



2025-2026

HIGH SCHOOL COURSEBOOK



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Lanphier High School
1300 N. 11th Street
Springfield, IL 62702
217/525-3080
217/525-3073 (Guidance Office)
Ms. Alicia Miller, Principal



Springfield Southeast High School
2350 E. Ash Street
Springfield, IL 62703
217/525-3130
217/525-3150 (Guidance Office)
Mr. Cody Trigg, Principal



Springfield High School
101 S. Lewis Street
Springfield, IL 62704
217/525-3100
217/525-3106 (Guidance Office)
Dr. Lisa Leardi, Principal



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Honor, Service & Athletic Opportunities

Honor & Service Societies :

Key Club
National Honor Society
Service Learning
Student Council
TEACH



Sports/Activities

FALL

Cross Country – Boys & Girls
Cheerleading – Coed
Football – Coed
Golf – Boys & Girls
Pom Pons – Girls
Scholastic Bowl – Coed
Soccer – Boys
Speech – Coed
Swimming – Girls
Tennis – Girls
Volleyball – Girls

WINTER

Basketball – Boys & Girls
Cheerleading – Coed
Ice Hockey Club – Boys
Pom Pons – Girls
Speech – Coed
Swimming – Boys
Wrestling – Coed

SPRING

Baseball - Boys
Soccer – Girls
Softball - Girls
Speech – Coed
Tennis – Boys
Track & Field -
Boys & Girls



For more information, please contact Jason Wind, Coordinator of Athletics, Physical Education and Health, at 217/525-7911 or jwind@sps186.org.

Non-Discrimination – Equal Educational Opportunity

The Board is committed to the concept of equal access to quality education for every student in the District regardless of race, creed, color, gender (including identity), national origin, sexual orientation or disability. (Board Policy 600.01)

School sponsored clubs are those directly under the control of school authorities. Such clubs shall not be associated with or sponsored by any political or religious organization, or by any organization which denies membership on the basis of race, color, creed, gender (including identity), national origin, political belief, sexual orientation or disability. (Board Policy 730.011)



Industry-Recognized Credentials Running List



View the collection of recommended [industry-recognized credentials \(IRCs\)](#) in Career and Technical Education pathways that students may earn during or immediately following high school.

Credentials included here should be those that employers recognize as favorable or preferential when recruiting, hiring, promoting, and retaining their workforce. The list is meant to be flexible and continuously updated; therefore we encourage and welcome feedback from industries hiring in CTE career pathways. There are tabs* sorted by career areas including:

01

Agriculture, Food, and National Resources

02

Arts and Communications

03

Finance and Business Services

04

Human and Public Services

05

Information Technology

06

Manufacturing, Engineering, Technology, and Trades

07

Health and Science Technology

What is an Industry-Recognized Credential?

An industry-recognized credential is a work-related credential, certification, or license that:

1. Verifies, through a valid assessment, an individual's qualifications or competence in a specific skillset related to a particular industry or occupation;
2. Is issued by an industry-related organization or state licensing body with the relevant authority to issue such credentials; and
3. Is broadly sought or accepted by employers as a recognized, preferred, or required credential for recruitment, screening, hiring, retention, or advancement purposes.

Sole Source Credentials

If you are a credential provider and wish to be added to the list: Illinois State Board of Education does not endorse specific sellers/providers of credentials. The only condition under which a provider will appear on this list is if the provider is the sole provider and the credential is tied specifically to their product(s) or processes. An example would be Amatrol credentials, Microsoft Suite products, etc.

Online Industry Feedback Form

If you are industry professional and would like to provide feedback on our current listing, please utilize the [online form](#). **We thank you in advance for taking the time to help us.**

*One tab features unspecified career areas (may apply to many)

isbe.net/CTE

July 2023



Illinois
State Board of
Education

Post- Secondary Requirements

Colleges prefer a traditional preparatory curriculum that includes the following areas:

- 4 years English, including composition and literature
- 3 years Social Science
- 3 years Mathematics
- 3 years Natural Science (with labs)
- 2 years (minimum) of one Foreign Language

Colleges also look favorably on enrichment courses that supplement a strong academic program. These areas provide important electives for students who wish to enhance their course of study:

- Business
- Family and Consumer Science
- Fine and Performing Arts
- Career and Technical

Always check individual college catalogs for specific requirements for admission.

Public, Private & Highly Selective Colleges & Universities

Different types of institutions of higher education have varied general requirements. While prerequisites may change from year to year, the following minimum guidelines exist:

Public Colleges/Universities

- English – 4 years
- Social Sciences – 3 years
- Mathematics – 3 years
- Science – 3 years

Private Colleges & Universities

- Foreign Language – 2 to 3 years
*some will accept Fine Arts
- English – 4 years
- Social Science – 2 to 3 years
- Mathematics – 3 to 4 years
- Science – 3 years

Highly Selective Colleges/Universities

- English – 4 years
- Social Science – 4 years
- Mathematics – 4 years
- Science (Lab courses) – 4 years
- Foreign Language – 4 years
- Academic Electives – 2 years



Course Schedule & Level Changes

The Assistant Principals or Guidance Deans make schedule changes. Please note that until Assistant Principal or Guidance Dean makes the change, students must attend all seven classes on their schedules.

All changes are dependent upon available seats in the class. In the event that a student wish to change a course or leve, the follow procedures will be used:

Changing Classes

The parent/guardian must be notified of all core subject or weight changes.

Course changes should be made PRIOR to the first day of class in each semester.

NO course changes will be made after the 10th day of class.

Students changing courses are responsible for making up ALL assignments, tests, and quizzes.

Level Changes

Students requesting a level change should pick up a form in the Academic Office and obtain all necessary signatures.

Students should remain in the course until they are contacted by their Assistant Principal or Guidance Dean.

Level changes are always contingent upon availability in classes. Overloading classes to accommodate a change will not be approved.

Level changes may be made up until the end of 1st quarter for the first semester or up until the end of 3rd quarter for second semester.

Withdrawing From A Class

To initiate a withdrawal from a class, students must make an appointment with their Assistant Principal or Guidance Dean. When students withdraw from a course, the following conditions prevail:

- Students may withdraw from a semester course through the 25th day of the semester for the first semester and the 25th day of the semester for the second semester.
- Students who withdraw from a course after the deadline will be given a “WF” or “WP” depending on the student performance at the time the class is removed from the schedule. Students will then be assigned to study hall
- Students who withdraw from the course after the deadline may not enter another credit course until the beginning of the next semester.
- Students must remain in the class until the change process is completed by the Assistant Principal or Guidance Dean.

****See Appendix D regarding AP Drop Request Policy and Drop Request Form**

Semester Grade Calculation

Starting in the 2017-18 school year, semester grades began incorporating percentages earned for each letter grade to provide a more accurate representation of student performance and reward effort on final exams. This change aims to better prepare students for comprehensive test-taking and build their stamina for extended testing scenarios.

How Semester Grades Are Calculated

Semester grades are weighted as follows:

Quarter 1: 40%

Quarter 2: 40%

Final Exam: 20%

If using the percentage earned for each letter grade benefits the student, it will be factored into their semester grade. For example:

A student earns:

89% (B) in Quarter 1

89% (B) in Quarter 2

94% (A) on the final exam

Using the weighted formula:

$$(89 \times 0.4) + (89 \times 0.4) + (94 \times 0.2) = 90\% \text{ (A)}$$

This rewards the student's effort and mastery demonstrated on the final exam by raising their semester grade from a B to an A.

If factoring percentages does not benefit the student, the traditional grade combination chart will still be applied. (see next page)

Course Credit Requirement

To earn credit for the course, a student must pass at least 2 out of 3 grading components (Quarter 1, Quarter 2, and the Final Exam).

Please see the website for updates to final exam policies.



Final High School Semester Grade Combinations

1 st Q	2 nd Q	Final Exam	Semester Grade
A	A	A	A
A	A	B	A
A	A	C	A
A	A	D	B
A	A	F	B
A	A	0	C
A	B	A	A
A	B	B	B
A	B	C	B
A	B	D	B
A	B	F	B
A	B	0	C
A	C	A	B
A	C	B	B
A	C	C	B
A	C	D	B
A	C	F	C
A	C	0	D
A	D	A	B
A	D	B	B
A	D	C	C
A	D	D	C
A	D	F	C
A	D	0	D
A	F	A	C
A	F	B	C
A	F	C	C
A	F	D	C
A	F	F	F
A	F	0	F

1 st Q	2 nd Q	Final Exam	Semester Grade
B	B	A	B
B	B	B	B
B	B	C	B
B	B	D	B
B	B	F	C
B	B	0	D
B	C	A	B
B	C	B	B
B	C	C	C
B	C	D	C
B	C	F	C
B	C	0	D
B	D	A	C
B	D	B	C
B	D	C	C
B	D	D	C
B	D	F	C
B	D	0	D
B	F	A	C
B	F	B	C
B	F	C	C
B	F	D	D
B	F	F	F
B	F	0	F

1 st Q	2 nd Q	Final Exam	Semester Grade
C	C	A	C
C	C	B	C
C	C	C	C
C	C	D	C
C	C	F	C
C	C	0	D
C	D	A	C
C	D	B	C
C	D	C	C
C	D	D	D
C	D	F	D
C	D	0	D
C	F	A	C
C	F	B	D
C	F	C	D
C	F	D	D
C	F	F	F
C	F	0	F
D	D	A	C
D	D	B	D
D	D	C	D
D	D	D	D
D	D	F	D
D	D	0	D
D	F	A	D
D	F	B	D
D	F	C	D
D	F	D	D
D	F	F	F
D	F	0	F



College Admission Checklist

Freshman Year

- Career Exploration Activity
- Get to know your Assistant Principal
- Take an ACT prep test
- Check your college admissions requirements.
- Plan a college preparatory course schedule for all four years of high school
- Plan ahead for courses that require prerequisites
- Recognize that class rank and grade point average (GPA) are calculated beginning in grade 9. These are based on final grades in all courses attempted.
- Participate in extracurricular and community activities. Colleges are looking for students who have achieved in areas beyond academics.



Sophomore Year

- Take a career development experience.
- Take the preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (SAT/NMSQT).
- Take an ACT/SAT prep test.
- Take the hardest courses in areas where you excel. Investigate college course requirements.



Junior Year

Engage in a pre-apprenticeship or youth apprenticeship program.

Continue taking courses that will sharpen your skills for college and enhance admission prospects.

Visit your Assistant Principal or Guidance Dean and your Post Secondary Coach.

Attend College Night if offered at your school.

Take the ACT/NMSQT in October. National Merit semifinalists are selected from students who take this test in the eleventh grade.

Ask your parents to check on scholarship programs, which may be offered through their employers.

At mid-year, begin to investigate specific college possibilities:

- 1) meet with your Post Secondary Coach
- 2) research colleges
- 3) sign up to talk with visiting college representatives

Write or call colleges requesting information

Check catalogs for specific entrance requirements (courses, tests, and dates).

Enroll in ACT/SAT or other college entrance tests. Registration materials are available in the Academic Office.

Spring and summer are times to visit college admissions offices. Write or call ahead for an appointment.

Ask about financial aid and scholarships.

Consider attending a summer program on a college campus.

Senior Year

Engage in an apprenticeship program.

Continue investigating various post-secondary school options in the fall. Become familiar with college deadlines. Request applications, catalogs and financial aid information.

Retake the ACT Test if necessary.

See your Academy Assistant Principal and Post Secondary Coach. Try to arrange college visits on teacher institute days or holidays

Attend College Night if offered at your school. Talk with college representatives.

Narrow your choices of colleges and try to categorize them:

- a “reach” school
- a school for which you are reasonably confident about meeting admission standards
- a school for which you may exceed the admissions standards

Pay close attention to application deadlines.

Send test scores directly from testing agencies to colleges to which you are applying.

Send mid-year grades, if requested.

Complete the Federal Financial Aid Student Application (FAFSA). See your Academic Office for details.

If you are accepted at more than one school, make the final decision on the college you will attend and send your acceptance by May 1.

Notify the other school that you will be going elsewhere.

Request that your final transcript is sent to the college of your choice.

Work Permit Information

District 186 students who are 14 or 15 years of age may apply for a work permit through the School Support Office that is located in our District office | 3063 Fiat Ave.- Springfield, Il 62703.

Students under the age of 14 are not eligible to work and cannot be issued a work permit. A student seeking to have a work permit completed must follow these steps:

Students wanting to apply for a work permit must meet the following qualifications:

Statement by Prospective Employer - Prior to receiving a work permit the employer must complete this form. The form can be picked up at the guidance office of the school the student attends or can be picked up at the School Support Office at 1900 West Monroe.

Principal's Statement - If the student is seeking employment during the school year or plans on working during the school year they must have the Principal's Statement completed and signed by their school administrator. **If the student is seeking summer employment the Principal's Statement does not need to be completed.**

Students will need to bring a copy of their birth certificate & social security card.

After the student has a completed Prospective Employer form in their possession they should bring this form, the Principal's Statement (if applicable), their birth certificate, and their social security card to the School Support Office at 3063 Fiat Ave.

- The School Support Office will produce a work permit for the student. This work permit is specific to the job on the Prospective Employer form and cannot be used for another job.
- The School Support Office will provide the student with two copies of the work permit, one for their records, and one for the employer.



Standardized College Entrance Exams

Most students take college entrance exams in their junior year and repeat exams as seniors. Frequently, students improve their SAT and ACT scores on the second attempt. This will allow you to present your best testing profile. Although it is most likely that your performance on these two exams will be similar, experience tells us that some students test significantly higher on SAT and others higher on ACT. Attempting both testing formats will allow you to see where your best results are likely to occur.

PSAT/NMSQT

This test serves as:

- a practice for the SAT
- a rough indicator of how a student will score on the SAT
- the qualifying test to be a National Merit Scholarship Semi-Finalist (juniors only)
- as a qualifying test for some employee scholarship programs

All sophomores and college-bound juniors are strongly encouraged to take the test. The test is given in October. Free reductions are available for qualifying students.

ACT

The ACT is the college readiness test for the state of Illinois. The Illinois State Board of Education (ISBE) made the decision to change from the SAT to the ACT to ensure all students have equitable access to a no-cost college-entrance exam. ISBE will fund the ACT for all 11th grade students. Interchangeable at most colleges and universities with the SAT, the ACT includes tests in English, mathematics, reading and science reasoning. The composite score referred to by colleges is the average of these scores (scores range between 1 and 36). The ACT also includes a writing test. Students should check the requirements of the institutions to which they are applying. Students applying to highly selective colleges/universities should assume the writing test would be required.

- Students may take the exam as many times as they wish and decide which scores will be reported to colleges.
- Students may take the ACT in the spring of their junior year and, if needed, in the fall of their senior year.
- Beginning in the 2024-2025 school year, students in the 11th grade will be required by the State of Illinois to take the writing portion of the ACT as a condition for graduation.

SAT

SAT is an additional college entrance exam, which students may take in addition to the ACT. SAT registration, testing, and all associated fees and obligations are the responsibility of the student or his/her family. This test, which is approximately four hours, is given by the College Board and includes a critical reading, mathematics, and writing section. Critical-reading questions test your ability to understand what you read, to recognize relationships between parts of a sentence and between parts of words, and to use vocabulary. Mathematics questions test your ability to solve problems involving arithmetic, algebra and geometry. Most math questions assume you had a year of algebra, geometry, and some third-year college preparatory math. The writing section asks students to write an extemporaneous essay that requires taking a position on an issue and using reasoning and examples to support the position. The writing section also will include multiple-choice questions on grammar, usage, and word choice.

Students applying to institutions that require the SAT should also consider registering for and taking it on a national Saturday test date.

Tentative Test Dates

ACT

2024-2025	2025-2026
September 14, 2024	September 6, 2025
October 26, 2024	October 25, 2025
December 14, 2024	December 6, 2025
February 8, 2025	February 10, 2026
April 5, 2025	April 13, 2026
June 15, 2025	June 8, 2026
July 12, 2025	July 13, 2026

NATIONAL TEST DEADLINES

Please visit the ACT website at www.act.org for registration deadlines, as well as other helpful information regarding the ACT.

ACT SCHOOL CODES

Lanphier HS 143960	Springfield HS 143975	Southeast HS 143955
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SAT

2024-2025	2025-2026
August 24, 2024	August 23, 2025
–	September 13, 2025
October 5, 2024	October 4, 2025
November 2, 2024	November 8, 2025
December 7, 2024	December 6, 2025
March 8, 2025	March 14, 2026
May 3, 2025	May 2, 2026
June 7, 2025	June 6, 2026

** ALL Students now take the digital SAT who need to borrow a device from College Board will need to register and request their device earlier than the registration deadline—at least 30 days before test day.

To register for SAT testing, please visit <http://collegereadiness.collegeboard.org/sat/register> or www.collegeboard.org for all available college board exams.

SUBMITTING SCORES TO COLLEGES OR SCHOLARSHIP SOURCES

Test scores can be sent to four colleges or scholarship sources for free each time the test is taken. It is necessary for you to send scores officially, either at the time you register for the test or later through use of the card form and payment of the appropriate fee. Forms for sending additional score reports are available in the Academic Office.

Remember to check box to submit to NCAA if you are an athlete.

REGISTRATION FORMS

To obtain information about the ACT and SAT contact your Academic Office. Students must take the responsibility for registering on time, and for reporting to the tests on time with the admissions ticket.



College & Career Readiness

District 186 implemented the Illinois PaCE (Postsecondary and Career Expectations) in the 2020-2021 school year.

Illinois PaCE states that each student should have an individualized learning plan to help make decisions about career and post-secondary (PS) education or training, to plan a course of study, and to make financial aid assessments with family members.

For the most current information, please see the websites below:

<https://www.isac.org/pace/il-pace-resource-materials.html>

<https://www.isbe.net/Documents/College-Career-Ready-Indicator.pdf>

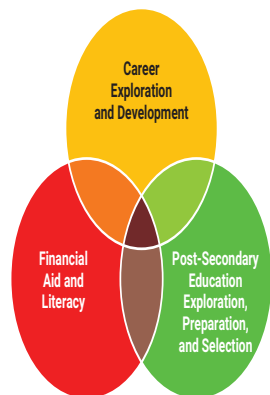
<https://www.isbe.net/Pages/Postsecondary-Workforce-Readiness.aspx>





Illinois PaCE Postsecondary and Career Expectations

Each student should have an individualized learning plan to help make decisions about career and post-secondary (PS) education or training, to plan a course of study, and to make financial aid assessments with family members.



By the end of 9th grade

A student should be supported to:

- complete a career cluster survey
- complete a career interest survey
- attend a PS options workshop
- select course work for PS/career plans aligned with the ISBE College and Career Readiness Indicators
- enroll as appropriate in early college credit courses
- outline a plan for community service and extracurricular activities related to PS plans
- attend a basic financial aid presentation with a trusted adult

A student should know:

- one or two careers for further exploration
- the relationship between HS coursework, attendance, and grades to PS plans
- importance of community service and extracurricular activities to PS and career plans
- general cost ranges of various PS options

By the end of 10th grade

A student should be supported to:

- visit at least one workplace aligned with career interests
- participate in activities related to their career cluster of interest
- select a career area of interest: enroll in career pathway (CP) as available
- explore opportunities along the Work Based Learning Continuum.
- connect and build relationships with 2-3 adults to support the PS and career selection process
- review coursework, and PS/career plans in relation to the ISBE College and Career Readiness Indicators (every year)
- attend a basic financial aid presentation with a family member

A student should know:

- educational requirements, cost, expected entry level, and midpoint salary for occupations in selected CP
- skills related to career interests
- different types of PS credentials and institutions
- general timing of PS entrance exams and applications
- benefit of early college credit opportunities to PS access and completion

By the end of 11th grade

A student should be supported to:

- revisit the career interest survey
- participate in a mock job interview
- create a resume and personal statement
- complete an experience within the Work Based Learning Continuum.
- determine readiness for college-level coursework in math/ELA and enrollment in either "catch up" or "speed up" course
- complete at least one early college credit opportunity
- attend a college fair
- visit at least 3 PS institutions
- take at least one college entrance exam
- complete a Postsecondary Plan Workshop

A student should know:

- application deadlines, test timing, cost, and preparation for industry-based certification for CP
- entrance requirements, including application deadlines, for expected PS programs of study
- 3-5 match schools, one safety, one reach school for PS program of study
- negative impact of remediation on PS goals
- financial aid deadlines for chosen PS options

By the end of 12th grade

By the end of 12th grade a student should be supported to:

- complete at least two team based challenges.
- obtain an internship opportunity related to the CP if applicable
- if applicable, receive industry-based certification(s) related to the CP
- address any remedial needs in math/ELA
- complete a financial aid offer workshop

A student should know:

- how CP courses and experiences articulate to degree programs at PS options
- estimated cost of chosen PS options
- affordability of PS options in relation to expected entry-level career salary and anticipated debt
- terms and conditions of any scholarship or loan

By 12/31 of 12th grade a student should have:

- completed 3 or more admissions applications to PS institutions
- ensure all steps in the PS admissions process are completed on time
- attended a Financial Aid Application completion workshop
- completed a financial aid application



NCAA Eligibility

INITIAL ELIGIBILITY

Students who are interested in competing in athletics at the Division I or Division II collegiate level must meet the academic eligibility requirements of the National Collegiate Athletic Association (NCAA). For more information on the Division I and Division II eligibility requirements, please visit: www.ncaa.org/student-athletes/future/academic-standards-initial-eligibility

For the most up-to-date list of Stevenson High School's approved core courses:

- Go to: <https://web3.ncaa.org/hsportal/exec/homeAction>
- Type your highschool into the search
- Select a core area or choose: "Show All Approved Courses"

Please contact your counselor with any questions or concerns regarding NCAA eligibility.

Grade 9

Start planning now: take the right courses and work hard to earn the best grades possible. Ask your counselor for a list of your high school's NCAA-approved courses to make sure you take the right classes. Or, find your high school's list of NCAA-approved courses at eligibilitycenter.org/courselist

Grade 10

Register with the NCAA Eligibility Center at eligibilitycenter.org. If you fall behind in courses, do not take shortcuts to catch up. Ask your counselor for help with finding approved courses or programs that you can take.

Grade 11

Check with your counselor to make sure you will graduate on time with the required number of NCAA-approved courses. Take the ACT or SAT and submit your scores to the NCAA using code 9999. At the end of the year, ask your counselor to send or upload your official transcript to the NCAA Eligibility Center. If you took classes at more than one high school program, you will need to submit an official transcript for each school. Make sure you are on track to graduate on time with your class.

