non-public high school students to successfully complete 8 courses over the previous two semesters of school work prior to eligibility for enrollment in a driver education course; 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.

BEHIND-THE-WHEEL DRIVING
Length: Semester
Credit: No credit
Prerequisite: Students must be currently enrolled in or have completed the classroom instruction. Each student must have in 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 an enrollment fee for behind-the-wheel driving. This course is offered before and after school and during the summer. Unexcused absences will result in forfeiture of fees paid. Students having attended at least one lesson of Behind-the-Wheel instruction are not eligible for a refund.

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

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

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

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<tr>
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<td>AP Calculus</td>
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### ASTRONOMY – (NCAA approved)

**Length:** Semester  
**Credit:** 0.5 credit  
**Year:** 11-12  
**Prerequisite:** Successful completion of two years of science courses with a minimum grade of C.

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

### HONORS BIOLOGY – (NCAA approved)

**Length:** Year  
**Credit:** 0.5 credit per semester (weighted)  
**Year:** 9  
**Prerequisite:** Current enrollment in Honors Algebra I and Honors English I.

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

### BIOLOGY – (NCAA approved)

**Length:** Year  
**Credit:** 0.5 credit per semester  
**Year:** 9  

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

**HONORS CHEMISTRY I – (NCAA approved)**

| Length: | Year |
| Credit: | 0.5 credit per semester (weighted) |
| Year: | 10-12 |
| Prerequisite: | Successful completion of Honors Biology and current enrollment in Honors Geometry or Honors Algebra II. |

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

**HONORS CHEMISTRY II – (NCAA approved)**

| Length: | Year |
| Credit: | 0.5 credit per semester (weighted) |
| Year: | 11-12 |
| Prerequisite: | Successful completion of Honors Chemistry I and Honors Algebra II. |

**Course Description:**
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.

**EARTH SCIENCE – (NCAA approved)**

| Length: | Year |
| Credit: | 0.5 credit per semester |

2015-2016

**HUMAN ANATOMY and PHYSIOLOGY – (NCAA approved)**

| Length: | Year |
| Credit: | 0.5 credit per semester (weighted) |
| Year: | 10-12 |
| Prerequisite: | Successful completion or currently enrolled in Honors Chemistry I. |

**Course Description:**
Human Anatomy and Physiology is a two-semester course that deals with the structure and functions of the human body. Emphasis is placed on developing and understanding of basic physiological processes and on laboratory activities relating to the structure and function of organ systems. This course is highly recommended to juniors and seniors interested in medical or paramedical sciences, the behavioral sciences, or coaching. Laboratory activities will be included.

**PHYSICS FIRST - (NCAA approved)**

| Length: | Year |
| Credit: | 0.5 credit per semester |
| Year: | 9 |

**Course Description:**
This introductory course in classical physics is intended as the first course in the interconnected sequence of Physics, Chemistry, and Biology. This course is designed for those students who plan on completing three or more years of science in high school. Physics First is lab-based and will help students implement mathematical applications as well as develop the skills needed to write quality lab reports. Topics include the study of motion, energy, waves, electricity, light, and magnetism. Algebra will be used frequently throughout this course.

**PHYSICS – (NCAA approved)**

| Length: | Year |
| Credit: | 0.5 credit per semester |
| Year: | 11-12 |
| Prerequisite: | Successful completion of Biology I and Algebra I. |

**Course Description:**
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.

**PHYSICAL SCIENCE – (NCAA approved)**

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

**Course Description:**  
This laboratory 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.

**HONORS PHYSICS I – (NCAA approved)**

*Length:* Year  
*Credit:* 0.5 credit per semester (weighted)  
*Year:* 11-12  

**Prerequisite:** Successful completion of Honors Geometry and currently enrolled in Honors Algebra II or Honors Pre-Calculus; or successful completion of Algebra II and currently enrolled in Pre-Calculus.  

**Course Description:**  
The concepts of time and space, matter and energy, optics and waves, mechanics, kinematics, dynamics, electricity and magnetism are developed through laboratory investigations, class discussion and problem solving.

