

# **COURSE SELECTION GUIDE**

## **2010/2011**



---

**Dundee-Crown High School**  
1 Charger Country, Carpentersville, IL 60110

**Hampshire High School**  
1600 Big Timber Road, Hampshire, IL 60140

**Harry D. Jacobs High School**  
2601 Bunker Hill Drive, Algonquin, IL 60102

# **CUSD 300 HIGH SCHOOL PHILOSOPHY**

High school education in Community Unit School District #300 should include experiences which aid all students regardless of race, sex, creed, color, economic level, and physical and intellectual ability, in moving from adolescence to adulthood. Students in grades nine through twelve should be provided experiences which help them to become trained, enlightened, and productive individuals. It is through these activities that students develop a sense of social awareness and responsible patterns of action to cope with and contribute to a changing world. The high school should provide an education that is the basis for an ever-growing process which emphasizes motivation, inspiration, and challenge.

To accomplish the above, Community Unit School District #300 high schools are institutions, which should:

- Provide adequate educational facilities, equipment, and supplies.
- Provide sufficient numbers of qualified, caring teachers, and staff who are also good role models.
- Provide program design, curriculum offerings, course content, and teaching methods, which reflect the best contemporary research.
- Provide an atmosphere which encourages a cooperative effort involving students, parents, faculty, staff, the Board of Education, the administration, and the community.
- Provide high expectations for academic achievement for which students will be held responsible.
- Provide opportunities for the fullest actualization of potential growth in the pursuit of excellence.
- Provide a stable, positive learning environment for students, including those with special needs.
- Provide opportunities for utilizing community resources.
- Provide experiences which develop problem solving, critical thinking, and listening skills.
- Provide opportunities which promote growth toward responsible citizenship.
- Provide clear expectations for responsible student behavior.
- Provide opportunities to explore and evaluate career possibilities.

In order to implement the High School Philosophy, the following goals have been formulated:

## **MASTERY OF BASIC SKILLS**

The high school should help each student acquire mastery of basic skills in the use of words, ideas, and numbers. These basic skills are divided into four categories: acquiring ideas through reading and listening, communicating ideas through writing and speaking, performing mathematical operations, and making rational decisions.

## **FOSTER COMPLETE DEVELOPMENT**

The high school should serve as a laboratory for developing all facets of the individual student. Growth of individuals is promoted by providing cultural, aesthetic, and physical activities in addition to the traditional academic disciplines.

## **POSITIVE ATTITUDE TOWARD LIFE-LONG LEARNING**

The high school program should help students to see education as an on-going, rewarding, and enjoyable process. The school, by prompting an appreciation for both formal and informal learning, aids in fostering a desire for life-long study and personal enrichment.

### **UNDERSTAND OUR HERITAGE**

The high school program should help students comprehend and appreciate the history and culture of our country. This study should include human achievement in the sciences, humanities and arts, and contributions of various ethnic groups, and the significance of our heritage to contemporary society.

### **RESPECT FOR THE ENVIRONMENT**

The high school should teach students to protect, use, and conserve available resources for the well-being of future generations.

### **CREATIVITY**

The high school should promote a positive atmosphere in which students may develop their creativity. It should provide activities and programs which stimulate creative expression and serve as outlets for wholesome individuality.

### **PHYSICAL AND MENTAL HEALTH**

The high school experience should encourage good physical and mental health habits. Through courses of study and wholesome physical and social activities, the school should build an understanding of good health as an essential factor in successfully meeting the daily pressures of life.

### **UNDERSTAND SELF AND OTHERS**

High school programs should help students to acquire an understanding and appreciation of their own worth and the worth of others. Understanding self, including an awareness of personal strengths, values, and unique abilities, will help students make enlightened educational and occupational choices. Understanding others increases the likelihood that people can live in harmony in an increasingly interdependent world and appreciate the unique contributions of diverse groups within the world community.

### **FORMULATE GOALS**

The high school should encourage students to formulate personal goals, to revise these goals, and to use the resources of the family, school, and community in achieving these goals.

### **CAREER DEVELOPMENT**

The high school program should provide students with training in career related skills which will help them to become useful, self-supporting, contributing members of society. Career skills should help students cope with the rapidly changing social, economic, and technological forces within our society.

### **VALUES AND MORALS**

The high school should encourage the development of positive social values, moral conduct, and respect for legitimate authority. The dignity and worth of each student should be respected even though particular attitudes and behaviors may be unacceptable.

### **CITIZENSHIP**

The high school should prepare students to be useful, contributing citizens who will exercise their voting privilege, understand their government and the rule of law, participate in civic affairs, respect the property and the rights of others, be aware of community needs, and assume responsibility for their own actions.

## **INSTRUCTIONAL PROGRAM**

All freshmen establish four-year programs in consultation with parents and counselors. Worksheets are included at the end of this guide. The freshman year of the program should include a ninth grade English course, an appropriate mathematics course, an appropriate science course, a world history course, physical education, and at least one full year of course work in foreign language, art, music, or vocational education.

Four-year plans should be reviewed every term to make sure graduation requirements and other program requirements are being met. Students are advised to take courses, programs, and activities consistent with their interests and abilities without regard to their sex.

Students should extend themselves academically by selecting a high proportion of advanced and honors courses. Students who successfully complete Advanced Placement Courses, Advanced Technology Courses, Middle College Courses, or Elgin Community College telecourses may earn college credit while in high school. Students may also earn college credit for courses other than those offered in these programs.

### **Advanced Placement Program**

Advanced Placement Courses are offered in biology, chemistry, environmental science, physics, English literature and language, calculus, psychology, US history, US government and politics, Spanish, music theory and studio art. Courses in the Advanced Placement Program are college level studies. Students who register for these classes may take the qualifying examinations in May. The scores are sent to colleges designated by the students and are used for placement. In most cases, the opportunity of receiving college credit is available. There is a fee charged for each Advanced Placement examination a student takes.

## **ELGIN COMMUNITY COLLEGE EARLY COLLEGE CREDIT PROGRAMS**

Earn college credits, certificates, and high school credits simultaneously in over 20 career and technical (Tech Prep) programs. All programs and courses lead to associate degrees and beyond. Seniors and some juniors can participate.

### **DUAL-CREDIT—Attend ECC as part of your school day and take courses for certificates and degrees!**

#### **Program Choices**

See the Elgin Community College web at [www.elgin.edu/highschool](http://www.elgin.edu/highschool) *Options for High School Students* for a complete list of degrees, courses, and requirements. Programs and courses may change to accommodate college scheduling. Most courses meet in the afternoon, some may have evening courses. See the web for more information.

**Accounting**  
**Automotive Services (certificates)**  
**Basic Nurse Assistant (certificate)**  
**Clinical Lab Technology (certificate)**  
**Engineering/Drafting**  
**Computer and Information Science**  
**Criminal Justice**  
**Culinary Arts (evening courses)**  
**Early Childhood Education**  
**Entrepreneurship (certificate)**  
**Fire Science and Safety (certificate, some evening courses)**  
**Graphic Design**  
**Health Professions—courses for Nursing, Physical Therapist Assistant, Radiography, Surgical Technology**  
**Heating, Air Conditioning, & Refrigeration (certificate)**  
**Industrial Manufacturing Technology**  
**Integrated Systems/Maintenance Technology**  
**Management**  
**Marketing and Retail Management**  
**Multimedia Design**  
**Office Administration Technology**  
**Paralegal**  
**Pastry (evening courses)**  
**Public Safety Communications (certificate)**  
**Restaurant Management (evening courses)**  
**Web Design**  
**Welding Fabrication Technology (certificate)**

#### **How to Enroll**

1. Talk to your guidance counselor. Application and enrollment is completed through your guidance office.
2. The high school approves enrollment of students. Enrollment is limited by seats available to each school.
3. The high school pays tuition and may pay for textbooks.
4. Student pays for required supplies and fees.

## **ARTICULATED CREDIT—Earn ECC college credit for career and technical courses you take at your high school!**

### **Which high school courses qualify for college credits?**

See the web at [www.elgin.edu/highschool](http://www.elgin.edu/highschool) *Options for High School Students* for a complete list of your high school courses that are equivalent to ECC college courses and for which you may be eligible for credits!

1. Complete each semester of course(s) with an A or B and you will be eligible to receive ECC credits for them.
2. Enroll at ECC in any degree-seeking program in the fall after high school graduation or later, within 27 months, to receive those credits.
3. Credits will be entered on your ECC transcript in September following graduation and enrollment at ECC.
4. Be sure to let an ECC counselor know about your eligibility if you enroll at ECC at a future date!

Tech Prep Office at Elgin Community College: 847/214-7584 Note: This information is not contractual and may be changed per district policy or to accommodate college scheduling.

### **College Credit Courses**

Students may take college credit courses other than those in the Middle College Program, or ECC Tech Program while in high school and have the course credits held in escrow until their graduation from high school. The following guidelines apply for enrollment in such courses:

1. Students participating should have senior level status.\*
2. Students are participants in the Gifted Program.
3. Students must provide their own transportation.
4. All costs must be borne by the student.
5. If the course selected or its equivalent, is not offered at his/her attendance center.\*
6. Any course must be in addition to the minimum high school credit requirement.\*
7. Any courses taken for high school credit or during the regularly scheduled school day must have principal/designee pre-approval.
8. Courses should be taken at a time when it is least disruptive to the high school academic program.
9. College level courses taken off campus during the regular school day, and as part of the five-hour minimum school day, must be recorded as Independent Study courses. Registration for Independent Study is expedited through the Guidance Office following established District procedures.

*\*Principals may waive the requirements under special circumstances.*

### **Correspondence Courses**

Students in the high schools of Community Unit School District #300 are eligible to apply two (2) Carnegie units of correspondence courses toward graduation providing they meet one of the following:

1. The student has failed a required course.
2. The student has been expelled.
3. The student is placed on a homebound program.
4. The student has completed at least (2) years of high school and will lack 1-2 Carnegie units for graduation.

The correspondence courses must receive prior approval of the principal. The student must submit a certificate of successful completion of the course(s) in order to receive credit. Generally, correspondence courses are considered Prep (P) weight regarding the Weighted Grade Policy. All costs must be borne by the student. The policy on correspondence courses may be modified at the discretion of the principal.

Students cannot take two required English courses simultaneously. The prohibition includes classes offered through correspondence schools.

### **Pupil Personnel Services**

Handicapped children between the ages of three through the age of twenty-one are eligible for special education services. Referrals for possible special education services may be made by the teacher, parent/ guardian, or by the student. Specific questions regarding the referral procedure should be directed to the counselor or building principal.

# **CUSD 300 HIGH SCHOOL GRADUATION REQUIREMENTS**

Each course in the Curriculum Guide is assigned a credit value. Most academic courses carry a one unit credit for two terms (.50 unit of credit per term). Students are advised to take courses, programs, and activities consistent with their interests and abilities without regard to their sex.

High school students who intend to pursue a Bachelor's degree at public colleges/universities in Illinois must take the following subjects in high school: English (4 years); Mathematics (3 years); Science (2 years); Social Sciences (3 years); and Art, Music, or Foreign Language (2 years). Under the block system two (2) terms equals one (1) year.

During the freshman, sophomore, and junior years a student must take four courses each term. Seniors are required to take only three courses in addition to senior study, but may take four.

## **Graduation Requirements:**

A minimum of 26.00 credits must be earned including the following:

<b><u>Course</u></b>	<b><u>Grade</u></b>	<b><u>Length</u></b>	<b><u>Credits</u></b>
English	9,10,11,12	8 terms	4.00 units
**Mathematics	9,10,11	6 terms	3.00 units
Science	9,10	4 terms	2.00 units
Social Studies			
World History	9	2 terms	1.00 unit
Global Economics	10	1 term	.50 unit
American Government	10	1 term	.50 unit
U.S. History	11	2 terms	1.00 unit
Physical Education	9,10,11,12	7 terms	3.50 units
Health	10	1 term	.50 unit
Driver Ed. Classroom** *	10	1 term	.50 unit <b>(if taken at school only)</b>

\*\*State law requires students to take Algebra and Geometry, leaving one additional elective math unit

\*\*\*No credit will be issued for students taking Driver's Education privately, although course completion will be reflected on the transcript to fulfill the state requirements

## **ELECTIVE STRAND REQUIREMENTS**

Strand requirements ensure that students graduating from District 300 schools receive a well-rounded education. This permits students to experience a variety of courses in numerous subject areas. Record the strand courses that the student completes in the shaded boxes below. All students must earn a minimum of 1.0 credit in each of the three strands to graduate.

<b><u>Strand Number</u></b>	<b><u>Subject Areas</u></b>
<b>1</b>	Art, Foreign Language, Music
<b>2</b>	Electives in English, Math, Science, and Social Studies
<b>3</b>	Business, Family and Consumer Science, Industrial Technology

## **TOTAL CREDITS AND GRADE LEVEL**

A student's grade level is determined by the number of credits the individual has earned throughout high school. The following identifies the number of credits required to reach the next grade level.

<b><u>Grade Level</u></b>	<b><u>Total Credits</u></b>
Sophomore	6
Junior	12
Senior	18

# HIGH SCHOOL TESTING PROGRAM

## College Entrance Examinations

College entrance examinations are usually taken during the Spring of the junior year or early Fall of the senior year. Applications for the American College Test (ACT) and the Scholastic Aptitude Test (SAT) are available on line at ACTstudent.org and Collegeboard.com. If you do not have internet access, see the school counselor.

Students planning to take the ACT are advised to prepare for the test by enrolling in a course designed especially to enhance performance on the ACT. District #300 offers an evening course annually. Information about the course (tuition, registration, location) will be available during the first semester.

## Prairie State Assessments

Per State law and District #300 policy, in order to be eligible to receive a regular high school diploma, students must take the Prairie State Achievement Examination. Prairie State will be given to all juniors. Students who pass all tests will be given a Prairie State endorsement on their transcript. These results become part of the student's permanent record.

## Constitution Test

In order to fulfill Section 27-3 of The School Code of Illinois, District #300 requires that all high school students pass an examination on the Declaration of Independence, the Constitution of the State of Illinois, the Constitution of the United States, and voting procedures. The test is given as part of the American Government course.

# GRADING PROCEDURES

Students receive report cards at the end of each nine-week term. Only the grades entered at the end of a term are included on the student's permanent record.

## Letter Grades

- A This is an excellent grade indicating superior work. A student earning an 'A' not only meets the course objectives in an exceptional manner, but displays a high degree of initiative, interest, and originality.
- B This is a commendable grade indicating above average work. A student earning a 'B' meets the course objectives and consistently does quality work.
- C This grade indicates that a student does average work and meets the course objectives.
- D This grade represents work of below average quality. A grade of 'D' indicates to the student that the objectives of the course are not being met and improvement is needed.
- F This is a failing grade indicating that the student has not met the minimum requirements of the course. No credit is given.

The following numerical scale is used when determining letter grades:

90-100% = A                      80-89% =B                      70-79% = C                      60-69% =D                      below 60% =F.

# WEIGHTED GRADE POLICY

Students receive weighted grades for the purpose of computing class rank. Letter grades only are used to compute the honor roll. The following grade point values are used:

<u>Grade</u>	<u>Advanced Placement (AP)</u>	<u>Honors (H)</u>	<u>Advanced (A)</u>	<u>General (G)</u>	<u>Prep (P)</u>
A	6.5	6	5.5	5	5
B	5.5	5	4.5	4	4
C	4.5	4	3.5	3	3
D	3.5	3	2.5	2	2
F	0	0	0	0	0

All courses are included in computing class rank. The weighted grade point average for transfer students is determined by the principal/counselor at the time of entry. Reference the school's student handbook for specific information regarding valedictorian and salutatorian. Grade point value for students on homebound instruction will be determined by the building principal and counselor.

## **HOMEWORK**

Student achievement can rise significantly when teachers regularly assign homework and students conscientiously do it. Homework at the high school level requires approximately two hours for the average student to complete. **Students in honors and advanced placement courses should expect to dedicate more time to homework and studying.** Students should follow these guidelines for completing homework.

1. Listen carefully and follow the directions provided by teachers.
2. Use study aids and materials provided by teachers and parents.
3. Use time efficiently. Plan ahead. Do not wait until the last minute to do long-range assignments.
4. Complete your part of an assignment that involves the cooperation of one or more of your classmates.
5. Study in a well-lit, distraction-free area.
6. Study at a specific time daily.
7. Discuss homework assignments with your parents.
8. Talk with teachers if you have problems completing homework.
9. Be neat, organized, and keep track of school materials and assignments.

## **TUTORING**

A full-service tutoring center is offered to support the needs of the students. Tutors are available to help students in any content area (including electives), in areas of study skills and organization, and in writing support through both editing and proof-reading. Tutoring can be initiated in a variety of ways. Students seek out the tutoring center services, teachers recommend tutoring, and parents request tutor support. Questions can be directed to the tutoring center facilitator at each of the high schools.

## **PHYSICAL EDUCATION EXEMPTION POLICY**

Students in grades 11 and 12 may request exemption from physical education for the following reasons:

1. The student provides written evidence from an institution of higher education that a specific course not included in existing state or local school minimum graduation standards is required for admission. School District staff must verify that the student's present and proposed schedule will not permit completion of the needed courses.
2. The student lacks sufficient course credit of one or more courses required by state statute or local school board policies for graduation. Students who have failed required courses, transferred into the District with deficient credits, or who lack credits due to other causes will be eligible to apply for this exemption.

Each request for exemption from physical education instruction is to be verified and eligibility determined on a case-by-case basis by school district staff. Every student excused from physical education course requirements will be provided a schedule which meets minimum school day requirements.

Approvals of exemptions will be for one term only, but may be renewed for additional terms if circumstances warrant.

# SEX EQUITY POLICY

## STATEMENT OF POLICY

School District No. 300 does not discriminate on the basis of sex in the provision of programs, activities, services, or benefits. It guarantees both sexes equal access to educational and extracurricular programs and activities.

## GRIEVANCE PROCEDURE

A grievance is defined as a complaint by an individual alleging that the District, an administrator, employee or student, has discriminated against a student or students on the basis of their sex. An initial attempt shall be made to resolve any grievance in an informal meeting between the grievant and the Principal of the attendance center involved.

A grievance concerning the act of any administrator involved in the grievance procedure shall initially be filed at the step of the grievance procedure immediately after the step in which the administrator is involved.