Grade 12

Complete your final NCAA courses as you prepare for graduation. Take the ACT or SAT again, if necessary, and submit your scores to the NCAA using code 9999. Request your final amateurism certification beginning April 1 (for all enrollees) or October 1 (for spring enrollees) in your NCAA Eligibility Center account at eligibilitycenter.org. After you graduate, ask your counselor to send or upload your final official transcript with proof of graduation to the NCAA Eligibility Center. Only students on an NCAA Division I or II request list will receive a certification.



Graduation Requirements

Illinois graduation requirements 105 ILCS 5/27-22, 27-22.05, 27-22.10

Requirement	Description of Requirement	Entering 9th Grade in				
		SY 2016-2022	SY 2022-2023	SY 2023-2024	SY 2024-2025 thru 2027-2028	SY 2028-2029 (and beyond)
Language Arts	4 years: 1 year must include a writing-intensive English course.	✓	✓	✓	✓	✓
Writing-Intensive	2 years: 1 year must be in an English course; 1 year can be embedded as part of any course offered. Can be counted toward the fulfillment of other graduation requirements.	✓	✓	✓	✓	✓
Mathematics	3 years: Algebra I or integrated equivalent (1 year); non-specified course, including geometry content (1 year); Advanced Placement (AP) computer science is eligible.	✓	✓	✓	✓	✓
Computer Literacy	One year of a course that includes intensive instruction in computer literacy, which may be English, social science, or any other subject and which may be counted toward the fulfillment of other graduation requirements. (PA 101-0654)		✓	✓	✓	✓
Science	2 years: no content specified.	✓	✓	✓		
	2 years of laboratory science: no content specified.*				✓	✓
Social Science	2 years: Must include 1 year of U.S. History or a combination of U.S. History and American government; 1 semester of civics.	✓	✓	✓	✓	✓
IL/US Constitution	American patriotism, principles of representative government, and proper use and display of the flag (105 ILCS 5/27-3 and 27-4) . Passing score on examination required for high school graduation.	✓	✓	✓	✓	✓
World/Foreign Languages	2 years of world languages, may include American Sign Language.*					✓
Electives	1 year selected from art, music, world languages (may include American Sign Language), or career and technical education (CTE).	✓				
	1 year selected from art, music, world languages (may include American Sign Language), CTE, or forensic speech (speech and debate).		✓	✓	✓	
	1 year selected from art, music, CTE, or a third year of world languages (may include American Sign Language), or forensic speech (speech and debate).*					✓
Free Application for Federal Student Aid (FAFSA)	File a FAFSA with the U.S. Department of Education or, if applicable, an application for state financial aid or file a waiver with school district. (See 105 ILCS 5/22-87 for details.) https://www.isbe.net/Pages/FAFSA.aspx	✓	✓	✓	✓	✓
Assessment	Each student shall be required to complete the state's final accountability assessment at the highest grade or level assessed.	✓	✓	✓	✓	✓

*Does not apply to students with disabilities whose course of study is determined by an Individualized Education Program (IEP).

Note – Any diploma conferred during the 2019-20 school year, including during the summer of 2020, under graduation requirements that were modified by an Executive Order, emergency rule-making, or school policy prompted by a gubernatorial disaster proclamation as a result of COVID-19 is deemed valid and is not subject to challenge or review due to a failure to meet minimum requirements otherwise required by this code, administrative rule, or school board policy. [\(PA 101-0643\)](#)

[isbe.net](https://www.isbe.net)

October 2022



Illinois
State Board of
Education

Graduation Requirements

State law requires that in order to graduate, a student must pass a test on the U.S. and Illinois Constitution and take the SAT on school testing date.

A senior must be a full time student and attend at least one full semester in order to receive a high school diploma from Springfield Public Schools District 186.

The Consumer Education graduation requirement is fulfilled by successfully completing Consumer Ed 194 or it may be fulfilled through ICE, SWT or Business Tech 134, depending on scheduling and administrative approval.

The Digital Literacy graduation requirement is fulfilled by earning 1 full credit from the following courses, or combination of courses: Intro to business and Technology Concepts, Integrating Keyboarding with Web Tools, Digital Literacy, SWT, PLTW: Computer Science Essentials, AP Computer Science Principles, Keyboarding/Formatting I, Computer Tech & Software Applications I & II (and honors), Advanced Computer Tech & Software App I & II, and SWT.

High school seniors will be required to file a FAFSA to obtain their high school diplomas as made mandatory by ISBE in 2020-2021 school year.

Graduating Classes of 2024 and Beyond

Subject	Required Credits
English	4
Mathematics	3
Science (Biology, Physical, Elective)	3
U.S. History	1
American Government	.5
Social Studies	1
Consumer Education	.25
Health	.5
Drivers Education	.25
Physical Education	2
Fine Arts/Career/Foreign Language	1
Digital Literacy	1
Electives	6.5
TOTAL	24



Student Grade Classification | Class Rank

Student Grade Classification

Students advance to the next grade level based on the number of credits earned:

Sophomore: 6 credits

Junior: 12 credits

Senior: 18 credits



Class Rank & Grade Point Average

Class Rank in District 186 High Schools is determined by computing a weighted grade-point average.

The weighted GPA is determined by multiplying the Weight (W) of the course and the numerical Value (V) of the student's earned grade (A=5, B=4, C=3, D=2, F=0) and dividing the SUM of the products by the total number of semester courses taken or semester classes Attempted (A). The resulting number (GPA) is divided by 5 to attain the Weighted Grade Point Average (WGPA).

$\text{SUM}(W \times V) / 5 = \text{WGPA}$ (Weighted 5 point scale)

A



ISBE College & Career Ready Indicators

Distinguished Scholar

1. Cumulative GPA: 3.75 or based on the 4.0 scale
2. 95% attendance junior and senior year (average of the two years must be 95% or better)
3. ACT Composite Score: 30 or SAT Composite Score: 1400
4. At least one academic indicator in each English language arts (ELA) and mathematics during or before high school junior or senior year unless otherwise specified
5. Three career ready indicators during or before high school junior or senior year unless otherwise specified

College and Career Scholar

1. Cumulative GPA: 2.8 or higher based on the 4.0 scale
2. 95% attendance in high school junior and senior year (average of the two years must be 95% or better)
3. EITHER
 - (A) College and Career Pathway Endorsement under Postsecondary and Workforce Readiness Act;
 OR
 - (B) All of the following:
 - One academic indicator in each of ELA and math during or before high school junior or senior year unless otherwise specified
 - Identify a career area of interest by the end of the sophomore year
 - Three career ready indicators during or before high school junior or senior year unless otherwise specified

Academic Indicators	
ELA	MATH
ELA Advanced Placement (AP) Exam (Score of 3 or Higher)	Math AP Exam (Score of 3 or Higher)
ELA AP Course (Grade of A, B, or C)	Math AP Course (Grade of A, B, or C)
Dual Credit English Course (Grade of A, B, or C)	Dual Credit Math Course (Grade of A, B, or C)
International Baccalaureate (IB) ELA Course (Grade of A, B, or C)	IB Math Course (Grade of A, B, or C)
IB Exam (Score of 4 or Higher)	IB Exam (Score of 4 or Higher)
Transitional English (Grade of A, B, or C)	Transitional Math (Grade of A, B, or C)
	Algebra II (Grade of A, B, or C)
Minimum ACT Subject Scores of English: 18 and Reading: 22	Minimum ACT Subject Score of Math: 22 and Math Course in Senior Year
Minimum SAT Subject Score of Evidence-Based Reading and Writing: 540	Minimum SAT Subject Score of Math: 540 and Math Course in Senior Year

ISBE College & Career Ready Indicators

Career Ready Indicators

- Career Development Experience during high school career
- Industry Credential at any point in time before graduation
- Military Service or an ASVAB Score of 31 or Higher during high school career
- Dual Credit Career Pathway Course (College Credit Earned)
- Completion of Program of Study before graduation
- Attaining and Maintaining Consistent Employment for a Minimum of 12 Months during high school
- Consecutive Summer Employment during high school career
- 25 Hours of Community Service during high school career
- Two or More Organized Co-Curricular Activities during high school career



Course Numbering System & Weighted Classes

The first digit of each course's three-number code refers to either:

- **The first year the course is available, or**
- **The grade level of the majority of students taking the course**

- 1 – Mostly Freshmen or first year available
- 2 – Mostly Sophomores or second year available
- 3 – Mostly Juniors or third year available
- 4 – Mostly Seniors or fourth year available

The second digit indicates the length of the course and, in some cases, which course is offered if it is a semester course:

- 0 – A semester course offered either semester
- 1 – A semester course offered first semester
- 2 – A semester course offered second semester
- 3 – A full year course
- 9 – A nine-week course

The last number in the three-digit code designates the grade weight of the course as an indication of the difficulty level of the course and may reflect the amount of work required.

- 0 – Non-weighted course
- 2 – Self-contained special education
- 4 – At grade level
- 5 – Advanced
- 6 – Honors
- 7 – Advanced Placement

PLEASE NOTE: All Dual Credit and AP classes are based on staffing and funding.





SPRINGFIELD PUBLIC SCHOOLS
 DISTRICT 186
**SUBJECT &
 COURSE DESCRIPTIONS**



ENGLISH

All students are required to take a core course in English during their freshman, sophomore, junior and senior year.

English 1 134

Prerequisite: None

Open to: Freshmen

Length: Year

Credit: 1

In this skills-based course, students will receive a rich, integrated literacy experience aligned to the Illinois Learning Standards. Building from a variety of fiction and nonfiction texts, including *The Tragedy of Romeo and Juliet*, students will develop critical thinking skills while reading, writing, speaking and listening. Students will practice all stages of the writing process, including prewriting, drafting, revising, editing, and publishing, within a variety of genres, including literary essays. Course selection is determined through careful consideration of assessment and teacher recommendation factors.

English 1 135

Prerequisite: None

Open to: Freshmen

Length: Year

Credit: 1

In this skills-based course, academically skilled students will receive a rich, challenging integrated literacy experience aligned to the Illinois Learning Standards. Building from a variety of fiction and nonfiction texts, including *The Tragedy of Romeo and Juliet*, students will develop critical thinking skills while reading, writing, speaking and listening. Students will practice all stages of the writing process, including prewriting, drafting, revising, editing, and publishing, within a variety of genres, including literary essays. Course selection is determined through careful consideration of assessment and teacher recommendation factors.

English 1 136 HONORS

Prerequisite: None

Open to: Freshmen

Length: Year

Credit: 1

In this skills-based course, academically skilled students will receive a rich, challenging integrated literacy experience aligned to the Illinois Learning Standards. Building from a variety of fiction and nonfiction texts, including *The Tragedy of Romeo and Juliet*, students will develop critical thinking skills while reading, writing, speaking and listening. Students will practice all stages of the writing process, including prewriting, drafting, revising, editing, and publishing, within a variety of genres, including literary essays. Students in this course will be challenged with more in-depth analysis and will work at an accelerated pace. Course selection is determined through careful consideration of assessment and teacher recommendation factors.

English 2 234

Prerequisite: English 1
Open To: Sophomores
Length: Year
Credit 1

This course will build on the foundation of English 1. This is a skills-based course, where students will receive a rich, integrated literacy experience aligned to the Illinois Learning Standards. Building from a variety of fiction and nonfiction texts, including a full-length documentary, students will develop critical thinking skills while reading, writing, speaking and listening. Student reading and writing work will focus on answering essential questions, including questions around the power of using their voice and around truth. Students will practice all stages of the writing process, including prewriting, drafting, revising, editing, and publishing, within a variety of genres, including rhetorical analysis in the form of a movie review. Course selection is determined through careful consideration of assessment and teacher recommendation factors.

English 2 235

Prerequisite: English 1
Open To: Sophomores
Length: Year
Credit 1

This course will build on the foundation of English 1. It is a skills-based course, where academically skilled students will receive a rich, integrated literacy experience aligned to the Illinois Learning Standards. Building from a variety of fiction and nonfiction texts, including a full-length documentary, students will develop critical thinking skills while reading, writing, speaking and listening. Student reading and writing work will focus on answering essential questions, including questions around the power of using their voice and around truth. Students will practice all stages of the writing process, including prewriting, drafting, revising, editing, and publishing, within a variety of genres, including rhetorical analysis in the form of a movie review. Course selection is determined through careful consideration of assessment and teacher recommendation factors.

English 2 236 HONORS

Prerequisite: English 135 or 136
Open To: Sophomores
Length: Year
Credit 1

This course will build on the foundation of English 1. It is a skills-based course, where academically skilled students will receive a rich, integrated literacy experience aligned to the Illinois Learning Standards. Building from a variety of fiction and nonfiction texts, including essays from *The Anthropocene Reviewed*, students will further develop critical thinking skills while reading, writing, speaking and listening. Student reading and writing work will focus on answering essential questions, including questions around the power of using their voice and around truth. Students will practice all stages of the writing process, including prewriting, drafting, revising, editing, and publishing, within a variety of genres, including rhetorical analysis in the form of a movie review. Students in this course will be challenged with more in-depth analysis and will work at an accelerated pace. Course selection is determined through careful consideration of assessment and teacher recommendation factors.

English 3 334

Prerequisite: English 1 and 2

Open To: Juniors

Length: Year

Credit: 1

This course will build on the foundation of English 2. It is a skills-based course, where students will receive a rich, integrated literacy experience aligned to the Illinois Learning Standards. Building from a variety of fiction and nonfiction texts, including research articles for a research-based argument essay, students will develop critical thinking skills while reading, writing, speaking and listening. For one semester, student reading and writing work will focus on answering essential questions around pushing the limits. Students will practice all stages of the writing process, including prewriting, drafting, revising, editing, and publishing, within a variety of genres, including graphic essays, and literary analysis. Course selection is determined through careful consideration of assessment and teacher recommendation factors.

English 3 335

Prerequisite: English 1 and 2

Open To: Juniors

Length: Year

Credit: 1

This course will build on the foundation of English 2. This is a skills-based course, where academically skilled students will receive a rich, integrated literacy experience aligned to the Illinois Learning Standards. Building from a variety of fiction and nonfiction texts, including research articles for a research-based argument essay, students will develop critical thinking skills while reading, writing, speaking and listening. For one semester, student reading and writing work will focus on answering essential questions around pushing the limits. Students will practice all stages of the writing process, including prewriting, drafting, revising, editing, and publishing, within a variety of genres, including graphic essays, and literary analysis. Course selection is determined through careful consideration of assessment and teacher recommendation factors.

English 3 336 HONORS

Prerequisite: English 235 and 236

Open To: Juniors

Length: Year

Credit: 1

This course will build on the foundation of English 2. A skills-based course, where students will receive a rich, integrated literacy experience aligned to the Illinois Learning Standards. Building from a variety of fiction and nonfiction texts, including research articles for a research-based argument essay, students will develop critical thinking skills while reading, writing, speaking and listening. For one semester, student reading and writing work will focus on answering essential questions around pushing the limits. Students will practice all stages of the writing process, including prewriting, drafting, revising, editing, and publishing, within a variety of genres, including graphic essays, and literary analysis. Students in this course will be challenged with more in-depth analysis and will work at an accelerated pace. Course selection is determined through careful consideration of assessment and teacher recommendation factors.



AP English Language and Composition 337 (dual credit at SSHS only)

Prerequisite: English 135 or 136 and English 235 or 236

Open to: Juniors and Seniors

Length: Year

Credit: 1

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of texts and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in a variety of texts with an emphasis on nonfiction. This course prepares students for the Advanced Placement exam. Course selection is determined through careful consideration of assessment and teacher recommendation factors.

English 4 434

Prerequisite: English 1, 2 and 3

Open To: Seniors

Length: Year

Credit: 1

This course builds on the foundation of English 3 and is designed to prepare students for post-secondary college and career. It is a skills-based course, where students will receive a rich, integrated literacy experience aligned to the Illinois Learning Standards. Building from a variety of fiction and nonfiction texts, including Man's Search for Meaning by Viktor Frankl, students will develop critical thinking skills while reading, writing, speaking and listening. Students will practice all stages of the writing process, including prewriting, drafting, revising, editing, and publishing, within a variety of genres. In the first semester, students will write essays that will help them with completing the Common App. Course selection is determined through careful consideration of assessment and teacher recommendation factors.

English 435 (Transitional English)

Prerequisite: English 1, 2 & 3

Open to: Seniors

Length: Year

Credit: 1

This course builds on the foundation of English 3 and is designed to prepare academically skilled students for post-secondary college and career. It is a skills-based course, where students will receive a rich, integrated literacy experience aligned to the Illinois Learning Standards. Building from a variety of fiction and nonfiction texts, including Man's Search for Meaning by Viktor Frankl, students will develop critical thinking skills while reading, writing, speaking and listening. Students will practice all stages of the writing process, including prewriting, drafting, revising, editing, and publishing, within a variety of genres. In the first semester, students will write essays that will help them with completing the Common App. Students who earn a second semester grade of a "C" or better in this course indicate the competencies for the course were met and the student is ready for college-level courses that include college-level reading and writing expectations and general career reading and writing expectations. Students who successfully complete the course with a C or better will receive guaranteed placement at any Illinois community college into the appropriate outcome course(s). Course selection is determined through careful consideration of assessment and teacher recommendation factors.

English 436 (Transitional English)

Prerequisite: English 135 or 136, 235 or 236 & 335 or 336

Open to: Seniors

Length: Year

Credit: 1

This course builds on the foundation of English 3 and is designed to prepare academically skilled students for post-secondary college and career. It is a skills-based course, where students will receive a rich, integrated literacy experience aligned to the Illinois Learning Standards. Building from a variety of fiction and non-fiction texts, including *Man's Search for Meaning* by Viktor Frankl, students will develop critical thinking skills while reading, writing, speaking and listening. Students will practice all stages of the writing process, including prewriting, drafting, revising, editing, and publishing, within a variety of genres. In the first semester, students will write essays that will help them with completing the Common App. Students in this course will be challenged with more in-depth analysis and will work at an accelerated pace. Students who earn a second semester grade of a "C" or better in this course indicate the competencies for the course were met and the student is ready for college-level courses that include college-level reading and writing expectations and general career reading and writing expectations. Students who successfully complete the course with a C or better will receive guaranteed placement at any Illinois community college into the appropriate outcome course(s). Course selection is determined through careful consideration of assessment and teacher recommendation factors.

437 AP Literature and Composition

Prerequisite: English 135 or 136, 235 or 236 & 335 or 336 or English and Language Composition

Open to: Seniors

Length: Year

Credit: 1

AP Literature and Composition is an introductory college level literary analysis course. Students cultivate their understanding of literature through reading and analyzing texts. Although there is a heavy reading load, emphasis will be placed on composition responding to the literature. This will include timed writings selected from the advanced placement test items. This course prepares students for the Advanced Placement exam. Course selection is determined through careful consideration of assessment and teacher recommendation factors.

English 436 (Transitional English)

Prerequisite: English 135 or 136, 235 or 236 & 335 or 336

Open to: Seniors

Length: Year

Credit: 1

This course builds on the foundation of English 3 and is designed to prepare academically skilled students for post-secondary college and career. It is a skills-based course, where students will receive a rich, integrated literacy experience aligned to the Illinois Learning Standards. Building from a variety of fiction and nonfiction texts, including *Man's Search for Meaning* by Viktor Frankl, students will develop critical thinking skills while reading, writing, speaking and listening. Students will practice all stages of the writing process, including pre-writing, drafting, revising, editing, and publishing, within a variety of genres. In the first semester, students will write essays that will help them with completing the Common App. Students in this course will be challenged with more in-depth analysis and will work at an accelerated pace. Students who earn a second semester grade of a "C" or better in this course indicate the competencies for the course were met and the student is ready for college-level courses that include college-level reading and writing expectations and general career reading and writing expectations. Students who successfully complete the course with a C or better will receive guaranteed placement at any Illinois community college into the appropriate outcome course(s). Course selection is determined through careful consideration of assessment and teacher recommendation factors.

437 AP Literature and Composition

Prerequisite: English 135 or 136, 235 or 236 & 335 or 336 or English and Language Composition

Open to: Seniors

Length: Year

Credit: 1

AP Literature and Composition is an introductory college level literary analysis course. Students cultivate their understanding of literature through reading and analyzing texts. Although there is a heavy reading load, emphasis will be placed on composition responding to the literature. This will include timed writings selected from the advanced placement test items. This course prepares students for the Advanced Placement exam. Course selection is determined through careful consideration of assessment and teacher recommendation factors.

ENGLISH as a SECOND LANGUAGE

TRANSITIONAL ENGLISH

Prerequisite: None

Open To: Freshmen, Sophomores, Juniors, and Seniors

Length: Year

Credit: 1

This is the English as a Second Language (ESL) course for English Language Learners (ELL). Depending on the English language proficiency level, students take Fundamental I, II, III, and/or IV level of the course, designed for the rapid mastery of the English language, focusing on reading, writing, speaking, and listening skills. Starting from basic structures of the English language, students focus on intensive reading comprehension, thinking skills and vocabulary development using authentic literature of different genres and focusing on sentence structure, paragraph organization and essay construction. The course is open only to non-native speakers.

TRANSITIONAL RESOURCE

Prerequisite: None

Open To: Freshmen, Sophomores, Juniors, and Seniors

Length: Semester

Credit: 0.5

This course focuses on English Language development for English Language Learners who qualify for English as a Second Language education services. Depending on the student's English language proficiency level, the instructor may emphasize activities in various content areas of reading, writing, math, science, and social studies, selecting and adapting instructional materials to help students succeed in high school. The course is open only to non-native speakers.

ENGLISH ELECTIVES

205 ADVANCED AFRICAN AMERICAN LITERATURE (NCAA)

Prerequisite: None

Open To: Sophomores, Juniors, and Seniors

Length: Semester

Credit: 0.5

The overall objective of this 5-weight, one-semester course is to increase the students' knowledge and appreciation of African American literature. Students enrolled in this course will increase their knowledge of African American literature and how it is used as a tool to highlight important issues affecting the African American community (e.g. cultural, historical, social, political, and economical). Moreover, students enrolled in this course will increase their knowledge of the journeys of African Americans toward freedom, justice, and social equality.

205 ADVANCED DRAMA AS LITERATURE (NCAA)

Prerequisite: None

Open To: Sophomores, Juniors, and Seniors

Length: Semester

Credit: 0.5

This one semester elective is designed to increase students' knowledge and appreciation of drama. The focus is literacy, rather than theatrical productions. This course is organized chronologically, beginning with classical Greek tragedy and progressing through Medieval, Renaissance, Restoration, Victorian and modern works. Through this course, students will increase their knowledge and appreciation of important dramatic elements such as theme, structure, characterization, setting, symbols, language and theatrical conventions. Students will also increase their awareness and understanding of key historical, philosophical and social issues in plays from different eras and cultures.