**HONORS PHYSICS II – (NCAA approved)**

*Length:* Year  
*Credit:* 0.5 credit per semester (weighted)  
*Year:* 12  

**Prerequisite:** Successful completion of Honors Physics I and Honors Algebra II.  

**Course Description:**  
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.

**AP BIOLOGY - Advanced Placement – (NCAA approved)**

*Length:* Year  
*Credit:* 0.5 credit per semester (weighted)  
*Year:* 11-12  

**Prerequisite:** Successful completion of Honors Biology, Honors Chemistry I, and Human Anatomy.  

**Course Description:**  
AP Biology is an advanced biology course. Areas to be covered include concepts from zoology, botany, microbiology, biotechnology, genetic, and embryology. Laboratory activity will be included in this course. As part of this course, students will prepare for the Advanced Placement exam.

**AP CHEMISTRY- Advanced Placement – (NCAA approved)**

*Length:* Year  
*Credit:* 0.5 credit per semester (weighted)  
*Year:* 12  

**Prerequisite:** Successful completion of Honors Chemistry II.  

**Course Description:**  
AP Chemistry is a continuation of Honors Chemistry II. This course is designed to prepare students for college chemistry. The course will cover Structure of Matter, States of Matter, Entropy and Free Energy, and Electrochemistry. Quantitative relationships of chemical change will be emphasized. As part of this course, students will prepare for the Advanced Placement exam.

**AP PHYSICS - Advanced Placement – (NCAA approved)**

*Length:* Year  
*Credit:* 0.5 credit per semester (weighted)  
*Year:* 12  

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

**Course Description:**  
AP Physics emphasizes problem-solving and leads to a deep understanding of physics concepts including electricity, magnetism, mechanics, fluid mechanics, thermal physics, waves and optics, and atomic and nuclear physics. Students should have strong advanced math skills. As part of this course, students will prepare for the Advanced Placement exam.

**HORTICULTURE – Dual Credit (EHS Campus)**

*Length:* Semester  
*Credit:* 0.5 credit (weighted) plus 3.0 college credits at Richland Community College  
*Year:* 10-12  

**Prerequisite:** Successful completion of Biology.  

**Course Description:**  
Horticulture provides a general background in horticulture plant growth and development. Areas include the production, utilization, and marketing of

2015-2016
fruits, vegetables, ornamentals, floriculture, landscaping, turf, and nursery. Offered only in the Fall Semester.

**AGRICULTURAL SCIENCES and PRE-VETERINARY STUDIES**

**AVAILABLE THROUGH HEARTLAND TECHNICAL ACADEMY**

**Length:** Year  
**Credit:** 1.0 credits per semester

**Year:** 11-12  
**Prerequisite:** Acceptance into Heartland Technical Academy. See your Guidance Counselor to apply.

**Course Description:**

**First year** students learn basic concepts in animal, plant, and soil science, commodity marketing, biotechnology, food science, ecosystems, conservation, hydroponics, as well as an introduction to agribusiness, starting and operating an agricultural business, and agribusiness in the world market.

**Second year** students focus on a series of lab based lessons in plant, animal and food science. Topics include making ethanol and biodiesel, germination tricks, hatching chicks, chemistry of popcorn and making “dippin’ dots” style ice cream. Veterinary studies prepares for a career in vet medicine by proving a comprehensive intro to small and production animal industry. Topics include breed identification, safe handling, infectious diseases, general health, nutrition and reproductive issues.

**Students will perform a six week internship at a local animal health related facility.** College Credit is earned through Richland Community College by taking this class. See page 80 for more information about college credit that is available through Heartland Technical Academy.
WORLD GEOGRAPHY – (NCAA approved)
Length: Year
Credit: 0.5 credit per semester
Year: 9
Prerequisite: Semester 1 is necessary for semester 2
Course Description:
The purpose of the course is to provide students with the basic geographic concepts and skills necessary for life in an increasingly interdependent world. The course revolves around the study of the world geographic and social patterns in the interrelationship of man and his physical environment. Specific topics that will be included are climate, landforms, weather, culture, and economic resources and patterns. Much of the course involves the study of specific countries and lifestyles. Examining the uniqueness and cultural diversity of the world’s people is a necessary component. This element is specifically designed to encourage the critical thinking skills of comparison, and divergent thinking. Map study is an important part of studying the world regions. Students will examine spatial relationships of countries and their integration with economic resources. They will learn specific locations of the world’s countries, major cities, and landforms. A specific emphasis is placed upon the study of the United States. Students will examine regions and states with a particular focus on the relationship of the elements to the whole. The course will include specific information designed to assist the secondary student in their post-secondary life in the United States. Students will demonstrate knowledge of world geography, as well as an understanding of the effects of geography on society, with an emphasis on the United States.

