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Academic Policies and Procedures

Class Rank

All credit courses except Physical Education and Drivers Education will be used in computing class rank. Class rank will be computed at the end of each semester. Class rank is often used for college registration, scholarship applications, and some job applications.

Earning Credit

Each semester course is worth 0.5 credits. Year courses are worth 1 credit with the exception of band and chorus. Six tenths credit will be earned for each full year of band completed and four tenths credit will be earned for each full year of chorus. Students must earn a passing grade to receive credit in a course. These credits are used in calculating honor roll, grade point average, class rank, and credits toward meeting graduation requirements.

Make Up Work

Absent students are allowed one day to complete make up work for each day absent up to a maximum of 5 days. If a student returns to school during a school day, they should contact teachers for missed classes and work for these classes will be due the following day. If a student is aware of an assignment or major project prior to an absence, the assignment due date will not be extended. Teachers may provide additional time for make-up work at their discretion.

Permanent Records

The school is required to maintain a permanent record for each student. This permanent record will include all courses taken, grades and credits earned the student's attendance record, and results of all state-mandated assessments. Grades and credits are posted at the end of each semester.

Report Cards

Grades and report cards will be sent home with students at the end of each quarter. Students with outstanding bills will not be issued report cards until these bills are paid or a payment schedule is made. Report cards belong to the student and should be kept at home for reference. They do not need to be returned to school.

Weighted Courses

Administrators and teachers will work together to determine which junior and senior level courses carry weighted grades each year. Criteria for this decision will include course rigor and whether or not the course is elective. For students taking courses outside Annawan High School, if courses are initially determined not to be weighted, the student may petition the administration to reconsider weighting any time before the 4th week of the semester. Students should be prepared present evidence of rigor of course requirements and grading policies to support their case. Administrative decisions will be final. In these courses letter grades from A through C- are increased by 1 unit. (Example: A- from 4.7 to 5.7). The classes which are weighted will be re-evaluated every three (3) years or sooner at the discretion of the principal. Weighted grades will be used in computing class rank and for the honor roll.

Considerations for course weighting:

1. Courses required for graduation will not be weighted. (Exceptions to this include courses such as Analytic Geometry, Trigonometry, and College Composition where students have been advanced in sequence or elect to take a more advanced version of the course.)

2. Dual enrollment courses will be automatically weighted if they align to a similar weighted course offered locally (Ex. Chemistry, Calculus)

3. Dual enrollment courses beyond graduation requirements in core areas which are IAI transferrable will be automatically weighted. (Ex. A transferrable biology course for a student who has already completed 2 years of science.).

Grades lower than C- are not weighted. Weighting only applies to the calculation of grade point average for honor roll, overall grade point average, and class rank.

Registration and Course Withdrawal

1. All pupils must be registered for and enrolled in a minimum of 3.0 credits of course work each semester. Students may only take fewer than 3.0 credits per semester with permission of a counselor and administrator or if determined by an IEP meeting.

3. If a pupil wishes to drop a course after the term begins, application must be made to drop said course by the end of one week. The parents and the principal must grant permission to drop. The teacher of the course will determine the grade of the pupil at the time the course is dropped. If the pupil is failing the course a (WF) withdraw failing will be placed on the transcript. Any course dropped under this paragraph shall not be used in computing grade point average.

4. Students who wish to drop year courses at the semester must make the request prior to leaving for semester break and must have approval of the teacher, administration, and parents.

5. The principal, in cooperation with the teacher, may make exceptions to the above if a student was misplaced in a class.

6. A pupil who registers for a course and does not follow the procedure outlined in No. 1 and/or No.2 above to drop the course and fails to go to the course will have an “F” placed on his transcript for the course.

Graduation Requirements

– 21 ¾ credits in the following requirements:

- 3 years of math
  - 1 must be Algebra 1
  - 1 must have some geometry content
- 2 years of science
- 4 years of English
  - English 1
  - English 2
  - English 3
  - 1 credit of another English credit
- 2 ½ years of Social Studies
  - World History
  - US History
  - Civics
- 2 ½ General Electives
  - Consumer Ed
  - 2 credits of other fine art elective (music, art, vocational, etc)
- 4 years of Physical Education (which includes 1 semester of Health) or replacement credits in the case of exemptions
- 3 ¾ elective credits

Academic and Guidance Counseling Services

Social/Emotional Counseling

- Relationship Issues
- Peers, family, etc
- Anger Management
- Coping with Pressures
- Stress Management
- Loss/Grief
- Anxiety
- Transitions

Academic & Career Counseling

- Career Exploration
- Organizational Skills
- Study Skills
- Goal Setting

College Planning

- Aid with college exploration process
- Assist with application process
- Arrange campus visits
- Post local scholarships

Standardized Test Administration and Score Interpretation

Academic Incentive Awards

All A's Club

A student qualifies for this award by receiving all A's or A-'s in any one quarter for all classes used in computing the honor roll. A T-shirt with the 5.0 logo will be presented to all qualifying students once per year.

Graduation Honor Chords

Graduates achieving a cumulative G.P.A. of 4.5-5.0 will receive gold honor cords at graduation to denote this accomplishment. Graduates having a cumulative G.P.A. between 4.0 and 4.49 will be presented white honor cords.

Academic All Conference

An All-Academic Team shall be listed for players who have a 3.5 grade average on a 4.0 scale (or its equivalent) and who receive a Varsity letter.

Consumer Education

Consumer Education/Resource Management

Credits .5

Consumer education provides students with a comprehensive understanding of the marketplace and how to function as a wise consumer. Students analyze accurate and up-to-date information about the basic principles of economics and how these principles relate to the students everyday lives. In addition students will learn about the free market system, taxes, budgeting, banking, credit, housing, insurance, and consumer protection. The course will include three weeks instruction in installment purchasing, three weeks instruction in budgeting, three weeks instruction in comparison of prices, homeownership (including the basic process of obtaining a mortgage and the concepts of fixed and adjustable rate mortgages, subprime loans, and predatory lending), and an understanding of the roles of consumers interacting with agriculture, business, trade unions, and government in formulating and achieving the goals of the mixed free enterprise system and financial literacy including subjects of consumer debt, higher education student loans, and identity theft security.