If the grievance cannot be resolved informally, these steps shall be followed:

**Step 1.** The grievant shall present the grievance in writing to the Principal of the attendance center involved no later than twenty (20) business days (defined as days when the Administrative Office of the District is open) after the occurrence of the alleged act or conduct. The Principal will arrange for a meeting to take place within ten (10) business days after receipt of the grievance, which meeting shall be attended by the Principal, and the grievant, and any person whose assistance is requested by the Principal or grievant may also attend. The Principal shall, within ten (10) business days after the meeting, provide the grievant and the Superintendent with a written decision setting forth the disposition of the grievance and any corrective action deemed necessary to eliminate the conduct grieved. The decision shall contain reasons upon which the disposition of the grievance was based.

**Step 2.** If the grievant is not satisfied with the disposition of the grievance at Step 1, or if the Principal fails to issue a written decision within the time limits specified in Step 1, the grievant may thereafter refer the grievance to the Superintendent within ten (10) business days of the date of the Principal's decision or the date the decision was to be issued. The Superintendent shall then, within ten (10) business days of receipt of the referral, arrange for a meeting between the same parties who were present in Step 1. Upon the conclusion of the meeting, the Superintendent shall have fifteen (15) business days in which to provide the grievant with his/her written decision setting forth the disposition of the grievance and any corrective action deemed necessary to eliminate the conduct grieved. The decision shall contain reasons upon which the disposition of the grievance was based.

**Step 3.** If the grievant is not satisfied with the disposition of the grievance at Step 3, or if the Superintendent fails to issue a written decision within the time limits specified in Step 3, the grievant may thereafter refer the grievance to the Board of Education within ten (10) business days of the date of the Superintendent's decision or the date the decision was to be issued. Upon request by the grievant, the Board shall within thirty (30) business days, permit the grievant to present his/her grievance to the Board. Each party may present evidence and testimony to develop the facts pertaining to the grievance.

The Board shall, within thirty (30) business days, provide the grievant with its written decision setting forth the disposition of the grievance and any corrective action deemed necessary to eliminate the conduct grieved.

**Step 4.** If the grievant is not satisfied with the disposition of the grievance at Step 3, or if the Board of Education fails to issue a timely decision, the grievant may appeal the decision to the Superintendent of the Educational Service Region pursuant to Section 3-10 of the Illinois School Code. (ILL. Rev. Stat., ch. 122. par. 3-10).

**Step 5.** If the grievant is not satisfied with the disposition of the grievance at Step 4, the grievant may appeal the decision to the State Superintendent of Education pursuant to Section 2-3.8 of the Illinois School Code. (ILL. Rev. Stat., ch. 122. par. 2-3.8).

The District shall maintain records documenting each grievance and its disposition; such records shall be made available to State Board enforcement authorities upon request.

Should either party to the grievance procedure wish to employ counsel or a court reporter, it shall be done at the party's own expense. No reprisal shall be taken against any person for participating or refusing to participate in the grievance process, provided that, if a refusal to participate constitutes insubordination, such refusal may be subject to normal disciplinary procedures.

# CUSD 300

## COURSE DESCRIPTIONS BY DEPARTMENT

### ENGLISH

#### **1100/1101**

#### **P Reading**

Reading Skills is a course for students needing special assistance in reading for remediation. Reading 1100/1101 does not substitute for language arts credit. Curriculum for the course concentrates on improvement of comprehension through various strategies, including use of prior knowledge, text structure, prediction, summary, clarification, and inference. Decoding skills will be taught depending upon students' needs.

Prerequisite: Teacher Recommendation

#### **1110/1111**

#### **P English-9<sup>th</sup> Grade**

Ninth grade students will practice and apply skills necessary to reading high school materials and communicating complex ideas effectively in a variety of situations. They will apply analytic and critical reading skills to make and justify inferences about meaning in fiction and persuasive and expository texts, write focused multi paragraph composition to persuade and explain, and compose and deliver effective speeches for a variety of purposes and audiences.

Prerequisite: Teacher Recommendation

#### **1210/1211**

#### **G English - 9<sup>th</sup> Grade**

Ninth grade students will practice and apply skills necessary to reading high school materials and communicating complex ideas effectively in a variety of situations. They will apply analytic and critical reading skills to make and justify inferences about meaning in fiction and persuasive and expository texts, write focused multi paragraph composition to persuade and explain, and compose and deliver effective speeches for a variety of purposes and audiences.

Prerequisite: Teacher Recommendation

#### **1310/1311**

#### **A English - 9<sup>th</sup> Grade**

Ninth grade students will practice and apply skills necessary to reading high school materials and communicating complex ideas effectively in a variety of situations. They will apply analytic and critical reading skills to make and justify inferences about meaning in fiction and persuasive and expository texts, write focused multi paragraph composition to persuade and explain, and compose and deliver effective speeches for a variety of purposes and audiences.

Prerequisite: Teacher Recommendation

#### **1410/1411**

#### **H English - 9<sup>th</sup> Grade**

Ninth grade students will practice and apply skills necessary to reading high school materials and communicating complex ideas effectively in a variety of situations. They will apply analytic and critical reading skills to make and justify inferences about meaning in fiction and persuasive and expository texts, write focused multi paragraph composition to persuade and explain, and compose and deliver effective speeches for a variety of purposes and audiences.

Prerequisite: Teacher Recommendation

#### **1113/1114**

#### **P English – 10<sup>th</sup> Grade**

Tenth grade students will use knowledge of culture context and common myths, themes and allusions to make connections between different cultures and literatures, and use sophisticated and varied clauses to provide elaboration in their writing.

Prerequisite: 1110/1111

#### **1213/1214**

#### **G English – 10<sup>th</sup> Grade**

Tenth grade students will use knowledge of culture context and common myths, themes and allusions to make connections between different cultures and literatures, and use sophisticated and varied clauses to provide elaboration in their writing.

Prerequisite: 1210/1211

#### **1313/1314**

#### **A English – 10<sup>th</sup> Grade**

Tenth grade students will use knowledge of culture context and common myths, themes and allusions to make connections between different cultures and literatures, and use sophisticated and varied clauses to provide elaboration in their writing.

Prerequisite: 1310/1311

**1413/1414****H English – 10<sup>th</sup> Grade**

Tenth grade students will use knowledge of culture context and common myths, themes and allusions to make connections between different cultures and literatures, and use sophisticated and varied clauses to provide elaboration in their writing.

Prerequisite: 1410/1411

**1116/1117****P English – 11<sup>th</sup> Grade**

Eleventh grade students will analyze American literature for meaning and effect and relate it to historical traditions and themes; use appropriate parallelism, voice, transitions, tone, and style to effectively communicate; and research literary topics.

Prerequisite: 1113/1114

**1216/1217****G English – 11<sup>th</sup> Grade**

Eleventh grade students will analyze American literature for meaning and effect and relate it to historical traditions and themes; use appropriate parallelism, voice, transitions, tone, and style to effectively communicate; and research literary topics.

Prerequisite: 1213/1214

**1316/1317****A English – 11<sup>th</sup> Grade**

Eleventh grade students will analyze American literature for meaning and effect and relate it to historical traditions and themes; use appropriate parallelism, voice, transitions, tone, and style to effectively communicate; and research literary topics.

Prerequisite: 1313/1314

**1416/1417****H English – 11<sup>th</sup> Grade**

Eleventh grade students will analyze American literature for meaning and effect and relate it to historical traditions and themes; use appropriate parallelism, voice, transitions, tone, and style to effectively communicate; and research literary topics.

Prerequisite: 1413/1414

**1516/1517/1516APS/1517APS****AP English Language**

The AP English Language and Composition course asks students to engage in analysis of the world around them. Everything from advertisements to literary works to the spaces in which we live becomes a text in our exploration of argument, rhetoric, and style. Through close reading of these texts, students can improve their analytical and critical thinking skills. Students will also engage in the creation of several well-developed writing assignments that will both introduce them to the rigors of college level writing and aid them in honing their own style, voice, and ability to communicate with the written word.

Prerequisite: English 10 & Teacher Recommendation

**1119/1120****P English 12<sup>th</sup> Grade**

Twelfth grade students will analyze complex literary devices; synthesize express, and defend interpretation of British literature; relate British literature to historical and literary traditions and themes; write effectively for a variety of academic and practical purposes; and present a major project to an audience outside the classroom.

Prerequisite: 1116/1117

**1219/1220****G English – 12<sup>th</sup> Grade**

Twelfth grade students will analyze complex literary devices; synthesize express, and defend interpretation of British literature; relate British literature to historical and literary traditions and themes; write effectively for a variety of academic and practical purposes; and present a major project to an audience outside the classroom.

Prerequisite: 1216/1217

**1319/1320****A English – 12<sup>th</sup> Grade**

Twelfth grade students will analyze complex literary devices; synthesize express, and defend interpretation of British literature; relate British literature to historical and literary traditions and themes; write effectively for a variety of academic and practical purposes; and present a major project to an audience outside the classroom.

Prerequisite: 1316/1317

**1419/1420****H English – 12<sup>th</sup> Grade**

Twelfth grade students will analyze complex literary devices; synthesize express, and defend interpretation of British literature; relate British literature to historical and literary traditions and themes; write effectively for a variety of academic and practical purposes; and present a major project to an audience outside the classroom.

Prerequisite: 1416/1417

## **1519/1520/1519APS/1520APS**

## **AP English Literature – 12<sup>th</sup> Grade**

The AP English Literature and Composition course is designed to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

Prerequisite: English 10 & Teacher Recommendation

## **1322**

## **A Journalism 1**

Journalism is a one-term elective for students interested in learning the journalistic styles of writing, including news, features, sports, entertainment, opinions and editorials. Classroom instruction focuses on developing the basic journalism skills of interviewing, reporting and writing. Students apply the techniques learned in this class to the production of the high school newspaper.

Prerequisite: None

## **1324/1325**

## **A Journalism 2**

Students in this class apply the techniques in Journalism 1 to stories they write for the school's student newspaper. Students also have opportunities to serve in various editorial positions and are involved in newspaper production, layout, page design and photography.

Prerequisite: 1322

## **1326/1327**

## **Journalism 3**

Students in this class apply the techniques learned in Journalism 1 & 2 to stories they write for the school's student newspaper. Students also have opportunities to serve in various editorial positions and are involved in newspaper production, layout, page design and photography.

Prerequisite: 1322 & 1324/1325

## **1328**

## **A Creative Writing 1**

Students learn to write effectively using various writing strategies. Class assignments and exercises include but are not limited to poetry, fiction, narratives and non-fiction. Students share their works for classroom critiquing and peer editing.

Prerequisite: None

## **1329**

## **A Creative Writing 2**

Students learn to write effectively using various writing strategies. Class assignments and exercises include but are not limited to poetry, fiction, narratives and non-fiction. Students share their works for classroom critiquing and peer editing.

Prerequisite: 1328

## **1330 or 1430**

## **A or H Debate**

This class correlates the basic strands of language arts involving reading, writing, critical thinking, and speaking. The emphasis is on preparing and familiarizing students with debating techniques. Students will learn the Lincoln-Douglas style, policy style and the Congressional formats. Students will not be required to take this knowledge further and participate in extra-curricular competition. Students will research, write, and practice different debate formats with the emphasis on persuasion and the art of being able to think on their feet. Students may select advanced or honors credit for this class with differing requirements. **Students may take this class for a third time only with the teacher's permission and must enroll for honors credit.**

Prerequisite: None

## **1332**

## **A College Study Skills Seminar**

This course is offered Terms 1 and 2. Students planning to attend college and reading at grade level develop criteria on which to base a realistic college search while learning tactics to help them navigate the maze of college brochures, catalogs, and websites and the steps of the application process. Students explore career paths and research admission requirements and academic offerings at various colleges. Students also focus on the study techniques and thinking skills necessary for college-level learning, including reading, note-taking, using graphic organizers, writing, and test-taking techniques. Time and stress management techniques are also addressed.

Prerequisite: Grades 11-12 Advanced or Honors English or Teacher Recommendation

## **1333**

## **A Mass Communications**

This class will integrate English and speaking skills by studying the impact of the media on society. Special emphasis will be on advertising, music, film, radio, and the print media. The students will study the history, as well as the ethical components, of the various types of media.

Prerequisite: None

**1334****Shakespeare**

This course is an elective in the reading and interpretation of several of Shakespeare's comedies, histories, and tragedies. Each play will be approached through multiple perspectives such as that of a reader, actor, audience member and director. Students will be assessed through written assignments and special projects.

Prerequisite: Grades 11-12, Advanced or Honors English

**1335****Grammar**

English grammar is offered to juniors and seniors who wish to study the structure and usage of the language as a means of preparing for college entrance examinations, developing analytical thinking skills, and improving language skills in both written and oral communication. The content for this one term course includes grammar structure, sentence structure, usage, and diction. Students in this class will refine their ability to recognize parts of speech and the work each does in the sentence, their ability to recognize and correct faulty sentence structures, their ability to utilize complex sentence structures within their writing, their knowledge of formal word use, and mechanics.

Prerequisite: Grades 11-12, Advanced or Honors English

**1337/1338****Publications**

Students learn how to use current publishing technology such as InDesign, Photoshop, the Internet, and Microsoft Word. Students learn the terminology and skills specific to yearbook publication, including arranging and taking photographs, advertising, cropping, writing and editing copy, and designing layouts. Each student is responsible for completing several individual projects in which he or she showcases all skills learned in the class. Interested students may further develop knowledge and participate on the yearbook staff.

Prerequisite: None

**1339****A Public Speaking 1**

In this performance-based class, students prepare, rehearse, present, and participate in a variety of speaking and listening activities. This elective supports the Illinois Learning Standards of speaking/listening: the communication process, informal speaking, formal speaking, group communication, and special communication situations. Activities may include, but are not limited to, an informative, demonstrative, and/or persuasive speech; an interpretation of prose or verse; impromptu speeches; interviewing skills, commercials; active listening; research and outlining; interpersonal communication; group discussion; and problem solving.

Interested students may further develop knowledge by participating in extra-curricular competition.

Prerequisite: None

**1340****A Public Speaking 2**

This course is a performance-based class in which students will prepare, rehearse, present and participate in a variety of speaking and listening activities. These activities may include, but are not limited to, a TV/radio show incorporating the informative, demonstrative, commercial, persuasive, and oral interpretation speeches. Congressional debate, a cultural diversity presentation, special occasion speaking, group interpretation, and motivational leadership speaking experiences, as well as the thirteen IHSA speech events, may also be included. Interested students may further develop knowledge by participating in extra-curricular competition. Impromptu speaking, speech manuscript, written and oral critiques, outlining, communication theory, interpersonal communication, group discussion, and problem solving may complete the course content. Students may repeat this class for credit only with the teacher's permission.

Prerequisite: 1339

**1341****A Film Criticism**

Challenge Roger Ebert with the knowledge you will gain in this film study course. Film Criticism enables you to enjoy the movies and recognize innovative techniques that have made some of the good movies into classics.

Grade level: 11 or 12

Prerequisite: None

**1342****A Readers Choice I**

Choose from a selected group of novels from modern authors. Improve your independent reading skills and small group discussion skills. Become a life-long reader.

Prerequisite: 9<sup>th</sup> or 10<sup>th</sup> graders only

**1343****A Readers Choice II**

Choose from a selected group of novels from modern authors. Improve your independent reading skills and small group discussion skills. Become a life-long reader.

Prerequisite: 11<sup>th</sup> or 12<sup>th</sup> graders only

**1350****A Freshman Theater**

This ninth grade level course explores the world of drama. Learn how all the elements of a play combine to reflect real life on the stage.

Prerequisite: 9<sup>th</sup> grade only

**1351****A Acting I**

Learn to develop observation, imagination, concentration, and motivation skills, for use in creating believable stage characters.

Prerequisite: Drama I (1353)

**1352****A Acting Seminar**

A continuation of Acting I, this course will refine your ability to analyze and interpret roles in a selection of dramatic works.

Prerequisite: 1351

**1353****A Foundations of Drama I**

Explore the world of drama in this hands-on course. Learn how all the elements of a play combine to reflect the real life on the stage.

Discover how the final production comes to life.

Prerequisite: None

**1354****A Foundations of Drama II**

This course focuses on the technical part of theater production. It will take you backstage to explore the effects of lighting, set design, costuming and other aspects of theater production.

Prerequisite: 1353

---

**SOCIAL SCIENCES****2101/2102****P World History**

Students will explore the basic concepts in world history. Emphasis will be placed on the development of the students' understanding of government, economics, sociology, and geography through their study of early civilizations, major world religions, feudal systems, the Renaissance and Reformation, exploration, colonialism, revolutions, imperialism, WWI and WWII, and Post WWII issues.

Geographic literacy and current issues will be integrated throughout the year. This course is designed for students having difficulty with basic social studies skills, reading comprehension and recall.

Prerequisite: Teacher Recommendation

**2201/2202****G World History**

Students will explore the major events and movements in world history. Continued emphasis will be placed on the development of the students' understanding of government, economics, sociology, and geography through their study of early civilizations, major world religions, feudal systems, the Renaissance and Reformation, exploration/colonialism, revolutions, imperialism, WWI and WWII, and post WWII issues up to the present. Geographic literacy and current issues will be integrated throughout the year.

Prerequisite: Teacher Recommendation

**2301/2302****A World History**

Students will explore the major events and movements in world history. Continued emphasis will be placed on the development of the students' understanding of government, economics, sociology, and geography through their study of early civilizations, major world religions, feudal systems, the Renaissance and Reformation, exploration, colonialism, revolutions, imperialism, WWI and WWII, and post WWII issues up to the present. Geographic literacy and current issues will be integrated throughout the year. Writing and interpretation will be a significant part of the course requirement. Two (2) research assignments (one per term) will be required. The pacing and depth of this course is designed to challenge advanced students. The amount of supplemental readings and information provided by the teacher will be significantly greater than required in the prep and general levels.

Prerequisite: Teacher Recommendation

**2401/2402****H World History**

Students will explore the major events and movements in world history. Continued emphasis will be placed on the development of the students' understanding of government, economics, sociology, and geography through their study of early civilizations, major world religions, feudal systems, the Renaissance and Reformation, exploration, colonialism, revolutions, imperialism, WWI and WWII, and post WWII issues up to the present. Geographic literacy and current issues will be integrated throughout the year. Writing and interpretation will be a significant part of the course requirement. Two (2) research assignments (one per term) will be required. The pacing and depth of this course is designed to challenge advanced students. The amount of supplemental readings and information provided by the teacher will be significantly greater than required in all other levels.

Prerequisite: Teacher Recommendation

**2104****P Global Economics**

This course provides the student with basic economic skills. Emphasis will be placed on world trade and global economic activities. In addition, the course will further develop student skills in note taking, test taking, and study skills. The Illinois consumer education mandate will be met during the course. Basic Global Economics is designed for students having difficulty in reading comprehension, recall, and basic skill development.