ADVANCED ANCIENT CIVILIZATIONS – (NCAA approved)
Length: Semester
Credit: 0.5 credit (weighted)
Year: 9
Prerequisite: Necessary course for Freshman who plan to enroll in AP Human Geography second semester and/or AP European History sophomore year.
Course Description:
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.

AP HUMAN GEOGRAPHY - Advanced Placement – (NCAA approved)
Length: Semester
Credit: 0.5 credit (weighted)
Year: 9 or 11-12
Prerequisite: Successful completion of Advanced Ancient Civilizations or have earned a minimum grade of a C in at least one other AP Social Studies class or with consent of the instructor.
Course Description:
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.

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

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<td>This course will emphasize historical themes from ancient civilizations, Middle Ages, and modern developments. It is a survey course that develops historical thinking skills.</td>
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<th>Semester 1:</th>
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<td>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.</td>
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<th>Semester 2:</th>
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<td>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.</td>
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<td>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 &quot;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.</td>
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<td>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 &quot;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.</td>
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GOVERNMENT - (NCAA approved)
Length: Semester
Credit: 0.5 credit
Year: 11-12
Course Description:
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.

AP UNITED STATES GOVERNMENT and POLITICS - Advanced Placement – (NCAA approved)
Length: Year
Credit: 0.5 credit per semester (weighted)
Year: 11-12
Prerequisite: Successful completion of an AP Social Studies course with a minimum grade of C or with consent of the instructor.

Course Description:
The Advanced Placement course in United States Government and Politics is designed to give students a critical perspective of American government and politics. The course 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.

SOCIOLOGY - (NCAA approved)
Length: Semester
Credit: 0.5 credit
Year: 11-12
Course Description:
This course is designed to study the problems of modern society. It will introduce the student to the basic concepts and approaches that a sociologist uses in the study of human behavior. The course is intended to give the student the opportunity to develop the ability to recognize and define a social problem, to search out and 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.

PSYCHOLOGY – (NCAA approved)
Length: Semester
Credit: 0.5 credit
Year: 11-12
Course Description:
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 AP exam.
AFRICAN-AMERICAN HISTORY - Dual Credit (NCAA approved)
Length: Semester
Credit: 0.5 credit (weighted) plus 3.0 college credits at Richland Community College
Year: 11-12
Prerequisite: Successful completion or current enrollment in United States History.
Course Description:
This course spans the pre-colonial period in the west African region to the present day in the United States. Historical themes addressed include, but are not limited to the following: The establishment of the transatlantic slave trade routes, slavery in the United States, the Abolitionist Movement, Emancipation, Reconstruction, the Jim Crow South, the Civil Rights movement and the establishment of political and cultural influence in the present day. This course is designed to provide students with an awareness and understanding of the experiences and contributions of African-Americans to the fabric of our nation. The course is designed chronologically utilizing literacy as a vehicle for learning, with an emphasis on efforts to initiate social change.

ECONOMICS – (NCAA approved)
This course fulfills the consumer education requirement stated in School Code of Illinois (Section 27-12.1).
Length: Semester
Credit: 0.5 credit (weighted)
Year: 11-12
Prerequisite: Successful completion or current enrollment in United States History.
Course Description:
Economics is designed to provide the student with an understanding of economic theory and concepts such as supply and demand, 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.

CRIMINAL JUSTICE 1
AVAILABLE THROUGH HEARTLAND TECHNICAL ACADEMY
Length: Year
Credit: 1.5 credits per semester plus 3.0 college credits at Richland Community College
Year: 11-12
2015-2016
Prerequisite: Acceptance into Heartland Technical Academy. See your Guidance Counselor to apply.
Course Description:
This program is designed for students to become educated and trained to become one of “America’s Bravest”. Students will learn how to extinguish different types of fires, perform emergency medical skills, and perform rescue operations. Course

CRIMINAL JUSTICE 2
AVAILABLE THROUGH HEARTLAND TECHNICAL ACADEMY
Length: Year
Credit: 1.5 credits per semester
Year: 11-12
Prerequisite: Acceptance into Heartland Technical Academy. See your Guidance Counselor to apply.
Course Description:
This second year Criminal Justice course covers Criminal Investigations first semester, and Introduction to Corrections second semester. In Criminal Investigations, students will learn about interviews and interrogation, physical evidence, and specific crimes. In Corrections, students will learn about jails, prisons, probation, parole and alternative methods of sentencing. Students will earn the ability to participate in a 7 week job shadow program at the end of the school year, where they will job shadow 7 different criminal justice agencies in Decatur. Students will earn college credit through Richland Community College by taking this class. See page 80 for more information about college credit that is available through Heartland Technical Academy.