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English

Conspiracy Theories (for English Credit)

Credits 0.5

In Conspiracy Theories, students will investigate well-known conspiracy theories. In the course of these investigations, students will use critical reading, evaluate sources, and analyze information. They will develop arguments defending their theories which they will present orally and in written form. The use of textual evidence and the ability to argue from an opposing viewpoint will be key components of the class.

Digital Literacy

Credits 1

This course prepares students to use technology in a proficient and responsible manner in school, in the workforce, and in everyday life. The course contains skills for working in an Internet or networked environment and the knowledge of what it means to be a good digital citizen and the ability to use technology responsibly. Topics include the benefits and risks of sharing information online, and the possible consequences of inappropriate sharing (oversharing). Students explore the legal and ethical dimensions of respecting creative work. Technology use is a vital employability skill for entry-level and upper-level management positions. Students may be provided with the opportunity to seek industry recognized digital literacy certifications. (ISBE, 2021)

English I

Credits 1

This is the first course of English in the High School Curriculum. This class is designed to introduce students to many different kinds of literature and speech. The students will also focus on grammar skills, will be introduced to Shakespeare, will work on expanding vocabulary and will learn more writing skills. These aspects of English will be taught as follows:

Quarter 1-Literature Quarter 2- Grammar
Quarter 3- Writing/Speech Quarter 4- Literature

English II

Credits 1

This is the second course of English in the High School Curriculum. This class is designed to reiterate what the students learned in English I. The students will go into depth in Grammar, Vocabulary, Greek Mythology, Shakespeare and poetry. These aspects of English will be taught as follows:

Quarter 1-Grammar
Quarter 2- Literature
Quarter 3- Literature/Shakespeare
Quarter 4- Shakespeare/Poetry

English III

Credits 1

This is the third course of English in the High School Curriculum. Students study and read American literature focusing on American playwrights and American authors. Grammar and writing skills are reinforced, and a comprehensive unit on research writing is taught culminating with the writing of an extensive research paper. SAT preparation in the areas of reading, writing, and grammar is also covered.

English IV

Credits 1

This is one option of the fourth course of English in the High School Curriculum. This is not for college credit and will be offered to students who do not meet the requirements to be in the college credit English class. The students will focus on reading and writing at a higher level. They will do this through Sports Writing/Reading, Military Reading/Writing, Drama and Poetry. These aspects of English will be taught as follows:

Quarter 1-Sports Reading/Writing
Quarter 2-Military Reading/Writing
Quarter 3- Drama
Quarter 4- Poetry

Transitional English Language Arts (TELA)

Credits 1

Prerequiste—3 years of English and recommendation of the English staff

Transitional English courses are offered to students during their senior year with the goal of providing students the requisite skills for "day one" success in college level courses. Students who earn a "C" or better in Transitional English will be placed in ENG 101 at any Illinois college or university. Transitional English instruction builds on students' experiential and academic knowledge to develop skills in reading, critical thinking and analysis, and writing that will enhance their success in college-level courses across majors and career pathways. Students will engage with a variety of college level texts of different types, with a primary focus on non-fiction. The course will include a variety of modes which may include technical texts, pictures, journal articles, songs, research briefs, videos, and other nontraditional media.

English 101/College Composition 1

Credits .5

Dual Enrollment--optional Prerequisite -- placement test score for dual enrollment

This course is an introductory course for writing using the textbook, *Strategies for Successful Writing.* The essays covered include narrative, argumentative, classification, descriptive, process analysis, illustration, cause and effect, definition and research papers. Students are taught the essentials of proper research techniques required for a variety of college papers. Required reading includes Shakespeare's *Macbeth* and 15 books of their own choosing. To pass on to the next level, students are required to take an exit exam which is graded by professors at Blackhawk College.

English 102/College Composition 2

Credits .5

Dual Enrollment--optional Prerequisite -- placement test score for dual enrollment

This course builds on the ideas introduced in English 101, with an emphasis on literature. Essays are built around the more complex ideas required for college level thinking and writing. Another research paper is required focused around some of the literature discussed. *The Mercury Reader*, a collection of short stories designed by Blackhawk College professors, is used as the prime text. The novel *The Kite Runner* is also used as a basis for in-depth writing. Students are also required to read 15 novels of their own choosing.

Speech

Credits .5

Students are given an overview of basic speech concepts needed for effective communication. Speeches required are introductory, persuasive, informational, personal experience, and celebration speeches. Students are taught proper form of college citations and research.

Speech 101

Credits .5
Dual Enrollment Prerequisite -- placement test score

Students are given an overview of basic speech concepts needed for effective communication. Speeches required are introductory, persuasive, informational, personal experience, and celebration speeches. Students are taught proper form of college citations and research.

Technical Reading

Credits .5

This course is designed to give students extensive practice reading texts and essays. Over the semester, this course will increase the length and complexity of reading required of students both inside and outside class. Particular attention is paid to text structure and organization. Students are required to participate in discussions in which they critically analyze the author's approach to the articles they read. Students work to improve vocabulary.

Technical Writing

Credits .5

Students will practice writing for practical purposes for personal and job skills. Topics will include correspondence, memos, reports, fact sheets, instructions, proposals, and forms.

Fine Arts

Art I

Credits .5
Prerequisites*: Student must be a Junior or Senior*

Students will become involved in creating art a much higher level and in more detail than was required in Intro to Visual Arts. This class elaborates more fully on design principles, quality of work, and looks more in depth at various artists and art concepts. A wide range of different art skills and concepts will be covered in depth.

Art II

Credit .5
Prerequisites: *Student must be a Junior or Senior and have a desire to prepare for post high school art classes*
Students will be working exclusively to create a portfolio full of student work that can be used to submit for entry into a college. Alternatively, this class will dive extensively into block printing, ceramic work including work on the pottery wheel. The Design principles will be very prevalent throughout this class and we will be working at a very rapid pace to cover as much material as is possible to prepare the student for work at a college level.