Prerequisite: 2101/2102

**2204****G Global Economics**

This course will focus on the study of global economic problems and the methods countries and societies use to address these concerns. Market economies and their function in the world will be stressed. In addition, economic applications will be taught. Study skills will also be emphasized. A major component of the course will be an analysis of the international dimensions of economics. The Illinois consumer education mandate will be met during the course. This course is designed for students of average ability.

Prerequisite: 2201/2202

**2304****A Global Economics**

All aspects of the General Global Economics class will be encompassed in the course. Emphasis will be placed on factors of production, global interdependence, free enterprise, capitalism, world monetary policy, the world trade balance, and the significance of economic resources. Also, emphasis throughout the course will be placed on advanced study and social science skill development. The Illinois consumer education mandate will be met during the course. This course is designed for advanced students.

Prerequisite: 2301/2302

**2404****H Global Economics**

All aspects of the General Global Economics class will be encompassed in the course. Emphasis will be placed on factors of production, global interdependence, free enterprise, capitalism, world monetary policy, the world trade balance, and the significance of economic resources. Also, emphasis throughout the course will be placed on advanced study and social science skill development. The Illinois consumer education mandate will be met during the course. This course is designed for honors students.

Prerequisite: 2401/2402

**2106****P American Government**

Throughout the course, emphasis will be placed on skill development activities, such as note taking, test taking, and concept development. The course will focus on the study of ideas and philosophies of American Government and law. Primary in the course will be a study of the U.S. Constitution, Illinois Constitution, the U.S. flag, voting rights, and the Declaration of Independence. Citizenship responsibility will be a key element in the course. All Illinois School Code requirements concerning government and citizenship will be met during the course. This course is designed for students having difficulty in basic skills, reading comprehension and recall.

Prerequisite: 2101/2102

**2206****G American Government**

All components and skills identified in the basic course will be presented in the general course. Content components will include knowledge of rights and responsibilities, the role and function of the three branches of government, the Bill of Rights, and the American legal system. Specific emphasis will also be placed on social science research skills and critical thinking activities. All Illinois School Code requirements concerning government and citizenship will be met during the course. This course is designed for students of average ability.

Prerequisite: 2201/2202

**2306****A American Government**

All components of the basic and general courses will be included in the advanced course. The course will provide for the application of knowledge and attitudes in the areas of citizenship, the U.S. Constitution, the Bill of Rights, law, justice, civil rights, governmental functions and processes, and civic participation. Government in American society at the local, state, and federal level will be emphasized throughout the class. Opportunities for critical thinking decision making, and social science research skills will be provided. All Illinois School Code requirements concerning government and citizenship will be met during the course. This course is designed for advanced students.

Prerequisite: 2301/2302

**2406****H American Government**

All components of the basic and general courses will be included in the advanced course. The course will provide for the application of knowledge and attitudes in the areas of citizenship, the U.S. Constitution, the Bill of Rights, law, justice, civil rights, governmental functions and processes, and civic participation. Government in American society at the local, state, and federal level will be emphasized throughout the class. Opportunities for critical thinking decision making, and social science research skills will be provided. All Illinois School Code requirements concerning government and citizenship will be met during the course. This course is designed for honors students.

Prerequisite: 2401/2402

**2506/2507/2506APS/2507APS****AP American Government**

This course explores the principles, philosophies, practices, and institutions that comprise the United States system of government. Lessons explore the founding of the United States, the motivation and goals of political documents such as the Bill of Rights and Constitution, as well as historical debates and issues that have had substantial US politics. This course makes extensive use of historical examples to explore these topics.

Prerequisite: Teacher Recommendation

**2108/2109****P US History**

This course challenges students to process information from United States History through a series of essential questions. These questions are designed to aid students in examining key events of the past in order to understand contemporary history. Students examine the American Revolution, formation of a new government, nationalism, sectionalism, the Civil War, Reconstruction, the Industrial Revolution, U.S. Expansion, the Progressive Era, World War I, the 20s, the Great Depression, the New Deal, World War II, the Cold War, Vietnam, Civil Rights, and current topics. Emphasis is placed on linking events from U.S. History with current conditions. This course is designed for students having difficulty with social studies skills and reading comprehension.

Prerequisite: 2101/2102

**2208/2209****G US History**

This course challenges students to process information from United States History through a series of essential questions. These questions are designed to aid students in examining key events of the past in order to understand contemporary history. Students examine the American Revolution, formation of a new government, nationalism, sectionalism, the Civil War, Reconstruction, the Industrial Revolution, U.S. Expansion, the Progressive Era, World War I, the 20s, the Great Depression, the New Deal, World War II, the Cold War, Vietnam, Civil Rights, and current topics. Emphasis is placed on linking events from U.S. History with current conditions. This course is designed for average level students.

Prerequisite: 2201/2202

**2308/2309****A US History**

This course is designed to challenge the highly motivated U.S. history student. A variety of in-class and out-of class activities will be utilized to consider U.S. History, beginning with colonial times and continuing through the present. Research projects and essay writing are an integral part of the learning process in Advanced U.S. History. Home access to the Internet is an advantage but not a requirement for students enrolled in this course.

Prerequisite: 2301/2302

**2408/2409****H US History**

This course is designed to challenge the highly motivated U.S. history student. A variety of in-class and out-of class activities will be utilized to consider U.S. History, beginning with colonial times and continuing through the present. Research projects and essay writing are an integral part of the learning process in Honors U.S. History. Home access to the Internet is an advantage but not a requirement for students enrolled in this course.

Prerequisite: 2401/2402

## **2508/2509/2508APS/2509APS**

## **AP US History**

Advanced Placement U.S. History is designed to provide students with the analytical skills, and factual knowledge necessary to deal critically with the problems and materials in American history. This course is designed to increase the students' understanding of United States history from discovery through the Gilded Age and the road to empire to the present. This course is taught at the college level. The "why and how" things happen as well as the consequences of actions are stressed. Students will learn to assess historical materials, their relevance to a given interpretative problem, their reliability, and their importance and to weigh the evidence presented in historical scholarship. In addition, students will be required to analyze and interpret primary sources, including documentary materials, maps, statistical tables, and pictorial and graphic evidence of historical events. Students examine the American Revolution, the formation of a new government, nationalism, sectionalism, the Civil War, Reconstruction, the Industrial Revolution, U.S. expansion, the Progressive Era, World War I, the 20's, the Great Depression, the New Deal, World War II, the Cold War, Vietnam, Civil Rights, social history and current topics relating to U.S. History. Upon completion of this course, students are encouraged to take the Advanced Placement U.S. History exam to earn college credit.

Prerequisite: Teacher Recommendation

## **2311**

## **A American Civil War**

Causes, events, and results of America's most severe conflict, with emphasis on connections between slavery, sectionalism, racial democracy, and military-political events will be the focus of the class. The course will also include the character study of Abraham Lincoln. As well as how the war effected political, social and cultural change in America since 1865. Other topics will include: The Old South, leadership in the Civil War, major battles, life of a Civil War soldier, the American black in the Civil War, local Civil War involvement (Carpentersville and the Dundees), Lincoln the literary giant, music and propaganda, Civil War literature, Reconstruction the new south, Ku Klux Klan, and Civil War cinematography. The class will also include: lecture, Socratic seminars, library research, internet research, and oral presentations.

Prerequisite: B Average & Teacher Recommendation

## **2412**

## **H American Cultural Studies**

American Cultural Studies is an intensive research, writing and discussion course. Interpretation of documents, readings, movies, research and problem solving will constitute the majority of class activities. Weekly papers, emphasizing individual research and writing skills, are integral parts of this class. The scope of the course is from World War II to the present. The course objective is to help students gather, interpret, and better understand the elements of United States social history that have occurred during the last half century.

Prerequisite: Teacher Recommendation

## **2413**

## **H Future Studies**

Future Studies is a research and writing course that focuses upon a variety of topics (cultural, technological, scientific, political, etc.), which will impact the earth's future. This course is designed to help students identify, become informed about and problem solve prominent elements of our future. The course requires students to read, analyze and evaluate, using a wide variety of source material. Students participate in cooperative learning activities, prepare individual research projects and participate in class discussions relating to selected topics. A special emphasis is placed on writing.

Prerequisite: Teacher Recommendation

## **2214**

## **G Sociology**

This elective course introduces the student to skills needed to understand the behavior of people in-group situations. Through library research, community studies, interactive group projects, and a variety of instructional techniques, the student will become aware of the science of society and group living essential for the citizen of today.

Prerequisite: 11<sup>th</sup> or 12<sup>th</sup> grade

## **2314**

## **A Sociology**

This elective course introduces the student to skills needed to understand the behavior of people in-group situations. Through library research, community studies, interactive group projects, and a variety of instructional techniques, the student will become aware of the science of society and group living essential for the citizen of today.

Prerequisite: 11<sup>th</sup> or 12<sup>th</sup> grade

## **2215**

## **G Psychology**

The focus of this course is on human development and psychological growth and ideas useful in dealing with problems in everyday life. Students will explore various environmental, societal, and cultural factors that influence the development of the individual. This elective course is designed for the average student.

Prerequisite: 10<sup>th</sup>-12<sup>th</sup>

**2315****A Psychology**

This course introduces the student to the study of human beings as complex individuals. Psychology as an academic discipline is studied, as well as ideas useful in dealing with problems in everyday life. The course of study will include the following topics: perception, the biological bases of behavior, personality theories, dream analysis, personality disturbances and therapy, applied psychology, heredity v. environment, and information techniques used by psychologists. This elective is designed for the advanced student.

Prerequisite: 10<sup>th</sup>-12<sup>th</sup>

**2515/2516/2515APS/2516APS****AP Psychology**

The purpose of the AP course in Psychology is to introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice.

Prerequisite: Teacher Recommendation

**2316****A International Relations**

World problems are explored and methods for solving the problems are discussed. Simulations are used enabling students to practice diplomacy skills and view problems from the perspective of business, politicians, and scholars. Topics include: international drug traffic, diplomacy, foreign policy, ideology, morality, nationalism, international trade, national interest, power, terrorism, war, and problems of developing nations. This elective course is designed for the advanced student.

Prerequisite: 11<sup>th</sup> – 12<sup>th</sup>

**2217****G 20<sup>th</sup> Century Wars**

This one-term course will be a historical look at the major conflicts that have occurred during the Twentieth Century, beginning with World War I and concluding with the Gulf War. All aspects of wars will be studied: military, economic, social political, etc. Special attention will be given to the causes of each war and the effects each war has had on the world. The primary goal of this course is to have the student understand how these conflicts have affected our lives today as well as how they affected the lives of those who lived through them.

Prerequisite: World History

**2321****A Wars & Conflict**

This course will be a look at the major wars around the world and how they have impacted history. All aspects of war will be studied including military, economic, social, political, etc. The primary goals of this course are to have the students understand how these conflicts began and how they affected the nations and peoples involved. In addition, the impact of these wars on the lives of people today will be analyzed.

Prerequisite: None

**2323****A Youth & Law**

This elective is designed for the average and above average student. Students are introduced to the American legal system as well as courtroom procedures and steps in a trial. Topics covered in this course include civil and criminal law, consumer law, and family law. Students learn how to participate in a mock trial and take turns as student attorneys, witnesses, and jurors.

Prerequisite: American Government

**2325****A American Ethnicity**

Students will explore the experiences of various immigrant groups throughout the history of the United States. Reasons for emigration and immigration as well as theories of assimilation will open this course. While all of the following groups will be studied, students will chose four groups to explore in-depth during the nine weeks. Students will look at the experience of groups from: Americas, Africa, Europe, Asia, Middle-East. Immigration patterns from Pre-Colonial to 1860, 1866-1914 and 1965-Present will provide the major focus of study. The course will focus on the dynamics of racial and ethnic relations and the corresponding impact for each group in the areas of: politics, economics, religion, and social structure. Discussions and role playing of historical and current events will be the foundation of instruction. "Peer Mediation" or a similar experience will be incorporated as the goal of the course is to "engage in problem solving that can be applied to the daily lives of students." This is an Average course that can be taken for Honors credit with approval from the instructor.

Prerequisite: 11<sup>th</sup>-12<sup>th</sup>

# MATHEMATICS

## **3101/3102/3204/3205**

### **P Introduction to Algebra & General Algebra**

This course is designed to prepare students for the study of algebra. It includes the operations and properties of the real number system including signed numbers, evaluation and simplification of expressions. Order of operations, operations with fractions and percents are also addressed. In addition, the course will introduce the student to elementary algebraic manipulations such as solving and graphing equations and inequalities and solving proportions. The course will introduce data collection and analysis that will include representing data with graphs and charts, finding measures of central tendency and elements of probability. Finally, geometric concepts such as angles, polygons, parallel lines, perimeter, area, and the Pythagorean Theorem will be explored. A student who is successful in this class will be able to continue with the study of algebra and problem solving. Successful completion of this course will earn elective credit but this course will not fulfill any part of the three credit mathematics requirement.

Prerequisite: Teacher Recommendation

## **3204-3207**

### **G Algebra I (4-Term)**

This course is an integrated study of skills and techniques traditionally associated with algebra and elementary geometry. Topics will include properties of real numbers, operation with integers and evaluation of expressions containing variables. The student will learn to solve and graph equations and inequalities, graph functions, and solve systems of linear equations. Also, the course includes the study of non-linear relationships such as operations with exponents and radicals, solutions to quadratic equations, and simplification of polynomial expressions. Algebraic concepts will be linked to problem solving in areas of data analysis, probability and geometric application. By successfully completing this four-term course, students will earn ONE credit toward fulfillment of the three credit math requirement and one credit toward strand two requirements.

Prerequisite: Teacher Recommendation

## **3306-3309**

### **A Algebra I (4-Term)**

This course is an integrated study of skills and techniques traditionally associated with algebra and elementary geometry. This Algebra course is a rigorous course, which is a prerequisite for accelerated mathematics courses including Honors Geometry. Students enrolling in this class should have strong computational skills with fractions, integers, and decimals. Some topics presented are properties of real numbers, function notation, and evaluation of variable expressions. The student will learn to solve equations and inequalities, graph functions, and solve systems of linear equations. Also, this course contains the study of non-linear relationships, which includes operations with exponents and radicals, polynomial expressions, and solutions to radical equations. Finally, students will learn to solve and graph quadratic relationships along with topics in statistics and probability. Throughout the course, algebraic skills will be linked to problem solving and critical thinking. By successfully completing this four-term course, students will earn ONE credit toward fulfillment of the three credit math requirement and one credit toward strand two requirements.

Prerequisite: Teacher Recommendation

## **3304/3305**

### **A Algebra I (2-Term)**

This Algebra course is a rigorous course, which is a prerequisite for accelerated mathematics courses. Students enrolling in this class should have strong computational skills with fractions, integers, and decimals. Some topics presented are properties of real numbers, function notation, and evaluation of variable expressions. The student will learn to solve equations and inequalities, graph functions, and solve systems of linear equations. Also, this course contains the study of non-linear relationships, which includes operations with exponents and radicals, polynomial expressions, and solutions to radical equations. Finally, students will learn to solve and graph quadratic relationships. Throughout the course, algebraic skills will be linked to problem solving in areas of data analysis, probability and geometric applications. Recommended to precede Honors Geometry in the same year.

Prerequisite: Teacher Recommendation

## **3209/3210**

### **G Informal Geometry**

This course will emphasize algebraic skills applied to geometric concepts. There will be minimal consideration of the concept of proof. Polygons, including triangles and quadrilaterals, are classified and their properties explored. Applications, based on perimeters and area are studied. The Pythagorean Theorem will be used in situations involving right triangles and elementary trigonometric relationships are examined. Terminology of and properties of circles will also be taught. Other topics include indirect measurement using similar triangles and the relationships of parallel and perpendicular lines.

Prerequisite: Algebra 1

## **3312/3313**

### **A Geometry**

This course examines the properties of parallel and perpendicular lines, angles, triangles, quadrilaterals, other polygons and circles. Similarity and congruence relationships are examined. Applications based on angle measurement, perimeter, area, and volume are explored. Properties of right triangles are studied and applied to indirect measurement and trigonometry. Topics of inductive and deductive reasoning are investigated.

Prerequisite: Algebra 1

**3412/3413****H Geometry**

This course is a rigorous study of the fundamentals of geometry. Geometric reasoning and proof are developed and applied to triangles, congruent triangles, properties of quadrilaterals, parallel lines, perpendicular lines, and properties of circles. In addition, students will explore the relationships of right triangles, similar triangles, and elementary trigonometry. Area, surface area and volume of polygons and polyhedral will also be studied. Geometric relationships are developed using coordinate geometry techniques. Algebraic skills are reinforced through use in developing geometric concepts and their applications. Recommended to follow Honors Algebra in the same year.

Prerequisite: Algebra 1

**3215/3216****G Applied Algebra II**

This course will expose students to higher level concepts that are components of the PSAE/WorkKeys and emphasize the connection between theory and application. Advanced topics in number sense, probability and statistics, and functions are applied in this course. Linear models, quadratic equations and their graphs are discussed along with the concept of complex numbers. Logarithmic, polynomial, rational, and exponential functions are explored. The course also includes the development of quadratic relations (circle, parabola, ellipse, and hyperbola) and an introduction to sequences and series.

Prerequisite: Geometry

**3315/3316****A Algebra II**

This course begins with an in-depth review of previously learned algebraic concepts including solutions to equations, inequalities, graphs of linear equations and inequalities, and solutions to systems of equations. Systems of three equations are studied and applied. Matrices and operations with matrices are examined with emphasis on applications to systems. Quadratic equations and their graphs are discussed along with the concept of complex numbers. The idea of functions, operations with functions, and inverses are developed. Logarithmic, polynomial, rational, and exponential functions are explored. The course also includes the development of quadratic relations (circle, parabola, ellipse, hyperbola) and an introduction to sequences and series. A graphing calculator, while not required, would be a valuable tool for this course.

Prerequisite: Geometry

**3415/3416****H Algebra II**

This rigorous course includes a review of first year algebra and all essential topics for a second year algebra course. There is an emphasis on solving open sentences, word problems and graphing. New topics include a thorough introduction to matrices, determinants and their applications. Exponential, logarithmic and polynomial functions and their graphs are studied. In addition, quadratic equations, complex numbers,, rational exponents, and radical equations are examined. Also included in this class is a study of the equations of conic sections of their graphs. It is mandatory for students in this class to have access to a graphing calculator. The recommended model is the TI-83-Plus.