Instructional strategies include lecture, class discussion, close reading, oral interpretation and viewing of representative plays. Students are evaluated through tests, quizzes, papers, presentations and projects

235, 335, 435 NEWSPAPER

Prerequisite: Consent of Instructor

Open To: Sophomores, Juniors and Seniors

Length: Year

Credit: 1

This course is open to all sophomore, junior and senior students with good English ability who are interested in producing the school newspaper. The class, in the process of producing the newspaper, will learn to write in the journalistic style, to edit, to select appropriate material, and to design for print publication. Students will also become familiar with word processors and design software, obtain advertising skills, and develop circulation strategies.

ENGLISH ELECTIVES Cont.

205 ADVANCED CREATIVE WRITING (NCAA)

Prerequisite: None

Open to : Sophomores, Juniors, and Seniors

Length: Semester

Credit: 0.5

The primary focus of this course is to develop students' writing abilities through the exploration of a variety of genres. These genres may include memoir, poetry, essay, and fiction. Students will be required to keep a writer's notebook with an emphasis on the writing process and craft.

SPEECH/COMMUNICATION

204 SPEECH-COMMUNICATION (NCAA)

Prerequisite: None

Open To: Sophomores, Juniors, and Seniors

Length: Semester

Credit: 0.5

The primary focus of this course is teaching students oral communication skills in the workplace and social environments. This course includes the study of the communication process, intrapersonal communication, nonverbal communication, interpersonal communication group communication, and interviewing. Students will develop communication skills and self-confidence to be successful both during and after high school.

205 ADVANCED SPEECH-COMMUNICATION (NCAA)

Prerequisite: None

Open To: Sophomores, Juniors, and Seniors

Length: Semester

Credit: 0.5

The primary focus of this course is on teaching students oral communication skills in the workplace and social environments. This course includes the study of the communication process, intrapersonal communication, nonverbal communication, interpersonal communication, group communication, and interviewing. This course will also encourage and enhance research skills. Students will develop communication skills and self-confidence to be successful both during and after high school.

***307 HONORS DUAL CREDIT SPEECH (LLCC Communication 101)**

Prerequisite: see reading advisory below

Open To: Juniors and Seniors

Length: Semester

Credit: 0.5

This is a college-level course, which covers the same content and has the same rigor as the CMN 101 course offered at Lincoln Land Community College's main or regional center campuses. Students completing this course will earn both college and high school credit. This course is available to juniors and seniors who are qualified to take college-level courses and meet the enrollment criteria. Because this class carries a student cap of 24, qualified seniors will be given placement preference. This course carries a READING ADVISORY: college level reading skills are necessary for the successful completion of this course.

(*See Appendix B regarding Dual Credit and Financial Aid)



FINE ARTS – MUSIC

104 MUSIC APPRECIATION

Prerequisite:

Open To: Freshmen, Sophomores, Juniors, and Seniors

Length: Semester

Credit: .05

Music Appreciation is open to all students. The purpose of this course is to increase students' musical awareness and give students the tools to actively listen to, discuss, and critique various styles of music. Students will explore a variety of modern musical genres, starting from 1900 through the 2000's. Students will listen to a variety of musical genres, including jazz, rock, hip hop, pop, world, and contemporary music. Students will use appropriate music vocabulary to discuss what they hear and the historical context in which the music was created.

This course is designed to connect a variety of musical genres and artists and understand how they influenced each other and our current culture. The class will also incorporate technology, discuss possible careers in music and give students many opportunities to analyze, evaluate and respond to music.

034 INTRODUCTION OF BAND

Prerequisite: None

Open To: Freshmen, Sophomores, Juniors, and Seniors

Length: Year

Credit: 1

This course is for students who have never been in a band and want to learn to play an instrument or students who have not played an instrument in several years. This course is also for students who wish to change instruments in high school in order to fill out satisfactory instrumentation or the student who wishes to begin learning "secondary instruments" in preparation for majoring in music education in college. This class will provide an opportunity for students to learn the basics of their new instrument as well as not reading.

135, 235, 335, 435 ADVANCED CONCERT BAND

Prerequisite: Middle School Band or Audition

Open To: Freshmen, Sophomores, Juniors, and Seniors

Length: Year Fee: \$15

Credit: 1

The concert band serves as the marching band during football season. Music of all historical periods is read and performed during the year. The band plays two or more concerts, provides half-time entertainment for football and basketball games, and participates in contests. Some dress code may be required. Admission to the band is by audition. Attendance at performances is required. *Sophomores, Juniors, Seniors and second semester Freshman can take for six-weight credit with the additional requirements:

Semester 1: audition for ILMEA, be in an ensemble (after school or outside of school) which gives at least one additional performance, two written reviews (one can be on marching band for concert band).



Semester 2: Perform for Solo for Contest, be in an ensemble (after school or outside of school) which gives at least one additional performance, two written reviews.

*Marching Band students are eligible for marching band waiver. Must see the Guidance Dean for more information.

135, 235, 335, 435 ADVANCED JAZZ BAND(Available only at SHS and SSHS)

Prerequisite: Jazz Band Audition

Open To: Freshmen, Sophomores, Juniors, and Seniors

Length: Year

Credit: 1

The jazz band is a high-level ability course offered in addition to the concert band. Membership is by audition only. Members of the jazz band must be members of the concert band. The band performs two concerts a year and at community programs. Jazz interpretation and improvisation are stressed. Attendance at performances is required.*Sophomores, Juniors, Seniors and second semester Freshman can take for six-weight credit with the additional requirements:

Semester 1: Audition for ILMEA, be in an ensemble (after school or outside of school) which gives at least one additional performance, two written reviews.

Semester 2: Perform for Solo for Contest, be in an ensemble (after school or outside of school) which gives at least one additional performance, two written reviews.

135, 235, 335, 435 ADVANCED ORCHESTRA (OFF CAMPUS-INDEPENDENT STUDY)

Prerequisite: Selected by Audition

Open To: Freshmen, Sophomores, Juniors, Seniors

Length: Year

Credit: 1

This course is for exceptionally able students who participate and successfully audition for Illinois Youth Symphony Orchestra. Minimum of five hours practice time required per week, plus attendance at weekly two-hour rehearsals of the Illinois Youth Symphony Orchestra. Students must perform in scheduled concerts. A student will earn one credit upon completion of one successful year of symphony.

135, 235, 335, 435 ADVANCED GUITAR

Prerequisite: none

Open To: Freshmen, Sophomores, Juniors, and Seniors

Length: Year Fee: \$15

Credit: 1

For beginning/developing guitarists. Basic guitar playing with a focus on reading and playing written music, chords, scales, and technical exercises. Genres covered are classical guitar, rock, and folk.



135, 235, 335, 435 ADVANCED PIANO

Prerequisite: None

Open To: Freshmen, Sophomores, Juniors, and Seniors

Length: Year Fee: \$15

Credit: 1

Piano courses are designed to train students in the classical style of piano playing. Emphasis on reading and playing written music is stressed in the courses, as well as, an introduction of intervals, dynamics, chords, scales, minor and major, and time signatures. Students will have an opportunity to perform songs from the following genres: folk, gospel, blues, classical and pop.

135, 235, 335, 435 ADVANCED CONCERT CHOIR

Prerequisite: None

Open To: Freshmen, Sophomores, Juniors, Seniors

Length: Year

Credit: 1

This group is for students interested in developing their vocal ability. This ensemble offers several opportunities for performance. Attendance at performances is a mandatory part of this curriculum and grading. No prior singing experience is required, but preferred. Students will learn proper vocal technique and music-reading skills by increasing literacy through various choral music literature selections. Students will be required to attend concerts and other choir-related events throughout the year, as per our curriculum and specified by the director. Students must obtain appropriate concert attire, as specified by the instructor. All students can take this course for six-weight credit by meeting the additional criteria:

Semester 1: audition for ILMEA, be in an ensemble (after school or outside of school) which gives at least one additional performance, two written reviews.

Semester 2: Perform for Solo for Contest, be in an ensemble (after school or outside of school) which gives at least one additional performance, two written reviews.



035 ADVANCED MIXED ENSEMBLE

Prerequisite: Selections by Audition

Open To: Sophomores, Juniors, Seniors

Length: Year

Credit: 1

This ensemble is a select group that performs frequently for school and community events. Attendance at performances is a mandatory part of this curriculum and grading. Students should have prior singing experience, or may be required to complete an audition. Students placed in this group will build upon their prior knowledge and skills and may explore choreography, staging, costuming and other enhanced performance styles. Attention will be placed on musicianship and the ability to work well with others. Placement in this group expects students to seek musical growth. You should also have excellent school attendance, as the pacing of learning requires more effort and rigor. Students must obtain appropriate concert attire, as specified by the instructor. All students can take this course for six-weight credit by meeting the additional criteria:

Semester 1: audition for ILMEA, be in an ensemble (after school or outside of school) which gives at least one additional performance, two written reviews.

Semester 2: Perform for Solo for Contest, be in an ensemble (after school or outside of school) which gives at least one additional performance, two written reviews.

235 ADVANCED MUSIC THEORY

Prerequisite: None

Open To: Sophomores, Juniors, and Seniors

Length: Year

Credit: 1

Music theory is a study of what you see as well as what you hear. This course will cover the basic structure and fundamentals of music. Students will learn to read both clefs, acquire basic keyboard skills, and compose simple pieces

336 HONORS MUSIC THEORY

Prerequisite: Passing score on Music Theory 235 proficiency exam

Open To: Sophomores, Juniors and Seniors

Length: Year

Credit: 1

This course will cover analysis of rhythms, melody, intervals, chords, harmonization, transposition and composition. Ear training, music dictation, and sight singing will be studied. This course would be beneficial to the prospective college music major as well as the student interested in directing church choirs and other music such as jazz or rock bands, personal performance, and composition.



437 AP MUSIC THEORY

Prerequisite: Music Theory 336 or consent of the instructor

Open To: Juniors, Seniors

Length: Year

Credit: 1

This course is designed for students with prior experience in choral, instrumental, guitar or piano music. This course is designed to prepare students for the administration of the Advanced Placement Music Theory Test. Beginning with a review of the fundamentals of music theory, the course then includes units on the construction and function of scales and chords, major and minor modes, the application of rhythms, the creation of melodic lines, use of cadences, and the essentials of part writing in both instrumental and choral music. This course also offers a foundation for those seriously considering further musical pursuits at the college level.



FINE ARTS - VISUAL ART

***104/105 INTRODUCTION TO 2D DESIGN**

Prerequisite: None

Open To: Freshmen, Sophomores, Juniors, and Seniors

Length: Semester Fee: \$35

Credit: 0.5

This course will develop a range of knowledge in two-dimensional media providing the student with basic background for all other art courses offered. Projects will develop within the student an awareness of how the elements and principles of design work together to create strong compositions and works of art. Various methods in drawing, painting, printmaking, mixed media will be investigated throughout this course.

A contract must be signed within the first ten days of class, by the student, parent and instructor, for the 5-weight option. Students are required to complete separate assignments spread throughout the semester including an artist's sketchbook and a culminating project in addition to the regular curriculum. Assignment descriptions are released at the start of the semester with a schedule of due dates and are to be done outside of class time.

***104/105 INTRODUCTION TO 3D DESIGN**

Prerequisite: None

Open To: Freshmen, Sophomores, Juniors, and Seniors

Length: Semester Fee: \$35

Credit: 0.5

This course will develop a range of knowledge in three-dimensional media providing the student with a basic background for all other art courses offered. Projects will develop within the student an awareness of how the elements and principles of design work together to create strong compositions and works of three-dimensional art. Various methods in sculpture and modeling will be investigated throughout this course.

A contract must be signed within the first ten days of class, by the student, parent and instructor, for the 5-weight option. Students are required to complete separate assignments spread throughout the semester including an artist's sketchbook and a culminating project in addition to the regular curriculum. Assignment descriptions are released at the start of the semester with a schedule of due dates and are to be done outside of class time.



205 ADVANCED CERAMICS I

Prerequisite: Introduction to 2D and 3D Design

Open To: Sophomores, Juniors, and Seniors

Length: Semester Fee: \$35

Credit: 0.5

This course provides experience in the designing, forming, decorating, and glazing and firing of ceramics. Terminology, construction, hand-built, wheel-thrown and decorating procedures will be investigated. Creativity and craftsmanship will be stressed.

205 ADVANCED CERAMICS II

Prerequisite: Ceramics I

Open To: Sophomores, Juniors, and Seniors

Length: Semester Fee: \$35

Credit: 0.5

This course will examine advanced techniques in designing, forming, decorating, glazing and firing of ceramics. Terminology, construction, hand-built, wheel thrown techniques, and decorating procedures will be investigated. Creativity and craftsmanship will be stressed.

205 ADVANCED DESIGN

Prerequisite: Introduction to 2D and 3D Design

Open To: Sophomores, Juniors, and Seniors

Length: Semester Fee: \$35

Credit: 0.5

This course deals with basic design concepts and techniques. Balance, harmony, repetition, contrast, rhythm, dominance and transition will be stressed through various design projects, such as interior decoration, record album covers, industrial design and fashion.

205 ADVANCED DRAWING I

Prerequisite: Introduction to 2D and 3D Design

Open To: Sophomores, Juniors, and Seniors

Length: Semester Fee: \$35

Credit: 0.5

This course deals with basic drawing concepts and techniques and presents a practical application of these techniques in the production of two-dimensional works. Pencils, pens, markers, and brushes are some of the tools used in approaches to drawing.



205 ADVANCED DRAWING II

Prerequisite: Drawing I

Open To: Sophomores, Juniors, and Seniors

Length: Semester Fee: \$35

Credit: 0.5

This course deals with advanced drawing concepts and techniques and presents a practical application of these techniques in the production of two-dimensional works. Pencils, pens, markers and brushes are some of the tools used in approaches to drawing.

205 ADVANCED GLASSWORKS

Prerequisite: Introduction to 2D and 3D Design

Open To: Sophomores, Juniors and Seniors

Length: Semester Fee: \$35

Credit: 0.5

This is a course in the exploration of glass as a creative medium. The student will explore such areas as stained glass, glass bead making, fused glass, slumped glass, painted glass and mosaics. Emphasis will be on creativity as well as craftsmanship.

205 ADVANCED GRAPHIC DESIGN I

Prerequisite: Introduction to 2D and 3D Design

Open To: Sophomores, Juniors, and Seniors

Length: Semester Fee: \$35

Credit: 0.5

This course is a semester course introduction to electronic imaging. Students will explore painting and sophisticated image manipulation to gain skills using computer software. In addition to drawing and painting directly on the computer, students learn how to improve images through scanners and digital cameras to use for manipulated electronic collages. Basic art skills for creative communication are required.

205 ADVANCED GRAPHIC DESIGN II

Prerequisite: Graphic Design I

Open To: Sophomore, Juniors and Seniors

Length: Semester Fee: \$35

Credit: 0.5

This is an advanced course with emphasis on production through use of concepts, designs and images. Students will learn advanced principles required to solve graphic design problems. Using industry standard software and related programs, students will also take the tools and techniques used in Graphic Design I and apply them in the professional world. Students will learn skills needed to properly communicate with local businesses. As in Graphic Design I, students will continue training in the development of concept and design for promotional materials.

205 ADVANCED METALS I

Prerequisite: Introduction to 2D and 3D Design

Open To: Sophomores, Juniors, and Seniors

Length: Semester Fee: \$35

Credit: 0.5

This course will examine ways to produce jewelry using basic design concepts and techniques. The elements of art and principles of design will be stressed in all jewelry assemblage processes, including cold connection, riveting, heat and chemical oxidation, hand-colored metals, copper etching, copper enameling, wire wrapping, mixed media, stamping, and texturizing to make wearable art pieces.

205 ADVANCED METALS II

Prerequisite: Art Metals I

Open To: Sophomores, Juniors, and Seniors

Length: Semester Fee: \$35

Credit: 0.5

This course will examine ways to produce art metals/jewelry using advanced design concepts and techniques. The elements and principles of design will be stressed in all jewelry assemblage processes, including cold connection, riveting, fold forming, soldering, annealing, copper enameling, copper etching, heat and chemical oxidation, hand colored metals, wire wrapping, mixed media, stamping and manipulating textures to make wearable and sculptural art pieces.

205 ADVANCED MIXED MEDIA I

Prerequisite: Introduction to 2D and 3D Design, Painting I recommended

Open To: Sophomores, Juniors, and Seniors

Length: Semester Fee: \$35

Credit: 0.5

This course will examine ways to produce artwork by combining multiple media in the same piece of artwork. Students will develop their ability to communicate visually using a variety of art mediums such as: pencil, collage, assemblage, charcoal, wire, plaster, chalk pastel, oil pastel, ink, printmaking, watercolor, watercolor pencil, found objects, acrylic paint and fabric. Also, students will be working on a variety of surfaces.

205 ADVANCED MIXED MEDIA II

Prerequisite: Mixed Media I

Open To: Sophomores, Juniors, and Seniors

Length: Semester Fee: \$35

Credit: 0.5

This course will examine advanced ways to produce artwork by combining multiple media in the same piece of artwork. Students will refine their ability to communicate visually using a variety of art mediums such as; pencil, collage, assemblage, charcoal, wire, plaster, clay, pastels, ink, printmaking, watercolor, found objects, paint, and fabric. Students will create 2-dimensional and 3-dimensional pieces of artwork.



205 ADVANCED PAINTING I

Prerequisite: Introduction to 2D and 3D Design

Open To: Sophomores, Juniors, and Seniors

Length: Semester Fee: \$35

Credit: 0.5

This course is intended to provide students the opportunity to explore painting as a means of visual expression using a variety of techniques and media. Awareness, composition and manipulative competency are the major areas of concentration. Study of paintings and artists gives the student insight into the various “schools” or styles of painting.

205 ADVANCED PAINTING II

Prerequisite: Painting I

Open To: Sophomores, Juniors, and Seniors

Length: Semester Fee: \$35

Credit: 0.5

This course is intended to provide students with an opportunity to further explore painting as a means of visual expression using a variety of techniques and media. Awareness, composition and manipulative competency are the major areas of concentration. Study of paintings and artists gives the student insight to the various schools of painting.

305 ADVANCED PHOTOGRAPHY I

Prerequisite: Introduction to 2D and 3D Design

Open To: Juniors and Seniors

Length: Semester Fee: \$35

Credit: 0.5

This course is an introduction to film and electronic photo-based media and digital imaging. Students are introduced to the technical and conceptual aspects of these media, specifically in relation to contemporary visual arts photography. This course will cover imaging techniques as well as discussions about artists, critical thinking, principles of the photographic language and aesthetics relating to and impact on personal creativity and expression. No prior knowledge of the computer is expected.

Photography students will develop their portfolio in “breadth” (variety of photography approaches) or “concentration” (theme for a body of work) as part of this class. Portfolio development is applicable to the student’s future AP studio art portfolio.



305 ADVANCED PHOTOGRAPHY II

Prerequisite: Photography I

Open To: Juniors and Seniors

Length: Semester Fee: \$35

Credit: 0.5

This is an advanced course stressing technical and critical photographic skills. The class will develop student's capacity to produce well-wrought, effectively structured pictures. Additionally, students will broaden their ability to look at images critically so that they are better able to evaluate and ultimately, value the success of their work and the work of others. Photography students will develop their portfolio in "breadth" (variety of photography approaches) or "concentration" (theme for a body of work) as part of this class. Portfolio development is applicable to the student's future AP 2-D Design Portfolio.

205 ADVANCED PRINTMAKING

Prerequisite: Introduction to 2D and 3D Design, Painting I and/or Drawing I recommended

Open To: Sophomores, Juniors, and Seniors

Length: Semester Fee: \$35

Credit: 0.5

This course is an introductory course that provides experiences in the major areas of printmaking: relief, intaglio and silk screening. The student will investigate both the technical and creative aspects of printmaking. Proper matting, framing and identification procedures will be discussed throughout the course of study.

205 ADVANCED SCULPTURE

Prerequisite: Introduction to 2D and 3D Design

Open To: Sophomores, Juniors, and Seniors

Length: Semester Fee: \$35

Credit: 0.5

A course in the exploration of the various additive, subtractive and casting procedures used in the creation of three-dimensional forms. Plaster, wood, clay, wire, metal and plastic are some of the materials used in the construction of the forms in space.

305, 406 INDEPENDENT ART STUDIES

Prerequisite: Introduction to 2D and 3D Design, Drawing I and/or Painting I, and written permission from Instructor when elected course is not available or offered.

Open To: Juniors and Seniors; Seniors successful completion of 305 (406)

Length: Semester Fee: \$35

Credit: 0.5

Students desiring advanced study in a specific art area may, with written permission of instructor and at least a B in each prior visual art course, pursue an individualized program of extended study.



336 HONORS PRE-AP STUDIO ART

Prerequisite: 2D, 3D, and 2 other Art classes or permission of instructor (Drawing I and/or Painting I recommended)

Open To: Juniors and Seniors

Length: Year Fee: \$40

Credit: 1

Students will develop an ongoing collection of artwork in a portfolio that demonstrates the student's proficiency in using a variety of 2-and/or 3-dimensional art making materials in order to display their knowledge and ability using the elements and principles of design. The portfolio development is intended to be in preparation for the AP Studio Art: 2-D Design, 3-D Design and or Drawing Portfolio course or for a college entrance portfolio and is intended for Juniors and Seniors. Students will further develop and hone their ability to communicate visually using art mediums such as: pencil, collage, charcoal, clay, wire, plaster, chalk pastel, oil pastel, ink, printmaking, watercolor, watercolor pencil, tempera, acrylic paint, aqua oil paints, and mixed media. Portfolio approval is required prior to registration/admission and written permission of the instructor.

437 AP STUDIO ART

Prerequisite: Pre-AP Studio Art or permission of instructor (Drawing I and/or Painting I recommended)

Open To: Seniors

Length: Year Fee: \$40

Credit: 1

The Advanced Placement Studio Art Program enables highly motivated students to do college level work in studio art while still in high school. Advanced Placement Studio Art is not based on a written examination: if you participate in the program, you are required to submit a portfolio of work for evaluation at the end of the school year. Advanced Placement work does involve significantly more time and commitment than most high school courses; the program is, therefore, intended for students seriously committed to studying art. Work out of class is assigned each night. Students will need to supply additional materials. Portfolio approval is needed with written permission of the instructor. This course requires a high-level of commitment by the student, who can earn college credit for performing successfully on the AP Studio Art examination.