Band

Credits .60
The band rehearses three times a week in preparation for the performances. Emphasis will be placed on developing the individual's musical ability as well as skills needed to function as an integral part of the band through music theory and instrumental technique. The band performs at all home football and basketball games, concerts, pep assemblies, I.H.S. A. band contests, parades and graduation. Individual members are selected to participate in the Lincoln Trail band festival. A jazz band may be formed for public performances providing there is sufficient interest. Members of the band also perform in the I.M.E.A. district and state festivals if selected. A final test is given at the end of each semester on instrument technique and music theory.

Ceramics

Credits - .5
Students will be working exclusively with clay and ceramic pieces. Students will work through slab building, coil building, and reductive carving work. Students will also have the chance to work on the pottery wheels that we have in class to create multiple thrown pieces of art work. Glazing, or painting, of clay work will also have some emphasis as we explore the materials that make up glazes and how to apply them effectively.
Class Reqs: no pre-requisites to take this course

Chorus

Credits .40
This chorus rehearses twice a week in preparation for the concert programs. Sacred and secular songs are studied. Required performances include the Christmas concert, spring concert, LTC choral festival, I.H.S.A. solo/ensemble contest and graduation. Members of the chorus also perform in the I.M.E.A. district and state chorus festivals if selected. A swing choir and/or honor ensemble may be formed for public performances providing there is sufficient interest. This group will meet once a week before school. A final test will be given at the end of each semester on vocal technique and music theory.

Drawing

Credit-.5
This class will provide the fundamentals of drawing, shading, perspective, layout, and detail work all using drawing materials. From pencils, to charcoal, to pastels, many forms of drawing will be explored throughout this course. Students will work on still life drawings, portrait drawing, perspective drawing, calligraphy, and other miscellaneous drawing subject matter. Students will also have sketchbook assignments that will be due each week.
Class Reqs: no pre-requisites to take this course

Introduction to Visual Arts:

Credits .5
This class will provide the students with an appreciation of the visual arts. It will be a project and art history related class that will include basic artist concepts of design, art history, art criticism and art appreciation. It will incorporate a wide range of different topics that will introduce the students to the visual arts through a wide range of artistic concepts and skill related projects. The class will center on art appreciation through discussion, evaluation and art production.

Painting / Printmaking

Credit - .5
Students will be exploring the world of both painting and printmaking during this course. The first half of this class will be geared towards watercolor and acrylic painting. We will work through color blending and mixing, tints, shades, and tones, washes, as well as composition. The second half of this class will deal with block carving, screen-printing (t-shirts), and other forms of print making. We will also explore the history of both painting and printmaking as it has progressed through a number of different cultures.
Class Reqs: Preferred Students to be a Junior or Senior, but any student may take course

Photoshop

Credit .5
Students will be given a basic understanding of Adobe Photoshop and will use this program to create various photo related projects and will be developing a digital portfolio full of the student's work. This class will delve into basic Photography and use those skills to generate work for use inside of Photoshop. By the end of this class, students will be very fluent inside of Photoshop and the creation process involved creating a visual piece of art work inside of this program.

Sculpture (mixed media)

Credit-.5
Students will be working with foam core, wood, glue, paper, and other 3D materials to sculpt and create works of art. Students will be exploring both abstract and realistic styles of art. Students will be exploring both natural and man-made materials as they work to create aesthetically pleasing works of art.
Students will also explore the works of other famous sculpture artists both from the present day, and from days past.
Class Reqs: Preferred Students to be a Junior or Senior, but any student may take course

Studio Art:

Credits - .5
This class will provide the students with an appreciation of the visual arts. It will be a project and art history related class that will include basic artist concepts of design, art history, art criticism and art appreciation. It will incorporate a wide range of different topics that will introduce the students to the visual arts through a wide range of artistic concepts and skill related projects. The class will center on art appreciation through discussion, evaluation and art production.
Class Reqs: Freshmen or has not had any Annawan High School Art

Visual Communications (Illustrator)

Credit - .5
Students will be given a basic understanding of Adobe Illustrator and other similar software. Students will use these programs to create various illustrations on their computer. They will be incorporating their own art work with their work inside of Illustrator to create original work that can be used for the web or printing. Students will also be developing a digital portfolio by the end of this class with a collection of all their digital work. By the end of this class, the student will be very fluent with Illustrator and be able to create visual art work inside of this program.
Class Reqs: Preferred Students to be a Junior or Senior, but any student may take course

Mathematics

Algebra 1

Credits 1

This class is a study of language, concepts, and techniques of Algebra that will prepare students to approach and solve problems following a logical succession of steps. Algebra 1 introduces the student to variables, algebraic expressions, equations, functions, inequalities, and their graphical representation. Skills taught in the course lay the foundation for upper level math courses.

Algebra 2

Credits 1

Prerequisite: Passing grade in Algebra 1
This course is designed as a sequel to Algebra I. Along with a review of Algebra 1 topics, other topics include working with polynomials, factoring, algebraic fractions, exponents, radicals, complex numbers, and quadratic equations. An emphasis will be put on reviewing of past topics continually.

Analytic Geometry

Credits .5

Analytic geometry reviews properties of linear functions from Algebra 2 and expands the study of functions to polynomial, exponential, logarithmic, absolute value, piecewise and step functions. The course includes extensive use of the graphing calculator as functions are studied both algebraically and geometrically. All assessments in this course are cumulative.

Calculus

Credits .5

Dual Enrollment-optional (Placement test score required)

This course is available for dual enrollment credit. Topics covered are limits, differentiation and application of differentiation, analysis of graphs, and integration and its applications. All assessments in this course are cumulative

College Algebra

Credits .5

Dual Enrollment (Placement test score required)

This course is available for dual enrollment credit. This class will provide in-depth study of a variety of relations and functions. Applications, and behavior of graphs of linear, rational, piecewise, composite, complex, polynomial, logarithmic and exponential equations and their inverses will be studied. Technology will be used extensively. All assessments in this course are cumulative

Geometry

Credits 1

Students in geometry will study the coordinate plane and properties of geometric shapes such as circles, triangles, quadrilaterals and other polygons. Students will apply the properties studied in combination with prerequisite algebra skills to solve problems relating to geometric shapes. Deductive reasoning skills are used extensively to discover properties and make connections. All assessments in this course are cumulative.