FIREFIGHTING
AVAILABLE THROUGH HEARTLAND TECHNICAL ACADEMY
Length: Year
Credit: 1.5 credits per semester
Year: 11-12
Prerequisite: Acceptance into Heartland Technical Academy. See your Guidance Counselor to apply.
Course Description:
The program is designed for students to become educated and trained to become one of “America’s Bravest”. Students will learn how to extinguish different types of fires, perform emergency medical skills, and perform rescue operations. Course
Topics include Fire Behavior, Fire Attack, Search & Rescue, Forcible Entry, Hose line operations, and Ventilation operations. Students will earn college credit through Richland Community College by taking this class. See page 80 for more information about college credit that is available through Heartland Technical Academy.
FOCUSED PROGRAMS

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

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

ADVANCED PLACEMENT (AP) SUPPORT
Length: Year
Credit: 0.5 credit per semester - Pass/Fail. This course may be taken up to four semesters.
Year: 11-12
Prerequisite: Students must be enrolled in either two (2) AP courses or one (1) AP course and two (2) Honors/Weighted level courses.
Course Description:
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.

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

EXPLORATORY TEACHING
Length: Year
Credit: 0.5 credit per semester. This course may be taken up to four semesters.
Year: 11-12
Prerequisite: Students must provide transportation to an off-site school.

Course Description:
This course is designed for students who have an interest in teaching. They will be working under the guidance of a teacher: elementary - high school. Students must provide transportation to an off-site school.

DECATUR PATHWAYS TO PROSPERITY INTERNSHIP PROGRAM

Length: Year
Credit: 0.5 credit per semester
Year: 12
Prerequisite: Students must have a minimum of 3.00 GPA, obtain 3 letters of recommendation, complete a Career Cruising component, and participate in a mock-interview. Students must also provide their own transportation.

Course Description:
The Decatur Pathways to Prosperity Internship Program will entail local businesses in Decatur partnering with Decatur Public Schools to provide forty high school students (20 from each high school) an internship opportunity. Each of these businesses will decide the scope of the problem or project and will manage the successful completion of the project by the student(s). The student interns will be placed in a range of departments from IT, HR, Supply Chain, Transportation, Quality, Safety, Athletic training and many more.
**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 Categorical and Social/Emotional Development Courses**

**LANGUAGE ARTS**

**READ 180**
- **Length:** Year
- **Credit:** 0.5 credit per semester
- **Year:** 9
- **Prerequisite:** Identified, as needed, per the IEP, and enrollment in English I.

**Course Description:**
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.

**ENGLISH I**
- **Length:** Year
- **Credit:** 0.5 credit per semester
- **Year:** 9

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

**ENGLISH II**
- **Length:** Year
- **Credit:** 0.5 credit per semester
- **Year:** 10
- **Prerequisite:** Successful completion of English I

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

**ENGLISH III**
- **Length:** Year
- **Credit:** 0.5 credit per semester
- **Year:** 11
- **Prerequisite:** Successful completion of English II

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

**ENGLISH IV**
- **Length:** Year
- **Credit:** 0.5 credit per semester
- **Year:** 12
- **Prerequisite:** Successful completion of English III

**Course Description:**
Students will explore world literature to the middle ages. Students will read and analyze a variety of literature originating from diverse world cultures, sampling from different ethnic beliefs and backgrounds. Students will read short stories, epics, poems, and folktales.
WORLD GEOGRAPHY
Length: Year
Credit: 0.5 credit per semester
Year: 9
Prerequisite: Semester 1 is necessary for Semester 2.
Course Description:
The purpose of the course is to provide students with the basic geographic concepts and skills necessary for life in an increasingly interdependent world. The course revolves around the study of the world geographic and social patterns in the interrelationship of man and his physical environment. Specific topics that will be included are climate, landforms, weather, culture, and economic resources and patterns. Much of the course involves the study of specific countries and lifestyles. Examining the uniqueness and cultural diversity of the world’s people is a necessary component. This element is specifically designed to encourage the critical thinking skills of comparison, and divergent thinking. Map study is an important part of studying the world regions. Students will examine spatial relationships of countries and their integration with economic resources. They will learn specific locations of the world’s countries, major cities, and landforms. A specific emphasis is placed upon the study of the United States. Students will examine regions and states with a particular focus on the relationship of the elements to the whole. The course will include specific information designed to assist the secondary student in their post-secondary life in the United States. Students will demonstrate knowledge of world geography, as well as an understanding of the effects of geography on society, with an emphasis on the United States.