437 AP ART HISTORY

Prerequisite: None

Open To: Seniors

Length: Year Fee: \$35

Credit: 1

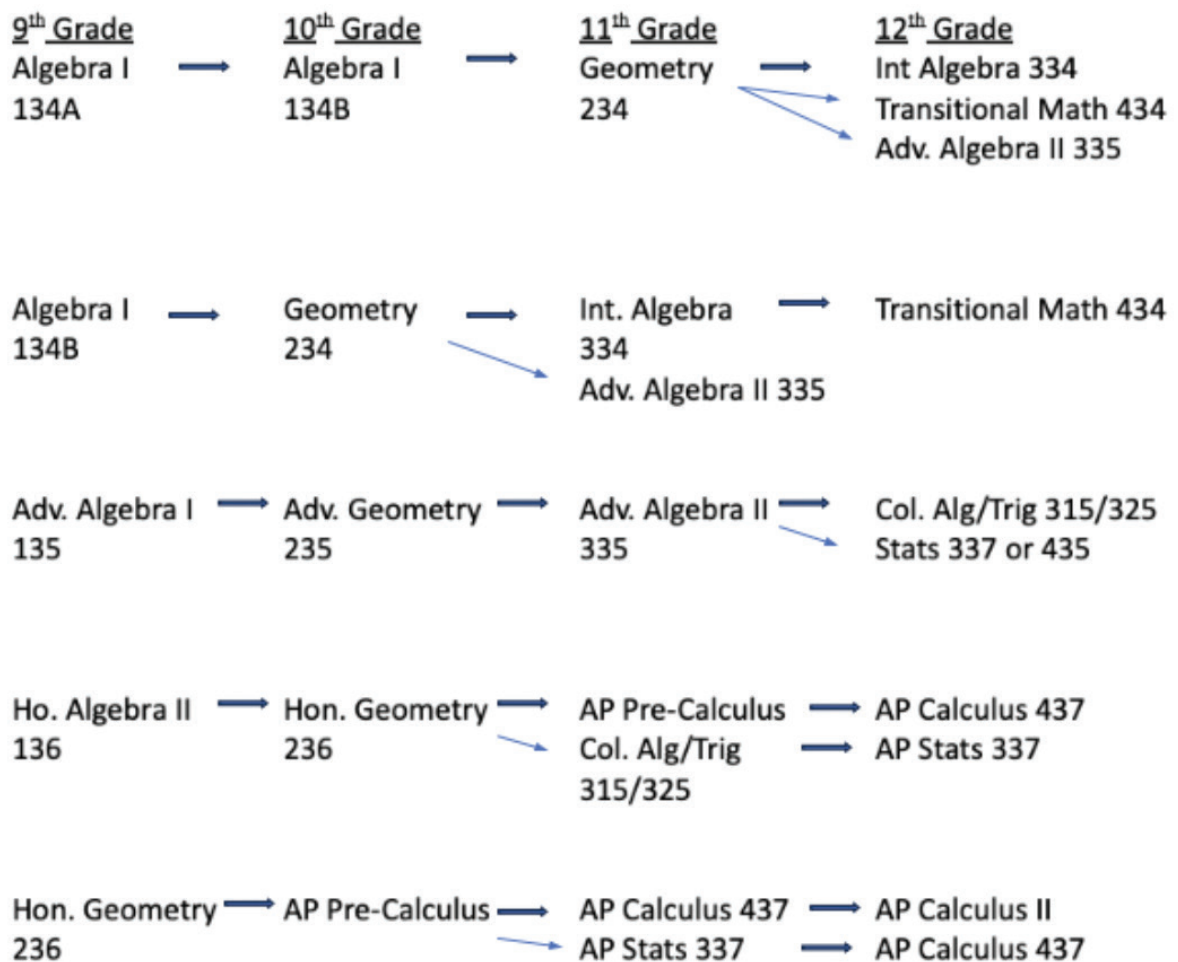
This course enables highly motivated students to do college level work while still in high school. This course is designed to prepare students for the administration of the Advanced Placement History of Art examination. Advanced Placement Art History takes a chronological approach in examining painting, sculpture, and architecture of western and nonwestern (Asian, African, Islamic, Pacific) traditions from prehistoric times to the present. Students will examine individual works of art, identify artists and categorize them by style, theme, and historical period. Students will learn how to distinguish different styles within the lives of individual artists, how to compare the works of an artist with those of his/her contemporaries, and how to contrast the works of a period with those of another period. This course requires a high-level of commitment by the student, who can earn college credit for performing successfully on the Advanced Placement History of Art examination. No prior experience in the history of art or studio is assumed for those students who take the course. Students who have done well in other courses in the humanities such as history and literature, or in any of the studio arts, are especially encouraged to enroll.



Mathematics

High School Math Course Flowchart

The following chart is to be used as a general guideline. In some cases, other course options are available, depending on the student's year and prior math experience. Please see the course descriptions for full explanations of options and prerequisites.



134A ALGEBRA I (NCAA: .5 credit)

Prerequisite: None

Open to: Freshmen, Sophomores, Juniors, and Seniors

Length: Year

Credit: 1

This course applies the properties and operations of the real number system. In addition, students master fundamental algebraic concepts, solve linear equations and inequalities, as well as utilizing graphical concepts to apply, connect algebraic representations. Special attention is paid to higher order thinking and problem solving involving basic algebra concepts. The 8 Standards for Mathematical Practice will also be taught as they relate to these concepts. Students communicate their math understanding using appropriate mathematical terminology and represent their work using graphs, symbols, words, and technology.

134B ALGEBRA I (NCAA: .5 credit)

Prerequisite: None

Open to: Freshmen, Sophomores, Juniors, and Seniors

Length: Year

Credit: 1

This course applies the properties and operations of the real number system. In addition, students begin to work with functions including linear, exponential, quadratic, and polynomial functions. In support of this work, students will graph and solve higher order equations and systems of equations. Introductory statistical analysis including regression lines will be covered. Special attention is paid to higher order thinking and problem solving involving basic algebra concepts. The 8 Standards for Mathematical Practice will also be taught as they relate to these concepts. Students communicate their math understanding using appropriate mathematical terminology and represent their work using graphs, symbols, words, and technology.

135 ALGEBRA SEMINAR

This course provides an opportunity for students to build a strong algebra foundation while applying the 8 Standards of Mathematical Practice in their learning of the Common Core State Standards taught in the Algebra I course. Students will receive support in order to help them be successful in their Algebra I course. This course is to be taken concurrently with Algebra 135 I and is offered for elective credit only.

135 ADVANCED ALGEBRA I (NCAA)

Prerequisite: Pre-Algebra 84 with a C or above in middle school or 8th grade Algebra I 85

Open To: Freshmen, Sophomores, Juniors, and Seniors

Length: Year

Credit: 1

Students apply knowledge of numerical and algebraic properties, solve and graph linear equations and inequalities using the real number system, solve systems of linear equations and inequalities, apply exponential relationships, and solve quadratic and rational equations. Students solve real-world problems and represent their work using graphs, symbols, words and technology using appropriate mathematical terminology.



136 HONORS ALGEBRA II (NCAA)

Prerequisite: Advanced Algebra I 85/135 or Honors Algebra II 86

Open To: Freshmen, Sophomores, Juniors

Length: Year

Credit: 1

This comprehensive course is for freshmen interested in higher mathematics. It consists of an advanced study of functions, notation and vocabulary, nature of proof, and a structural approach to the properties of the complex number system. Also emphasized are solving inequalities, absolute value, open sentences, word problems, polynomials, graphing, quadratic equations, logarithms, and sets. Students solve real-world problems and represent their work using graphs, symbols, words, and technology using appropriate mathematical terminology.

234 GEOMETRY (NCAA)

Prerequisite: Algebra 134B

Open To: Sophomores, Juniors, and Seniors

Length: Year

Credit: 1

Key topics that provide a strong foundation in geometry are emphasized. Students solve problems that apply line and angle relationships, polygon relationships, coordinate geometry, congruence and similarity, right triangles, and area and volume. Students prove side and angle congruence using two-column proofs. Students represent their work using pictures, symbols, graphs, words, and technology using appropriate mathematical terminology.

235 ADVANCED GEOMETRY (NCAA)

Prerequisite: Advanced Algebra I 135

Open To: Sophomores, Juniors, Seniors

Length: Year

Credit: 1

Students develop terminology and logic skills to investigate 2 & 3D geometric relationships and prove relationships inductively, deductively, and indirectly. Problems with points, lines, planes, triangles (especially congruent triangles, similar triangles, and right triangles), circles, perimeter, area and volume are solved with figures constructed on a coordinate grid. Students use pictures, symbols, graphs, words, and technology to represent work.

236 HONORS GEOMETRY (NCAA)

Prerequisite: Honor Algebra II 86 or Honor Algebra II 136

Open To: Freshmen, Sophomores, Juniors, and Seniors

Length: Year

Credit: 1

Advanced logic is covered in this course to help the student develop his/her own method of proof. Students solve proof problems that involve segments, angles, congruent triangles, parallel lines, quadrilaterals, circles, similar polygons, and areas that build the concept of proof. Very basic trigonometry is introduced using sine, cosine, tangent, law of sine, and law of cosine. Coordinate geometry is also introduced and includes the distance formula, midpoint formula, slopes, and equations of lines and circles. Algebra is reviewed when appropriate. Students represent their work using pictures, symbols, graphs, words, and technology using appropriate mathematical terminology.

334 INTERMEDIATE ALGEBRA

Prerequisite: Algebra 1 and Geometry

Open to: Juniors and Seniors

Length: Year

Credit: 1

In this course, students will apply knowledge of numerical and algebraic properties, solve linear and nonlinear equations and inequalities using the real number system, and apply exponential and logarithmic relationships. Also emphasized in this course are the basic principles of the theory of probability and its applications. Students solve real-world problems and perform statistical analysis representing their work using graphs, symbols, and technology using appropriate mathematical terminology.

335 ADVANCED ALGEBRA II (NCAA)

Prerequisite: Algebra and Geometry 234 or Advanced Geometry 235

Open To: Juniors and Seniors

Length: Year

Credit: 1

This is a full-year course in second-year algebra designed for the college-bound student. The general topics are the same as those in Honors Algebra 136. It consists of an advanced study of functions, notation and vocabulary, nature of proof, and a structural approach to the properties of the complex number system. Also emphasized are solving inequalities, absolute value, open sentences, world problems, and represent their work using graphs, symbols, words, and technology and communicate their understanding using appropriate mathematical terminology.

315 ADVANCED COLLEGE ALGEBRA (NCAA)

Prerequisite: Honors Algebra II 136 or Advanced Algebra II 335

Open To: Juniors and Seniors

Length: Semester

Credit: 0.5

This semester course is designed for students who have successfully completed Honors Algebra II 136 or Advanced Algebra II 335. Coursework includes modeling and function algebra along with complex work with polynomial and rational functions. Students solve real-world problems using graphs, symbols, words and technology and communicate their understanding using appropriate mathematical terminology.

325 ADVANCED TRIGONOMETRY (NCAA)

Prerequisite: Honors Algebra II 136 or Advanced Algebra II 335 and Advanced College Algebra

Open To: Juniors and Seniors

Length: Semester

Credit: 0.5

A great deal of emphasis is given to identities, graphs of functions, trigonometric equations, trigonometric functions, and circular functions. Students also use right and oblique triangles to find solutions to practical problems. Students represent their work with pictures, symbols, words, and technology as well as communicate their understanding using appropriate mathematical terminology.

337 AP STATISTICS (NCAA)

Prerequisite: Algebra II

Open To: Juniors and Seniors

Length: Year

Credit: 1

This course is equivalent to a three-semester hour college statistics course. Students will analyze and summarize data graphically and numerically, learn how to collect data, make conjectures, and present findings using statistical methods. The class will closely follow the syllabus suggested by Advanced Placement. Students are encouraged to take the College Board AP Statistics exam.

435 ADVANCED STATISTICS (NCAA)

Prerequisite: A/B in Intermediate Algebra or successful completion of Adv. Algebra II 335, Pre-Calculus 336, or College Algebra/Trig 315, 325

Open To: Juniors and Seniors

Length: Year

Credit: 1

Students will analyze and summarize data graphically and numerically, learn how to collect data, make conjectures, and present findings using statistical methods.

434 TRANSITIONAL MATH TOPICS (NCAA)

Prerequisite: 3 Math Credits

Open To: Seniors

Length: Year

Credit: 1

Topics linking Algebra and Geometry concepts will be taught with an emphasis on problem solving. In this course, students will complete large projects involving multiple mathematical concepts without a calculator. An emphasis will also be placed on preparation for college placement tests. Passing this course will enable students to enroll in credit bearing courses at LLCC.

336 AP PRE-CALCULUS (through the Class of 2026) (NCAA)

Prerequisite: Honors Geometry 236 or College Algebra/Trig 315/325

Open To: Sophomores, Juniors, Seniors

Length: Year

Credit: 1

This course is for exceptional students preparing to take a year of calculus in high school. Students solve problems applying concepts and skills from college algebra, trigonometry, analytic geometry, and selected topics to prepare for calculus. ***This is a new AP course. Students that took precalculus prior to 2023-24 school year received 6-weight credit. In order to maintain equity with GPA this course will remain a 6-weight credit until the Class of 2027.***

337 AP PRE-CALCULUS (Class of 2027 and after) (NCAA)

Prerequisite: Honors Geometry 236 or College Algebra/Trig 315/325 or A in Advanced Algebra 2 335 with Dept Chair approval

Open To: Sophomores, Juniors, Seniors

Length: Year

Credit: 1

This course is for exceptional students preparing to take a year of calculus in high school. Students solve problems applying concepts and skills from college algebra, trigonometry, analytic geometry, and selected topics to prepare for calculus.

***437 AP CALCULUS AB (NCAA)**

Prerequisite: Pre-Calculus 336

Open To: Juniors, Seniors

Length: Year

Credit: 1

This calculus course is considered from a college viewpoint to prepare students for the AB level College Board AP exam. Students solve problems applying the Cartesian plane and functions: limits: differentiation and its applications: integration and its applications: exponential, logarithmic, trigonometric, and inverse functions.

***430 AP CALCULUS BC (NCAA)**

Prerequisite: AP Calculus 437 AB

Open To: Seniors

Length: Year

Credit: 1

This is a one-year zero weighted course in advanced calculus and is a continuation of Calculus 437. Topics covered are integration techniques and improper integrals, infinite series, conic sections, plane curves, parametric equations, polar coordinates, and vectors. Students are strongly encouraged to take one of the Advanced Placement Calculus tests in May.

PHYSICAL EDUCATION

PHYSICAL EDUCATION

Prerequisite: None

Open To: Freshmen, Sophomores, Juniors, Seniors

Length: Quarter

Credit: 0.25

This course will allow the student instruction and experience in lifetime physical activities that are designed to increase and/or sustain overall physical well being. It is a goal for all students to be moving at moderate to vigorous activity level 80% of class time. This will be accomplished by organizing each class into a variety of choice activities and games that allow for maximum participation. When appropriate, students will be given the opportunity to use technology in order to learn how to identify, record and interpret fitness data. Students will be tested at least twice using the Fitness Gram program. Fitness Gram includes height and weight, 20-meter pacer test or a 1 mile walk/run, curl-up test, push-up test, and the sit and reach test. The pre-test results will be used by the teacher and student to establish classroom and individual goals for the remainder of the course. A post-test will be given at the conclusion of the course in order to compare results and celebrate accomplishments. Students who are in remote learning will use an alternative form of assessment other than Fitness gram to measure physical activity in order to achieve a healthy lifestyle.

Two credits of Physical Education required for graduation.

- Freshman students are required to take two semesters of Physical Education.
- Sophomore students are required to take 2 semesters of Physical Education -or- 1 semester of Physical Education and 1 semester of Health

305/405 ADVANCED PHYSICAL EDUCATION

Prerequisite: Four semesters of 4 weight P.E. and approval by Assistant Principal or Dean

Open To: Juniors and Seniors (Priority to Seniors)

Length: Semester

Credit: 0.5

This course will provide the students of District 186 an opportunity to improve their athleticism, reduce potential for injuries, and have a greater appreciation for good health through proper exercise. The students will gain a basic understanding of the history of the strength field, safety in the weight room, nutrition, physiology and exercise (6 basic human movements). This course will include both lecture and practical application.

THE JUNIOR RESERVE OFFICER TRAINING CORPS (JROTC)

The Junior Reserve Officer Training Corps (JROTC) is a Character and Leadership Development Program that is offered at the high school level and teaches high school students the value of citizenship, leadership, service to community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork and self-discipline. The mission statement reflects the overall meaning and purpose of JROTC, which is “To Motivate Young People to be Better Citizens” by preparing them for responsible leadership roles and making them aware of their rights, responsibilities, and privileges as American citizens. JROTC is sponsored by the United States Army and requires that each student that participates in the program wear a military uniform (provided by the U.S. Army) once a week and maintain a military appearance while in the program. This means that parents and students must agree to a set of military standards that include hairstyle and conduct. Students on probation for any reason, or under the supervision of a juvenile officer for any reason will require permission from both the Army Instructor and the Senior Army Instructor to be in any JROTC classes. There is no military service requirement associated with being in JROTC.

134/234 JROTC LEADERSHIP, EDUCATION AND TRAINING LEVEL I/II

Prerequisite: None

Open To: Freshmen, Sophomores, Juniors and Seniors

Length: Year

Credit: 1

The mission of Leadership Education and Training Curricula is to motivate first year JROTC cadets to be better citizens. To accomplish this purpose, lessons discuss citizenship, leadership, and personal responsibility and are designed to help the cadets succeed in high school and after graduation. Cadets wear the uniform one day each week. Extracurricular activities will eventually include providing color guards, participating in community parades, drill, rifle, and raider teams.

The LET II course builds upon the mastery of LET I skills and abilities, providing Cadets with new and more challenging opportunities in leadership development. There are 24 active-learning lessons within eight chapters. Requires completion of LET I in order to enroll.

335/435 JROTC LEADERSHIP, EDUCATION AND TRAINING LEVEL III/IV

Prerequisite: LET I and LET II

Open To: Juniors and Seniors

Length: Year

Credit: 1

The LET III “The Supervising Leader” course builds upon the mastery of LET I and II skills and abilities, providing Cadets with new and more challenging opportunities as a leader by overseeing planning, project implementation and team personnel. Cadets at this level can acquire battalion staff positions and responsibilities and help integrate improvements in the local JROTC program and community.

The LET IV “Managing Leader” course provides Cadets multiple opportunities to manage and lead in the battalion, in the school and in their respective communities. The LET IV Cadet is ready to assume responsibilities and manage others. There are 12 active-learning lessons within six chapters.

**JROTC students are eligible for a waiver.
Must see the Guidance Dean for more information.
See Appendix D for Academic and Athletic PE Waiver Information.**

HEALTH

204 HEALTH

Prerequisite: None

Open To: Second year students, Sophomores, Juniors, Seniors

Length: Semester

Credit: 0.5

This course is a semester course of instruction designed primarily for sophomores. The six major core units of study are mental and emotional health, nutrition and fitness, personal care and body systems, reproductive health, drug education, and safety and environment. Parents/Guardians have the right to decline, in writing, the option for their child(ren) to participate in the sex education portion of the health curriculum. The topics covered in this course are required by the Illinois School Code. During reproductive health, emphasis is placed on abstinence as the only protection that is 100% effective against pregnancy, sexually transmitted diseases and AIDS (when transmitted sexually). The curriculum is age appropriate, medically accurate, does not promote a specific religion, stresses abstinence without ignoring youth who are already sexually active, encourages family communication, develops knowledge and skills and promotes healthy attitudes toward development, self esteem and body image. Appointments to review the course material can be made with the school. (Illinois School Code 105 ILCS 5/27-9.1) Beginning with the 2014-15 school year, training on how to properly administer cardiopulmonary resuscitation (which training must be in accordance with standards of the American Red Cross, the American Heart Association, or another nationally recognized certifying organization) and how to use an automated external defibrillator shall be included as a basis for curricula in all secondary schools in the State of Illinois. No pupil shall be required to take or participate in any class or course on how to properly administer cardiopulmonary resuscitation or how to use an automated external defibrillator if his or her parent or guardian submits written objection. (Illinois School Code 105 ILCS 110/3)

305 ADVANCED CHALLENGING HEALTH IN AMERICA

Prerequisite: Health 204 with a preferred grade of A or B or administrator approval

Open To: Juniors and Seniors (Priority to Seniors)

Length: Semester

Credit: 0.5

The purpose of this health course is to raise awareness of health issues in today's society and how these issues will greatly impact students' lives. Students will discuss and debate various topics and issues. Students will also be able to read, evaluate and comprehend authentic text. In addition, students will be required to select a health/wellness topic of interest and submit a research project with a slide presentation. The project will be presented to the teacher and the class. When applicable, students will participate in community-wide health programs to promote the health and well-being within the school and community.



DRIVER'S EDUCATION

194 CLASSROOM DRIVER ED

Prerequisite: Successful completion of 8 out of 10 courses in 8th grade

Open To: Freshmen, Sophomores, Juniors, Seniors

Length: 9 weeks

Credit: 0.25

Classroom Driver Education is a nine-week course available to all students, primarily freshmen, who will reach the age of 15 years before the last day of instruction. The course is designed to introduce students to the basic skills of the driving task in order to provide competent and responsible traffic citizens. Student instruction is based upon a modular concept approach and covers such items as traffic controls, the highway transportation system, performance capability, alcohol and driving, traffic laws, insurance situational identification and evaluation.

We are presently participating in the Secretary of State sponsored "Cooperative Driver Testing Program". By earning a letter grade of "A" or "B" in both classroom and behind the wheel, a student may waive the license test given at the driver examination station. The instructor may administer the driver license test. The intent is to add incentive to improve grades.

DRIVER EDUCATION – ILLINOIS STATE BOARD OF EDUCATION

The Illinois State Board of Education required that eligibility granted to students to be scheduled into classroom driver's education and receive a driver's license is based upon earning a passing grade in at least eight semester courses during the previous two semesters of study. Student grades will continually be monitored throughout the classroom and behind-the-wheel experience to assure that each individual student is meeting the grade requirement previously stated. Students whose grades do not meet this requirement any time before or during driver's education will be delayed a permit, behind the wheel and/or final license approval.