Trigonometry

Credits .5

Dual Enrollment

Trigonometry is the study of functions of angles and graphs and trigonometric identities. Students in this course will study and connect both unit circle and triangle trigonometry. The course will include both practical applications of trigonometry and the more abstract reasoning skills required to complete proofs of trigonometric identities. All assessments in this course are cumulative.

Transitional Algebra

Credits 1.0

This course includes a brief review of signed numbers and equation solving skills, then quickly moves to more advanced topics which include simplifying complex expressions with exponents and the graphical analysis and solving of quadratic and rational functions. Other topics include study and application of proportions and an in depth study of the coordinate plane, linear and quadratic equations, inequalities, and systems of both equations and inequalities. Extensive practice and problem solving will be incorporated. Group work is required for success. All assessments in this course are cumulative. (Students may be enrolled upon recommendation of the instructor.)

Transitional Quantitative Literacy/Stats

Prerequisites: Student must be a senior who has completed high school graduation requirements for math.

Location: Remote

Credits 1.0

At least 25% of the overall grade will come from project or problem-based learning tasks. No more than 25% of the grade can come from homework. Tests make up 50% of the overall grade. A cumulative Final Exam is required and worth 15-25% of the final grade. Students who earn a 70% or better will be eligible to enroll in college-level math coursework at Illinois community colleges and participating Illinois Universities.

Physical Education

Driver Education

Credits 0.5

Classroom

Fee $100

Driver Education is designed to develop an awareness of the many problems that exist within the highway transportation system. Traffic accident prevention is the major theme of the course. Iinstruction on distracted driving as a major traffic safety issue and a demonstration of the proper actions to be taken during a traffic stop and appropriate interactions with law enforcement will be included. Emphasis is place on the development of the physical, mental, and social skill necessary in becoming a safe and efficient driver. This course is offered as a part of the sophomore physical education class. It is also offered to freshmen in the second semester whose birthday would before April.

Lab

The law provides that each student must complete a minimum of six clock hours of behind the wheel driving with the instructor. At least one hour of observation time is required for each hour of practice driving.
Note: House Bill 481 prohibits ineligible public or private high school students from enrolling in and licensed driver education instructors from providing classroom or behind the wheel instruction to ineligible students. Eligibility is granted only to students who have received a passing grade in at least eight courses during the previous two semesters of school.

Health

Credits 0.5

This course is required of all students for graduation. It is designed to develop an understanding of physical, mental, and social growth. A major emphasis is on how personal choice is the key to determining one's level of health. Each student will have the opportunity to assess his or her own behavior as a means to achieving a healthy lifestyle. The following units will be studied: human ecology and health; human growth and development; the emotional, psychological, physiological, hygienic and social responsibilities of family life including sexual abstinence until marriage; prevention and control of disease, including instruction on the prevention, transmission and spread of AIDS; sexual abuse and assault awareness and prevention education; public and environmental health; consumer health; safety education and disaster survival; mental health and illness; personal health habits; alcohol and drug use and abuse, including the medical and legal ramifications of alcohol, drug and tobacco use; abuse during pregnancy; evidence-based and medically accurate information regarding sexual abstinence; the dangers of tobacco and e-cigarettes and other vapor device use; nutrition; and dental health. The program shall also provide course material and instruction to advise pupils of the Abandoned Newborn Infant Protection Act. The program shall include information about cancer, including, without limitation, types of cancer, signs and symptoms, risk factors, the importance of early prevention and detection, and information on where to go for help, and training on how to properly administer cardiopulmonary resuscitation.

Science

Advanced Biology

Credits 1

Advanced Biology provides an introduction to human anatomy and physiology. Human body systems are studied on the basis of anatomy (structures), physiology (how the structures function), and pathology (diseases and disorders). Current topics in human genetics, infectious disease, and cancer are included.

Biological Science Applications in Agriculture

Credits 1

This course is designed to reinforce and extend students understanding of science by associating basic scientific principles and concepts with agricultural applications. Students will examine plant growth and study germination, controlled environment, metabolism, photosynthesis, respiration, translocation, and plant senses. Many experiments will allow the students hands-on study. The course will be a valuable preparation for further education in the sciences relating to agriculture.
Our lessons will include text, handouts, power point, worksheets, lab work, experiments and land lab. We will also have experts in different fields as guest lecturers.
Our objective is to have each student experiment with many different scientific applications to determine their interest in one of the many fields of agriculture. We will have hands on testing, lab work, projects, and presentations.

Biology

Credits 1

Biology is the study of living things. The course content includes: cells, genetics, evolution, ecology, classification, viruses, bacteria, protists, fungi, plants and animals.

Chemistry

Credits 1

Chemistry is the study of elements and compounds and how they react with each other. The course content includes: the atom, energy, chemical reactions, behavior of gases, the periodic table, chemical bonding, solutions, and acid-base theory.

Environmental Science

Credits 1

This course will introduce the students to natural resources(air, water, soil,…) ecology, forestry, wildlife, the environment, alternative energy(solar, thermal, electric, ethanol, biodiesel, wind…), recycling and weather. This class will study population ecology, agriculture sustainability, waste management, and the many career opportunities.
Our lessons will include some handouts, worksheets, model building, water testing, energy production, class presentations, hydroponics growing, aquaculture usage, and guests from IDNR, EPA, Giant Goose and other local environmentalists.
Our objective is to make the students aware of the many alternatives that are available for careers, how they can help the environment, energy use and waste control through recycling, and conservation.