Prerequisite: Geometry

**3318/3319****A Trigonometry**

This course will include topics such as trigonometric functions, inverse trigonometric functions, and graphs of these functions. Trigonometric identities and their use in equation solving and problem solving are studied. Students will explore circular functions and solve triangles using law of sines and law of cosines.

Prerequisite: Algebra 2

**3418****H Trigonometry**

This class is a theoretical approach to the study of trigonometry including the trigonometric functions, their inverses, their graphs, identities, and solutions to trig equations. Triangles are solved using the law of sines and law of cosines. Accelerated Trigonometry is a fast paced course designed for students going on the Pre-Calculus mathematics. It is mandatory for students in this class to have access to a graphing calculator. The recommended model is the TI-83-Plus.

Prerequisite: Algebra 2

**3420/3421****H Pre-Calculus**

This course is required for the student who plans to study Calculus. The course includes the review and study of linear, radical, rational, and polynomial functions and their graphs. Also, zeros of polynomials, derivatives, critical points of graphs, and inverse functions are explored. Topics useful for the study of calculus such as trigonometric identities, inverse trigonometric functions, polar coordinates, complex numbers, normal forms and rotation of axes are presented. The course concludes with a review of exponential and logarithmic functions, sequences, and series. A graphing calculator is required for this course – recommendation TI-83-Plus.

Prerequisite: Trigonometry

**3423/3424****H Calculus**

This course contains topics designed to prepare high ability students for future mathematics courses at the college level. Fundamentals of elementary functions are reviewed and reinforced. Topics include the concept of limit, derivatives and applications, and analyzing graphs. Also included is the anti-derivative and applications of integration including area under curves, between curves, and volumes of solids of revolution. Graphing calculators are required. Recommended model is the TI-83-Plus. This course does not prepare students for the AP Calculus exam. Note: Students who take this course may not enroll in AP Calculus.

Prerequisite: Pre-Calculus

**3526/3527/3528/3526APS/3527APS****AP Calculus**

Advanced Placement Calculus covers the College Board requirements in preparation for the Advanced Placement Calculus Exam. Topics are typical to those offered in a first semester college course. Pre-calculus mathematics is reinforced. Limit theory, derivatives, anti-derivatives, and integration are studied in relation to their applications in science and mathematics. Broad concepts are emphasized using multiple representations. A graphing calculator is required for this class. The recommended model is TI-83-Plus. Upon completion of the class, students have the opportunity to take the AP Exam for possible college credit.

Prerequisite: Pre-Calculus

**3430****H Finite Math**

This course will introduce linear functions and applications with emphasis on business related applications. Matrices will be introduced and applied in business related systems. The concept of linear programming will be developed from an algebraic and graphical approach and will include the simplex method. Set theory will be discussed and applied in probability applications. Elementary statistical concepts such as central tendency, standard deviation, and z-scores will be examined. The mathematics of finance will be introduced including amortization, present value, and annuities.

Prerequisite: Algebra 2

**3431****H Statistics**

This course will deal with statistical analysis, sampling procedures as well as analysis and interpretation of data. Measures of central tendency, the normal curve and z-scores will be examined. Inferential statistical methods will be discussed including tests of significance, hypothesis testing, and decision making. Probability will be discussed as related to the understanding of statistical procedures.

Prerequisite: Algebra 2

**3433/3434****H Computer Programming**

This is a two-term course in which students learn the fundamentals of computer programming. Topics studied are looping structures, arrays, files, and incorporation of sound and graphics into programs. Students who take this course should enjoy problem solving, have above average math skills, and be able to work independently as well as cooperatively. This course does not fulfill any part of the mathematics graduation requirement.

Prerequisite: Geometry

**SCIENCE****4201/4202****G Biology**

This is an introductory laboratory-oriented biology course. Biology students will employ the scientific method to investigate and summarize the inter-relationships of chemical and biological processes within the human body, other living things, and the environment. Emphasis will be placed on laboratory and other class activities. Besides learning biology topics, students are exposed to current research in science.

Typical grade level: 9

Prerequisite: Recommended placement

**4301/4302****A Biology**

This is an introductory laboratory-oriented biology course. Biology students will employ the scientific method to investigate and summarize the inter-relationships of chemical and biological processes within the human body, other living things, and the environment. Topics of study are similar to those covered in the other biology classes, but are covered in greater detail and at a faster pace.

Typical grade level: 9

Prerequisite: Recommended placement

**4401/4402****H Biology**

This is a high-powered laboratory-oriented biology course. This is an introductory laboratory-oriented biology course. Biology students will employ the scientific method to investigate and summarize the interrelationships of chemical and biological processes within the human body, other living things, and the environment. Topics of study are similar to those covered in the other biology classes, but are covered in greater detail and at a faster pace. Besides learning biology topics, students will be required to do an original science research project.

Typical grade level: 9

Prerequisite: Recommended placement

**4317****A Community Science**

Community Science students will examine solid waste, water usage, and energy usage in the community and home, and design plans to facilitate an improvement in these issues.

Typical grade level: 10-12

**4319****A Practical Botany**

Practical Botany Students will identify and classify plants, describe plant problems, and demonstrate proper plant maintenance. Students will also explore career opportunities for plant care and maintenance.

Typical grade level: 10-12

**4501/4502/4501APS/4502APS****AP Biology**

This is a first year college biology course. The Advanced Placement Biology course will cover the set curriculum as described by the College Board. Students study molecules and cells, heredity, evolution, organisms, and populations. This course aims to provide students with the conceptual framework, factual knowledge and analytical skills necessary to deal critically with the rapidly changing science of biology. AP Biology Seminar is strongly recommended to follow-up this course.

Typical grade level: 11-12

Prerequisites: Biology and A/B in Chemistry or consent of Divisional

**4204****Introduction to Physics**

Introduction to Physics students will use data and apply physics principles to solve physics problems. This course is designed for students to strengthen their physics skills prior to enrolling in higher level science courses. This course is meant to run in tandem with 4207. This is a one term class. This course is not open to students who have taken chemistry or physics.

Typical grade level: 10

**4207****Introduction to Chemistry**

Introduction to Chemistry students will demonstrate and apply scientific inquiry and scientific techniques to solve chemistry problems. This course is designed for students to strengthen their chemistry skills prior to enrolling in higher level science courses. This course is meant to run in tandem with 4204. This is a one term class. This course is not open to students who have taken chemistry or physics.

Typical grade level: 10

**4310/4311****A Physics**

Physics students will use data and apply mathematical principles to solve physics problems. Some topics included are scientific inquiry, vectors and displacement, motion, forces, astronomy, magnetism, electricity, sound and light.

Typical grade level: 10-12

Prerequisites: A/B in Algebra 1 and Geometry highly recommended or completion of 4204/4205 or consent of Divisional

**4410/4411****H Physics**

Physics students will use data and apply mathematical principles to solve physics problems. Topics studied are similar to those covered in Advanced Physics but they are covered in greater detail and at a faster pace.

Typical grade level: 10-12

Prerequisites: A/B in Honors Geometry and Algebra II or consent of Divisional

**4510/4511/ 4510APS/4511APS****AP Physics**

This is a first year college physics course - algebra based. The textbook used is the type of physics textbook used by colleges. The Advanced Placement Physics course will cover the set curriculum of an algebra-based physics as described by the College Board. Students study mechanics, electricity, waves, fluids and thermodynamics. AP Physics Seminar is strongly recommended to follow-up this course.

Typical grade level: 11-12

Prerequisites: Advanced or Honors Physics and A/B in Algebra II or consent of Divisional

**4313/4314****A Chemistry**

Chemistry students will demonstrate and apply scientific inquiry and scientific techniques to solve chemistry problems. Some topics included are matter, atoms, the periodic table, bonding, chemicals, density, stoichiometry, gases, solutions, acids and bases.

Typical grade level: 10-12

Prerequisite: C in Algebra

**4413/4414****H Chemistry**

Chemistry students will demonstrate and apply scientific inquiry and scientific techniques to solve chemistry problems. Topics studied are similar to those covered in Chemistry but they are covered in greater detail and at a faster pace.

Typical grade level: 10-12

Prerequisites: A/B in Algebra and Geometry

**4513/4514/ 4513APS/4514APS****AP Chemistry**

This is a first year college chemistry course. The Advanced Placement Chemistry course will cover the set curriculum as described by the College Board. Students study matter, bonding, acid- base reactions, redox reactions, and electrochemistry. AP Chemistry Seminar is strongly recommended to follow-up this course.

Typical grade level: 11-12

Prerequisites: A/B in Chemistry and A/B in Algebra II or consent of Divisional

**4318****A Geology**

Geology students will employ the scientific method to describe the ever-changing physical makeup of Earth. This course covers minerals, rocks, mapping techniques, erosion, glaciers, and plate tectonics.

Typical grade level: 10-12

**4320/4321****A Environmental Science 1**

Environmental Science I students will analyze and interpret information regarding how living organisms interact with each other and their environment, the earth and its resources, the geography of different earth biomes and ecosystems, and the impact of humans on the environment and ecosystems. Students will also develop and use the scientific method to inventory, compare and evaluate local ecosystems.

Typical grade level: 10-12

Prerequisite: None

**4323/4324****A Environmental Science 2**

Environmental Science 2 students will create and implement projects to protect the environment and create an awareness of human influence upon their environment.

Typical grade level: 11-12

**4436****H Environmental Research - Fall**

This is a single term course open to 10<sup>th</sup>-12<sup>th</sup> grade students. It is primarily a field-based course involving the collection of data to evaluate the health of various ecosystems. The intent is to understand and apply ecological concepts, utilize data collections tools and techniques, analyze data, and submit reports. In addition to the fieldwork, students will initiate or continue on-going research projects. A focus will be on the development of skills in communication, research, and problem solving. This will lead to technical/vocational and academic training for effective citizen involvement. Student works will be presented at various community events.

Typical grade level: 10-12

Prerequisite: Consent of Teacher

**4437****H Environmental Research - Spring**

This is a single term course open to 10<sup>th</sup>-12<sup>th</sup> grade students who have the consent of the instructor. It is primarily a field-based course involving the collection of data to evaluate the health of various ecosystems. The intent is to understand and apply ecological concepts, utilize data collections tools and techniques, analyze data, and submit reports to the Illinois Ecowatch Network. In addition to the fieldwork, students will initiate or continue on-going research projects. A focus will be on the development of skills in communication, research, and problem solving. This will lead to technical/vocational and academic training for effective citizen involvement. Student works will be presented at various community events.

Typical grade level: 10-12

Prerequisite: Consent of Teacher

**4523/4524/4523APS/4524APS****AP Environmental Science**

This is a college course in Environmental Science. The Advanced Placement Environmental Science course will cover the set curriculum as described by the College Board. Students study scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Students will identify and analyze environmental problems - both natural and human-made, to evaluate the relative risks associated with these problems and to examine alternate solutions for resolving and/or preventing them.

Typical grade level: 11-12

Prerequisite: C or better in Chemistry or consent of Divisional

**4326****A Ecological Restoration**

Ecological Restoration students will utilize field skills and equipment to research a site, conduct ecological monitoring and restore a site.

Typical grade level: 11-12

**4428/4429****H Human Anatomy & Physiology**

Human Anatomy and physiology students will analyze the systems of the human body, investigate health careers, and apply biological concepts to human anatomy and physiology. Dissection is utilized to examine the systems in greater detail.

Typical grade level: 10-12

Prerequisites: Biology and Chemistry

**4341****A Forensic Science- A CSI Experience**

Forensic students will examine and apply different forensic science procedures in order to properly investigate a crime scene. Students will use scientific inquiry to solve problems that are presented. Biology, physics and chemistry are all incorporated to gain a full understanding of the techniques used by a forensic scientist.

Typical grade level: 10-12

Prerequisites: Biology and Chemistry or Physical Science

**4431/4432****H Zoology**

Zoology students will examine the classification of animals by using microscopes and dissection to observe the structural differences of the animal kingdom.

Typical grade level: 10-12

Prerequisites: Biology and Chemistry or Physics

**4434****H Astronomy**

Astronomy students will use data and apply physics principles to solve astronomy problems and study the interaction of the solar system and universe.

Typical grade level: 11-12

Prerequisite: Physics and Chemistry

## **FOREIGN LANGUAGE**

### **5301/5302**

### **A Spanish I**

The first year Spanish course focuses on basic vocabulary and fundamental grammatical constructions. The four basic language skills of listening, speaking, reading, and writing are developed through listening comprehension activities, conversation in class, reading short passages, and various writing activities. In addition, the students will be introduced to various aspects of Hispanic culture.

Prerequisite: None

### **5304/5305**

### **A Spanish II**

Second year Spanish continues to build a basic vocabulary to expand the learning of grammatical constructions, develop cultural awareness, and improve reading and writing skills. Emphasis is placed on development of language skills so that students will be able to function within "familiar" Spanish-speaking situations.

Prerequisite: 5301/5302

### **5407/5408**

### **H Spanish III**

Third year Spanish provides students an opportunity to use and build upon the skills presented in the beginning two-year sequence. This advanced class emphasizes grammatical construction, syntax, composition, conversation, and the geography and culture of Spain. Short reading selections are also read and discussed in Spanish. This class is not recommended for students with below average grades in Spanish.

Prerequisite: 5304/5305

### **5410/5411**

### **H Spanish IV**

Fourth year Spanish further develops listening and speaking skills in various situations with reasonable fluency and accuracy. The students will be able to understand and respond in Spanish and participate in a conversation or group discussion as well as speak at some length when the situation calls for it. Students will also write at some length using appropriate grammatical construction and syntax. In addition, this class studies the history, culture and geography of Mexico.

Prerequisite: 5407/5408

### **5413/5414**

### **H Spanish V**

Spanish V allows the Spanish student to continue to advance in the study of the target language. Emphasis will be placed upon speaking proficiency and reading comprehension. Various literature selections including a novel, will be studied. In addition, the skills of writing and listening will be further developed. Cultural awareness and understanding of Hispanic people is also addressed. Teacher recommendation required.

Prerequisite: 5410/5411

### **5513/5514/5413APS/5414APS**

### **AP Spanish**

AP Spanish will continue to develop listening and speaking skills in various situations with reasonable fluency and accuracy. Students will also write at some length using appropriate grammatical construction and syntax. In addition this class will read longer selections in the target language in order to prepare them for college course work.

Prerequisite: 5410/5411

### **5320/5321**

### **A German I**

This course introduces students to the basic vocabulary and grammar structures of the German language. The students will be introduced to various themes (i.e., school sports, music, and communication systems), which introduce interesting vocabulary structures and regional language. The students will learn to understand native speaking in everyday situations. The students will also learn to speak with acceptable pronunciation, intonation, grammatical accuracy, and adequate fluency. Students will read and write simple paragraphs and compositions containing vocabulary and structures studied while observing the differences in formal and informal situations. In addition, students will begin to acquire sensitivity to the value system and behavior patterns of German speaking people.

Prerequisite: None

### **5323/5324**

### **A German II**

The second year German course continues to teach the language skills of listening, speaking, reading, and writing. The emphasis is on communication in more complex situations than students faced in the first year course. The course focuses on teenagers in today's German speaking world. The ability to express emotions, attitudes, and opinions receives special emphasis.

Prerequisite: 5320/5321

**5426/5427****H German III**

In this course, emphasis is placed on written and spoken skills as students study the culture of German speaking countries. Correct oral and written German is stressed with an increased emphasis placed on composition. Students are also introduced to German readings.

Prerequisite: 5323/5324

**5429/5430****H German IV**

This course continues the study of the German language and culture as it is spoken and viewed at the present time. The course is designed to further the development of speaking skills in various situations with reasonable fluency and accuracy. The students will be able to understand and respond in the target language and participate in a conversation or group discussion, as well as speak at some length when the situation calls for it. The students will also read non-technical contemporary writings and literary selections with comprehension and in-depth treatment of subject matter. Students will write at some length about a particular subject with an acceptable degree of accuracy and insight into German culture and civilization.

Prerequisite: 5426/5427

**5433/5434****H German V**

German V allows the German student to continue to advance in the study of the target language. Emphasis will be placed upon speaking proficiency and reading comprehension. Various literature selections will be studied. In addition, the skills of writing and listening will be further developed. Cultural awareness and understanding of Germanic people is also addressed.

Teacher recommendation required.

Prerequisite: 5429/5430

**5340/5341****A French I**

This beginning course is designed to teach students' basic vocabulary and the fundamental grammatical structures necessary for understanding an educated native speaking at a normal speed about everyday situations. The students will also learn to speak with acceptable pronunciation, intonation, grammatical accuracy, and adequate fluency. Students will read and write simple paragraphs and dialogues containing vocabulary and structures studied while observing the differences in formal and informal situations. In addition, students will begin to acquire a sensitivity to the culture and values of French speaking people.

Prerequisite: None

**5343/5344****A French II**

This course is designed to refine the basic skills of listening, speaking, reading and writing, and the study of fundamental grammatical constructions. Students will increase their sensitivity to the culture and values of French speaking people around the world.

Prerequisite: 5340/5341

**5446/5447****H French III**

This course stresses a systematic review of material in new contexts and further practical application of the French language. Students will learn and practice some of the finer methods of expression. Both correct oral and written French are stressed with an increased emphasis placed on composition. The course includes further study of literature, culture, and civilization of the French speaking countries.

Prerequisite: 5343/5344

**5449/5450****H French IV**

This course is designed to further the development of speaking skills in various situations with reasonable fluency and accuracy. The students will be able to understand and respond in the target language and participate in a conversation or group discussion, as well as speak at some length when the situation calls for it. The students will also read non-technical, contemporary writings and literary selections with comprehension and in-depth treatment of subject matter. Students will write at some length about a particular subject with an acceptable degree of accuracy and insight into French culture and civilization.

Prerequisite: 5446/5447

**5452/5453****H French V**

This course is designed to provide more fluency in speaking skills in more specialized circumstances. The students will be able to comprehend and carry on more fluent conversation in a variety of situations. They will also be able to speak before a group in the target language. A variety of literature will be read and examined from a literary and linguistic point of view. Students will be given the opportunity to explore the language with great depth and to further perfect writing skills. Teacher recommendation required.