In order to pass classroom driver's education, the Secretary of State requires each student to be in attendance for a minimum of 30 hours. Any student that does not meet the attendance requirement based on the number of days within each nine weeks will be dropped from classroom driver education. Please note that all absences will be counted toward a classroom absence. These absences include excused absences for any reason, excused absences due to field trips or other in school activities, unexcused absences, in-house and out of school suspensions. A \$100 behind the wheel (BTW) fee is required prior to completing BTW for any student whose family does not qualify for the reduced or waived fees due to financial status.

The chief administrator of the nonpublic school or parent of a homeschool student must provide evidence to the public school that the student has received a passing grade in at least eight courses during the previous two semesters at the time the parent or guardian completes an official application for enrollment of the student in driver education.

Statutory Citations: 105 ILCS 5/27-24.2 and 27-24.4 Administrative Rule: 23 Ill. Admin. Code Part 252.20(a)

Science Department Course List

<u>Course</u>	<u>Grades</u>	<u>Prerequisites</u>
Biology 134	9, 10, 11, 12	None
Advanced Biology 135	9, 10, 11, 12	Successful completion of 8 th gr. Science with an A or B or completion of 8 th gr. Advanced Science with a C or better, or a transcript review.
Honors Biology 136	9,10, 11, 12	Successful completion of 8 th gr. Science with A or B (with Science Dept. approval) or completion of 8 th gr. Advanced Science with a C or better, or a transcript review.
PLTW 136 Principles of the Biomedical Sciences	9, 10, 11, 12	Successful completion of 8 th gr. Science with an A or B or completion of 8 th grade Advanced Science with a C or better, or a transcript review.
Physical Science 234	10, 11, 12	None
Advanced Physical Science 235	10, 11, 12	None
Advanced Chemistry 235	9, 10, 11, 12	Algebra I and Biology 135 or 136. For 9 th gr. – concurrent Enrollment in Bio. 135 or 136 and successful completion of Alg. I in 7 th or 8 th gr. with an A or B, or a transcript review.
Honors Chemistry 236	9, 10, 11, 12	1 yr. Alg. 1 and Bio 135 or 136. For 9 th gr. – concurrent enrollment in Bio. 135 or 136 and successful completion of Alg. 1 in 7 th or 8 th gr with an A or B, or transcript review.
Advanced Zoology 205 Invertebrate	10, 11, 12	Successful completion of Biology For 10 th gr.-concurrent enrollment in Physical Science or Chemistry
Advanced Zoology 205 Vertebrate	10, 11, 12	Successful completion of Biology For 10 th gr.-concurrent enrollment in Physical Science or Chemistry
PLTW 236 Human Body Systems	10, 11, 12	Successful completion of Biology 135 or 136 with an A or B or successful completion of PLTW 136, or a transcript review.
Anatomy & Physiology 304	11, 12	Successful completion of Bio 134/135/136 and a 4.5, or 6 weight physical science course
Science Current Events 304	11, 12	None
Advanced Astronomy 305	11, 12	Successful completion of two years of Science
Earth Science 334	11, 12	Successful completion of Biology
Advanced Earth Science 335	11, 12	Successful completion of Bio 134/135/136 and a 4, 5, or 6 weight physical science course.
Honors Anatomy & Physiology 336	11, 12	Successful completion of Biology 135 or 136 and Chemistry 235 or 236 or permission of the science department.
Honors Physics 336 Chemistry 235	10, 11, 12	Successful completion of Algebra II with a C or better and
PLTW 336 Medical Interventions	11, 12	Successful completion of PLTW: 236
AP Chemistry 337	10, 11, 12	Chemistry 235 or 236 and Algebra II
AP Biology 337	10, 11, 12	Biology 135 or 136 and Chemistry 235 or 236
AP Physics 437	11, 12	Successful completion of Algebra II with a C or better and completion of or concurrent enrollment in Pre-Calc. or College Alg./Trig.

134 BIOLOGY (NCAA)

Prerequisite: None

Open To: Freshmen, Sophomores, Juniors, and Seniors

Length: Year Fee: \$30

Credit: 1

This is a full-year course designed to introduce students to important concepts of life science: ecology, cells, genetics, evolution, microbiology, plants, and animals. Emphasis will be placed on the relevance of life science topics to daily life. The class will also focus on the development of science skills such as graphing, data collection, and laboratory methods.

135 ADVANCED BIOLOGY (NCAA)

Prerequisite: Successful completion of 8th grade Science with an A or B (with Science Department approval) or completion of 8th grade Advanced Science with a C or better, or a transcript review.

Open To: Freshmen, Sophomores, Juniors, Seniors

Length: Year Fee: \$30

Credit: 1

This full-year course is designed to introduce students to important concepts of life science: ecology, cells, genetics, evolution, microbiology, plants and animals. Emphasis will be placed on the relevance of life science topics to daily life. This class will also focus on the development of science skills such as graphing, data collection, and laboratory methods. This course is intended for students with excellent reading ability, excellent study and note-taking habits, and the ability to work independently.

136 HONORS BIOLOGY (NCAA)

Prerequisite: Successful completion of 8th grade Science with an A or B (with Science Department approval) or completion of 8th grade Advanced Science with a C or better, or a transcript review.

Open To: Freshmen, Sophomores, Juniors, Seniors

Length: Year Fee: \$30

Credit: 1

This full-year course is designed to introduce students to important concepts of life science: ecology, cells, genetics, evolution, microbiology, plants and animals. Emphasis will be placed on the relevance of life science topics to daily life and experimental design. This class will also focus on the development of science skills such as graphing, data collection, and the interpretation and extrapolation of this data. This course is intended for students with excellent reading ability, excellent study and note-taking habits and the ability to work independently.



***136 PLTW: PRINCIPLES OF THE BIOMEDICAL SCIENCES (NCAA)**

Prerequisites: Successful completion of 8th grade Science with an A or B (with Science Department approval) or completion of 8th grade Adv Science with a C or better, or a transcript review.

Open To: Freshmen, Sophomores, Juniors, Seniors

Length: Year Fee: \$30

Credit: 1

This course is designed for students who are interested in the medical field. This course provides an introduction to the biomedical sciences through exciting hands-on projects and problems. Students investigate concepts of biology and medicine as they explore health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They will determine the factors that led to the death of a fictional woman as they sequentially piece together evidence found in her medical history and her autopsy report. Students will investigate lifestyle choices and medical treatments that might have prolonged the woman's life and demonstrate how the development of disease is related to changes in human body systems. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes and allow students to design experiments to solve problems. Key biological concepts including maintenance of homeostasis in the body, metabolism, inheritance of traits, and defense against disease are embedded in the curriculum. This course is designed to provide an overview of all the courses in the biomedical sciences program and lay the scientific foundation for subsequent courses. (*See Appendix C regarding PLTW+AP Recognition)

234 PHYSICAL SCIENCE (NCAA)

Prerequisite: None

Open To: Sophomores, Juniors, and Seniors

Length: Year Fee: \$30

Credit: 1

This one-year laboratory-oriented course will provide students with the opportunity to enhance their understanding of the basic concepts of chemistry and physics. Problem solving and investigation techniques allow students to combine process skills and higher order thinking skills in a meaningful way. Successful completion of the course will provide students with a foundation for pursuing Chemistry, Earth Science, Physics and Astronomy.

235 ADVANCED PHYSICAL SCIENCE (NCAA)

Prerequisite: None

Open To: Sophomores, Juniors, and Seniors

Length: Year Fee: \$30

Credit: 1

This one-year laboratory-oriented course will provide students with the opportunity to enhance their understanding of the basic concepts of chemistry and physics. Problem solving and investigation techniques allow students to combine process skills and higher order thinking skills in a meaningful way. Successful completion of the course will provide students with a foundation for pursuing Chemistry, Earth Science, Physics and Astronomy. Additional work will be done in areas of electricity and magnetism as well as changes in the Earth's surface.



235 ADVANCED CHEMISTRY (NCAA)

Prerequisite: 1 year Algebra I and Biology 135. For 9th grade - concurrent enrollment in Biology 135 & successful completion of Algebra I in 7th or 8th grade with an A or B, or transcript review.

Open To: Freshmen, Sophomores, Juniors, and Seniors

Length: Year Fee: \$30

Credit: 1

This laboratory course is designed for the college-bound or the student who wants a more rigorous background in chemistry. Topics covered include measurements, atomic theory, elements, compounds, formulas, equation calculations, and gas laws. Further content includes the study of solutions, acid-base-salt chemistry, equilibrium and selected topics.

236 HONORS CHEMISTRY (NCAA)

Prerequisite: 1 Year Algebra I and Biology 135 or 136. For 9th grade – concurrent enrollment in Biology 135 or 136 & successful completion of Algebra I in 7th or 8th grade with an A or B, or transcript review.

Open To: Freshmen, Sophomores, Juniors, Seniors

Length: Year Fee: \$30

Credit: 1

This laboratory course is designed for the college-bound student. Topics covered included measurements, atomic theory, compounds, formulas, equation calculations, and gas laws. Further content includes the study of solutions, acid-base-salt chemistry, equilibrium and a brief introduction to organic chemistry and nuclear chemistry.

205 ADVANCED ZOOLOGY – INVERTEBRATE (NCAA)

Prerequisite: Successful completion of Biology. For 10th grade - concurrent enrollment in either Science of the Physical World or Chemistry.

Open To: Sophomores, Juniors, and Seniors

Length: Semester Fee: \$15

Credit: 0.5

Invertebrate Zoology is an advanced study of the invertebrates (protozoa, worms, anthropods, echinoderms and the minor phyla). Emphasis is on structural and functional similarities that exist within major phyla. Labs are an essential part of the class.

205 ADVANCED ZOOLOGY – VERTEBRATE (NCAA)

Prerequisite: Successful completion of Biology.

or 10th grade - concurrent enrollment in either Science of the Physical World or Advanced Chemistry.

Open To: Sophomores, Juniors, and Seniors

Length: Semester Fee: \$15

Credit: 0.5

Vertebrate Zoology is an advanced study of fish, amphibians, reptiles, birds and mammals. Emphasis is on structural and functional similarities and on behavior patterns. Labs are an essential part of the class.



***236 PLTW: HUMAN BODY SYSTEMS (NCAA)**

Prerequisites: Successful completion of Biology 135 with an A or B or successful completion of PLTW 136

Open To: Sophomores, Juniors, and Seniors

Length: Year Fee: \$30

Credit: 1

This course is designed for students who are interested in the medical field. In this course, students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal mannequin, work through interesting real-world cases and often play the role of biomedical professionals to solve medical mysteries.

(*See Appendix B regarding PLTW+AP Recognition)

304 ANATOMY AND PHYSIOLOGY

Prerequisite: Successful completion of Bio 134/135/136 and a 4.5, or 6 weight physical science course

Open To: Juniors and Seniors

Length: 1 Semester Fee: \$15

Credit: 0.5

The purpose of the class is to serve as an introduction to the anatomy and physiology of the human body. The class will focus on the body systems, in as much as time will allow, and prepare students to better understand their bodies and medical care. Topics to be covered may include anatomical terminology, skeletal structure, digestion, reproduction, the heart and blood among other topics.

304 SCIENCE CURRENT EVENTS

Prerequisite: Successful completion of Bio 134/135/136 and a 4.5, or 6 weight physical science course

Open To: Juniors and Seniors

Length: 1 Semester Fee: \$15

Credit: 0.5

The purpose of this class is to make students aware of scientific issues in the news that are likely to impact their lives. The course will also help make students capable of reading and comprehending authentic scientific news sources. Topics to be covered may include weather, medicine, technology, and endangered species among other topics.



305 ADVANCED ASTRONOMY (NCAA)

Prerequisite: Two Science credits or permission of District Science department

Open To: Juniors and Seniors

Length: Semester Fee: \$15

Credit: 0.5

This is a half year (one semester) class for our students who want to explore the universe and our place in it.

Topics include: history of the universe, tools of celestial observation, our solar system, star structure and life cycle, asteroids, comets, meteors and exoplanets. Seasons, lunar phases and eclipses will also be covered.

334 EARTH SCIENCE (NCAA)

Prerequisite: Successful completion of Bio 134/135/136 and a 4.5, or 6 weight physical science course

Open To: Juniors and Seniors

Length: Year Fee: \$30

Credit: 1

This is a one-year class for students who want to explore geologic processes over time, Earth's history, ocean and water life, and Earth's weather and climate. Students will work collaboratively and individually to complete assignments, labs, and projects in order to demonstrate skill mastery.

335 ADVANCED EARTH SCIENCE (NCAA)

Prerequisite: Successful completion of Bio 134/135/136 and a 4, 5, or 6 weight physical science course

Open To: Juniors and Seniors

Length: Year Fee: \$30

Credit: 1

This is a one-year class for students who want to explore rocks, minerals, rivers, glaciers, earthquakes and volcanoes. Geologic time and Earth's history, ocean and water life, weather and climate are also covered. Students will work collaboratively and individually to complete assignments, labs, and quarterly projects in order to demonstrate skill mastery.

336 HONORS ANATOMY AND PHYSIOLOGY (NCAA)

Prerequisite: Successful completion of Biology 135 or 136 and Chemistry 235 or 236 or permission of science department.

Open To: Juniors and Seniors

Length: Year Fee: \$30

Credit: 1

Physiology is a junior or senior level advanced science course. During this one-year laboratory course, the student will investigate the structure and function of the human body, beginning with tissues, the integumentary system and progressing through the muscular, nervous, circulatory and other organ systems. The student is expected to learn human anatomy, important concepts of the various body functions and the interrelationships of the systems. Medical terminology and applications will be emphasized. This course is an ideal foundation for those students interested in future careers involving nursing, medicine, dentistry, veterinary medicine, health, and physical education.



336 HONORS PHYSICS (NCAA)

Prerequisite: Successful completion of Algebra II with a C or better and Chemistry 235 or 236

Open To: Sophomores, Juniors, and Seniors

Length: Year Fee: \$30

Credit: 1

Physics is a fundamental science concerned with matter, energy and their relationships. Areas of study include: measurement, motion, Newton's Laws, wave properties of sound and light, electricity, magnetism, heat, and the atomic structure of matter. Students will apply physics using real-world problems. Through laboratory experiments, demonstrations, group work, class discussion, and use of current technology, students gain a good background in physics that will be of value to them in social scientific decision-making processes. Students will be evaluated on the content of the units, skills in laboratory activities, and ability to relate concepts. This course will also deal with concepts and lab experience that take students deeper into theoretical and applied physics.

***336 PLTW: MEDICAL INTERVENTIONS (NCAA)**

Prerequisites: Successful completion of PLTW: Human Body Systems

Open To: Juniors and Seniors

Length: Year Fee: \$30

Credit: 1

This course is designed for students who are interested in the medical field. Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

(*See Appendix B regarding PLTW+AP Recognition)

337 AP CHEMISTRY (NCAA)

Prerequisite: Chemistry 235 or 236 and Algebra II

Open To: Sophomores, Juniors and Seniors

Length: Year Fee: \$30

Credit: 1

This college-level course prepares students to score high enough on the Advanced Placement exam to earn college credit in colleges that recognize the examination. Topics covered include kinetics, equilibrium, thermochemistry, gasses, acids and bases. Lab work is included. Course success requires a significant mathematics background.



337 AP BIOLOGY (NCAA)

Prerequisite: Biology 135 or 136 and Chemistry 235 or 236

Open To: Sophomores, Juniors and Seniors

Length: Year Fee: \$30

Credit: 1

The course is taught at the college level and is designed to prepare students to take the Advanced Placement Examination and score high enough to earn college credit in those colleges that recognize the examination. College level textbooks are used. The course will follow the College Board's syllabus including the four big ideas consisting of evolution, energy, molecular building blocks, interactions of biological systems and informational transactions in living systems.

437 AP PHYSICS (NCAA)

Prerequisite: Successful completion of Algebra II with a C or better, completion of or concurrent enrollment in Pre-Calc or College Algebra/Trig.

Open To: Juniors and Seniors

Length: Year Fee: \$30

Credit: 1

This is a non-calculus based physics course that emphasizes the development of advanced physics concepts in mechanics, electricity, and magnetism and their applications in solving advanced physics problems. This course prepares students for the Advanced Placement exam. Students who plan to major in physics, astronomy, mathematics, or any type of engineering are strongly encouraged to take this course. Laboratory work is included in this course and a university textbook is used.



SOCIAL SCIENCE

104, 105 INTRO TO SOCIAL SCIENCE (NCAA)

Prerequisite: None

Open To: Freshmen

Length: Semester

Credit: 0.5

The purpose of this one-semester course is to build a foundation of skills and knowledge and to build students' interest in the social sciences through the use of inquiry. The inquiry model includes developing questions, evaluating sources, using evidence, and communicating conclusions about relevant social science topics from a variety of geographical regions.

194 CONSUMER EDUCATION

Prerequisite: None

Open To: Freshmen, Sophomores, Juniors, and Seniors

Length: 9 weeks

Credit: 0.25

This nine-week course, designed primarily for freshmen, meets the consumer education graduation requirement. The course specifically includes core units concerning the American and global economy, comparison purchasing, budgeting, banking, consumer credit, investments, and employment information.

234, 235 WORLD HISTORY (NCAA)

Prerequisite: None

Open To: Freshman (235 only), Sophomores, Juniors, and Seniors

Length: Year

Credit: 1

This one-year course is the study of the historical development of human cultures. The goal of this course is to illustrate the diversity and similarities of cultures and their interaction throughout history and to show how these cultural differences and similarities are relevant today.

237 AP WORLD HISTORY (NCAA)

Prerequisite: None

Open To: Sophomores, Juniors and Seniors

Length: Year

Credit: 1

This full-year course allows students to investigate significant events, individuals, developments, and processes in six historical periods from approximately 1200 C.E. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. Students will be expected to display strong reading, comprehension, and composition skills.



205 ADVANCED CURRENT EVENTS (NCAA)

Prerequisite: None

Open To: Sophomores, Juniors, and Seniors

Length: Semester

Credit: 0.5

This current events course will help foster greater awareness and interest in community, state, national, and international issues. As the world develops into a more globally connected society, understanding the world on a larger scale is a necessity for a well-rounded education. The current events class will further help the understanding of key events that are of great impact in the world and consequently the United States. This class will be guided by the most pressing issues of the day. These may be social, political, or economic in nature.

237 AP HUMAN GEOGRAPHY (NCAA)

Prerequisite: None

Open To: Freshman, Sophomores, Juniors, and Seniors

Length: Year

Credit: 1

AP Human Geography is a full-year advanced placement course designed for students interested in the study of people and places, how society is organized, the interaction with others in places across space, the comprehension of geographic concepts, and how we make sense of others and ourselves in our locality, region, and world.

305 ADVANCED PERSONAL ECONOMICS

Prerequisite:

Open To: Juniors and Seniors

Length: Semester

Credit: 0.5

Available at Southeast only.

This course is based on Dave Ramsey's Foundations in Personal Finance. It is designed to teach essential personal economic skills through real world information and application. Topics include: saving and budgeting, credit and debit, financial planning and insurance, and income, taxes, and giving.

334 UNITED STATES HISTORY (NCAA)

Prerequisite: None

Open To: Juniors and Seniors

Length: Year

Credit: 1

This one-year course, which fulfills the graduation requirement, covers United States history from the migration of the first Americans to North and South America to our present time. The first semester will consist of a detailed study from the founding of the United States through Reconstruction. The second semester will cover the time period from Post-Reconstruction to the present, which includes a focus on labor unions.

SOCIAL SCIENCE

335 ADVANCED UNITED STATES HISTORY (NCAA)

Prerequisite: None

Open To: Juniors and Seniors

Length: Year

Credit: 1

The major emphasis will be on concepts in American history, utilizing the inquiry approach when appropriate. Students will be expected to supplement their textbook assignments with outside readings. Research projects will be required, culminating with a major research assignment during the second semester.

337 AP UNITED STATES HISTORY (NCAA)

Prerequisite: None

Open To: Juniors and Seniors

Length: Year

Credit: 1

This course is intended to be the equivalent of a college survey course. Writing assignments require mastery of diverse primary and secondary sources related to issues of historical interpretation. The course is also designed to prepare students for the College Board Advanced Placement American History Examination. Students will write papers in which they form an interpretation of a historical issue and organize evidence from various sources to substantiate their point of view. Students will be expected to display strong reading and composition skills.

404, 405 AMERICAN GOVERNMENT and CIVIC EDUCATION (NCAA)

Prerequisite: None

Open To: Seniors

Length: Semester

Credit: 0.5

This one-semester course includes a study of local, state, and national government and civic education. This course is required for graduation. The American Government course focuses on government institutions, political activities, the Flag Code, the Illinois and the U.S. Constitution, civil rights, and the Americans with Disabilities Act. Civic education focuses on responsible citizenship and current and controversial issues and developing skills in problem solving, intellectual curiosity, and critical thinking.

437 AP AMERICAN GOVERNMENT (NCAA)

Prerequisite: None

Open To: Seniors

Length: Full Year

Credit: 1.0

This is a college-level introduction to key political concepts, ideas, institutions, roles and behaviors that characterize the constitutional system and political culture of the United States. Students will read and analyze U.S. foundational documents, Supreme Court decisions, and other text and visuals to gain an understanding of the relationships and interactions between political institutions and behavior. They will read and interpret data, discuss current and controversial issues, develop evidence-based arguments, participate in simulations of the democratic process, and engage in an applied civics research-based project. This course prepares students for the College Board AP examination in U.S. Government and Politics.

305 ADVANCED PSYCHOLOGY (NCAA)

Prerequisite: None

Open To: Juniors, Seniors

Length: Semester

Credit: 0.5

This psychology course introduces seniors to the basic elements of psychology and will be of interest to students who plan on entering college or have a high interest in the field of individual behavior. The course will include a study of basic terminology and methods of psychological research, concepts of motivation theory, learning and thinking processes, the relationship between nature and nurture in regard to human development, theories of personality and measurement techniques, personality disorders and approaches to treatment.

305 ADVANCED CASE STUDY IN HISTORY (NCAA)

Prerequisite: None

Open To: Juniors, Seniors

Length: Semester

Credit: 0.5

Available only at Southeast

This course will explore in depth, 20th century figures and history to determine their underlying motivations and causations, and their impact on our world. Topics will include, but are not limited to, Adolph Hitler, Crime and Violence in America, and The 1950's and 60's. This course is one where the student will be expected to interpret history and show an understanding of its impact on the world.