Horticulture

Credits 1

This course is designed to introduce the many different areas of horticulture including: vegetables, fruits, flowers, trees, and landscaping. The students will examine plant growth in a controlled environment, germination, hydroponics, aeroponics, plant propagation, fertilizers, water, light, and the affects plant on growth. This course will be a valuable preparation for anyone interested in the many careers related to Horticulture. Our lessons will include text, handouts, power point, worksheets, lab work, experiments, and outside land lab. We will also have experts from greenhouses, flower shops, landscaping, and lawn maintenance businesses present. Our objective is for each student to experiment with different scientific applications as controls to determine their interest in one of the many fields of agriculture. We will have hands-on experiments, projects, lab work, and presentations.

Physical Science

Credits 1

Physical Science is an introduction to physics, chemistry, earth science, and astronomy. This course is designed to build a conceptual base in physics and chemistry, which can then be applied to other scientific disciplines. The course content includes: motion, energy, electricity, heat, sound, light, elements, periodic table, chemical bonding, chemical reactions, rocks, minerals, earth's internal dynamics, weather, the solar system, stars, and relativity.

Physics

Credits 1

Physics is concerned with the relationship between matter and energy. The course content includes: measurement, force, accelerated and non-accelerated motion, wave motion, rotational motion, fluid mechanics, sound, light, electricity, and magnetism,

PSAA- Physical Science applications in Agriculture

Credits 1

This course is designed for students looking at the principles, concepts, laws of science, and the mathematical applications as they support and help explain the science in agriculture. We will test plants and animals and different growth techniques. We will look at pest management and insect identification. We will study crops and weeds to determine the best practices for growth or control, and also animals. We will do an investigation of our food industry. We will grow plants, vegetables, small trees…in the plant lab. We will also use our test plot.
Our lessons will include text, handouts, power point, worksheets, plant lab, land lab, and experiments. We will have guest lectures, from the area experts.
Our objective is to have each student experiment with many different scientific applications to determine their interest in the many areas of agriculture that are available from this perspective. Hands on testing, lab work, projects, and presentations are some of the skills they will use.

Social Science

Civics

Credits .5

The first half of this course will deal with the general study of government and the creation of the U.S. government. This portion of the class will greatly deal with the events that lead up to the American Revolution and the creation of the Declaration of Independence and the Constitution. We will examine the Illinois and U.S. Constitution and proper use of the flag the second half of the class. We will also compare our government to other major forms of government. This course meets the Illinois Civics requirement and helps young people acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives; addresses government institutions; discusses current and controversial issues; and includes service learning and simulations of the democratic process.

Conspiracy Theories (for Social Science Credit)

Credits 0.5

In Conspiracy Theories, students will investigate well-known conspiracy theories. In the course of these investigations, students will use critical reading, evaluate sources, and analyze information. They will develop arguments defending their theories which they will present orally and in written form. The use of textual evidence and the ability to argue from an opposing viewpoint will be key components of the class.

Culture and Communications

Credits .5

Psychology

Credits .5
Dual Enrollment Prerequisite – Placement test score

Students will take exams covering the units in the textbook plus numerous outside readings, papers, and projects-both individual and group. The course is comprehensive and broad in scope. The textbook is college level. The course focuses on Biology, behavior and environment interact in complex ways to produce what is defined as abnormal. Historical material, pertinent research and relevant case studies provide an understanding of abnormal psychology and its impact on all of us. It is strongly suggested that only serious students with a high commitment to success take this course.

Social Studies Issues

Credits .5

Students will study current social science topics such as Minimum wage, gun rights, health care, racial issues, immigration issues, and many other current events topics.

Sociology

Credits .5
Dual Enrollment Prerequisite -- COMPASS Reading test score

Students will take exams covering the units in the textbook plus numerous outside readings, papers, and projects-both individual and group. The course is comprehensive and broad in scope. The textbook is college level. Topics cover a range from Sociology Theory and perspective to social stratification and various culture topics. It is strongly suggested that only serious students with a high commitment to success take this course.

U.S. History

Credits 1

This course presents a general overview of U.S. History from after the civil war to the present. You will study the growth in size and power of the United States along with America's triumphs and tragedies. Coursework will include the following topics: the role and contributions of ethnic groups and the labor unions, events related to the forceful removal and illegal deportation of Mexican-American U.S. citizens during the Great Depression, the role and contributions of lesbian, gay, bisexual, and transgender people, the contributions to society by Americans of different faith practices, including, but not limited to, Muslim Americans, Jewish Americans, Christian Americans, Hindu Americans, Sikh Americans, Buddhist Americans, and any other collective community of faith that has shaped America, the events of Black History, including the history of the African slave trade, slavery in America, and the vestiges of slavery in this country, the events known as the Holocaust, the events of the history of women, and disability history, people with disabilities, and the disability rights movement.

World History

Credits 1

This course will be a full year study of general history of the world from prehistoric age to present day. The emphasis of the class will be on the development of western civilization. Instruction will include a study of acts of genocide across the globe, including but not limited to the Armenian Genocide, the Famine-Genocide in Ukraine, and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan.

Spanish

Spanish I

Credits 1

Spanish I establishes a firm basic understanding of the Spanish language with emphasis on speaking and comprehension through basic grammar lessons such as:

- noun / adjective agreement
- subject / verb agreement and conjugation
- possessive & demonstrative adjectives
- direct object pronouns
- stem-changing verbs

Other aspects of Spanish I include reading within their controlled vocabulary and demonstrating their skills by putting their thoughts in grammatically correct sentences and paragraphs. A vital part of the class is to also acquire sensitivity to the Spanish culture, its people and customs through culture projects, holiday celebrations and Hispanic arts and crafts.

Spanish II

Credits 1

Spanish II builds on basic grammar with more emphasis on the usage of:

- direct and indirect object pronouns
- the preterit (or past) tense of verbs
- the command form (tú)
- compound tenses
- comparatives and superlatives

Besides speaking, it continues to build on their writing skills with good grammatical form and idiomatic usage through a newspaper project. This project requires students to write, edit and publish a weekly school newspaper entirely in Spanish. This class also expands their familiarity with Hispanic culture through more in-depth projects and exposure to the holidays and customs of Hispanics.