WORLD HISTORY
Length: Year
Credit: 0.5 credit per semester
Year: 10
Course Description:
This course will emphasize historical themes from ancient civilizations, Middle Ages, and modern developments. It is a survey course that develops historical thinking skills.

UNITED STATES HISTORY
Length: Year
Credit: 0.5 credit per semester
Year: 11-12
Course Description:
This course is designed to give the student an overall view of the nation’s history. In the first semester, the course will survey major themes in early American history: colonial America, the American Revolution, the Constitutional period, the Early National period, the rise of Jacksonian Reconstruction, the Westward Movement, the rise of Industry and the American Labor Movement, and the Expanding role of government in Political, Economic and social Reform.

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

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

GOVERNMENT
Length: Semester
Credit: 0.5 credit
Year: 11-12
Course Description:
This course will help students have a better understanding of our national, state, and local governments. It will also help students gain an understanding of the basic concepts of our government and explore areas of political interest. It will examine the principles of a republican government created by the founding fathers at the Constitutional Convention and how those principles have been applied to the founding fathers at the Constitutional Convention and how those principles have been applied to the practices of our government. Students will study the three branches of government and the role each plays in the development of public policy. The course will examine political ideology and the relationship it has to current political parties. Students will develop an understanding of how democratic principles are
applied in a republic and will examine the development of civil liberties and civil rights in the United States.

SOCIAL INTERACTIONS
Length: Year
Credit: 0.5 credit per semester
Year: 9-12
Course Description:
Students will evaluate different types of relationships and the impact on their lives. Students will be able to name and implement the components of the Decision-Making Model. Topics that will be taught include teen pregnancy, birth control, STI's, and expected behavior in community settings emotional, and financial impact of teen pregnancy on individuals and families.

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

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

MATHEMATICS

ALGEBRA FOUNDATIONS I

Length: Year
Credit: 2.0 total credits. Of the 2.0 credits, math lab credit (1.0) counts towards total credits for high school graduation, not the math requirement of 3.0 credits.

Year: 9
Course Description:
This is a yearlong course that is double blocked. Topics to be covered include linear variables and expressions, absolute value and operations with signed numbers, graphs of linear equations, slope-intercept, point-slope form of linear equations, linear inequalities, systems of linear equations.

GEOMETRY FOUNDATIONS

Length: Year
Credit: 0.5 credit per semester
Year: 10
Prerequisite: Successful completion of Algebra Foundations I.

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

ALGEBRA FOUNDATIONS II

Length: Year
Credit: 0.5 credit per semester
Year: 11
Prerequisite: Successful completion of Geometry Foundations.

Course Description:
Topics to be covered include statistics and data, polynomials, quadratic equations and functions, exponential functions, radical functions, and an introduction to trigonometry.

CONSUMER MATH

Length: Year
Credit: 0.5 credit per semester
Year: 12
Prerequisite: Successful completion of Geometry Foundations.

Course Description:
Consumer Math is a fourth-year math course where students will compute and project earnings, read and apply the mathematics involved in economical food shopping, and use mathematical concepts to compute clothing costs and different ways to pay for clothing.
Cross Categorical and Social/Emotional Development Courses

SCIENCE

PHYSICAL SCIENCE
Length: Year
Credit: 0.5 credit per semester
Year: 9
Course Description:
This laboratory science course is designed to unify themes of scientific inquiry, technological design, interaction between science, technology and society, and accepted practices in science. Areas to be covered include but are not limited to motion, forces, energy, light and sound, electricity and magnetism, properties of matter, atomic structure, and interactions of matter.

BIOLOGY
Length: Year
Credit: 0.5 credit per semester
Year: 10
Course Description:
Biology gives students a basic understanding of living organisms. Biology seeks to teach science as a way of thinking and seeking answers. Concepts and understandings are emphasized. Student work is laboratory centered. Biology helps the student understand his/her relationship to the environment. Application of Biology to societal problems is stressed.