305 ADVANCED SOCIOLOGY I (NCAA)

Prerequisite: None

Open To: Juniors, Seniors

Length: Semester

Credit: 0.5

Sociology I is a one-semester course designed for students who have a keen interest in social influences on human behavior. This course explores five basic areas: culture, social organization, different social institutions, and social problems. Students should develop an awareness and understanding of the influence of these areas on individual and group behavior.

305 ADVANCED SOCIOLOGY II (NCAA)

Prerequisite: Advanced Sociology I

Open To: Juniors, Seniors

Length: Semester

Credit: 0.5

Sociology II is the second course designed for students who have successfully completed Sociology I. This course will go into greater depth in the five basic areas of culture, socialization, social organization, different social institutions, and social problems.



406 HONORS ECONOMICS (NCAA)

Prerequisite: None

Open To: Seniors

Length: Semester

Credit: 0.5

This is a one-semester course designed to provide students with a general understanding of the various factors and forces that shape and direct our economy as well as those of other nations. The study of economic problems is used to demonstrate to students various important economics concepts such as inflation, supply, demand, business, jobs, world trade, monopoly forms, and government involvement in our economy. The course introduces macro and micro economics for college preparation.

337 AP PSYCHOLOGY (NCAA)

Prerequisite: None

Open To: Juniors, Seniors

Length: Year

Credit: 1

This course is equivalent to the Introduction to Psychology course at most colleges. It is designed to prepare students for the College Board Advanced Placement Psychology examination. Topics covered in this class include research methodology and statistics, brain anatomy and function, sensory processes, perceptual abilities, consciousness, learning development, motivation, emotion, personality theory testing, abnormal behavior and its treatment and social psychology.

SPECIAL EDUCATION

032 LITERATURE AND COMPOSITION I/II/III/IV (NCAA)

Prerequisite: None

Open To: Freshmen, Sophomores, Juniors, and Seniors

Length: Year

Credit: 1

Throughout these courses, students will be able to develop and refine their reading comprehension, writing, and speaking and listening skills. These courses contain a comprehensive collection of short stories, nonfiction, drama, and poetry. An emphasis will be placed on thinking critically and responding to text both in speaking and writing.

032 COMPLETE READING I

Prerequisite: None

Open To: Freshmen, Sophomores, Juniors, and Seniors

Length: Year

Credit: 1

This course is designed to teach students how to read across the content areas through the integration of writing and the step-by-step before, during, and after reading processes.

032 COMPLETE READING II

Prerequisite: Complete Reading I

Open To: Sophomores, Juniors, and Seniors

Length: Year

Credit: 1

The purpose of this course is to improve reading, writing, and thinking skills needed for success in high school and after high school. Emphasis will be placed on reading informational text, writing for a variety of authentic purposes, expanding vocabulary and background knowledge, and fostering critical thinking skills.

202 SPEECH – COMMUNICATION (NCAA)

Prerequisite: None

Open To: Sophomores, Juniors, and Seniors

Length: Semester

Credit: 0.5

The primary focus of this class is teaching students communication skills in the workplace and social environments. This course includes the study of the communication process, interpersonal communication, nonverbal communication, group communication, and interviewing. Students will develop communication skills and self-confidence to be successful both during and after high school.



192 CONSUMER EDUCATION

Prerequisite: None

Open To: Freshmen, Sophomores, Juniors, and Seniors

Length: 9 weeks

Credit: 0.25

This nine-week course designed primarily for freshmen, meets the consumer education graduation requirement. The course specifically includes core units concerning the American and global economy, comparison purchasing, budgeting, banking and consumer credit, investments, and employment information.

132A ALGEBRA I (NCAA: .5 credit)

Prerequisite: None

Open To: Freshmen, Sophomores, Juniors, and Seniors

Length: Year

Credit: 1

This course applies the properties and operations of the real number system. In addition, students solve linear equations and inequalities, as well as utilizing graphical concepts to apply, connect, and master algebraic concepts. The 8 Standards for Mathematical Practice will also be taught as they relate to these concepts. Students communicate their math understanding using appropriate mathematical terminology and represent their work using graphs, symbols, words, and technology.

132B ALGEBRA I (NCAA: .5 credit)

Prerequisite: Algebra I 132A

Open To: Sophomores, Juniors, and Seniors

Length: Year

Credit: 1

This course continues the application of the properties and operations of the real number system that begins in Algebra 132A. In addition, students begin to work with functions including exponential, quadratic, and polynomial functions. In support of this work, students will graph and solve equations. Introductory statistical analysis will be covered. The 8 Standards for Mathematical Practice will also be taught as they relate to these concepts. Students communicate their math understanding using appropriate mathematical terminology and represent their work using graphs, symbols, words, and technology.

332 GEOMETRY (NCAA)

Prerequisite: Algebra 132A and Algebra 132B

Open To: Juniors and Seniors

Length: Year

Credit: 1

Key topics that provide a strong foundation in geometry are emphasized. Students solve problems that apply line and angle relationships, coordinate geometry, congruence and similarity, right triangles, and area and volume. Students represent their work using pictures, symbols, graphs, words, and technology using appropriate mathematical terminology.



032 PHYSICAL SCIENCE (NCAA)

Prerequisite: None

Open To: Sophomores, Juniors, and Seniors

Length: Year

Credit: 1

This one-year course will provide students with the opportunity to enhance their understanding of the basic concepts of geology, astronomy, meteorology, chemistry and physics. Problem solving and investigation techniques allow students to combine process skills and higher order thinking skills in a meaningful way.

132 BIOLOGY (NCAA)

Prerequisite: None

Open To: Freshmen, Sophomores, Juniors, and Seniors

Length: Year

Credit: 1

This is a full-year course designed to introduce students to important concepts of life science: ecology, cells, genetics, evolution, microbiology, plants, and animals. Emphasis will be placed on the relevance of life science topics to daily life. The class will also focus on the development of science skills such as graphing, data collection, and laboratory methods.

032 EARTH SCIENCE (NCAA)

Prerequisite: None

Open To: Juniors and Seniors

Length: Year

Credit: 1

This is a one-year class for students who want to explore rocks, minerals, rivers, glaciers, earthquakes and volcanoes. Geologic time and Earth's history, ocean and water life, weather and climate are also covered. Students will work collaboratively and individually to complete assignments.

202 HEALTH

Prerequisite: None

Open To: Sophomores, Juniors, and Seniors

Length: Semester

Credit: 0.5

This course is a semester course of instruction designed primarily for sophomores. The six major core units of study are mental and emotional health, nutrition and fitness, personal care and body systems, reproductive health, drug education, and safety and environment.

Parents/Guardians have the right to decline, in writing, the option for their child(ren) to participate in the sex education portion of the health curriculum. The topics covered in this course are required by the Illinois School Code. Emphasis is placed on abstinence as the only protection that is 100% effective against pregnancy, sexually transmitted diseases and AIDS (when transmitted sexually). The curriculum is age appropriate, medically accurate, does not promote a specific religion, stresses abstinence without ignoring youth who are already sexually active, encourages family communication, develops knowledge and skills and promotes healthy attitudes toward development, self esteem and body image. Appointments to review the course material can be made with the school. (Illinois School Code 105 ILCS 5/27-9.1)

202 HEALTH, Cont.

Training on how to properly administer cardiopulmonary resuscitation (which training must be in accordance with standards of the American Red Cross, the American Heart Association, or another nationally recognized certifying organization) and how to use an automated external defibrillator shall be included as a basis for curricula in all secondary schools in the State of Illinois. No pupil shall be required to take or participate in any class or course on how to properly administer cardiopulmonary resuscitation or how to use an automated external defibrillator if his or her parent or guardian submits written objection. (Illinois School Code 105 ILCS 110/3)

102 INTRO TO SOCIAL SCIENCE (NCAA)

Prerequisite: None

Open To: Freshmen, Sophomores, Juniors, and Seniors

Length: Semester

Credit: 0.5

The purpose of this one-semester course is to build a foundation of skills and knowledge and to build students' interest in the social sciences through the use of inquiry. The inquiry model includes developing questions, evaluating sources, using evidence, and communicating conclusions about relevant social science topics from a variety of geographical regions.



032 WORLD HISTORY (NCAA)

Prerequisite: None

Open To: Sophomores, Juniors, and Seniors

Length: Year

Credit: 1

This one-year course is the study of the historical development of human cultures. The goal of this course is to illustrate the diversity and similarities of cultures and their interaction throughout history and to show how these cultural differences and similarities are relevant today.

332 UNITED STATES HISTORY (NCAA)

Prerequisite: None

Open To: Juniors, and Seniors

Length: Year

Credit: 1

This course, which fulfills a graduation requirement, covers United States history from the migration of the first Americans to North and South America to our present time. The first semester will consist of a detailed study from the founding of the United States through Reconstruction. The second semester will cover the time period from Post-Reconstruction to the present, which includes a focus on labor unions.

402 AMERICAN GOVERNMENT (NCAA)

Prerequisite: None

Open To: Seniors

Length: Semester

Credit: 0.5

This one-semester course includes a study of local, state, and national government and civic education. This course is required for graduation. The American Government course focuses on government institutions, political activities, the Flag Code, the Illinois and the U.S. Constitution, civil rights, and the Americans with Disabilities Act. Civic education is designed to help young people acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens. Content is focused on government institutions, the discussion of current and controversial issues, service learning, and simulations of the democratic process.

032 MODIFIED PHYSICAL EDUCATION

Prerequisite: None

Open To: Freshmen, Sophomores, Juniors, and Seniors

Length: Semester

Credit: 0.5

In order to promote a healthy lifestyle, the curriculum is modified to support the development of fine/gross motor and coordination skills, to incorporate cardiovascular activities, and to introduce individual/team sports concepts.



032 SECONDARY WORK TRAINING I, II, III, IV

Prerequisite: None

Open To: Freshmen, Sophomores, Juniors, and Seniors

Length: Year

Credit: 1

This course helps students plan for the future. Interests, aptitudes, knowledge, skills, and self-determination are connected to individual transition goals and career paths. Besides investigating their interests and careers, students build an understanding of the importance of work and how effort, performance, and decisions directly affect future career and educational opportunities. Digital literacy will be included throughout the course by identifying safe practices when using online applications, creating and maintaining resumes/cover letters, understanding how to write an email, attach a document, using safe passwords and identifying sensitive personal data and understanding how to protect oneself online.

030 STEP (Secondary Transition Experience Program)

Prerequisite: Consent of Transition Work Coordinator and Guidance Dean

Open To: Freshman, Sophomore, Junior, Senior (work age appropriate)

Length: Determined by Employment Status

Credit: Up to .75 per Quarter, up to 1.5 per Semester

The Secondary Transition Experience Program (STEP) is a partnership between Springfield Public Schools and the Division of Rehabilitation Services through the State of Illinois, which is designed to help students be successful both during and after high school. Students enrolled in the program can receive guidance in finding and maintaining successful employment.

032 FUNCTIONAL ENGLISH I, II, III, IV

Prerequisites: Placement by IEP team

Open To: Freshmen, Sophomores, Juniors, and Seniors

Length: Year

Credit: 1

This course provides students with instruction functional reading and writing skills. Students will also learn writing skills that they will use for real-world situations. Students will also work on expressive and receptive language skills through interactive learning. Individualized instruction is given to a student based on goals in the student's IEP and previous course



032 FUNCTIONAL MATH I, II, III, IV

Prerequisites: Placement by IEP team

Open To: Freshmen, Sophomores, Juniors, and Seniors

Length: Year

Credit: 1

This course focuses on real life math skills, number sense, telling time, money recognition, and measurement. Individualized instruction is given to a student based on goals in the student's IEP and previous course.

032 FUNCTIONAL SCIENCE I, II, III, IV

Prerequisites: Placement by IEP team

Open To: Freshmen, Sophomores, Juniors, and Seniors

Length: Year

Credit: 1

This course covers many areas of science, including, Life Science, Physical Science, and Earth Science. In this course, health unit is also covered, including personal health, nutrition, medicines and drugs, and disease control and prevention. Individualized instruction is given to a student based on goals in the student's IEP and previous course.

032 FUNCTIONAL SOCIAL SCIENCE I, II, III, IV

Prerequisites: Placement by IEP team

Open To: Freshmen, Sophomores, Juniors, and Seniors

Length: Year

Credit: 1

This course is designed to assist students to develop general knowledge of their world. Students in this course will learn ways for getting around the community. Students will learn map skills with school and community experiences. Students will also learn safety survival signs. Individualized instruction is given to a student based on goals in the student's IEP and previous course.

032 FUNCTIONAL PRE-VOCATIONAL I, II, III, IV

Prerequisites: Placement by IEP team

Open To: Freshmen, Sophomores, Juniors, and Seniors

Length: Year

Credit: 1

This course provides instruction for students to learn skills needed to work in a community setting. Students will learn social skills, job readiness and personal information needed to complete forms and applications. Students will be provided school and community opportunities to generalize their skills. Individualized instruction is given to a student based on goals in the student's IEP and previous course work.



032 FUNCTIONAL INDEPENDENT LIVING I, II, III, IV

Prerequisites: Placement by IEP team

Open To: Freshmen, Sophomores, Juniors, and Seniors

Length: Year

Credit: 1

This course is designed to help students learn skills needed in everyday living. Students will learn skills needed to shop for clothes and groceries, set a table, cleaning, personal hygiene, proper clothing, and personal safety. Students will also learn to use kitchen appliances in order to prepare meals. Individualized instruction is given to a student based on goals in the student's IEP and previous course.

030 RESOURCE

Prerequisite: None

Open To: Freshmen, Sophomores, Juniors, and Seniors

Length: Year

Credit: 1

This course focuses on skills needed for students to succeed in high school. Topics may include study habits, organization, note taking, test preparation/test taking skills, academic support and content area vocabulary. Depending on the needs of the student, the instructor may also emphasize skill-building activities in the area of reading, writing, and math.

332 SCIENCE CURRENT EVENTS

Prerequisite: None

Open To: Juniors, Seniors

Length: Year

Credit: 1

The purpose of this class is to make students aware of scientific issues in the news that are likely to impact their lives. The course will also help make students capable of reading and comprehending authentic scientific news sources. Topics to be covered may include weather, medicine, technology, and endangered species among other topics. This may count as science elective.

332 SOCIAL STUDIES CURRENT EVENTS

Prerequisite: None

Open To: Juniors, Seniors

Length: Year

Credit: 1

This current events course will help foster greater awareness and interest in community, state, national, and international issues. As the world develops into a more globally connected society, understanding the world on a larger scale is a necessity for a well-rounded education. The current events class will further help the understanding of key events that are of great impact in the world and consequently the United States. This class will



be guided by the most pressing issues of the day. These may be social, political, or economic in nature. This may count as social studies elective.

030 PROJECT SEARCH

Prerequisites: Placement by application process

Open To: Students who have met graduation requirements and are between the ages of 18-22 years

Length: Year

The Project SEARCH Transition-to-Work Program is a unique, business-led, one-year employment preparation program that takes place entirely at the workplace. Total workplace immersion facilitates a seamless combination of classroom instruction, career exploration, and hands-on training through worksite rotations. The program culminates in individualized job development and the end goal for every student is competitive employment.



WORLD/ FOREIGN LANGUAGES

135 ADVANCED FRENCH (NCAA)

Prerequisite: Freshmen must have at least a C average in 8th grade Language Arts 85 or 86

Open To: Freshmen, Sophomores, Juniors, and Seniors

Length: Year

Credit: 1

This course introduces students to the French language and culture. Students will learn to write, read, speak and understand basic vocabulary and phrases as well as learn basic grammar structures found in everyday French.

235 ADVANCED FRENCH (NCAA)

Prerequisite: French 135 or consent of instructor

Open To: Sophomores, Juniors, and Seniors

Length: Year

Credit: 1

This course continues to build on skills acquired in French 135. Students will further increase listening, speaking, reading, and writing proficiency. The course also aims to increase the students' knowledge and appreciation of the diverse cultures of French-speaking countries.

336 HONORS FRENCH (NCAA)

Prerequisite: French 235 or consent of instructor

Open To: Juniors and Seniors

Length: Year

Credit: 1

Students will continue to build on the skills acquired in French 135 and 235. Students will further increase and refine their listening, reading, writing and speaking skills in French. A greater emphasis is placed on accuracy as students begin to move into an intermediate level of language.

436 HONORS FRENCH (NCAA)

Prerequisite: French 336 or consent of instructor

Open To: Seniors

Length: Year

Credit: 1

Students will review, refine and build their reading, writing, listening and comprehension skills they acquired in French 135, 235 and 336. Students will study the French-speaking world as well as French literature and history. An increased emphasis is on the production of language both orally and through writing.



135 ADVANCED GERMAN (NCAA)

Prerequisite: Freshmen must have at least a C average in 8th grade Language Arts 85 or 86

Open To: Freshmen, Sophomores, Juniors, and Seniors

Length: Year

Credit: 1

This course is designed to familiarize the student with the German language. Developing listening comprehension and basic speaking skills are the major goals of instruction in Level 1, coupled with an understanding and appreciation of the culture of German speaking countries. Reading, writing and grammatical structures are introduced within the context of this communicative approach. German is spoken from the first day of instruction.

235 ADVANCED GERMAN (NCAA)

Prerequisite: German 135 or consent of instructor

Open To: Sophomores, Juniors and Seniors

Length: Year

Credit: 1

This course continues the development of listening comprehension and speaking skills. At the end of Level 2, students will have a practical knowledge of reading and writing skills, which would include the basic grammatical concepts. The cultural understanding and appreciation of German speaking countries remains a significant component. This course is taught predominantly in the German language.

336 HONORS GERMAN (NCAA)

Prerequisite: German 235 or consent of instructor

Open To: Juniors and Seniors

Length: Year

Credit: 1

In level 3, the basic communication skills are refined with a greater emphasis on individual participation. There is an increased focus on reading and writing. Cultural topics include geography, history, literature, the fine arts, contemporary German life, and popular culture. This course is taught in the German language.

436 HONORS GERMAN (NCAA)

Prerequisite: German 336 or consent of instructor

Open To: Seniors

Length: Year

Credit: 1

In Level 4, students progressively use their language skills at a more advanced level. The cultural focus continues to build on Level 3, with further enhancements such as careers and college majors incorporating the German language. Students can expect to be capable speakers at the end of Level 4. This course is taught in German.



437 AP GERMAN (NCAA) (SHS only)

Prerequisite: Successful completion of German 336 or demonstrates a proficiency at that level

Open To: Seniors

Length: Year

Credit: 1

As an alternative to Honors German 436, this course is designed for students who wish to challenge themselves to earn college credit by continuing their German studies in an advanced course that utilizes pace, breadth, depth, complexity, difficulty, expectations, rigor, workload, materials, assessments, and grading that are commonly used in advanced German language and culture courses at the college level. The course will be conducted in German. Students will improve their listening comprehension skills by listening to stories and by watching video sequences about various cultural topics. They will further improve their reading, speaking, and writing skills by being exposed to and discussing a considerable amount of readings and writings and by producing these writings. A major goal of this course is oral and written communication with a high level of fluency and accuracy as students learn about and/or review and use more complicated grammar points and idioms. Students are expected to converse in German at all times.

135 ADVANCED LATIN (NCAA)

Prerequisite: Freshmen must have at least a C average in 8th grade Language Arts 85 or 86

Open To: Freshmen, Sophomores, Juniors, and Seniors

Length: Year

Credit: 1

This course enables a student to learn the basics of the Latin language and provides an introduction to the life of the ancient Romans. 60% of English vocabulary comes from the classics, so this class will enrich participants vocabulary as well as understandings of how languages work. The technology, history, culture, and mythology of the Romans are introduced.

235 ADVANCED LATIN (NCAA)

Prerequisite: Latin 135 or consent of instructor

Open To: Sophomores, Juniors, and Seniors

Length: Year

Credit: 1

This course reviews the material from level one, and then continues to provide opportunities for linguistic development. The study of the culture and mythology of Rome, are also continued. Level two places more emphasis on how Latin influenced English via derivatives, etymology, and phrases.



336 HONORS LATIN (NCAA)

Prerequisite: Latin 235 or consent of instructor

Open To: Juniors, Seniors

Length: Year

Credit: 1

This course concentrates on authentic texts with an emphasis on prose. This course will provide students with the opportunity to further their understanding of language through grammar, derivatives, and etymology.

436 HONORS LATIN (NCAA)

Prerequisite: Latin 336 or consent of instructor

Open To: Seniors

Length: Year

Credit: 1

This course concentrates on authentic texts with an emphasis on poetry. This course will provide students with the opportunity to further their understanding of rhetorical language through grammar, derivatives, and etymology. This course also helps students prepare for the Illinois Seal of Biliteracy.

135 ADVANCED SPANISH (NCAA)

Prerequisite: Freshmen must have at least a C average in 8th grade Language Arts 85 or 86

Open To: Freshmen, Sophomores, Juniors, and Seniors

Length: Year

Credit: 1

Students in this beginning-level course will learn to use Spanish as a means of communication, both oral and written. Instruction will be given in the four language skills: listening, speaking, reading, and writing.

235 ADVANCED SPANISH (NCAA)

Prerequisite: Spanish 135 or consent of instructor

Open To: Sophomores, Juniors, and Seniors

Length: Year

Credit: 1

Second year Spanish is a continuation of the first year. Emphasis is placed on the further acquisition of basic and advanced skills in all aspects of the language. At this level, vocabulary acquisition allows for more communicative activities based on structured situations. Vocabulary, grammar, listening and reading activities all facilitate discussions about cultures in the Spanish-speaking world.



336 HONORS SPANISH (NCAA)

Prerequisite: Spanish 235 or consent of instructor

Open To: Juniors, Seniors

Length: Year

Credit: 1

Third year Spanish is a continuation of the second year. At this level, communicative proficiency continues to be stressed and improved as the student acquires more vocabulary and usage skills. A combination of language skills and cultural knowledge begins to develop.

436 HONORS SPANISH (NCAA)

Prerequisite: Spanish 336 or consent of instructor

Open To: Seniors

Length: Year, (SPA 201)

Credit: 1

This course is designed for advanced students of Spanish. The course is structured to accommodate class and individual projects. The student will cover various aspects of language and culture (current events, history, notable people in history, poetry, etc.). The content will serve as a tool to sharpen speaking and writing skills.

135 AMERICAN SIGN LANGUAGE (ASL) (NCAA)

Open To: Freshmen, Sophomores, Juniors, and Seniors

Length: Year

Credit: 1

This course will provide an introduction to American Sign Language, application of ASL vocabulary and grammar, and understanding of the Deaf community and culture.