Spanish III

Credits 1

Spanish III develops greater proficiency in speaking, reading, writing and understanding spoken Spanish. It introduces more advanced grammar including:

- reflexive verbs
- irregular preterit verbs
- the two past tenses (preterit and imperfect)
- possessive pronouns
- negative word construction

The class continues to build on their writing skills, reading comprehension and conversational fluency. It also includes several opportunities of exposure to Hispanic culture and customs.

Spanish IV

Credits 1

Spanish IV is the culminating year for students to apply their previous years of knowledge. This class is formed for them to learn new things while "putting together the pieces" of the past three years. The students are exposed to advance grammar like:

- continuation of the preterit and imperfect tenses
- advanced usage of indirect and direct object pronouns
- future tense
- affirmative and negative commands (tú, Ud. and Uds.)
- present perfect tense
- conditional tense

For the final quarter, we read literature in Spanish as a class to enhance students' reading comprehension and retention of vocabulary. This gives students the chance to recall and apply the grammar concepts of the past years to translate and comprehend a large reading of Spanish. As our final unit, students complete a unit based on a chosen country that enhances their overall appreciation of other cultures and the importance of knowing a second language.

Vocational

Accounting I

Credits .5

Accounting I is a skill-level course that is of value to all students pursuing a strong background in business, marketing, and management. In this year-long course, students learn accounting principles and practices, beginning with a service business organized as a proprietorship and progressing to a merchandising business organized as a corporation. Technology is integrated throughout the course with Automated Accounting software and Microsoft Excel.
Students are required to apply concepts learned to complete all aspects of the accounting cycle. They are also expected to make business decisions based on the financial reports produced. This course includes planned learning experiences that develop initial and basic skills used in systematically computing, classifying, recording, verifying and maintaining numerical data involved in financial and product control records including the paying and receiving of money. Instruction includes information on keeping financial records, summarizing them for convenient interpretation, and analyzing them to provide assistance to management for decision making. In addition to stressing basic fundamentals and terminology of accounting, coursework provides an initial understanding of the preparation of budgets and financial reports, operation of related business machines and equipment, and career opportunities in the accounting field. Processing employee benefits may also be included. Practice sets with business papers are used to emphasize actual business records management.
Course Objectives:
1. Develop a basic accounting vocabulary.
2. Apply basic accounting principles to various business situations.
3. Understand the accounting cycle.
4. Analyze and record business transactions
5. Use basic math, algebra and reasoning skills to solve homework assignments that will further the understanding of the accounting system.

Adult Living

Credits .5
Adult living is designed to empower students to take action to develop life skills that will help them effectively manage the roles, and responsibilities of family, careers, and community. A focus will be given to developing skills and knowledge to enable students to maintain an independent living environment by making responsible adult choices. Students will learn to set goals for a career, manage multiple roles, maintain respectful and caring relationships with improved communication skills, understanding of parenting roles, coping skills, skills for dealing with stress, and the functions of the informed consumer. This course goes beyond core knowledge in preparing students to be independent productive members of society as a whole.

Ag Business 1

(Intro to Ag Economics)
Available for Dual Credit
Credits .5

An introductory course covering selected agricultural economics principles and topics. Includes economic principles applied to agricultural problems; agriculture as business; resource utilization; production principles; profit maximization; supply and demand principles; market structures and price determination; finance; and agricultural policy. Other topics covered are the world food situation and food production; agricultural trade; and the role of agriculture in economic growth. Special emphasis is placed on applying economic theories and principles to solving problems facing agricultural producers and agricultural industries.

Agricultural Construction Business

Credits .5

This course combines agricultural economics principles and agricultural construction skills. Students will plan, develop, and construct projects while applying agriculture business skills. Business skills emphasized include: agriculture as business; resource utilization; production principles; profit maximization; supply and demand principles; market structures and price determination; and finance. The construction aspect will focus on laboratory experience, project construction, and in-depth skill development. Students will have the opportunity to construct projects and use business skills to determine effective ways to sell, purchase, and promote the projects.

Ag Business 2

(Intro to Ag Management)
Available for Dual Credit
Credits .5

The functions of management applied to the problems of agricultural producers and business managers will be studied. Topics to be covered include resource analysis, budgeting, enterprise planning, and labor management. The major focus of the course will be on planning and budgeting.

Agricultural Business Construction

Credits .5

This course combines agricultural economics principles and agricultural construction skills. Students will plan, develop, and construct projects while applying agriculture business skills. Business skills emphasized include: agriculture as business; resource utilization; production principles; profit maximization; supply and demand principles; market structures and price determination; and finance. The construction aspect will focus on laboratory experience, project construction, and in-depth skill development. Students will have the opportunity to construct projects and use business skills to determine effective ways to sell, purchase, and promote the projects.

Ag Construction and Repair

Credits .5

This course is designed to develop student knowledge and skills in the area of hand and power tools, and construction. This class will include planning, materials list, cutting list, selecting materials, building and constructing class and students projects. There will also be surveying, concrete work, painting and plumbing.
Our lessons will include power point presentations, worksheets, handouts, problem solving, visit to a construction site, and projects. Each student will have hands on activities.
Our objective is to teach basic skills that they will know the safe procedure in working with hand and power tools and will be able to take them with them in their future jobs or careers. This class has many hands on activities.

Ag Independent Study

Credits varies

Students must have permission of the instructor and administration to be enrolled in this course. It provides an opportunity for students to enroll in an ag course when traditional offerings do not fit into the student's schedule. This course will contain introductory agricultural content with exposure to some advanced concepts. Coursework will be aligned with the goals and objectives of the area vocational center as well as with local and state standards. Each student will collaborate with the teacher to design and carry out an independent project related to agriculture. Students must be able to meet with the instructor and devote time outside of school hours to meet the requirements of this course. Grades in this course do not count towards GPA.