Prerequisite: 5449/5450

## **BUSINESS EDUCATION**

### **6201**

### **G Computer Keyboarding**

To start your computer education, we offer Computer Keyboarding, a one-term class, which serves as a prerequisite to all other computer classes. Emphasis is on technique, keying rate, numeric keypad proficiency and error correction. Basic skills in proofreading, formatting letters, reports and tables using computer software will be developed. (BA004) **Articulated with ECC OAT 101**

Grade level: 9-12

### **6203/6204**

### **G Communications with Reading**

The class, open to freshmen only, integrates Reading with a career-technical course, Communications. This course is not a stand-alone course; both Reading and Communications must be taken simultaneously. Students integrate aspects of the Reading curriculum such as grammar, vocabulary, and literature with technology. Oral and written communication skills, correct keyboarding techniques, word processing and presentation software knowledge are included. This class meets for a full year every other day and meets the Computer Keyboarding prerequisite. Students must register for both Reading and Communications. (BA004)

Grade level: 9

**(Dundee Crown only)**

### **6303/6304**

### **A Communications with Advanced English**

The class, open to freshmen only, integrates a rigorous academic curriculum, English (1310/1311), with a career-technical course, Communications. This course is designed for college-preparatory students as well as technical/vocational students. This course is not a stand-alone course; both English 1310/1311 and Communications 6303/6304 must be taken simultaneously. Students integrate aspects of the English curriculum such as grammar, vocabulary, and literature with technology. Oral and written communication skills, correct keyboarding techniques, word processing and presentation software knowledge are included. Students complete a job shadowing experience at a local business site. This class is a two-term course and meets the Computer Keyboarding prerequisite. Students must register for both English and Communications. (BA004) **Articulated with ECC OAT 101**

Grade level: 9

**(Jacobs only)**

### **6305**

### **A Computer Concepts and Software Applications**

Computer Concepts and Software Applications is a one-term course integrating word processing, spreadsheets, databases, and presentations. The Microsoft Office suite is taught using Word, Excel, PowerPoint, Access, and Publisher. Students will develop awareness and understanding of application software and equipment used by employees to perform tasks in business, marketing, and management. (BA051) **Articulated with ECC OAT 141**

Prerequisite: 6201 or 6303/6304

Grade level: 9-12

### **6307**

### **A Desktop Publishing**

Desktop Publishing is a one-term course that utilizes the Internet and multi-media software to develop and create brochures, invitations, calendars, signs, and advertisements. The primary software used is Adobe InDesign and Adobe Illustrator. Students will create, format, illustrate, design, edit, and print publications. (BA052) **Articulated with ECC OAT 145**

Prerequisite: 6201 or 6303/6304

Grade level: 9-12

### **6308**

### **A Multimedia 1**

Multimedia 1 is a one-term class where students design logical, creative frames and screen presentations incorporating sounds, graphics, animations, paint and draw programs. Software used: Photoshop, Web Blender, Frames 4, Audacity, Mixcraft and ComicLife. (BI057)

Prerequisite: 6201 or 6303/6304

Grade Level: 9-12

### **6309**

### **A Multimedia 2**

Multimedia 2 is a one-term class where students create more advanced screen presentations, video editing, video special effects, sound editing, music editing, finalizing video for DVD format, and Podcasting. Software used: WebBlender, Audacity, Mixcraft and Adobe Master Collection CS4 (Photoshop, Soundbooth, After Effects, Premiere Pro, Encore, Contribute and OnLocation).

Prerequisite: 6308

Grade Level: 9-12

**6310/6311****A Web Site Construction**

Web Site Construction is a two-term course that instructs students how to design and develop web sites. Students will use html language, graphics, buttons, and make animated movies to build web pages. Software used: Dreamweaver, Fireworks and Flash. (BI050/BI051) Articulated with ECC CIS 147.

Prerequisite: 6201 or 6303/6304

Grade Level: 9-10

**6212/6213****G Introduction to Business**

If you want to know more about the business world, then Introduction to Business is the class for you. You will become acquainted with banking, credit, insurance, business ownership, investing in the stock market, and more. Get the information you need to buy and insure a car, obtain credit, save and invest your money, and manage a checking account. Introduction to Business is a two-term class open to freshmen and sophomores. (BA011)

Prerequisite: None

Grade level: 9-10

**6315****A Personal Financial Concepts**

This course is designed to enable the student to recognize the role he/she plays as a consumer in our economy. Emphasis will be placed upon current consumer issues and decisions. Students will learn about housing, automobiles, informed and skillful buying, and money and investments. This course enables students to become educated consumers in our society.

Prerequisite: None

Grade level: 10-12

**6316****A Marketing**

Students will demonstrate knowledge of the scope and importance of the field of marketing and distribution. Students will develop a basic knowledge, attitude and skills needed for entering the field of marketing and management. Students will be introduced to marketing research, product design, pricing, packaging, publicity, international marketing, and entrepreneurship. (BM020)

Prerequisite: None

Grade level: 11-12

**6317****A Sales & Advertising**

Students will demonstrate a broad knowledge and understanding of the general principles of advertising and sales. The student will be prepared, as realistically as possible, for the business world. Students will discuss communication skills, advertising, publicity, sales promotion, and advertising layout. The student will complete an oral sales presentation as the culminating activity for the class. (BM010)

Prerequisite: None

Grade level: 11-12

**6319/6320****A Business Law**

Students will identify law as it applies to our common experiences. Students will investigate the nature and kinds of laws; civil vs. criminal law, courts and the court system, legal rights and duties, how contracts are made, and when they are void or voidable. Students will compare and contrast buyer and seller, legal relations, the differences between real property and personal property, and landlord and tenant legal relations. Students will investigate the rights of holders of commercial paper and the liability of parties involved, including bailments, warranties, and product liability. Students will become engaged in a Mock Trial, playing the roles involved in a trial.

Prerequisite: None

Grade level: 10-12

**6222****G Recordkeeping (Computerized)**

Students will demonstrate application of the principles and procedures for recording business transactions for individuals and businesses. Utilizing a spreadsheet program, students will complete filing, budgeting, checkbook reconciliation, and various business/clerical forms for use in the business world. (BA007)

Prerequisite: None

Grade level: 9-10

**6324/6325****A Accounting 1**

Students will develop skills beginning with an understanding of the basic elements and concepts of double-entry accounting systems. Skills will include a knowledge of the accounting cycle, entering transactions in journals, posting to ledgers, compiling end-of-period worksheets, adjusting and payroll systems, and writing communication examples. (BA010) **Articulated with ECC ACC 100**

Prerequisite: None

Grade level: 10-12

**6327/6328****A Accounting 2**

The student will analyze transactions involving departmental purchases, sales, cash receipts, and payments. The student will learn different methods of reporting prepaid and accrued expenses and income. Students will complete a simulation on partnerships and corporate financial activities. The student is exposed to transactions affecting capital stocks and bonds and corporate financial reports. The student becomes familiar with the basic principles of cost accounting found both in a service and a manufacturing business. The student will also be able to make basic management decisions by analyzing financial statements to determine what financial changes have taken place from one fiscal period to the next. (BA020)

Prerequisite: 6324/6325

Grade level: 10-12

**6329****A Computerized Accounting**

Students will perform the procedures required for setting up a computerized accounting system. Students will develop and input company information, required accounts, account classification, extended classifications, account subtotals, and appropriation accounts. Students will perform accounting, fixed assets, inventory and payroll setup. (BA030)

Prerequisite: 6324/6325

Grade level: 10-12

**6251-6254/6256-6259****G Cooperative Work Program**

In the Work Program, students will complete the process of finding a job, beginning a job, keeping a job, and leaving a job. Students will gain an understanding of the importance of human relation skills, communication skills, and mathematical skills needed to be a success in the world of work. Students will investigate the legal aspects of employment.

In On-The-Job, the student is placed in a job approved by the teacher/coordinator. The student is required to work at a part-time job a minimum of 15 hours per week. The job is a training station and credit is given for on-the-job training. (BM040)

Grade level: 12

**6480/6481 or 6482/6483 (a/b days)****H Peer Tutoring**

Peer tutoring is a course designed to provide students with an opportunity to serve the school through peer mentoring and academic support. In the peer tutoring program, academically strong students work with individuals throughout the school day to support their needs. The course concurrently runs as an alternating day course and a daily course to accommodate the scheduling needs of all students and includes assignments and activities to earn a letter grade. **Peer tutors must complete an application and interview process prior to acceptance.**

Grade level: 10-12

Prerequisite: Teacher recommendation and strong academic background

**INDUSTRIAL EDUCATION****7201****G Introduction to Transportation and Auto Technology**

Introduction to Transportation and Automotive Technology is a one-term course that focuses on the theories related to transporting people and cargo. Students will learn about the impact of technology on various types of transportation. Students will also learn basic automotive engine fundamentals as well as fundamentals of other propulsion engines used in land, water, air, and space transportation. Students will also explore career opportunities in the transportation industry. (IAT06)

Prerequisite: None

**7202****G Automotive Technology 2**

This course is an introduction to the following areas as defined by NATEF: Engine Repair, Automatic Transmission and Transaxle, Manual Drive Train and Axles, Suspension and Steering, Brakes, Electrical/Electronic Systems, Heating and Air Conditioning, Engine Performance and Vehicle Maintenance units approved by the instructor and articulated with Elgin Community College. Students are introduced to a variety of tools and equipment to supplement their learning. Entry-level skills are reinforced and put into practice. Safety is stressed. Career exploration opportunities will provide students with information about the automotive industry. (IT002)

Prerequisite: 10<sup>th</sup> grade, 7201 with a “C” or better and 10<sup>th</sup> grade, or teacher recommendation.

**7303/7304****A Automotive Technology 3**

This two term vocational class prepares students for Automotive Service Excellence (ASE) testing that leads to certification. The units of instruction will consist of the following 8 areas as defined by NATEF: Engine Repair, Automatic Transmission and Transaxle, Manual Drive Train and Axles, Suspension and Steering, Brakes, Electrical/Electronic Systems, Heating and Air Conditioning, Engine Performance and other related units approved by the instructor. Lab activities center around the automobile. Students apply newly learned skills on late model vehicles in the auto shop. Students use a variety of testing devices, equipment and specialty tools to supplement their learning in the areas of advanced systems diagnosis. Entry-level skills are reinforced and applied. Safety is stressed. (IT010)

Prerequisite: 11<sup>th</sup> grade, 7202, with a “C” or better and 11<sup>th</sup> grade, or teacher recommendation.

**7205****G Introduction to Communications and Drafting**

In Introduction to Drafting students learn the importance of drafting and other communication technologies in a variety of industrial occupations. Students will learn basic drafting and communication methods and techniques and become familiar with the language of those technical fields. Students will be introduced to computers, computer-aided-drafting (CAD), image duplication and other similar forms of technical communication. (IAT07) **Articulated with ECC CAD 108 if taken with 7206 and 7207.**

Prerequisite: None

**7206****G Drafting 2**

Drafting 2 is a one-term course, which introduces the students to advanced drafting principles and practices. Students will use their previously acquired geometric construction and dimensioning skills to complete multi-view drawings, auxiliary views, sections views, revolutions and working drawings. (ID002) **Articulated with ECC CAD 108**

Prerequisite: 7205 with “C” or better and 10th grade or teacher recommendation.

**7307****A Drafting 3**

Drafting 3 is a one-term course, which allows students to continue in the drafting and drafting related occupations sequence. Applying prior knowledge of drafting principles, students will construct isometric, oblique and perspective drawings, surface developments, charts, graphs, and diagrams. (ID003) **Articulated with ECC CAD 108.**

Prerequisite: 7206 with “C” or better and 11th grade or teacher recommendation..

**7309/7310****A Vocational Architecture**

Vocational Architectural is a two term course, which orients students to the importance of architecture in society and the associated careers in architecture. Students will have the opportunity to learn architectural drafting / CAD techniques and become familiar with the language of the field. Students will become familiar with the home design process and parts of the structure. (ID040 & ID050)

**This course may be repeated.**

Prerequisite: : 7205 or 7211 with “C” or better and 11th grade or teacher approval.

**7211****G Beginning CAD**

CAD for the Beginning Drafter is a one-term course, designed for the student planning on continuing in the drafting sequence. Students use basic CAD commands to complete all of their assignments using the computer. Students will also use CAD commands along with layout and printing procedures necessary to complete and plot multi-view, auxiliary view, and section view drawings with dimensions. (ID004)

Prerequisite: 7205 with “C” or better and 10th grade or teacher approval.

**7312****A Advanced CAD**

Cad for the Advanced Drafter is a one-term introductory college level course in computer-aided drafting and design. This course will provide the opportunity for the student to become familiar with the most popular micro-base computer aided drafting software available today - AutoCAD. The student will be taught basic and advanced AutoCAD drawing and editing commands, layout procedures, layering techniques, input methods, set-up processes, blocks, hatching, dimensioning and plotting. This course articulates with ECC CAD108 (ID008)

Prerequisite: 7205 or 7211 with “C” or better and 10th grade or teacher approval.

**7222****G Introduction to Production Technology**

Introduction to Production Technology is a basic introduction to the construction and manufacture of wood products. Students will learn about tool and laboratory safety, construction materials and fasteners, production planning and evaluation, safe hand and machine tool set-up and application, project component construction, assembly and finishing methods and techniques, basic manufacturing systems and career exploration. (IAT05)

Prerequisite: None

**7223****G Construction Technology 2A– Frame Construction**

Frame Construction is a basic introduction to the study of rough carpentry as it applies to residential house construction in the building trades. Students will learn about tool and laboratory safety, construction materials and drawings, footings and foundations, floor, wall, ceiling and roof framing, stair construction, exterior covering and finishes, and career exploration. (IC004)

Prerequisite: 7222 with “C” or better and 10th grade or teacher approval.

**7324****A Construction Technology 2B- Furniture and Cabinetmaking**

Introduction to Furniture and Cabinetmaking is an exploration of the art and technology of fine cabinetmaking. Students will select, design, construct, and finish wood furniture and cabinetry projects. Students will also learn about more advanced and complex machine tool set-up, safety and applications, materials and fasteners unique to furniture and cabinet construction, detailed project planning and evaluation, furniture and cabinet-related component construction, project assembly, advanced finishing methods and techniques, and career exploration. (IC005).

Prerequisite: 7222 with “C” or better and 10th grade or teacher approval.

**7325/7326****A Construction Technology 3 - Manufacturing and Production**

This course offers a planned sequence of learning experiences which provide students with the opportunities to develop competencies needed for employment in a variety of manufacturing-related occupations. This course introduces the theory and application of manufacturing and management systems and technology as they relate to commercial production and custom work. Students will participate in various lab experiences and activities to gain knowledge and competencies that readily transfer to a variety of industrial manufacturing fields. Topics covered in this course include applying machine tool and lab safety practices, enterprise development and management, record keeping, customer needs and product design, manufacturing systems design, production planning, industrial materials selection, inventory and handling, hand and machine tool processes and applications for separating, forming and combining materials, precision measurement, mass production techniques practices and processes, and advanced product finishing techniques. (IC009A)

Prerequisite: 7223 or 7234 with “C” or better and 11th grade or teacher approval.

**7213****G Introduction to Energy Utilization and Electronics (CTE.E1)**

This course is designed to foster an awareness and understanding of how we use energy in our industrial technological society. Areas of study will include conversion of energy; electrical fundamentals; solar energy resources’ alternate energy resources such as wind, water, and geothermal; fossil fuels; nuclear power; energy conservation and computer uses in energy technology. Activities include lectures, lab and classroom demonstration, reading assignments from textbook, audio-visual presentations, lab worksheets, and hands-on experience in the lab. (IAT08)

Prerequisite: None

**7214****G Electricity 2 (CTE.E2)**

Electricity 2 is an introduction to advanced electrical technology. The course includes the theory and practical experience of electrical component safety, installation, professional processes and career opportunities. Students learn about advanced electrical safety concerns, processes, tools, installation components and functions. (IE002).

Prerequisite: 7213 with “C” or better and 11th grade or teacher approval.

**7315****A Electricity 3 (CTE.E3)**

Electricity 3 is an introduction to advanced electrical technology and installation processes. The course includes the theory and practical experience of planning, installation, remodeling and maintenance processes. Students learn about certification and continued education processes. (IE003)

Prerequisite: 7214 with “C” or better and 11th grade or teacher approval.

**7216****G Introduction to Welding**

This course introduces production technology as related to welding. The basics of oxyacetylene and arc welding techniques are introduced. The students study welding techniques and equipment, equipment setup, adjustment, electrode and filler metal selections, brazing, metal identification, and joint preparation. Laboratory work includes laying beads and making various joints in a flat position. (IM007) ) (DCHS and HHS Only)

Prerequisite: None

**7217****G Welding 2**

Welding 2 is an introduction to advanced welding technology. The course includes the theory and practical experience of advanced Oxygen / Acetylene, advanced Arch, Gas Shielded Metal-Arc (GMAW or MIG) and Gas Shielded Tungsten- Arc (GTAW or TIG) welding. Students learn about advanced welding safety concerns, processes, tools, machine components and machine functions. (IM008) ) (DCHS and HHS Only)

Prerequisite: 7216 with “C” or better and 10<sup>th</sup> grade or teacher approval.

**7318****A Welding 3**

This course provides the student with basic entry-level career welding skills. The development and refinement of all position-welding skills with arc, gas, MIG, and TIG processes are stressed. Metallurgy, blueprint reading, and design for the welding trades are covered. (IM009) ) (DCHS and HHS Only)

Prerequisite: 7217 with “C” or better and 11<sup>th</sup> grade or teacher approval.

**7316/7317****A Pre-Engineering/CAD**

Pre-Engineering CAD is a two-term capstone class designed for the college bound engineering student. This course will teach the student solid modeling by creating and manipulating solid, three-dimensional (3D) representations of a model, otherwise known as solid modeling. The student will be taught basic and advanced 3D modeling CAD commands including: creating and editing, modeling parameters, feature relationships, manipulation and assembly, layout, dimensioning and plotting. (ID009)

Grade level: 11 & 12

Prerequisite: 7205 or 7211 with “C” or better and 11<sup>th</sup> grade or teacher approval.

**7330****A Modular Technology 1**

Modular Technology education is a complete change in attitude. Modular technology introduces students to basic concepts associated with many different technologies, to provide students with hands-on experience working with the technologies, and to show students how the technologies are used in today’s world. Modular technology promotes teamwork, communication, problem solving, self-esteem, as well as enables students to utilize their skills in math, science, language arts, and technology. Activities are designed to help students develop critical thinking skills, learn about the daily effect of technology on their lives, become adaptable to the changing world around them, start thinking about a career, and become lifelong learners in a technical world. Topics included in this class include animation, CNC lathe, animation, desktop publishing, digital music, flight training, robotics, and small engines (IAT01) (DCHS Only)

Prerequisite: None

**7331****A Modular Technology 2**

Like Modular Technology 1, this course introduces students to basic concepts associated with many different technologies, to provide students with hands-on experience working with the technologies, and to show students how the technologies are used in today’s world. This course also promotes teamwork, communication, problem solving, self-esteem, as well as enables students to utilize their skills in math, science, language arts, and technology. Activities are designed to help students develop critical thinking skills, learn about the daily effect of technology on their lives, become adaptable to the changing world around them, start thinking about a career, and become life-long learners in a technical world. Topics included in this class are 3D studio, auto CAD, building construction, CNC mill, digital photography, electronics, graphic design, plumbing, pneumatics and weather satellite. (IAT02) (DCHS Only)

Prerequisite: 7330 with “C” or better and 10<sup>th</sup> grade or teacher approval.