235 AMERICAN SIGN LANGUAGE 2 (NCAA)

Prerequisite: ASL 135 or consent of instructor

Open To: Sophomores, Juniors, and Seniors

Length: Year

Credit: 1

This course will expand upon the basic skills in production and comprehension taught in ASL 135. Students will learn more ASL vocabulary, structure, and grammar.



ILLINOIS SEAL OF BILITERACY

District 186 recognizes the importance of bilingualism. We understand the cognitive benefits of speaking, understanding, and writing in more than one language. Universities and employers also look for students who bring strong cultural and linguistic skills to their institutions and workplace.

In special recognition to those who demonstrate proficiency in English and a World language we are offering the chance for students to earn the Illinois State Seal of Biliteracy or Commendation.

Proficiency is demonstrated in the following way:

Demonstrating English Proficiency: Students may take the AP English Language and Composition Exam, qualifying them for the Seal or Commendation by attaining a score of 5 or 4, respectively or, all applicants who used the SAT to document English proficiency for the Seal or Commendation must achieve a minimum score of 480 on the SAT. *Note: English Language Learners can show proficiency by passing ACCESS 4.8 Overall/ 3.5 Literacy.

Demonstrating Proficiency in 2nd Language: Advanced Placement Language and Culture Exam in target language; Chinese, German, Spanish, French, Italian, Japanese

Or

Standards-based Measurement of Proficiency (STAMP)4S Arabic, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Mandarin (Simplified and Traditional), Polish, Portuguese, Russian, Spanish

Or

APPLL -Thai

Or

ACTFL Latin Interpretive Reading Assessment - Latin

*Awardees are recognized with a seal or commendation on their diploma and high school transcript.

It is Awardees' responsibility to work with their college admissions office to ensure college credit is awarded. Please do so as soon as possible.



CAREER & TECHNICAL -BUSINESS EDUCATION

134, 135 INTRO TO BUSINESS & TECHNOLOGY CONCEPTS

Prerequisite: None

Open To: Freshmen, Sophomores, Juniors, and Seniors

Length: Year Fee: \$20

Credit: 1

This full year course will provide an overview of all aspects of today's competitive, global business environment. Topics covered include major business concepts in the areas of finance, marketing, entrepreneurship, management, operations, and technology. Students will be introduced to a wide range of career fields and opportunities in business based on the 16 Career Clusters. The course will provide students with skills that will prepare them for workplace success in a competitive job market. Emphasis will be placed on computer etiquette and digital citizenship while studying applications in business, such as ethics and corporate social responsibility, communication skills, business math, problem solving, and organizational skills.

5 Weight: Students will use their critical thinking skills to further their learning in business organization, management, marketing and finance. Students will complete one additional project per quarter.

104, 105 INTEGRATING KEYBOARDING with WEB TOOLS

Prerequisite: None

Open To: Freshmen, Sophomores, Juniors, and Seniors

Length: Semester Fee: \$10

Credit: .5

This course is an orientation course designed to develop basic skills in keyboarding and web skills. This semester course will emphasize keyboarding technique, proofreading, correcting errors, speed, accuracy, business communication and formatting business documents. Simulations, and collaborative learning will be integrated into the curriculum. Fills digital literacy requirements.

5 Weight: Students will use their critical thinking skills to complete assignments/projects to reinforce keyboarding skills and formatting business documents. Their projects must extend and add depth to the course curriculum. Options for projects include: APA and MLA style reports, business letters and/or presentations on business and/or college related topics. Students will complete one additional project per quarter.



104, 105 DIGITAL LITERACY

Prerequisite: None

Open To: Freshmen, Sophomores, Juniors, and Seniors

Length: Semester Fee: \$10

Credit: .5

This course prepares students to use technology in a proficient and responsible manner in school, the work-force, and 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. Students will also learn intermediate to advanced skills using applications in Google Drive.

5 Weight: Students will use their critical thinking skills to further their learning in using google drive, online learning, online resource credibility, web tools for organization, appropriate digital communication, online safety, and ethical use of technology. Students will complete one additional project per quarter.

***136 PLTW: COMPUTER SCIENCE ESSENTIALS (CSE)**

Prerequisite: Minimum Algebra 135 or concurrent enrollment

Open To: Freshmen, Sophomores, Juniors and Seniors

Length: Year Fee: \$20

Credit: 1

CSE is designed to be the first computer science course for students who have never written code. Students create apps for Android mobile devices, explore the impact of computing in society and learn how computing applies in various career fields. App Inventor and Python programming languages will be used in this course. A strong math background is recommended. This is a Project Lead the Way introduction course. (*See Appendix C regarding PLTW+AP Recognition)

237 AP COMPUTER SCIENCE PRINCIPLES

Prerequisite: Algebra 1

Open To: Sophomores, Juniors and Seniors

Length: Year Fee: \$20

Credit: 1

Computer Science Principles (CSP) is a full-year, rigorous, entry-level course that introduces high school students to the foundations of modern computing. The course covers a broad range of foundational topics such as programming, algorithms, the Internet, big data, digital privacy and security, and the societal impacts of computing. This course is geared towards non-computer science students who want to learn more about computing in a hands-on environment. This is a College Board endorsed course and students are encouraged to take the AP Computer Science Principles exam.



200, 204 KEYBOARDING/FORMATTING I

Prerequisite: None

Open To: Sophomores, Juniors, and Seniors

Length: Semester Fee: \$10

Credit: 0.5

This one semester course is recommended for students desiring entry and/or advanced level keyboarding skills using a computer. Most universities and colleges are offering online courses and require students to take tests, and upload homework via the computer. The ability to type quickly and accurately is a necessity for college bound students. It is a critical skill for timed computerized tests. In addition to keyboarding skills, this course covers formatting and preparing documents. Research papers, formal letters, resumes and a multitude of other documents are written following specific formats.

Formatting knowledge is an equally important skill for college and work. Career exploration, business communications and workplace skills will be integrated throughout the course. This course may be taken for non-weighted credit if the student does not want the grade figured into his/her class rank.

234 COMPUTER TECHNOLOGY AND SOFTWARE APPLICATIONS I

Prerequisite: None

Open To: Sophomores, Juniors, and Seniors

Length: Year Fee: \$20

Credit: 1

This course is a year-long course designed to help students develop beginning through advanced skills using the Windows operating system. The integrated software package Microsoft Office that includes Word, Excel, Access, and PowerPoint is used. Students learn the skills needed to successfully compete in the global business world. Internet search techniques are taught allowing students to perform more precise search strategies when using the Internet for research. Projects using integrated software applications are an important part of this course.

205 ADVANCED COMPUTER TECHNOLOGY AND SOFTWARE APPLICATIONS I

Prerequisite: Keyboarding is recommended

Open To: Sophomores, Juniors, and Seniors

Length: Semester Fee: \$10

Credit: 0.5

Computer Applications I 205 is a semester course designed to help students develop beginning through advanced skills using the Windows operating system. The integrated software package Microsoft Office that includes Word (word processing), Excel (spreadsheet), Access (database management) and PowerPoint (presentation) is used. Students learn the skills needed to successfully compete in the global business world. Internet search techniques are taught allowing students to perform more precise search strategies when using the Internet for research. Projects using integrated software applications, basic coding principles, and Microsoft Office will be taught.

205 ADVANCED COMPUTER TECHNOLOGY AND SOFTWARE APPLICATIONS II

Prerequisite: 205 Advanced Computer Technology and Software Applications I

Open To: Sophomores, Juniors and Seniors

Length: Semester Fee: \$10

Credit: 0.5

This course is designed for students who want to experience and gain knowledge in the area of desktop publishing, digital imaging, and multimedia. Adobe Photoshop, InDesign, and Illustrator are the primary programs taught in this course. Multimedia apps and programs, digital cameras, video cameras, scanners and the Internet will be an integral part of this course. Skills acquired in the programs taught in Computer Technology and Software Applications I are used throughout this course.

306 HONORS COMPUTER TECHNOLOGY AND SOFTWARE APPLICATIONS I

Prerequisite: NONE but Keyboarding is strongly recommended

Open To: Juniors, Seniors

Length: Semester Fee: \$10

Credit: 0.5

Students learn the skills needed to successfully compete in the global business world. Internet search techniques are taught allowing students to perform more precise search strategies when using the Internet for research. Projects using integrated software applications and basic coding principles will be taught. Students learn advanced skills using Microsoft Office.

306 HONORS COMPUTER TECHNOLOGY AND SOFTWARE APPLICATIONS II

Prerequisite: 306 Honors Computer Technology and Software Applications I

Open To: Juniors and Seniors

Length: Semester Fee: \$10

Credit: 0.5

This course is designed for students who want experience and to gain knowledge in the area of desktop publishing, digital imaging, and multimedia. Adobe Photoshop, InDesign, and Illustrator are the primary programs taught in this course. Multimedia programs, digital cameras, video cameras, scanners and the Internet will be an integral part of this course. Skills acquired in the programs taught in computer applications 1 are used throughout this course.



305 ADVANCED BUSINESS LAW

Prerequisite: None

Open To: Juniors and Seniors

Length: Semester

Credit: 0.5

A basic background in legal terms and concepts relating to the legal systems in regard to civil and criminal areas is established. Emphasis is then placed on personal and business applications of these topics such as contracts, warranties, consumer protection, family and juvenile law, insurance, tenancies, labor and employment law and others. Knowledge of general legal procedures may be applied in a mock trial.

335 ADVANCED ACCOUNTING I

Prerequisite: None

Open To: Juniors and Seniors

Length: Year

Credit: 1

Accounting I is a skill level course that is of value to all students pursuing a strong background in business, marketing and management. This course includes 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. Accounting software is integrated throughout the course where applicable. In addition to stressing the basic fundamentals and terminology of accounting, instruction provides understanding of the preparation of financial reports and an overview of career opportunities in the accounting field. Practice sets with business papers may be used to emphasize actual business records management. Quick-books will be taught and integrated throughout the course.

305 ADVANCED INTERNET WEB PAGE DESIGN

Prerequisite: 205 Computer Technology and Software Applications I 205 or 306

Open To: Juniors and Seniors

Length: Semester Fee: \$10

Credit: 0.5

Internet and Web Page Design is a semester course that will introduce concepts of designing and publishing pages for the World Wide Web. Students will design basic and advanced web pages through the use of HTML and Adobe Dreamweaver, Fireworks, and Flash. The course will look at the use of the Internet and study how to use it to effectively design. Collaborative teamwork in the design and development of interactive technology-based projects is emphasized.



335 ADVANCED KEYBOARDING/FORMATTING II

Prerequisite: Keyboarding/Formatting I

Open To: Juniors and Seniors

Length: Year Fee: \$20

Credit: 1

Keyboarding/Formatting II is recommended for students who want to further develop speed, accuracy and production, using advanced word processing programs including desktop publishing in the preparation for a business career. Special emphasis is placed on advanced letter formatting, statistical tables, processing of various business forms, reports, legal papers, and the business of office production skills on a sustained basis. Students work with many office-style assignments and become familiar with office routines and procedures common in any office. Spelling, punctuation, and grammar are taught in a context of practical application, while proficient keyboarding skills are developed. Employability and workplace skills will be integrated throughout the course.

305 ADVANCED MARKETING

Prerequisite: None

Open To: Juniors and Seniors

Length: Semester

Credit: 0.5

This marketing course is designed to apply essential marketing principles and processes to the business industry. It will focus on the value of marketing to consumers, firms and society. This class will focus on strategies, consumer buying behavior, product promotions, pricing objectives and social media marketing. Ethical marketing in a consumer-oriented world will be addressed.

337 AP COMPUTER SCIENCE A

Prerequisite: Computer Science Principles 237 or Computer Science Essentials 136

Open To: Juniors and Seniors

Length: Year Fee: \$30

Credit: 1

Available at Lanphier and Springfield High Only

AP Computer Science A is an introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures



435 ADVANCED WEBPAGE & INTERACTIVE MEDIA DEVELOPMENT II

Prerequisite: None

Open To: Seniors

Length: Year Fee: \$20

Credit: 1

This course will include use of multimedia authoring applications and programming tools to create a project that combines text, images, video and sound. Instruction will include using hardware and software such as Adobe Premiere to capture, edit, create, and compress audio and video clips as well as create animated text, graphics, and images. Semester one will focus on video editing tools and 4D design. Semester two will focus on game development (STEM projects). Students are encouraged to develop a portfolio project that demonstrates their expertise in areas such as multimedia authoring, web development, audio and video editing and advanced applications.

436 HONORS ACCOUNTING II

Prerequisite: 335 Advanced Accounting I

Open To: Juniors and Seniors

Length: Year

Credit: 1

Accounting II is a skill level course that builds upon the foundation established in Accounting I. This course is planned to help students develop a more in-depth knowledge of the principles of accounting with more emphasis being placed on financial statements and accounting records. It is a study of previously learned principles as they apply to the more complicated types of business organizations: partnerships, corporations, branches, etc. The students will become familiar with such specialized fields of accounting as cost accounting, tax accounting, payroll accounting and others. Simulated business conditions will be provided through the use of practice sets. Skills are developed in the entry, retrieval and statistical analysis of business data using computers for accounting business applications. Articulated with LLCC Introduction to Accounting ACC 100, dual credit, if a proficiency test is passed.

This course covers the basics of conceptualizing, starting and running a small business. Concepts such as supply and demand, cost/benefit analysis, competitive advantage, and opportunity recognition will be covered. In addition, coursework will include: innovative thinking strategies, product development, business structure, marketing, financial strategies, and recordkeeping. Skills such as preparing an income statement, balance sheet, income, and cash flow statements will be covered. Entrepreneurial thinking (outside-the-box problem solving) will be utilized throughout the course. Students will learn from Springfield-area business owners, visit area businesses, write business plans, and start their own businesses. Students also will have opportunities for job shadowing and developing business mentor relationships. Students will present their business plans to an advisory team. The course is built around the National Entrepreneurship Standards and is linked to the Illinois Learning Standards. This course is offered as dual credit through LLCC.

Please Note: Students will receive a total of six college credits for Introduction to Business and Entrepreneurship. (*See Appendix A regarding Dual Credit and Financial Aid)

FAMILY AND CONSUMER SCIENCES

134, 135 INTRODUCTION TO FAMILY AND CONSUMER SCIENCE CAREERS

Prerequisite: None

Open To: Freshmen

Length: Year Fee: \$20

Credit: 1

This course introduces students to the field of family and consumer sciences and the many career opportunities available in this broad field. The course includes theory and laboratory experiences in the following content areas: nutrition and culinary arts; textiles and design; family, career, and community leadership development; resource management; human development and life-long learning; facility design, care, and management; and interpersonal relationships and life management skills.

5 Weight: Students will use their critical thinking skills to further their learning in self-development, personal awareness, career exploration, family relationships, housing and nutrition. Students will expand their knowledge by completing one additional project per quarter.

204, 205 CHILD DEVELOPMENT AND PARENTING

Prerequisite: None

Open To: Sophomores, Juniors, and Seniors

Length: Semester Fee: \$10

Credit: 0.5

This course will emphasize learning experiences that help students develop a working knowledge of how children develop physically, socially, emotionally, and intellectually from conception to pre-school age. Course content will cover the areas of: (a) prenatal development, pregnancy, child birth, care of an infant, toddler, and preschooler; (b) the social issues of child abuse and neglect; (c) current issues such as child care options, medical care, social agencies and empowerment of the parent as well as the career-focused parent to enable them to better deal with the needs of children.

5 Weight: Students will use their critical thinking skills to further their learning in child development birth through six years of age. Students will be given project ideas for an in-depth study of child development. They will complete one additional project per quarter.



205 ADVANCED EARLY CHILDHOOD EDUCATION

Prerequisite: 204, 205 Child Development and Parenting

Open To: Sophomores, Juniors, and Seniors

Length: Semester Fee: \$20

Credit: 0.5

This course will provide practical, hands-on experiences that will introduce students to the Seven Core Content Areas (Human Growth and Development; Health, Safety, and Well-Being; Observation and Assessment; Curriculum or Program Design; Interactions, Relationships, and Environments; Family and Community Relationships; Personal and Professional Development) that are recognized in the field of early care and education as a mark of quality training and education. In addition to providing a strong pathway to post-secondary educational options, students will have the opportunity to earn a professional credential (Early Childhood Education credential).

204, 205 TEXTILES AND DESIGN

Prerequisite: None

Open To: Sophomores, Juniors, and Seniors

Length: Semester Fee: \$10

Credit: 0.5

The course focuses on skill development and will give students the instruction needed to successfully construct clothing and other sewing projects. Students will learn the skills needed to operate a variety of sewing technologies. Instruction will also cover the clothing related areas of selecting clothing and textile products, and the social, physical, psychological and economic aspects of clothing. Projects will include construction of new garments, recycling and redesigning of used clothing, and the altering and repairing of garments. Trends in technology and fashion, how to dress for success, and the value of entrepreneurship in the sewing or apparel industry will be covered.

5 Weight: Students will use their critical thinking skills to further their learning in fashion, design, fabrics and sewing. Project ideas will be given for an in-depth study of clothing and textiles. Students will complete one additional project per quarter.



204, 205 NUTRITION AND CULINARY ARTS I

Prerequisite: None

Open To: Sophomores, Juniors, and Seniors

Length: Semester Fee: \$30

Credit: 0.5

This course includes basic classroom and laboratory experiences that include current issues and trends. Understanding basic food principles, health and nutrition receive major emphasis. The course content centers around the following areas: (a) meeting basic needs by applying nutrition concepts; (b) applying health and safety requirements while maximizing resources when planning, preparing and serving food; (c) using the decision-making process; and (d) promoting hospitality in food practices. Emphasis is placed on food safety and the prevention of food borne-illness. Information related to careers in foods and nutrition is incorporated throughout the course.

5 Weight: Students will use their critical thinking skills to further their learning in kitchen basics, knife cuts, nutrition, carbohydrates, proteins, vitamins, minerals and baking. Project ideas will be given for students to do an advance study of topics covered in this class. Students will complete one additional project per quarter.

204, 205 NUTRITION AND CULINARY ARTS II

Prerequisite: 204, 205 Nutrition and Culinary Arts I

Open To: Sophomores, Juniors, and Seniors

Length: Semester Fee: \$30

Credit: 0.5

This advanced level foods course emphasizes: nutrition, technology, food selection and preparation, safety and sanitation, culinary science, and culinary careers. Laboratory sessions address more advanced preparation techniques, quantity cooking, prevention of food-borne illnesses, aesthetic value of presentation, and culinary management. Topics may include the following: seasonings and flavorings, soups, appetizers, sauces, baking and pastries. Students will be introduced to special diets.

5 Weight: Students will use their critical thinking skills to further their learning in baking, pastries, seasonings, appetizers, sauces, and special diets. Project ideas will be given for students to do an advance study of topics covered in this class. Students will complete one additional project per quarter.



304, 305 FAMILY RESOURCE MANAGEMENT AND PLANNING

Prerequisite: None

Open To: Juniors and Seniors

Length: Semester Fee: \$10

Credit: 0.5

This course is designed to assist individuals in achieving life satisfaction through responsible participation as adults in the home, community, and workplace. Emphasis is placed on improving self-esteem, moral and ethical attitudes, the impact of technology, stress, housing, insurance, buying a car and personal budgets. Students will practice the skills for developing open communication with others, conflict resolution, decision making, problem-solving, and time and resource management. Field trips and discussions that focus on housing, employment, insurance, and major purchases for personal or family use are an integral part of this class.

5 Weight: Students will use their critical thinking skills to further their learning in relationships, communication, conflict, living on your own, money management, and consumer skills. Project ideas will be given for students to do an advance study of topics covered in this class. Students will complete one additional project per quarter.

305 NUTRITION AND CULINARY ARTS III: INTERNATIONAL FOODS

Prerequisite: 204, 205 Nutrition & Culinary Arts I and II

Open To: Juniors and Seniors

Length: Semester Fee: \$30

Credit: 0.5

This semester course is designed for the student who wishes to prepare a variety of foods originating from all over the world. Various regions of the world will be covered including North America, Latin America, Europe, the Mediterranean, Asia, and the Middle East among others. Various preparation techniques reflecting individual ethnic cooking styles will also be demonstrated as an integral part of the course. Students will study patterns of family meals, current customs, food habits, cooking techniques and equipment unique to those countries. The course will also include an overview of the nutrients needed for good health, in addition to information pertaining to careers in the area of foods and food service management.



305 ADVANCED CULINARY APPLICATIONS I

Prerequisite: 204, 205 Nutrition & Culinary Arts I and II

Open To: Juniors and Seniors

Length: Semester Fee: \$30

Credit: 0.5

Available at Lanphier and Springfield only.

This semester course is designed for students who are interested in gaining an understanding of advanced principles of culinary applications and food preparation. Topics covered include the commercial kitchen, preparation and cooking equipment, creating menus and pricing, breakfast cookery, garden manager basics, hot and cold sandwiches, homemade pasta, and desserts. Students will also compete in Iron Chef Cook Offs and design a food truck or restaurant. Students are expected to be able to work independently and complete projects as assigned.



WORKPLACE EXPERIENCE CAREER & TECHNICAL EDUCATION (CTE)

335, 435 WORKPLACE EXPERIENCE (WPE)

Prerequisite: None

Open To: Juniors and Seniors

Length: Year

Credit: 3

The Workplace Experience is designed to assist students in the development of employability skills while learning job responsibility and a positive work ethic. Students learn marketable skills through on-the-job training, establish a work record, discover career interests and goals, are paid for their work and earn three credits. Students have the opportunity to learn personal financial and consumer skills, while gaining exposure to the business operations of successful public, private and non-profit organizations. The part-time employment should, to the maximum extent possible, be related to the long-range occupational goals of the student. Career exploration and post-secondary planning are emphasized in this experience. Upon completion of both semesters, this course fulfills the consumer education graduation requirement. Only seniors with appropriate credits may leave to work during the school day. Juniors must have a full schedule of classes.



HEALTH SCIENCE ACADEMY AT SOUTHEAST HIGH SCHOOL

The Health Science Academy (HSA) is a four-year, career-focused themed school. Students who wish to enter into a health career are encouraged to go through the application process. Any student applying to the HSA will be interviewed. Acceptance is based on grades, attitude, behavior, attendance, and interest in a career in health care.

The HSA provides intensive integration of topics and thematic units related to health care. Alternative teaching strategies include learning styles and problem based learning are used. These alternative routes to learning are made possible through block scheduling and small class sizes. Integration of class work takes place in all core courses. All course work complies with Springfield Public Schools curriculum.