Agricultural Leadership

Credits 0.5

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

Ag Mechanics- Electricity

Credits .5

This course offers learning experiences designed to provide instruction and training in the use of electrical wiring. This course teaches diagramming and hands on wiring exercises. The students will learn basic skills to do wiring. Each student will learn operation, maintenance, troubleshooting, tool id, and wiring supplies needed to accomplish the job.
Our lessons will include power point presentations, diagramming, worksheets, handouts, problem solving, guest speakers, and projects. Each student will do hands on activities.
Our objective is teaching basic skills they can take with them and use at their home or job and future jobs or careers. This class has many hands on activities.

Ag Mechanics- Small Engines

Credits .5

This course focuses on the knowledge, hands-on skills and work place skills applicable to construction in the agricultural industry. Major units of instruction include:

- Safety
- Small Engine Operation
- Small Engine- Assembly & Disassembly
- Small Engine- troubleshooting

Each student will spend a good amount of time in the shop working on their own motor. We will also have power point presentations, worksheets, and handouts.

Our objective is to teach basic skills, safe work procedures, and procedures in diagnostic and repairs of small engines.

Ag Math

Credits 1

Applied Mathematics in Agriculture will apply knowledge and skills related to mathematics, including algebra, geometry, and data analysis in the context of Agribusiness Systems and Power, Structural, and Technical Systems. Topics covered may include whole numbers, fractions, decimals, ratios, measurements, basic algebra, plane geometry, solid figures, triangle geometry, intermediate algebra, and statistics. Course topics may be applied in class business and/or structural projects. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects are an integral course component for leadership development, career exploration, and reinforcement of academic concepts.

Apparel merchandising and construction

Credits .5

This course is intending for students who have an interest in the fields of design, apparel, textiles, and clothing construction. Experiences will include pattern design, surface design, principles of clothing construction, fitting, alterations, and custom sewing.

BA 215 Personal Investing

Credits .5
Dual Enrollment
Satisfies Consumer Education Requirement if taken at Annawan High School

This is an introductory personal investment course which will introduce students to the financial markets, stocks, bonds, mutual funds, IRAs and money markets. Students will learn the basics of person finance, consumer awareness, and financial responsibility. Students will become familiar with investment and financial jargon, understand the basic tools of investing, and get practical experience in establishing, monitoring, and managing a personal portfolio via an online trading simulation.

Child Development

Credits .5
Dual Enrollment

Computer Concepts and Software Applications

Credits: .5

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

Computer Design

Credits: .5
This course teaches the principles of drafting through the use of a computer-assisted drafting program, Autodesk CAD LT. Basic drawing shapes and principles are learned and are applied to "real-world" drawings, including basic floor plans. Students are given the opportunity to become familiar with a CAD program that is one of the standards of industry.

Cooperative Education

Credits: varies

Interrelated Cooperative Education is a capstone course designed to assist students in the development of effective workplace skills and attitudes through practical, advanced instruction in school and on the job through cooperative educating. Approximately half of the school day is spent taking classes at school and the other half in on-the-job training supervised by the designated training sponsor and coordinated by the teacher-coordinator. The related class at school is planned to develop skills and attitudes that are applied on the job. A training plan is developed jointly by the teacher-coordinator, training sponsor, and student that identifies training to be provided. The related class at school, which is required for all students enrolled in the Co-op work program, is designed to complement the students' on-the-job experience. Units of study include, but are not limited to, workplace skills and ethics, preparation of résumés and cover letters, interviewing, decision making, career exploration, workplace ethics, communicating on the job, and maintaining professionalism.

Desktop Publishing

Credits: 1

Desktop Publishing is a skill-level course for students who have completed Keyboarding/Introduction to Computers. This course includes the concepts and terminology related to the equipment and procedures of desktop publishing as well as skill development in the use of desktop publishing software. Working in a project-based environment with the goal of creating the school yearbook, students will create rough drafts, correct copy, and design original layouts. They will also create, input, and update databases, mailing labels, and spreadsheets. In addition, students will create and maintain directories and follow backup procedures. They will learn the basics of photography and edit original photographs. They will apply proper grammar, punctuation, spelling, and proofreading practices. Accuracy will be emphasized. Workplace and communication skills (thinking, listening, composing, revising, editing, and speaking) will be taught and integrated throughout the course.

FCS 1 & 2

Credits .5 each

This sequence of courses is a survey of family and consumer science as a field of study. Students will explore career opportunities in family and consumer science as well as the connection to many different disciplines. Students will also be equipped with the basic knowledge of the many aspects of the family and consumer science curriculum.

Foods

Credits .5

Foods 1 is a technical laboratory course that introduces principles of food preparation, food safety, sanitation, food science, and nutrition. These principles are interpedently developed with personal growth, skills development, heath, wellness and technology. Students will utilize these principles and skills as they develop cooperation while completing culinary labs. Students in this course will be evaluated in labs, individual assignments/ assessments and group work.

Fundamentals of Baking

Credits .5

Fundamentals of baking including techniques and concepts related to dough, quick breads, pies, cakes, cookies, and other basic baked goods. Topics include baking terminology, tool and equipment use, formula conversions, and functions of ingredients..

Housing and Interior design

Credits .5

Housing and interior design is a course designed to prepare students to understand the affects of housing decisions. Topics in this course included influences on the social/ psychological decisions when making housing choices. Other topics covered in this course will include housing issues, principles of design, home furnishing and equipment, home care, and the exploration of housing careers.

Information Processing I

Credits: .5

Information Processing I is a skill-level course that includes the concepts and terminology related to the people, equipment, and procedures of information processing as well as skill development in the use of information processing equipment. Students will operate computer equipment to prepare memos, letters, reports, and forms. Students will create rough drafts, correct copy, process incoming and outgoing telephone calls and mail, and transmit and receive messages electronically. Students will create, input, and update databases and spreadsheets. Students will create data directories; copy, rename, move, and delete files, and perform backup procedures. In addition, students will prepare files to merge, as well as create mailing labels and envelopes from merge files. Students will learn to locate and retrieve information from hard copy and electronic sources, and prepare masters for presentations using presentation software. Students will apply proper grammar, punctuating, spelling and proofreading practices. Accuracy will be emphasized. Workplace skills as well as communication skills (thinking, listening, composing, revising, editing, and speaking will be taught and integrated throughout this course.