**7334/7335****A Video Production**

This course is a two-term class that will teach students various aspects of video editing and production. The students will learn how to properly operate a video camera. Students will also learn how to acquire usable footage, digitize the video into clips and then edit the clips using a non-linear editing program. Additional topics covered will include the history of video editing, careers in video production and editing, interviewing skills, methods of video editing and related computer software. The final project will be set to music in the form of a video yearbook.

Prerequisite: 7330 with “C” or better or teacher approval.

**7236****G Plastics 1**

This course introduces manufacturing technology as it deals with the basic application of plastics as well as the characteristics of plastic resins and materials. This course will interpret plastics as a contemporary industrial material involving various design and production practices, processes, machinery, tools, and products that readily transfer to other areas of industrial manufacturing. (JHS Only)

Prerequisite: none

**7237****G Plastics 2**

In this course, the focus is on the machining processing of plastics. It is a lab course designed to study a variety of industrial processes and their applications with plastic resins. Each unit of study investigates a unique industrial process in regards to equipment, product design, mold design and construction, product production, and career exploration. Areas of study include injection molding, reinforced fiberglass molding, rotational molding, thermo-forming, and expandable bead and foam molding. (JHS Only)  
Prerequisite: 7236 with “C” or better and 10th grade or teacher approval.

**FAMILY & CONSUMER SCIENCES****7251****G Child Care & Development 1**

Students will learn techniques of working with birth to three year olds Students will discover the importance of the early years in infants and toddlers physical, cognitive, social and emotional development. (HCC02) **7251 & 7252 together articulated with ECC ECE 102**

Grade level: 9-12

Prerequisite: None

**7252****G Child Care & Development 2**

Students will focus on growth, development, and issues related to preschoolers. Students will explore the areas of development, physical, emotional, social, and intellectual. Health and safety issues and observing young children will be discussed. Careers related to the child care field will be identified. (HCC03) **7251 & 7252 together articulated with ECC ECE 174**

Grade level: 9-12

Prerequisite: 7251 with a grade of “C” or better or teacher approval

**7353****A Child Care & Development 3**

Students will evaluate the influence of caregivers and society on a child’s development. Special needs and crises situations for children will be discussed. Students will study lesson design, learning styles, and services/program available for children. Students will develop techniques to enhance a child’s development in music, art, math, science, nutrition, language , and social development.. Students will plan, prepare, and present developmentally appropriate activities in the previously discussed areas. Students will continue utilizing observation and child guidance techniques through the lab experience. (HCC05)

Grade level: 11-12

Prerequisite: 7252 with a grade of “C” or better or teacher approval

**7254****G Fashion and Apparel 1**

Students will comprehend the relationship of apparel and fashion to the global society. Students will select suitable construction materials. Students will demonstrate basic hand and machine construction techniques. Students will survey careers in the fashion industry. (HCL02) (DCHS and HHS Only)

Grade level: 9-12

Prerequisite: None

**7255****G Fashion and Apparel 2**

Students will demonstrate more advanced skills in clothing construction as well as clothing alteration. They will complete challenging projects incorporating these techniques. Students will survey potential careers in the industry. Students are responsible for materials and supplies. (HCL04) (DCHS and HHS Only)

Grade level: 9-12

Prerequisite: 7254

**7256****G Foods & Nutrition 1**

Students will be introduced to the principles and practices of working with food and culinary equipment. Students will practice the basic skills and knowledge necessary for food preparation by planning, preparing, and evaluating a variety of simple, economical, and nutritious dishes including cookies, quick breads, eggs and grains. Students will survey careers in the area of foods and nutrition. (HFS02) **7256, 7257, 7258, 7259 together articulated with ECC CUL100.**

Grade level: 9-12

Prerequisite: None

**7257****G Foods & Nutrition 2**

Students will expand upon principles and methods of cookery. Areas of focus include the preparation of yeast breads, soups, poultry, vegetarianism, and the development of knife skills. Students will continue to develop and refine skills regarding safety, sanitation, kitchen management techniques, and personal qualities for employment success. (HFS04) 7256, 7257, 7258, 7259 together articulated with ECC CUL100.

Grade level: 9-12

Prerequisite: 7256 with a grade of “C” or better or teacher approval

**7358****A Foods & Nutrition 3**

Students will focus on pastry preparation, cake preparation, ethnic cuisines, and plan a meal that revolves around a specific cuisine. Students will continue to refine and develop skills regarding safety, sanitation, nutrition, kitchen management techniques, and personal qualities for employment success. (HFS06) 7256, 7257, 7258, 7259 together articulated with ECC CUL100.

Grade level: 11-12

Prerequisite: 7257 with a grade of “C” or better or teacher approval

**7359****A Culinary Arts**

Students will produce quantity food products while demonstrating catering and restaurant management skills within the hospitality industry. Students will prepare specialty food items, apply garnishing techniques, and focus on the art of food presentation. Students will advance skills in safety, sanitation and kitchen management. (HFS08) 7256, 7257, 7258, 7259 together articulated with ECC CUL100.

Grade level: 11-12

Prerequisite: 7358 with a grade of “C” or better or teacher approval

**7362****A Living Environments – Interior Design**

Students will survey principles and practices involved in the design of usable, functional spaces. Students will describe and utilize the elements and principles of design. Students will become acquainted with furniture styles, decorating styles, and housing textiles. Students will develop techniques in selection and purchase of design components. Careers associated with the housing and home furnishing industry will be explored. (HID05 & HOM35)

Grade level: 11-12

Prerequisite: None

**7363****A Living Environments – Residential Design**

Students will study a variety of architectural styles to assist students in selecting housing to fit their lifestyle and individual and family values and needs. Students will balance housing “needs” and “wants” with regard to financial, aesthetic, and lifestyle prerequisites. Students will be exposed to the economics of acquiring a home (rental or purchase) to include mortgage, rent/deposit, insurance, taxes, utilities, maintenance, and furnishings. Careers associated with the housing industry will be presented. Class work includes reading assignments, projects related to blueprints and architectural styles, evaluation of existing floor plans, use of scale representation, and drawing of plans for a specific home. The course is recommended for students who have career interests in architecture, interior design, and home furnishings merchandising, as well as those who wish to improve consumer skills. (HID15 & HOM35)

Grade level: 11-12

Prerequisite: None

**7364****A Adult Living/Resource Management**

Students will study effective communication skills, goal setting, personality development, gender roles, family structures / dynamics, decision making, problem solving, and personal interactions. Students will develop greater understanding of themselves, how their actions affect others, how relationships and personal dynamics are constantly changing due to resources, life cycle, and needs, and how one’s personal wellness is based on effective communication and the understanding that personal development is a lifelong process. It is designed to help students achieve life satisfaction through responsible participation as adults in the home, community, and workplace. Issues such as consumer rights and responsibilities, money management, coping skills, and community resources available when dealing with the stress of adult living are introduced. Skills necessary to achieve effective time / resource management techniques and recognition of personal strengths / weaknesses which affect the quality of life at home and work are addressed. (HOM46 & HOM35)

Grade level: 11-12

Prerequisite: None

**7365****A Parenting**

Students will discuss with others the responsibilities, satisfactions, and stresses of parenthood. Students will explore "readiness" issues for parenting as well as how the parenting role changes through the developmental stages of a child's life. Students will discuss the following topics: communication techniques; discipline; societal issues; and diverse family structures-dual/single-income parents, teen parents, absentee parents, and "stay at home moms". Students will contrast how lifestyle affects: the time spent with children; their development; quality of personal interactions/relationships; personal satisfaction in various roles; stimulation; parent-child relationship; and health, stress and wellness of family members. Students will be exposed to product and safety standards, consumer rights and responsibilities, and health care requirements and costs (. HOM41 & HOM35)

Grade level: 11-12

Prerequisite: None

**7266****G Conflict Resolution**

Students will learn methods to resolve the conflicts they encounter in their own lives at school, at home, and in the community. Students will explore the following topics: understanding conflict, effective communicating, the resolution process, examination of alternatives to violence, and practical application to one's own life and culture. Students should expect to actively participate in class discussions, simulations, and role-plays.

Grade level: 9-12

Prerequisite: None

**7367****A Fashion Merchandising**

Students will evaluate how the field of fashion merchandising is incorporated in global society. Students will interpret the influence of design in merchandising selection and presentation. Students will explore techniques that are incorporated in marketing, advertising, and consumer behavior. Students will evaluate higher education and career opportunities in fashion merchandising through authentic situations. **(HCL10)**

Grade level: 9-12

Prerequisite: None

**ART****8301/8302****A Art Fundamentals**

Art Fundamentals students will utilize the Elements and Principles of Design through a wide variety of art media such as drawing, ceramics, printmaking, painting, sculpture and metals. The course is designed to familiarize the student with the basics for the many art offerings in the art curriculum.

Grade level: 9-12

Prerequisite: None

**8303/8304****A Advanced 2D Art I**

Students will study and practice various drawing techniques using a variety of media including pencil, charcoal, ink, colored pencil, and pastel. Students will study and apply color theory. Emphasis is placed on obtaining skill in observational drawing, developing a creative individual means of expression, understanding form and light, and composition. Students will discuss art history including developmental trends in art, past and present.

Prerequisites: Art Fundamentals

**8405/8406****H Advanced 2D Art II**

Students will focus on developing mastery in quality, concept and composition. Students will use a variety of concepts and approaches in drawing that demonstrate a range of abilities and versatility with techniques, observation, problem solving and design. The course will emphasize art as an ongoing process that involves informed and critical decision making supported by the investigation of trends in art history, past and present. While working to develop a personal voice, students will understand artistic integrity in creating original portfolio pieces.

Prerequisites: Advanced 2-D Art

**8407/8408****H Painting 1**

Students will be introduced to various painting media and techniques such as watercolor, oil, tempera, and acrylic. With an emphasis on studio production, students will also explore painting through art history, art criticism, aesthetics, and contemporary practices.

Prerequisites: Art Fundamentals, Advanced 2-D Art I

**8409/8410****H Painting II**

Students will develop the use of various painting media such as oil, watercolor, tempera, and acrylic. The students will focus on developing a body of work using higher-level thinking and visual problem-solving. Students will make connections to art history, aesthetics, and contemporary practices.

Prerequisites: Painting I

**8411/8412****H Mixed Media**

Students will explore how to manipulate and combine a variety of media, techniques, and processes while developing content and the use of symbolic imagery. Artwork will be created to solve challenging visual arts problems with effective communication of ideas.

Prerequisites: Adv. 2D Art I

**8313****A Photo I**

Students will explore photography: the aesthetics of the photographic image as an art form using the 35mm process. Students will capture a successful composition while using a Single Lens Reflex camera with the manual or automatic settings. They will develop their film and with the introduction of the darkroom enlarger create photographic prints. They will analyze and interpret their photographs utilizing the Elements and Principles of Design.

Prerequisite: Art Fundamentals

\*Must have a manual 35 mm Single Lens Reflex camera

**8314****A or H Photo II**

Students will utilize manipulated photo techniques through advanced 35mm & digital processes to create compositional prints. Students will explore manipulated photo techniques such as solarization, coloring a photo, negative printing, symmetrical patterns, etc. Students will learn basic digital camera and computer techniques while using Adobe Photoshop. Students will explore career opportunities in the field of photography.

Prerequisite: Art Fundamentals and Photo I

\*Suggested for the class: a digital camera.

**8415****H Photo III (repeatable)**

The students will utilize and master the techniques from Photo I and Photo II to prepare a portfolio for college-level photography.

Prerequisite: Art Fundamentals, Photo I and Photo II\*

\*Must have a digital camera

**8316****A Fiber Arts (repeatable)**

Students will explore fiber arts through the use of various fiber materials to create artwork. This includes altered fabric, weaving, papermaking and other related fiber arts. Students will survey past and present fiber artists to relate to their own work.

Prerequisite: Art Fundamentals

**8417****H Printmaking (repeatable)**

Students will study many different ways of reproducing an image such as etching, lithography, silk screening, and relief. Students will become acquainted with editioning, multiple registration, printing papers, and inks. Students will be challenged to create advanced works of art using printmaking methods and expressing creative, conceptual ideas. (1 term elective)

Prerequisites: Advanced 2-D Art

**8318/8319****A Ceramics and Sculpture I**

This course is designed for students to explore various areas of three-dimensional art using media such as: clay, plaster, wire, cardboard, wood, wax, glass, stone, etc... Students will analyze the history of ceramics and sculpture from prehistoric times through contemporary art of the twenty-first century. They will also formulate their ideas and concepts into three-dimensional art forms by using the various art terms and techniques learned in class such as: ceramic wheel thrown-pottery, ceramic hand built pottery and sculptural works.

Prerequisite: Art Fundamentals

**8420/8421****H Ceramics and Sculpture II**

This course is designed for students to continue more advanced exploration of various areas of three-dimensional art using media such as: clay, plaster, wire, cardboard, wood, wax, glass, stone, etc... Students will analyze the history of ceramics and sculpture from prehistoric times through contemporary art of the twenty-first century. They will also formulate their ideas and concepts into three-dimensional art forms at an advanced level by using the various art terms and techniques learned in class such as:

Ceramic wheel thrown-pottery, ceramic hand built pottery and sculptural works.

Prerequisite: Ceramics I

**8322/8323****A Metals and Jewelry I**

Students will develop basic skills in creating fabricated and cast jewelry, metal sculpture and glass. Art history will be discussed, analyzed and synthesized into the designing process along with the Elements and Principles of Art Design.

Prerequisite: Art Fundamentals

**8424/8425****H Metals and Jewelry II**

This course will provide advanced skills in creating fabricated and cast jewelry, metal sculpture, enamel and glass lamping and/or fusing. Critiquing and the history of Contemporary art will be discussed, analyzed and utilized in the designing process.

Prerequisite: Metals and Jewelry I

**8326****A Computer Art & Design I**

Students will explore computer art and design. Projects will be created primarily on Adobe Photoshop using techniques and tools for the creation of computer art, design layout, and image manipulation. Areas such as computer generated design, typography, advertising design, and printing will be explored. (1 term)

Prerequisite: Art Fundamentals

**8327/8328****A Computer Art & Design II**

Students will apply techniques and tools for the creation of computer art, design layout, using the web as an advertising tool, image manipulation, and digital drawing reference. Areas such as computer generated design, typography, advertising design, and printing will be explored. Students will use Photoshop and Dreamweaver to create designs for advertising and artistic concepts. (2 terms)

Prerequisite: Computer Art & Design I

**8429/8430****H Computer Art & Design III**

Students will apply techniques and tools for the creation of computer art, design layout, using the web as an advertising tool, image manipulation, and digital drawing. Areas such as computer generated design, typography, advertising design, and printing will be explored. Students will use Photoshop, Illustrator, and Dreamweaver to create designs for advertising and artistic concepts. (2 terms)

Prerequisite: Computer Art & Design II

**8431/8432****H Portfolio for College Preparation 2-D (repeatable)**

This course is designed for students to prepare for college and to explore future careers in the visual arts. Students will produce artwork based upon their personal visual culture, identity, and social awareness. They will then critique and assess their personal artwork, as well as other artist's artwork. Meanwhile, students will analyze contemporary art in order to gain a better understanding of how artists work and function in today's society. They will then explore various careers in the visual arts and organize their studio artwork and artist statements into a culminating digital portfolio. (2 terms)

Prerequisites: 6 terms of art and an art faculty recommendation.

**8433/8434****H Portfolio for College Preparation 3-D (repeatable)**

This course is designed for students to prepare for college and to explore future careers in the visual arts. Students will produce artwork based upon their personal visual culture, identity, and social awareness. They will then critique and assess their personal artwork, as well as other artist's artwork. Meanwhile, students will analyze contemporary art in order to gain a better understanding of how artists work and function in today's society. They will then explore various careers in the visual arts and organize their studio artwork and artist statements into a culminating digital portfolio. (2 terms)

Prerequisites: 6 terms of art and an art faculty recommendation.

**8514-8517****AP Studio Art**

Prerequisites: 6 terms of art that goes beyond Fundamentals, includes a level II course and an art faculty recommendation.

---

# MUSIC

## **8340-8343**

### **A Concert Band**

This is a yearlong co-curricular course designed for the wind performer at the intermediate level. It is designed to promote technical proficiency on individual instruments and at the same time teaches the techniques of ensemble and full band performance. Members of this band will perform in the marching band and pep band, as well as concert settings. Students should have a minimum of two years of prior instrumental experience and placement is at the discretion of the instructor. This course includes activities and performances outside of school time, which are mandatory.

Prerequisite: Teacher Recommendation

## **8344/8345**

### **A or H Percussion Ensemble**

This is a year-long co-curricular course designed for the percussion performer at the intermediate level. It is designed to promote technical proficiency on individual percussion instruments and at the same time teaches the techniques of ensemble and full band performance. Members of this ensemble will perform in the marching band and pep band, as well concert settings. Students should have a minimum of two years of prior percussion experience and placement is at the discretion of the instructor. This course includes activities and performances outside of school time, which are mandatory.

Prerequisite: Teacher Recommendation

## **8346-8347**

### **A or H Symphonic Band**

This is a yearlong co-curricular course designed for the developing wind and percussion performer at the advanced level. It is designed to continue technical development on individual instruments and at the same time teaches and reinforces the techniques of ensemble and full band performance. Members of this band will perform in the marching band and pep band, as well as concert settings. Placement is at the discretion of the instructor. This course includes activities and performances outside of school time, which are mandatory.

Prerequisite: Participation in Concert Band or Teacher Recommendation

## **8350-8353**

### **A or H Wind Ensemble**

This is a yearlong co-curricular course designed for the wind and percussion performer at the advanced level. It is designed to continue technical development on individual instruments and at the same time teaches and reinforces the techniques of ensemble playing and provides experiences in wind ensemble literature. Members of this band will perform in the marching band and pep band, as well as concert settings. Placement is at the discretion of the instructor. This course includes activities and performances outside of school time, which are mandatory.