EARTH SCIENCE
Length: Year
Credit: 0.5 credit per semester
Year: 11
Course Description:
Earth Science studies the earth from the standpoint of its shape, size, origin, and materials, forces that shape its surface, its past history, and its suitability as the home of man. Earth Science semester discloses the earth and its relationship in the universe, its atmosphere as it relates to weather and climate and to Earth’s history.
Cross Categorical and Social/Emotional Development Courses

BUSINESS/VOCATIONAL

**ORIENTATION TO VOC-ED (CAREERS)**
Length: Year
Credit: 0.5 credit per semester
Year: 9-10

**VOCATIONAL COOPERATIVE EDUCATION (VCE) II**
Length: Year
Credit: 0.5 credit per semester
Year: 9-10

**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.
Length: Year
Credit: 0.5 credit per semester
Year: 11

**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.
Length: Year
Credit: 0.5 credit per semester
Year: 12

**CONSUMER EDUCATION**
This course fulfills the consumer education requirement stated in School Code of Illinois (Section 27-12.1).
Length: Year
Credit: 0.5 credit per semester
Year: 10-12

**COMPUTER SKILLS**
Length: Year
Credit: 0.5 credit per semester
Year: 9-12

**Course Description:**
To be a successful participant in the business and professional world of today and tomorrow, students must be able to use a computer correctly. This course is designed to develop basic skills in touch keyboarding techniques for entering alphabetic, numeric, and symbol information found on computers and terminals. Students will learn to edit and format text and paragraphs, study the Windows operating system, change fonts, work with headers and footers, cut and paste text, create and use tabs, 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.

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

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

PARENTING
Length: Semester
Credit: 0.5 credit
Year: 11-12
Course Description: This course is designed to help students think through the responsibilities and satisfactions of parenthood. 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.

HOME ARTS
Length: Year
Credit: 0.5 credit per semester
Year: 9-12

LEARNING STRATEGIES
Length: Semester
Credit: 0.5 credit. This course can be taken every semester.
Year: 9-12
Course Description: The course will provide study skills, strategies for success in classes, and a variety of techniques to increase skills in the areas of reading, written language and mathematics. Group and individual instruction may be provided, as well as accommodations as stipulated in each individual student’s IEP.

LIFE and ESSENTIAL SKILLS COURSES
- Language Arts
- Social Studies
- Mathematics
- Science
- Vocational Training
- Family And Consumer Sciences
- Electives
- Physical Education
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.

**Agricultural Science and Technology**  
2-year program  
Dual Credit:  
3 college credits (year 1)  
8 college credits (year 2)  

**Auto Body – Collision Repair**  
2-year program  
Dual Credit:  
12 college credits (year 1)  
12 college credits (year 2)  

**Automotive Technology**  
2-year program  
Dual Credit – 7-13 possible college credits  

**Business Technology Procedures**  

**Accounting**  
2-year program  
Dual Credit:  
3 college credits (year 1)  
3 college credits (year 2)  

**Medical Terminology**  
1-year program  
Dual Credit – 5 college credits  

**Cooperative Work Education**  
2 year program  
Dual Credit - 1 college credit (year 1)  

**Cosmetology – Mr. John’s School of Cosmetology**  
2-year program – 750 hours towards license  

**Criminal Justice**  
2-year program  
Dual Credit:  
3 college credits (year 1)  
6 college credits (year 2)  

**Culinary Arts**  
2-year program  
Dual Credit – 5 college credits  

**Early Childhood Education**  
2-year program  
Dual Credit:  
6 college credits (year 1)  
6 college credits (year 2)  

**Engineering Technology**  
2-year program  
Dual Credit – 9 college credits  

**Entrepreneurship through Technology**  
2-year program  
Dual Credit – 4-12 possible college credits  

**Fire Fighting**  
1-year program  
Dual Credit – 12 college credits  

**Graphic Arts**  
1-year program  
Dual Credit - 11 college credits  

**Industrial Trades**  
2-year program  
Dual Credits - 13 college credits  
Certified Production Technician Certificate  

**Nursing Assistant**  
1-year program  
Dual Credit - 8 college credits  
Certified Nursing Assistant Certificate  

**Welding**  
2-year program  
Dual Credit:  
6 college credits (year 1)  
5 college credits (year 2)  
American Welding Society Level 1 Certification  

Students can earn 1.0 credits per semester; therefore, earning three (2.0) credits per year. Tech Academy programs equate to two (2) 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.