Information Processing II

Credits: .5

Information Processing II is a skill-level course for students who have completed Information Processing I.
Students will create and update documents using word processing and desktop publishing programs and put together slideshows, speaker notes and handouts using presentation software. Students will revise data in a stored database and use queries to create customized reports. Students will edit and utilize calculation functions in spreadsheets, integrate graphics, spreadsheets, tables, text and data into documents and reports, and create graphs and charts from spreadsheets. Students will learn to conduct research on the internet and/or intranet, prepare and answer routing correspondence, organize and maintain inventory, order equipment and supplies, and perform routing equipment maintenance.
Students will apply proper grammar, punctuating, spelling and proofreading practices to documents and reports. Accuracy will be emphasized. Workplace skills as well as communication skills will be taught and integrated throughout this course.

A simulated information processing center or work based learning experience may be used to provide students with the experience of working in the environments of an information processing center.

Introduction to Agriculture

Credits .5

This introductory course provides the opportunity for students to learn about the significance of agriculture in our society, basic record keeping, orientation to the FFA, leadership skills, parliamentary procedure, judging, public speaking, the economic importance of agriculture at the local, state, national, and international level, and many career opportunities. There is introductory level of mechanics in tools, construction, and shop skills. Also, plants and animals are introduced to the students.
Our lessons will include some handouts, power point presentations, worksheets, guest lectures, shop work, lab work and plot work. Students will have many opportunities for hands on learning. Our objective is to get students excited about agriculture or one of the many related fields and discover many career opportunities. Students will learn basic computer record keeping skills, tool usage and application, animal and plants with many hands on activities.

Introduction to Business

Credits .5

Introduction to Business is a semester-long course that provides a broad overview of the principles and functions of business. Topics include: business ownership, management, economics, global business practices, finance, technology, human resource management, and business law. Readings will directly follow the outline of the text and also include current event readings through Businessweek, the Star Courier, and the Dispatch...
Students will develop and understand basic business vocabulary, apply basic business principles and concepts to various current business situations, develop an understanding of the business climate today, and use basic reasoning skills to develop insightful essays and class discussions.

Keyboarding /Introduction to Computers

Credits: .5

Keyboarding and Formatting I is a course designed to develop basic skills in touch keyboarding techniques for entering alphabetic, numeric, and symbol information found on computers and terminals. Students will learn to edit and format text and paragraphs, change fonts, work with headers and footers, cut and paste text, create and use tab keys, create labels, and work with multiple windows. Students will format documents such as letters, envelopes, memorandums, reports, and tables for personal, educational, and business uses. During the second half of the course, major emphasis is placed on formatting documents, improving proofreading skills, and increasing speed and accuracy.

Marketing

Credits .5

This course provides a solid foundation for the skills required for entry level into the field of marketing. Skills taught are money management, advertising psychology, advertising layout principles, and personal sales skills. The course also includes economics of marketing, federal and state tax concepts and basic operation of a marketing business. Skills in customer relations and product service planning are included throughout all units.

Multimedia and Web Design

Credits: .5

Multimedia and Web Design is a skill-level course for students who have completed Keyboarding/Introduction to Computers. This course introduces the students to interactive multimedia software and the basics of web design. They will work with photo editing software to manipulate scanned images, computer graphics, and original artwork, including animations. Students will work in a project-based environment to create presentations and a website using HTML and an HTML editor. They will also use hardware and software to capture, edit, create, and compress audio and video clips.

Parenting

Credits .5

Parenting addresses the skills, knowledge, behaviors and attitudes need to support and promote the growth and development of infants, children, and adolescents from physical, social, and emotional aspects. This course uses a project and discussion based approach to utilize and develop higher order thinking, communication, and leadership and management skills as they relate to raising children and family dynamics.

Personal Social Development

Credits .5

Personal Social Development introduces students to theories and research related to a wide variety of personal and social developmental issues. An understanding of various aspects of social, moral, and emotional development will be gained through the study of biological, cultural, and social influence on the human being. Students will apply the knowledge they gain to everyday concerns and issues involving both children and adults, through research, discussion, and written theory.

Veterinary Science

Credits 1

This course will develop students' understanding of the small and companion animal industry, animal anatomy and physiology, animal ethics and welfare issues, animal health, veterinary medicine, veterinary office practices, and animal services to humans. Career exploration will focus on veterinarian, veterinary lab technicians, office lab assistants, small animal production, research lab assistant, and animal nutrition lab technician. Improving computer and workplace skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects are an integral course component for leadership development, career exploration, and reinforcement of academic concepts.

Welding I and II

Credits .5 each

This course pairing focuses on the knowledge, hands-on skills and work place skills necessary to gain accessibility to the job market as an apprentice welder. A large amount of time is spent in the shop using all welding skills taught in many projects. Major units of instruction include:

- Safety
- Arc Welding
- MIG Welding
- Plasma Cutting
- Gas Welding-Torching & welding

Students will weld with 6011, 6013, 7018 welding rods in all positions. They will learn operation and use of gas welding equipment: cutting and heating and fusion. They will then weld in all positions with MIG welders. They will be introduced to TIG welding and spend some time with Plasma cutting.

Our Lessons will include power points, handouts, and worksheets. Each student will have their own work station in the shop and spend a good deal of time with hands on work with all equipment.

Our objective is to prepare each student with skills they can use at home or on a job, perhaps a future internship.

Metal Fabrication I and II

Credits .5 each

This course will emphasize the development of metalworking skills necessary to succeed in careers in the agricultural metal fabrication industry. The course will cover both cold- and hot-metal working techniques. Topics of instruction will include metal identification and properties, metal preparation, use of an oxy-acetylene torch, plasma cutting and cutting operations, arc welding, MIG welding, TIG welding, and project design and construction. Improving workplace and computer skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects are an integral course component for leadership development, career exploration, and reinforcement of academic concepts.