Prerequisite: Participation in Concert Band/Symphonic Band or Teacher Recommendation

## **8354-8357**

### **A or H Jazz Ensemble**

This is a yearlong co-curricular course designed for the advanced jazz performer. It is designed to continue technical development on individual instruments and at the same time teaches and reinforces the techniques of jazz ensemble playing and provides experiences in improvisation. Placement is at the discretion of the instructor. This course includes activities and performances outside of school time, which are mandatory. Participation in another co-curricular large ensemble is mandatory.

Prerequisite: Teacher Recommendation

## **8358-8361**

### **A or H Jazz Band**

This is a yearlong co-curricular course designed for the aspiring jazz performer. It is designed to continue technical development on individual instruments and at the same time teaches and reinforces the techniques of jazz ensemble playing and provides experiences in improvisation. Placement is at the discretion of the instructor. This course includes activities and performances outside of school time, which are mandatory. Participation in another co-curricular large ensemble is mandatory.

Prerequisite: Teacher Recommendation

## **8364-8367**

### **A or H Musicology**

This course allows students without previous musical training to explore music in depth. Course subject will vary depending on term. Subjects will include but are not limited to: Music History, Music Technology, and Music Appreciation.

Prerequisite: Teacher Recommendation

## **8268**

### **G Guitar I**

This is a one-term class designed for beginning guitar students. Students will learn tablature, chords, note reading, and elementary guitar technique. Students must provide their own guitar.

Prerequisite: None

**8369****A Guitar II**

This is a one-term class designed for intermediate to advanced guitar students. Students will continue to learn chords, note reading, tablature, finger picking, and ensemble performance skills. Students must provide their own guitar.

Prerequisite: 8268

**8370-8373****A or H Concert Orchestra**

This is a yearlong co-curricular course designed for the string performer at the intermediate level. It is designed to promote technical proficiency on individual instruments and at the same time teaches the techniques of ensemble and orchestra performance. Students should have a minimum of two years of prior instrumental experience and placement is at the discretion of the instructor. This course includes activities and performances outside of school time, which are mandatory.

Prerequisite: Teacher Recommendation

**8374-8377****A or H Symphonic Orchestra**

This is a yearlong co-curricular course designed for the developing string performer at the advanced level. It is designed to continue technical development on individual instruments and at the same time teaches and reinforces the techniques of ensemble and full orchestra performance. Placement is at the discretion of the instructor. This course includes activities and performances outside of school time, which are mandatory.

Prerequisite: Audition or consent of instructor

**8378-8381****A or H Chamber Orchestra**

This is a yearlong co-curricular course designed for the string performer at the very advanced level. It is designed to continue technical development on individual instruments and at the same time teaches and reinforces the techniques of ensemble and chamber orchestra literature performance. Placement is at the discretion of the instructor. This course includes activities and performances outside of school time, which are mandatory.

Prerequisite: Audition or consent of instructor

**8382-8385****A Level I Chorus**

This is a yearlong co-curricular course designed to introduce the students to a high school choir. Emphasis is placed upon good vocal technique, diction, sight-reading and being part of a well-balanced performing group through the use of 2-, 3-, and 4-part music. This course includes activities and performances outside of school time, which are mandatory.

Prerequisite: Audition or consent of instructor

**8386-8389****A Level II Chorus**

This is a yearlong co-curricular course designed to further develop the students' ability to sight-read and sing with good vocal technique. Emphasis is placed on the performance of 3- and 4-part literature from various cultures and historical periods. Admission to this course is by the recommendation of the instructor. This course includes activities and performances outside of school time, which are mandatory.

Prerequisite: Audition or consent of instructor

**8390-8393****A or H Level III Chorus**

This is a yearlong co-curricular course with emphasis placed on the performance of various forms of vocal literature for mixed voices throughout the entire choral spectrum. The students benefit from regularly scheduled concerts before school and community organizations. Admission to this course is by recommendation. This course includes activities and performances outside of school time, which are mandatory.

Prerequisite: Audition or consent of instructor

**8394-8397****A or H Level IV Chorus**

This course is open to students with previous choral experience. Students must have sight reading skills and a desire to perform a cappella music. Students must have at least one year of experience in a large music ensemble or concurrent registration in Concert Choir. Admission to this course is by audition only. Enrollment is required for the full duration of the course. This course includes activities and performances outside of school time, which are mandatory.

Prerequisite: Audition or consent of instructor

**8362/8363****A Music Theory**

This course is designed for music students who are interested in obtaining an understanding of the basic raw materials of music. Activity in basic analysis, composition, music history, keyboard and both melodic and rhythmic dictation will be included.

Prerequisite: none

This course is designed for serious music students who are interested in obtaining an advanced understanding of the raw materials of music. Activity in basic analysis, composition, music history, keyboard and both melodic and rhythmic dictation will be included.

Prerequisite: Teacher Recommendation

## PHYSICAL EDUCATION

### 9201

### G Health

This state-mandated course is designed to positively affect the way students think, feel, and act regarding their personal, as well as societal health. Topics studied include consumer health, dental health, drug/alcohol use and abuse, human sexuality, mental health, nutrition, personal health, prevention and control of disease, public health, safety, and smoking.

### 9200/9202 (A/B PE 9230/9232)

### G Freshman PE

Freshman physical education students will participate in team sports units to be selected from the following list; basketball, floor hockey, la Crosse, miscellaneous games, softball, soccer, speedball, team handball, touch football, track and field, tumbling, ultimate Frisbee, and volleyball. The freshman Physical Education curriculum will emphasize the development of a personal fitness program and the skills learned through participation in team sports. A variety of individual and team activities are included in order to give students a well-rounded understanding of fitness principals and team sport concepts.

### 9204 (A/B PE 9234)

### G Sophomore PE

Sophomore Physical Education students will participate in individual sports and activities that will develop athletic skills, knowledge of personal fitness plans and goal setting strategies. The Sophomore Physical Education curriculum will focus on the student's development through participation in individual activities such as resistance training, cardiovascular conditioning, flexibility activities as well as individual sports like: badminton, baggo, bocce ball, bowling, eclipse ball, pickle ball, table tennis, and tennis.

### 9206/9208 (A/B PE 9236/9238)

### G Junior/Senior PE

The Junior/Senior Physical Education curriculum will build on the fundamentals introduced in the freshman/sophomore courses. Students will continue to work on their personal fitness goals and select either team or individual type of activities listed in the freshmen and sophomore guides

### 9210 (A/B Swim 9240)

### G Swimming

This co-ed class offers an activity not available on campus. This course will provide the student with a lifetime leisure activity and basic water safety skills. The student will learn the skills necessary to become a proficient swimmer. This course will require the student to provide their own transportation as it will meet off campus three days a week and on campus two days a week. This course may require the student to pay fees.

### 9310/9312 (A/B PE 9340/9342)

### A Excel PE –Sophomores/Juniors/Seniors

The Excel physical education course is designed for motivated students in 10<sup>th</sup>-12<sup>th</sup> grades. Excel would allow students to challenge themselves at an advanced level of physical and mental development. This course will emphasize a rigorous fitness/weight training program along with the development of goal setting and leadership skills. The Physical Education Department is making a commitment to prepare our students for the 21<sup>st</sup> Century. In order to accomplish this we need to create opportunities for students to make personal assessments, learn how develop plans which set and achieve predetermined goals. A daily vigorous workout is both required and expected based on each individual student's workout program. These workouts involve not only strength, cardiovascular endurance and flexibility but also theory, strategies, goal setting, and group dynamics.

### 9220

### G Driver's Ed – 1st Term

Open to students who are sophomores and will be 16 years of age by October 31<sup>st</sup> of the school year for which you are registering and have earned sophomore standing. The purpose of this course is to prepare students with the philosophies, concepts, and skills needed for the behind the wheel phase of Driver Education. Develop an understanding of how drugs and alcohol affect the physical condition of a driver and the importance of wearing safety belts. The CPR and first aid will give the student's knowledge and skills needed to save a life or prevent further damage. Students will learn adult, child and infant CPR along with immobilizing, splinting of limbs and bleeding control. Students will receive American Red Cross certification in CPR. This course meets the Illinois state requirement of 30 classroom hours of driver education.

**9221****G Driver's Ed – 2<sup>nd</sup> Term**

Open to students who are sophomores and become 16 years of age between November 1<sup>st</sup> and January 31<sup>st</sup> of the school year for which you are registering and have earned sophomore standing. The purpose of this course is to prepare students with the philosophies, concepts, and skills needed for the behind the wheel phase of Driver Education. Develop an understanding of how drugs and alcohol affect the physical condition of a driver and the importance of wearing safety belts. The CPR and first aid will give the student's knowledge and skills needed to save a life or prevent further damage. Students will learn adult, child and infant CPR along with immobilizing, splinting of limbs and bleeding control. Students will receive American Red Cross certification in CPR. This course meets the Illinois state requirement of 30 classroom hours of driver education.

**9222****G Driver's Ed – 3<sup>rd</sup> Term**

Open to students who are sophomores and will turn 16 years of age between February 1<sup>st</sup> and June 30<sup>th</sup> of the school year for which you are registering and have earned sophomore standing. The purpose of this course is to prepare students with the philosophies, concepts, and skills needed for the behind the wheel phase of Driver Education. Develop an understanding of how drugs and alcohol affect the physical condition of a driver and the importance of wearing safety belts. The CPR and first aid will give the student's knowledge and skills needed to save a life or prevent further damage. Students will learn adult, child and infant CPR along with immobilizing, splinting of limbs and bleeding control. Students will receive American Red Cross certification in CPR. This course meets the Illinois state requirement of 30 classroom hours of driver education.

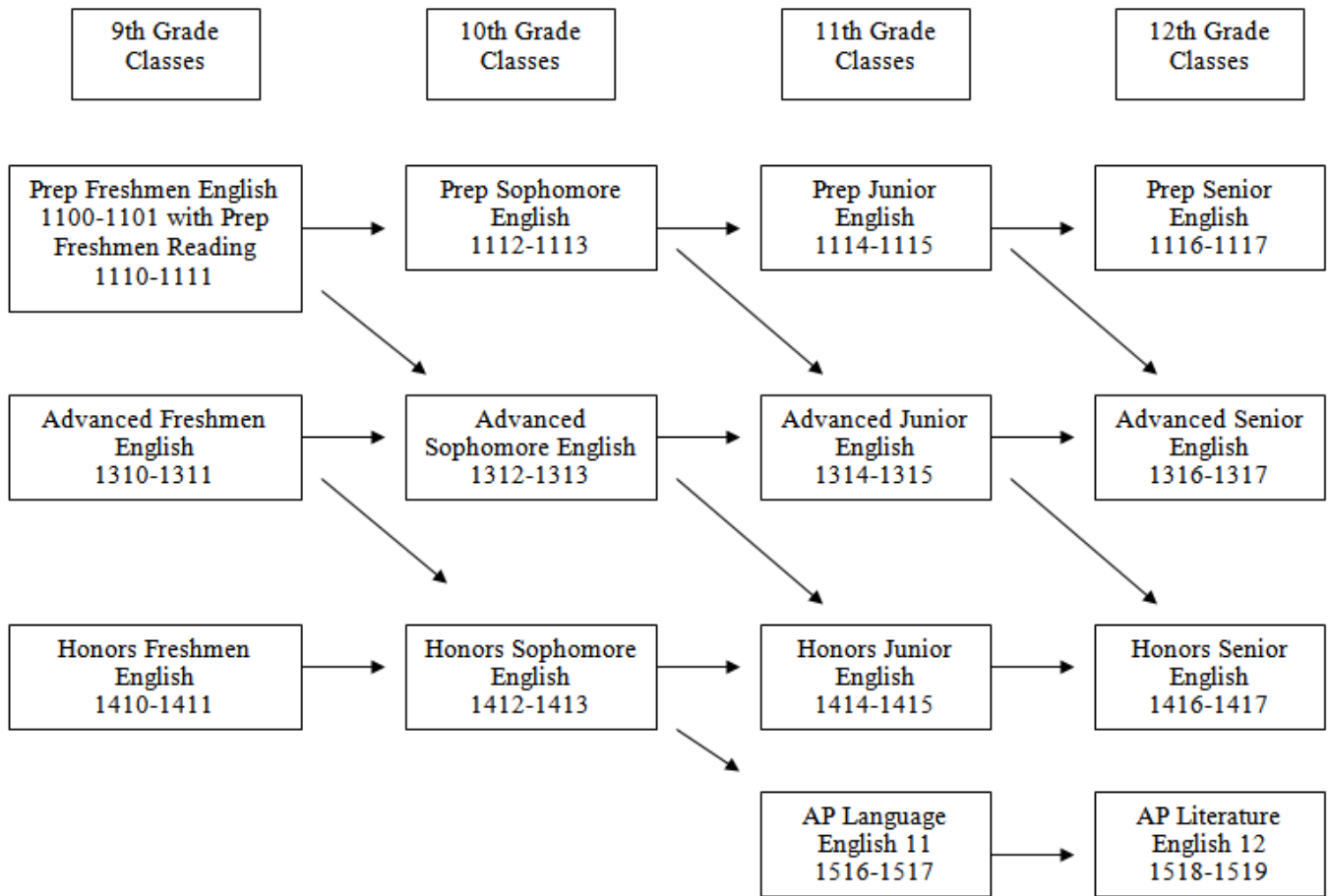
**9223****G Driver's Ed – 4<sup>th</sup> Term**

Open to students who are sophomores and will turn 16 years of age between July 1<sup>st</sup> and September 1<sup>st</sup> following the school year for which you are registering and have earned sophomore standing. The purpose of this course is to prepare students with the philosophies, concepts, and skills needed for the behind the wheel phase of Driver Education. Develop an understanding of how drugs and alcohol affect the physical condition of a driver and the importance of wearing safety belts. The CPR and first aid will give the student's knowledge and skills needed to save a life or prevent further damage. Students will learn adult, child and infant CPR along with immobilizing, splinting of limbs and bleeding control. Students will receive American Red Cross certification in CPR. This course meets the Illinois state requirement of 30 classroom hours of driver education.

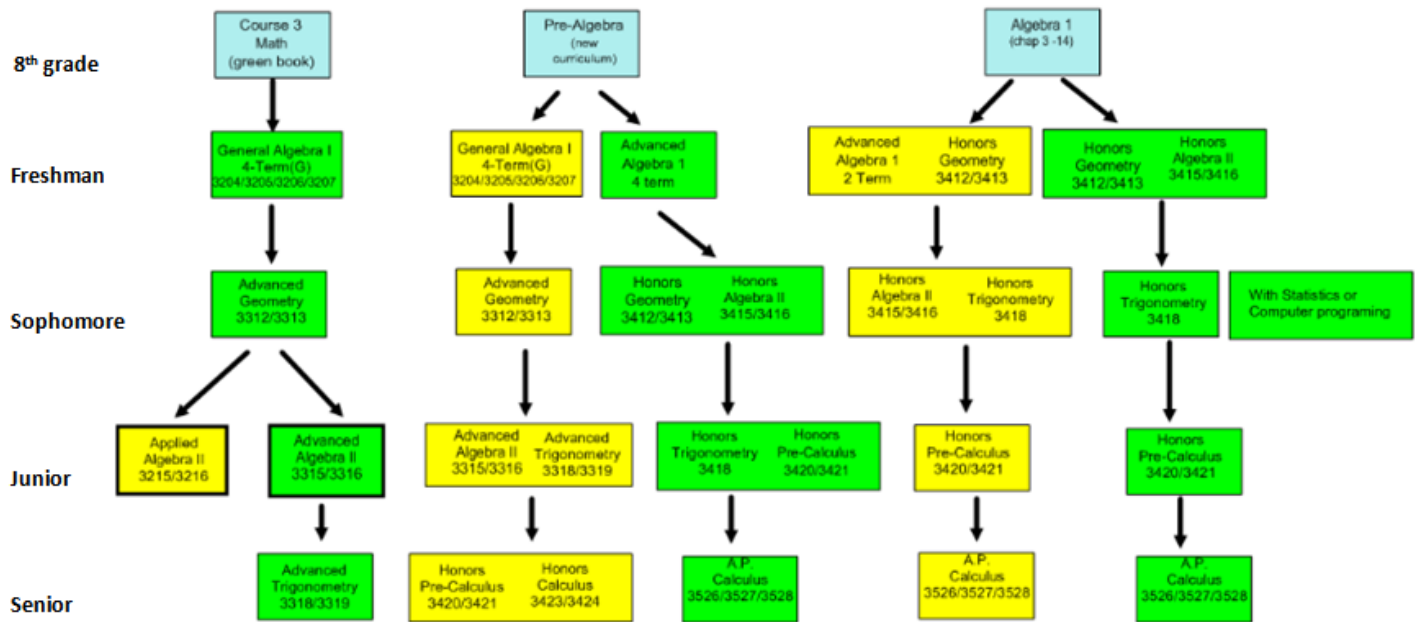
**9224****G Behind the Wheel**

The basic classroom ideas and concepts are applied to the driving phase. Habits and skills are developed for residential, city, and highway driving with special emphasis on specific maneuvers. Six hours of driving instruction are necessary to meet the state requirement for applying for a driver's license. This course requires the payment of a user's fee as well as the fee paid to the State of Illinois for a driver's permit. Scheduling varies by school, please discuss this with your counselor.

## Jacobs High School English Department Core Classes



## D300 Math Flow Chart

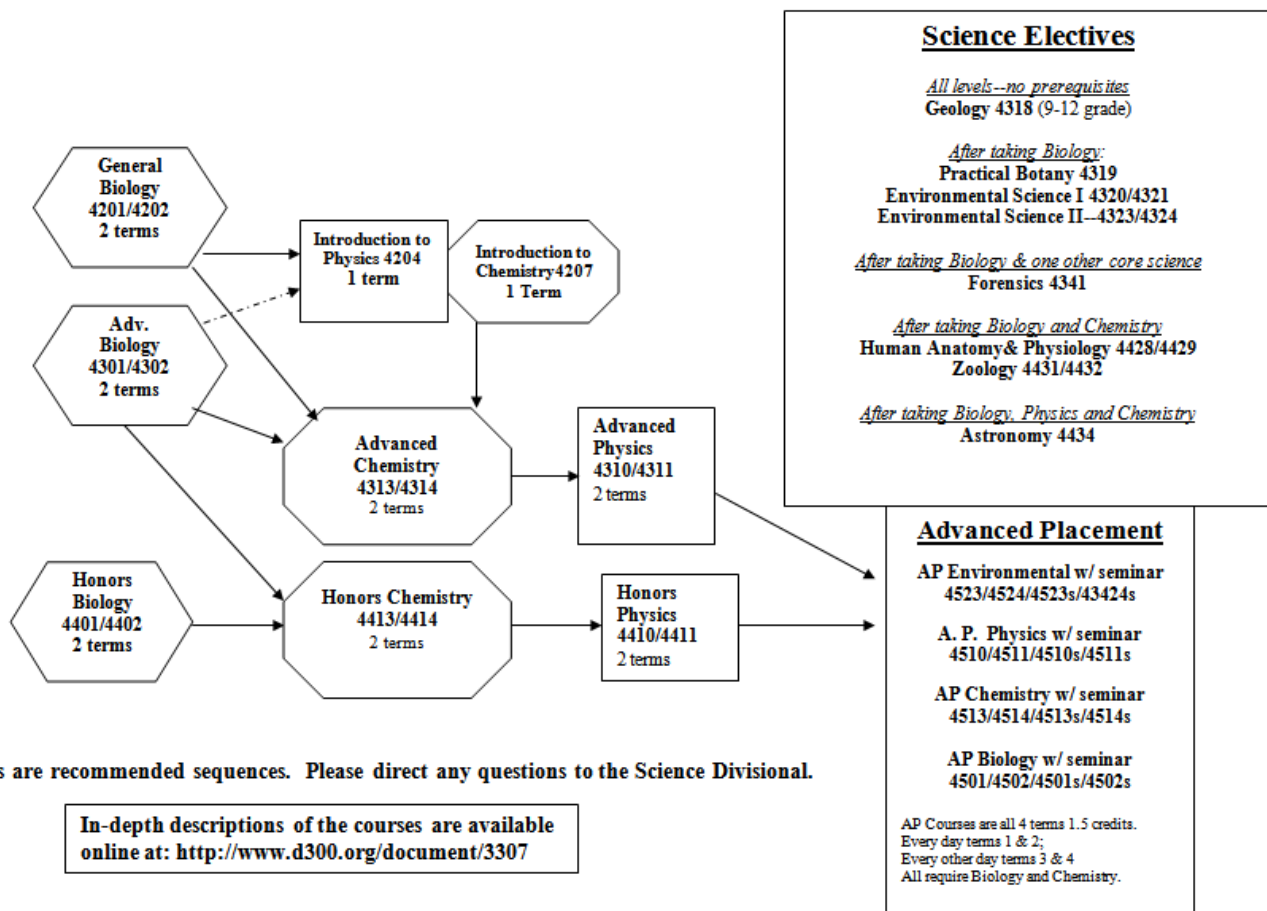


Expected paths are highlighted in green

# CUSD 300 High School

## Science Flow Chart--For Core Courses

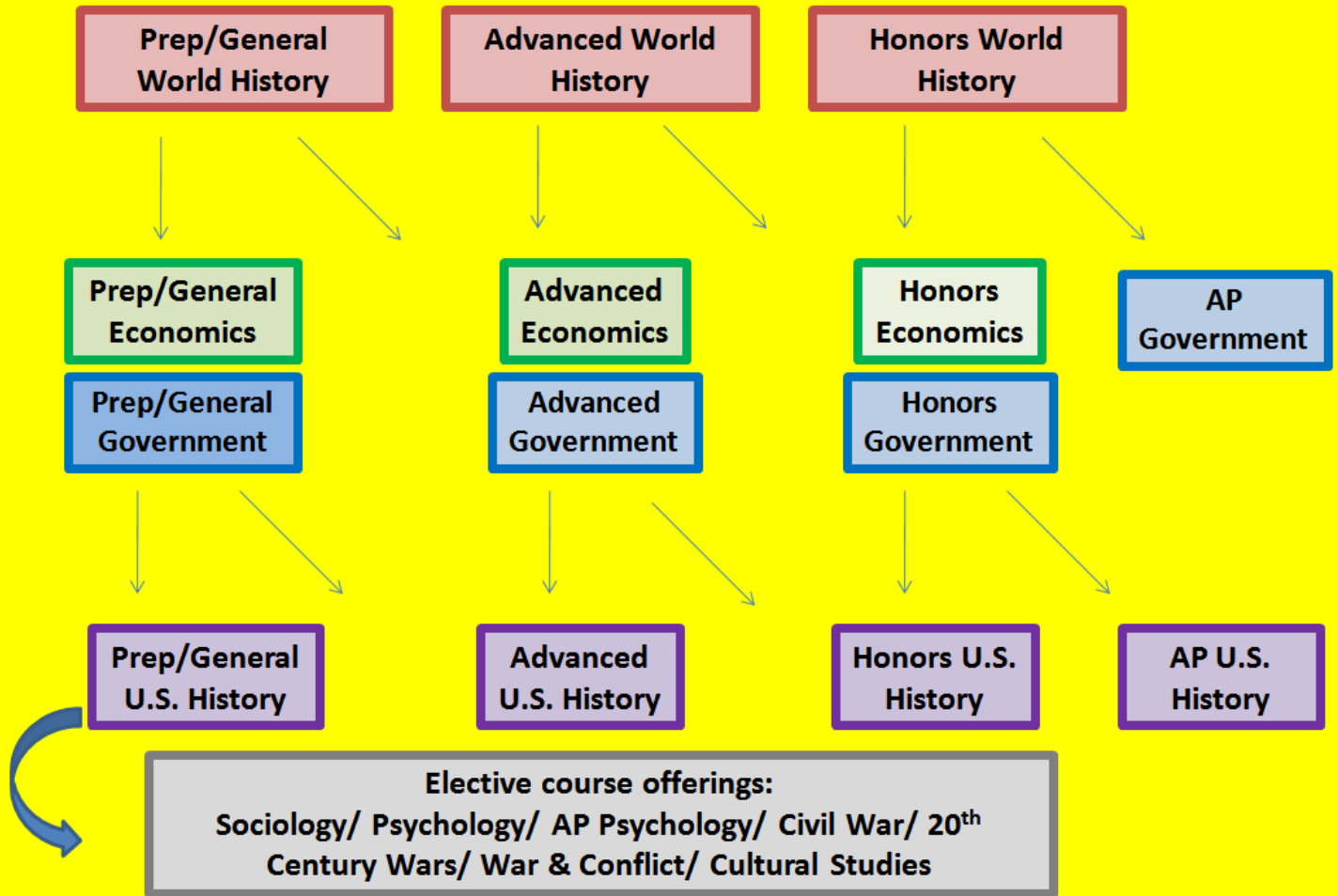
Based on performance, testing and teacher recommendation, eighth grade students will be recommended to take General Biology, Advanced Biology or Honors Biology. Then, students will continue to move through the flow chart depending on their performance and interests. The usual paths are illustrated. Two credits in science are required; it is recommended that one be in Biology and the second be a Physical Science, Physics or Chemistry. Four-year colleges recommend a credit in Biology, Physics and Chemistry. Most courses are two terms--one credit--unless indicated. Electives and Advanced Placement offerings are listed below.



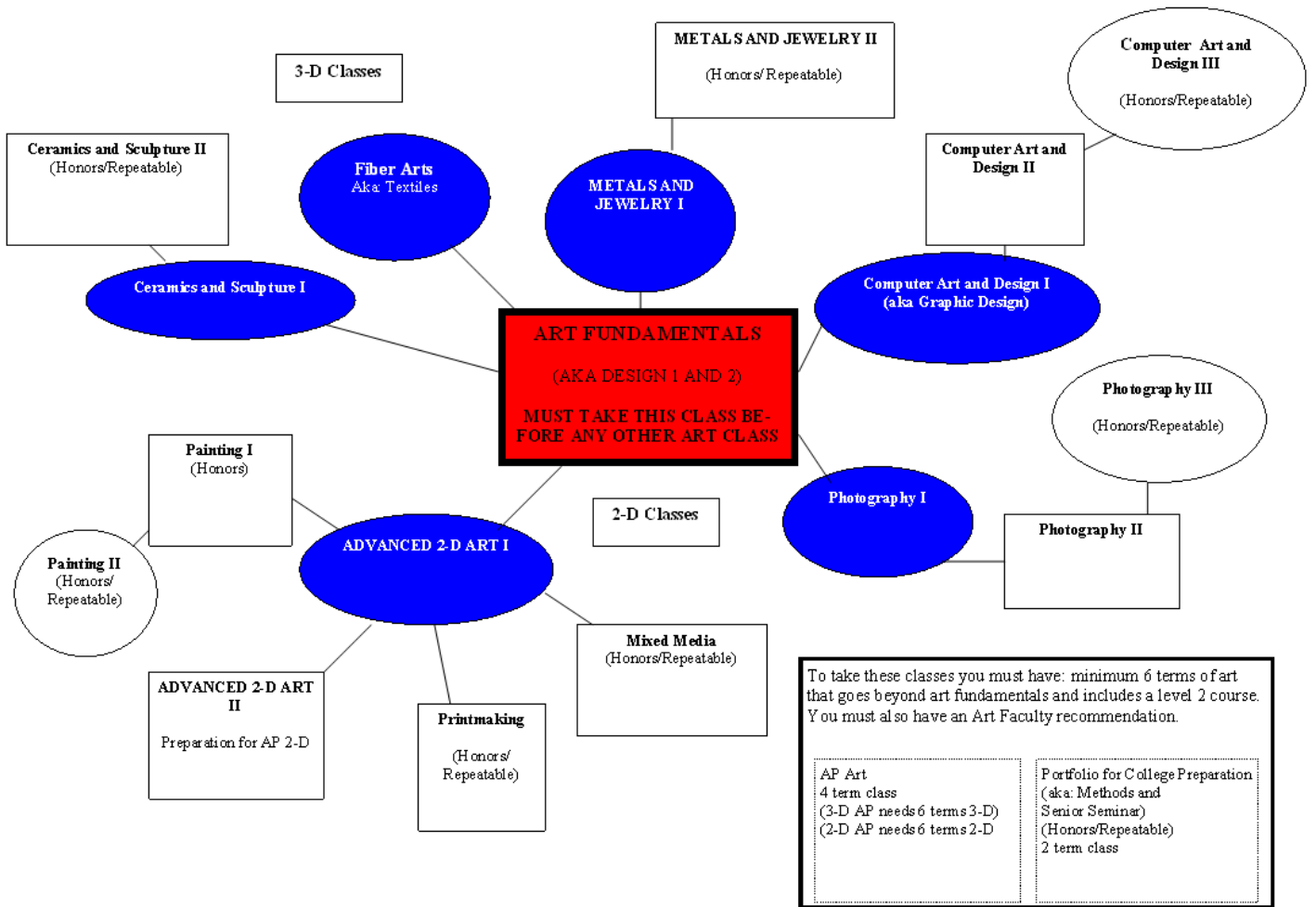
These pathways are recommended sequences. Please direct any questions to the Science Divisional.

In-depth descriptions of the courses are available online at: <http://www.d300.org/document/3307>

# SOCIAL SCIENCE DEPARTMENT



# DISTRICT 300 HIGH SCHOOL ART CLASSES



To take these classes you must have: minimum 6 terms of art that goes beyond art fundamentals and includes a level 2 course. You must also have an Art Faculty recommendation.

AP Art 4 term class (3-D AP needs 6 terms 3-D) (2-D AP needs 6 terms 2-D)	Portfolio for College Preparation (aka: Methods and Senior Seminar) (Honors/Repeatable) 2 term class
--	---

# CUSD 300

## Four-Year Planning Guide

### 9<sup>th</sup> Grade\*\*

Term 1	Term 2	Term 3	Term 4
English		World History	
Mathematics		Science	
Physical Education			

\*\*Fill shaded boxes with elective options—must complete 6 credits to gain sophomore standing

### 10<sup>th</sup> Grade\*\*

Term 1	Term 2	Term 3	Term 4
English		Government	Economics
Mathematics		Science	
Physical Education	Health	Driver's Education	

\*\*Fill shaded boxes with elective options—must complete 12 credits to gain junior standing

### 11<sup>th</sup> Grade\*\*

Term 1	Term 2	Term 3	Term 4
English		U.S. History	
Mathematics		Physical Education	

\*\*Fill shaded boxes with elective options—must complete 18 credits to gain senior standing

### 12<sup>th</sup> Grade\*\*

Term 1	Term 2	Term 3	Term 4
English		Physical Education	

\*\*Fill shaded boxes with elective options—must complete 26 credits to graduate

## CUSD 300

### Graduation and Elective Strand Planning Guide

Strand requirements ensure that students graduating from District 300 schools receive a well-rounded education. This permits students to experience a variety of courses in numerous subject areas. Record the strand courses that the student completes in the shaded boxes below. All students must earn a minimum of 1.0 credit in each of the three strands to graduate.

	<b>Strand 1</b>	<b>Strand 2</b>	<b>Strand 3</b>
<b>Subject Areas</b>	Art, Foreign Language, Music	Electives in English, Math, Science, and Social Studies	Business, Family and Consumer Science, Industrial Technology
<b>Courses Completed/ Credits Earned</b>			

Complete the shaded boxes in the chart below to ensure that all requirements for graduation are met. Questions regarding courses should be directed to the student's guidance counselor.

	<b>9<sup>th</sup> Grade</b>	<b>10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
<b>English (4 credits)</b>				
<b>Math (3 credits -one Algebra/one Geometry)</b>				
<b>Science (2 credits)</b>				
<b>World History (1 credit)</b>				
<b>American Government (0.5 credits)</b>				
<b>Passed Constitution Exam</b>				
<b>Global Economics (0.5 credits)</b>				
<b>U.S. History (1 credit)</b>				
<b>Physical Education (3.5 credits-7 terms total)</b>				
<b>Health (0.5 credits)</b>				
<b>Driver's Education (0.5 credits)</b>				
<b>Strand 1 (1 credit)</b>				
<b>Strand 2 (1 credit)</b>				
<b>Strand 3 (1 credit)</b>				
<b>PSAE State Exam</b>				

ID #: \_\_\_\_\_

District 300

Class of \_\_\_\_\_

Name: \_\_\_\_\_

FOUR YEAR + 1 PLAN

Counselor \_\_\_\_\_

Graduation Requirements FRESHMAN YEAR \_\_\_\_\_

SOPHOMORE YEAR \_\_\_\_\_

JUNIOR YEAR \_\_\_\_\_

SENIOR YEAR \_\_\_\_\_

<b>4 credits English</b>	English	English	English	English	English	English	English	English	English	English	English	English	English	English	English	English	English	English	English
<b>3 credits Social Studies</b>	World History	World History	World History	World History	World History	World History	World History	World History	World History	World History	World History	World History	World History	World History	World History	World History	World History	World History	World History
<b>3 credits Math</b> <i>Including Alg and Geo</i>	Math	Math	Math	Math	Math	Math	Math	Math	Math	Math	Math	Math	Math	Math	Math	Math	Math	Math	Math
<b>2 credits Science</b>	Science	Science	Science	Science	Science	Science	Science	Science	Science	Science	Science	Science	Science	Science	Science	Science	Science	Science	Science
<b>4.5 credits PE/SE/Health</b>	PE	PE	PE	Health	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE
<b>3 credits in strands</b>					Safety Ed or Driver's Ed														
<b>Elective credit</b>																			
<b>Elective credit</b>																			
<b>Summer/ Night</b>																			

Total Credits T1 \_\_\_\_\_ T2 \_\_\_\_\_ T3 \_\_\_\_\_ T4 \_\_\_\_\_ (6.0) T5 \_\_\_\_\_ T6 \_\_\_\_\_ T7 \_\_\_\_\_ T8 \_\_\_\_\_ (12.0) T9 \_\_\_\_\_ T10 \_\_\_\_\_ T11 \_\_\_\_\_ T12 \_\_\_\_\_ (18.0) T13 \_\_\_\_\_ T14 \_\_\_\_\_ T15 \_\_\_\_\_ T16 \_\_\_\_\_ (26.0)

Eng 9	Eng 9	Eng 10	Eng 10	Eng 11	Eng 11	Eng 12	Eng 12	Algebra 1	Algebra 1	Geometry	Geometr y	Math	Math
Science	Science	Science	Science	World History	World History	Constitution Exarn	American Government	Econ	US History	US History	Health	SE/DE	PSAE Test
PE	PE	PE	PE	PE	PE	PE	Strand 1	Strand 1	Strand 2	Strand 2	Strand 3	Strand 3	

- Credit Requirements: Sophomore 6.0, Junior 12.0, Senior 18.0, Graduation 26.0.
  - Students must pass 8 of their last 12 classes to enroll in Safety/Driver's Education.
  - Students must be passing 3 courses to be eligible for sports.
- Students are required to complete one credit (two classes) from each strand
- Strand 1** Art, Music, Foreign Language
- Strand 2** English, Science, Math, Social Science
- Strand 3** Business, Technology, Family & Consumer Science

**+1 Plan:**

\_\_\_\_\_ Community College \_\_\_\_\_ World of Work  
 \_\_\_\_\_ 4-year College \_\_\_\_\_ Military/Branch  
 \_\_\_\_\_ Vocational School \_\_\_\_\_ Other \_\_\_\_\_  
 \_\_\_\_\_ Apprenticeship \_\_\_\_\_

**Career Clusters:**

\_\_\_\_\_ Agricultural, Food & Natural Resources \_\_\_\_\_ Hospitality & Tourism  
 \_\_\_\_\_ Architecture & Construction \_\_\_\_\_ Human Services  
 \_\_\_\_\_ Arts, A/V Tech & Communications \_\_\_\_\_ Information Technology  
 \_\_\_\_\_ Business, Management, & Admin \_\_\_\_\_ Law & Public Safety  
 \_\_\_\_\_ Education & Training \_\_\_\_\_ Manufacturing  
 \_\_\_\_\_ Finance \_\_\_\_\_ Marketing, Sales & Services  
 \_\_\_\_\_ Government & Public Admin \_\_\_\_\_ Scientific Res. & Engineering  
 \_\_\_\_\_ Health Sciences \_\_\_\_\_ Transportation/Distribution

**High School Academic Plan**

Work Program, Middle College, VIP, Tech Prep, AP, Other	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
---	-----------------	-----------------	------------------	------------------	------------------

**Career Plan**

Careers that interest me	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
My career interest inventory results					

**Postsecondary Education Plan**

Colleges or vocational programs that interest me.	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Postsecondary information I would like to know more about.					

**Portfolio Builders (list of activities and/or awards)**

Clubs	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Volunteer/Services					
Athletics					
Employment					

Conference Date	Counselor Signature	Student Signature