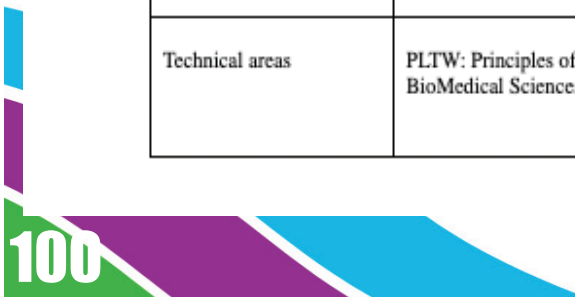
Other features that the HSA offers students include:

- Teaming of teachers for connections across the curriculum
- Integrated thematic instruction with the opportunity to work in teams
- State of the art technology for multimedia instructions
- Health occupations related guest speakers and field trips

HSA core courses: English, Social Studies, Biology, and PLTW: Introduction to Biomedical Sciences. In addition to academy classes, students take electives outside the team block. The following is a recommended four-year plan.

136: PLTW : PRINCIPLES OF BIOMEDICAL SCIENCES 236 PLTW : HUMAN BODY SYSTEMS

<i>Subject</i>	<i>Freshman Yr</i>	<i>Sophomore Yr</i>	<i>Junior Yr</i>	<i>Senior Yr</i>
Math – All Math classes are taught outside of the HSA.	Algebra 135 or 136 – (Advanced Math is encouraged.)	Geometry 235 or 236	Algebra 335 or Pre-Calc 336	College Algebra 315 or Trig 325 or Calc 437
Physical Education	PE 134	PE 234 or Health 204		
Public Speaking		Speech-Communications 204 or 205	Speech 306	
Driver’s Education/ Consumer Education	Driver’s Ed 190 and Consumer Ed 194			
Social Studies	Intro Soc. Science 105 - HSA	AP Human Geography 237 - HSA	US History 335 HSA or AP US History 337 HSA	US Govt 405 or AP US Govt 437 and Psych 305 or AP Psych 337
Science	Biology 136 – HSA	Chemistry 236 – taught outside HSA	Physiology & Anatomy 336 - HSA	Physics 336 or AP Physics 437, AP Biology 337, or AP Chemistry 337
English	English 136 - HSA	English 236 - HSA	English 336 - HSA	English 436 HSA or AP English 437 - HSA
Technical areas	PLTW: Principles of BioMedical Sciences 136	Keyboarding/Formatting 200 or 204; Comp Apps I 205 or 306; PLTW: Human Body Systems 236	CNA 335 or CMA 335 (CACC) EMT	CNA 335 or CMA 335 (CACC) EMT



NON-DEPARTMENTAL COURSES

135, 235, 335, 435 AVID

Prerequisite: Students chosen by application and interview

Open To: Freshmen, Sophomores, Juniors, Seniors

Length: Year

Credit: 1

Advancement Via Individual Determination (AVID) provides the student with a multi-layered support system to enhance academic achievement, motivation, and preparation for college success. The curriculum focuses on writing, inquiry collaboration, organization and reading (WICOR) and the Socratic method of inquiry and knowledge acquisition, and the collaborative learning process. Students are supported during the AVID class through bi-weekly tutorial sessions. In addition to the AVID Elective class, students are required to be enrolled concurrently in a college preparatory curriculum in the areas of English, Math, Science and Social Studies.

134 INTRODUCTION TO THE AGRICULTURAL INDUSTRY

Prerequisite: None

Open To: Freshmen, Sophomores, Juniors, Seniors

Length: Year

Credit: 1 credit

This orientation course provides an opportunity for students to learn how the agricultural industry is organized; its major components; the economic influence of agriculture at state, national and international levels; and the scope and types of job opportunities in the agricultural field. Basic concepts in animal science, plant science, soil science, horticulture, natural resources, agriculture mechanics, and agribusiness management will be presented. 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.

Please Note: This course is currently offered at our Lanphier campus.

235, 335, 435 YEARBOOK

Prerequisite: Consent of Instructor

Open To: Sophomores, Juniors, Seniors

Length: Year

Credit: 1

This elective is available to sophomores, juniors, and seniors who are interested in organizing and producing the school yearbook. Credit earned in the course does not apply toward the requirement of any specific department. Organizing, copy, editing, proofreading, writing, and selecting and cropping photographs are techniques that staff members will learn and utilize. Keyboarding and/or Computer applications strongly recommended. Priority will be given to Juniors and Seniors.

300 TEACH

Prerequisite: Recommended by Teacher

Open To: Juniors, Seniors

Length: Year

Credit: 1

Available at Southeast only.

TEACH (Teaching Environment Awareness through Children). This elective course offers juniors and seniors the opportunity to take on the role of an elementary school teacher. Each week, following preparation and peer teaching, students travel to their designated fifth grade classroom to teach a hands-on environment science activity that supports the Illinois State Standards. Students improve skills in communication, organization and classroom management through experiential learning.

306 ENTREPRENEURSHIP FOUNDATIONS

Prerequisite: None

Open To: Juniors, Seniors

Length: Semester

Credit: .5 credit

Entrepreneurship Foundations is a rigorous, entry-level course that introduces high school students to the essentials of entrepreneurship. This course covers a broad range of foundational topics such as ideation, market research, business models and start up. This course is geared towards students from all disciplines who may want to start a business someday, simply interested in entrepreneurial thinking and innovation. This course introduces students to the concepts and skills that are explored in the IVenturED class. From the initial idea to the operating and maintaining a business, this course explores every aspect of business ownership.

335 INTRODUCTION TO CONSTRUCTION TRADES

Prerequisite: none

Open To: Juniors, Seniors

Length: Year

Credit: 1

Available at Lanphier only.

Students will be exposed to the various trades by completing the following nine units: construction industry orientation, tools and materials, construction health and safety, blueprint reading, basic math for construction, heritage of the American worker, diversity in the construction industry, green construction, and financial literacy. Students will learn the math skills, soft skills, and interview skills necessary for a career in the trades. Course content also includes: CPR training, OSHA 10 training, guest speakers from the various trades, and job shadowing opportunities.



400 SERVICE LEARNING (0 weight)

Prerequisite: None

Open To: Seniors

Length: Semester

Credit: 0.5

Available at Lanphier High School only

This course is designed to empower students to discover and analyze local problems. The class will require the student to do four hours of community service and attend a classroom session each week. The classroom session will enable the student to reflect on the service they provide and discuss any obstacles that may be encountered each week. This weekly meeting also will allow the teacher to provide the student with support during investigation of various areas of concern. These areas will include, but not be limited to, becoming aware of community problems, taking responsibility, making decisions, communicating effectively, acquiring listening skills, setting and attaining goals, solving problems through team work and reflecting on experiences.



CAPITOL AREA CAREER CENTER (CACC)

****334, 435 AUTOMOTIVE TECHNOLOGY/SERVICING**

Prerequisite: None

Open to: Junior & Seniors

Length: Year

Credit: 3

Certification: OSHA10

Dual Credit: Students also have the opportunity to earn dual credit.

In this program you will learn the eight major areas of ASE certification. Courses include: Introduction to Autos, Brakes, Steering/Suspension, Heating/Air Conditioning, Electrical, Engine Performance, Engine Rebuilding and Drive Trains. Theory of the automobile systems is learned in the classroom and then students participate in applied shop activities. Many students continue on with their education to technical schools or colleges, in pursuit of a certificate or degree; others will go directly into the automotive field. Students also have the opportunity to earn dual credit.

334, 435 BARBERING

Prerequisite: None

Open to: Juniors & Seniors

Length: Year

Credit: 3

Certification: Hours toward IL State Barbering License

This is the first year of a two year program in Barbering. The barbering program must be approved and licensed by the Illinois Department of Financial and Professional Regulations, Division of Professional Regulation and meet all state and federal regulations. This course offers students curriculum in both theory and practice in the following areas as they relate to the practice of barber science and art: anatomy; physiology; skin diseases; hygiene and sanitation; barber history; barber law; hair cutting and styling; shaving, shampooing, and permanent waving; massaging; and barber implements as they relate to the Barber, Cosmetology, Esthetics, and Nail Technology Act. Knowledge, skills, and activities completed in this course will help prepare students for Barbering II, while earning hours towards licensure.



****334, 435 BUILDING TRADES**

Prerequisite: None

Open to: Junior & Seniors

Length: Year

Credit: 3

Certification: OHSA10, HBI PACT

Dual Credit: Students also have the opportunity to earn dual credit.

This course provides experiences related to the erection, installation, and maintenance of residential buildings and related fixtures. Planned learning activities allow students to understand fundamental principles and methods, and develop technical skills related to masonry, carpentry, and finish work. Instruction includes safety principles and practices, recognition of standard lumber sizes, foundation layout methods, building concepts and procedures, local, state, and national codes, cost estimating, blueprint reading, performing maintenance control functions, joining pipes, building water distribution lines and drains, installing and maintaining plumbing fixtures and systems, installing switch and outlet boxes, light fixtures, service entrances, roughing in and trimming out electrical devices and appliances, preparing foundations and footings, constructing residential chimneys and fireplaces, laying, jointing and pointing brick, and advanced building and construction methods and codes. All learning experiences are designed to allow the student to acquire job-entry skills and knowledge. Students have the opportunity to earn dual credit.

335 CERTIFIED MEDICAL ASSISTANT (CMA)

Prerequisite: None

Open to: Juniors & Seniors

Length: Year

Credit: 3

Certification: CPR, Certified Clinical Medical Assistant (AMCA)

Medical/Clerical Assisting course provides student development in a sequence of organized learning experiences and skills designed with knowledge and skills that combine the medical and clerical fields. Students typically develop skills such as patient exam preparation, assessment of vital signs, routine lab procedures, medical transcription, financial accounting, patient and insurance company billing, and record-keeping. This course suggests common clerical duties which include answering phones; greeting patients/clients; handling mail, patient/client data files, and medical histories; ordering supplies; dealing with representatives from pharmaceutical companies and medical suppliers; and performing common clinical duties which include sterilizing instruments; preparing patients /clients for examination or treatment; taking temperatures, pulse, respiration, and blood pressure; measuring height and weight; performing routine laboratory procedures, and assisting the physician with patient/client examinations and treatment under the direction of the professional medical staff. In addition, the medical assistant should be able to understand the health problems of patients/clients, ethics and legal issues, human relationships, and interpersonal relationships.

**** 335 CERTIFIED NURSING ASSISTANT (CNA)**

Prerequisite: None

Open to: Juniors & Seniors

Length: Year

Credit: 3

Certification: CPR, CNA (Must maintain 80 percent in course work, attend 40 CACC clinical hours, and pass the state test) Note: Must pass a 10-panel drug test. A flu shot is required to attend clinicals.

Dual Credit: Students also have the opportunity to earn dual credit.

The course is composed of a combination of subject matter and experiences designed to perform tasks of individuals receiving nursing services. The student learns those competencies needed to perform as a nurse assistant under the direction of the registered nurse. The units of instruction should include the role of the nurse assistant while covering general health care topics; medical terminology; patients /clients and their environment; special feeding techniques; psychological support and, in long-term and terminal illness, death and dying (e.g., chronically ill, children, new mothers, and so on); and all other basic nursing skills. Topics covered typically include normal growth and development; feeding, transporting patients, hygiene, and disease prevention; basic pharmacology; first aid and CPR; observing and reporting; care of equipment and supplies; doctor, nurse, and patient relationships and roles; procedure and policies; medical and professional ethics; and care of various kinds of patients. In order to have an approved nurse assistant program (one in which the students are eligible to sit for the certifying exam), the program must be approved by the Illinois Department of Public Health and meet all applicable requirements contained in the 77 Illinois Administrative Code Part 395.

334, 435 COSMETOLOGY (Capital Area School of Cosmetology (CASC))

Prerequisite: None

Open to: Juniors & Seniors

Length: Year

Credit: 3

Certification: Hours toward license

The Cosmetology program must be approved and licensed by the Illinois Department of Financial and Professional Regulations, Division of Professional Regulation and meet all state and federal regulations. Cosmetology I introduces students to the requirements to become a licensed cosmetologist. It offers students instruction in both theory and practical application in the following areas: tools and their use, shampoo, understanding chemicals and use, types of hair, sanitation, hygiene, skin diseases and conditions, anatomy and physiology, electricity, ethics, nail technology and esthetics as they relate to the Barber, Cosmetology, Esthetics, and Nail Technology Act. Knowledge, skills, and activities completed in this course will help prepare students for Cosmetology II while earning hours towards licensure.



****334, 435 CULINARY ARTS**

Prerequisite: None

Open to: Juniors & Seniors

Length: Year

Credit: 3

Certification: ServSafe Food Handlers

Dual Credit: Students also have the opportunity to earn dual credit.

This is a program for training in quantity cooking, baking, and the operation of a commercial kitchen. Areas of learning include preparation of vegetables, fruits, salads, and dressing, sandwiches, appetizers/ hors d'oeuvres, desserts, breakfast items, stocks, soups, and sauces, meats, poultry, fish, cakes, fillings, and frostings, pastries, and fillings, breads, and cookies. Students also learn to use commercial kitchen equipment and utensils, sanitation, safety, table service, menu planning, and food service math. Students have the opportunity to achieve nationally recognized certification in the culinary field while at CACC. Students can also earn college dual credit in the Culinary Arts program.

334, 435 DIGITAL MEDIA

Prerequisite: None

Open to: Juniors & Seniors

Length: Year

Credit: 3

This course is designed to provide students with the skills needed for a career in the technical aspects of digital media. Instruction includes camera operations, basic audio and video editing, sound and lighting techniques, and sound mixing. Students learn the operation and maintenance of video and photography equipment, microphones, computers, lighting/grip equipment, and other production equipment used in digital media and content production. Instruction will also include how digital media plays a role in business marketing.

334, 435 EARLY CHILDHOOD CARE & EDUCATION

Prerequisite: None

Open to: Juniors & Seniors

Length: Year

Credit: 3

Certification: CPR, ECE Level 1 (must pass background check)

Early Childhood Care and Education is a program designed to provide experience for those students who wish to prepare for careers in the field of Early Childhood Education, Elementary Education, or Special education. Students learn to plan, organize, and teach various activities to preschool age children. Activity areas include physical education, music, art, literature, nutrition, language, interest centers, and math/science awareness. Writing weekly schedules prepares students to develop curriculum skills, lesson plan, planning special events, and preparing instructional materials. Students study the development and behavioral characteristics of preschoolers, examine developmentally appropriate practice; and learn positive guidance skills. Life skills of goal setting, decision-making, and problem solving are developed in the early childhood program.

****335, 436 ELECTRONICS & ENGINEERING**

Prerequisite:

Open to: Juniors & Seniors

Length: Year

Credit: 3

Certification: Amatrol and SACA

Dual Credit: Students also have the opportunity to earn dual credit.

This course introduces students to the skills needed to service, repair, and replace a wide range of equipment associated with automated or instrument-controlled manufacturing processes. Planned learning activities in this course allow students to become more knowledgeable in the fundamental principles and theories of electrical/electronic and hydraulic/pneumatic equipment as applied to instrumentation devices and digitally encoded radio equipment. Instruction also includes safety principles and practices, semiconductors and transistor theory, electrical parameters and circuits, electronic component function and identification, and the use and care of related hand tools, power tools, and test equipment.

336 EMERGENCY MEDICAL TECHNICIAN

Prerequisite: None

Open to: Juniors & Seniors

Length: Year

Credit: 3

Certification: CPR, EMT-B (Must maintain 80 percent in course work and pass the national test)

Note: Must pass a 10-panel drug test

This course conducts the Emergency Medical Technician – Basic (EMT-B) course to its students. EMT focuses on pre-hospital emergency medical care and is an excellent program for students considering many of the health professions. The CACC EMT program works closely within the framework of the system and is under the guidance of Memorial Medical Center. Students successfully completing this demanding course will have their names submitted to the IL Dept. of Public Health through the EMS System office to challenge the state licensing exam. Students may take the state test at age 17 but will not receive their license until they are 18. Currently waiting on dual credit approval.



334, 435 ENGINEERING FOR HIGH TECH

Prerequisite: None

Open to: Juniors & Seniors

Length: Year

Credit: 3

Certification: In Progress

Dual Credit: Students also have the opportunity to earn dual credit.

In partnership with Innovate Springfield, University of Illinois Springfield, Engineering for High-Tech is an exciting one-year engineering program designed for high school students. This immersive experience is concept-to-creation, including designing, programming, and producing a fully functional machine. High-tech engineering stands at the forefront of innovation in today's rapidly evolving technological landscape. The skills students gain through this program are essential for the jobs of tomorrow.

Learning Outcomes:

1. Intelligent Machinery Design: Learn to conceptualize and draft schematics using CAD software.
2. Programming: Master Java coding language essential for implementing intelligent machines.
3. Engineering: Gain experience in mechanical and electrical engineering by implementing hands-on solutions.
4. Project Management: Develop crucial teamwork, time management, and problem-solving skills.

****335 FIRE SCIENCE**

Prerequisite: None

Open to: Juniors & Seniors

Length: Year

Credit: 3

Certification: CPR

Dual Credit: Students also have the opportunity to earn dual credit.

Fire science is a skill-level course designed to provide students with skills needed to prevent and extinguish fires, maintain and repair fire service equipment, provide basic emergency medical treatment, and prepare public service information concerning fires and hazardous materials. Instruction will include the physical characteristics of fire as well as a general understanding of safety practices, fire behavior, and extinguishing principles. Students will learn rescue and appropriate use of various water supply systems along with how to use ropes and tie knots. Students will also learn basic emergency medical techniques and practices, which will include medical legal considerations, terminology, airway management, patient assessment/transportation, and emergency treatment. Students also have the opportunity to earn dual credit.



334, 435 GRAPHIC ARTS

Prerequisite: None

Open to: Juniors & Seniors

Length: Year

Credit: 3

Graphic arts is a program that will introduce and prepare students for employment and or college in the Graphic Communications field. Students will be introduced to the various processes required in producing graphic visuals for print and web based media. Graphic arts students will study introduction to Macintosh and its applications, design and layout, typography, process photography, stripping and plate making, offset printing and binding, digital photography, HTML and web site design.

****334, 435 HVAC AND ELECTRICAL SYSTEM TECHNOLOGY**

Prerequisite: None

Open to: Juniors & Seniors

Length: Year

Credit: 3

Certification: EPA 608 Certification, Employment readiness heat pump operation, Installation and service certification, Employment readiness gas heating certification

Dual Credit: Students also have the opportunity to earn dual credit.

This course is an introduction to the principles and practices employed in the installation, maintenance, and repair of basic air conditioning, heating systems, and basic electrical systems. Instruction is provided in safety precautions related to electricity, heating units, rotating machinery, refrigerants, and the use of power tools. Instruction includes basic electrical concepts, circuits, transformers, motors and motor controls, and circuit protection devices. Emphasis is also placed on basic refrigeration principles, gas laws, pressure, fluidics, heat and heat transfer, refrigerants, compressors, lubrication systems, electrical theory and circuit design and operation. Activities include experiences in using hand tools, gauges, and test instruments used in both the HVAC and electrical field. Other activities included reaming, flaring, swaging, bending, soldering, and brazing copper tubing; evacuating and charging refrigeration systems, and inspecting and testing electrical and air conditioning circuits and component parts. Students learn the mechanics and electrical fundamentals needed to work as a HVAC technician and/or electrician. Installation, maintenance, and repair of residential forced air heating systems, alternative energy sources, hydronic heating systems, heat pumps, and air conditioners are taught.



****335, 436 IT NETWORKING & CYBERSECURITY**

Prerequisite: None

Open to: Juniors & Seniors

Length: Year

Credit: 3

Certification: Test Out Certifications

Dual Credit: Students also have the opportunity to earn dual credit.

This course provides an overview of current technology concepts and trends. It explores more fully computer security topics and the basic network, with a focus on understanding the most common threat types and implementing basic protection systems for device, data, and network protection. Professional ethics in the computer field will also be examined. Units of instruction will include; the key components of a computer network along with their main functions, the main security threats on today's technology, the different types of cybersecurity challenges that professionals are facing. Students will also learn best practices for a successful career in the field.

334, 435 LAW ENFORCEMENT

Prerequisite: None

Open to: Juniors & Seniors

Length: Year

Credit: 3

Law enforcement is a program that prepares students who are pursuing a career in the fields related to criminal justice or law enforcement. This program is designed to equip students with a solid foundation of constitutional law, law enforcement techniques and procedures, ethics, and interpersonal communications skills currently used in the profession. Student activities in the law enforcement program include physical /strength training, forensics, crime scene investigation, crime scene/accident re-enactment, and mock trials of the current judicial system. Students will also have the opportunity to take part in job shadows and visit police agencies during field trip opportunities in the duration of this course.

**** 435 RAPID PROTOTYPING**

Prerequisite: None

Open to: Seniors

Length: Year

Credit: 3

Dual Credit: Students also have the opportunity to earn dual credit.

The Rapid Prototyping using Edge-Tech course is designed to equip students with the skills and knowledge needed to excel in the realm of rapid prototyping. Through a combination of theoretical insights, practical exercises, and collaborative projects, learners will gain a deep understanding of additive manufacturing technologies and their application in product development. This course will focus on the use of 3D Printers, Laser Cutters, CNC Machines, and other edge-tech devices. This program is in partnership with Innovate Springfield.



**** 435 SANGAMON CEO**

Prerequisite: None

Open to: Seniors

Length: Year

Credit: 3

Dual Credit: Students also have the opportunity to earn dual credit.

Sangamon CEO is a one year study of entrepreneurship for high school students to learn leadership skills and connect them with local business leaders. Sangamon CEO teaches business concepts through experiential teaching. In CEO, you will learn problem-solving, teamwork, and critical thinking through hands-on instruction with subject matter experts and business leaders from throughout the community. You will learn skills in venture investing, marketing, data analysis, accounting for decision making, and business pitching. This program is in partnership with Innovate Springfield, and will be held at their downtown location.

Students will receive a total of six college credits for Introduction to Business and Entrepreneurship. (*See Appendix A regarding Dual Credit and Financial Aid)

334, 435 SOCIAL MEDIA MARKETING

Prerequisite: None

Open to: Juniors & Seniors

Length: Year

Credit: 3

Social Media Marketing courses address social media as a marketing tool and emphasize social media tools, social media messages, and search engine optimization. Topics may include, but are not limited to, marketing information management (including marketing research), market planning, channel management, sales, promotion, product/service management, and pricing.

****334, 435 WELDING**

Prerequisite: None

Open to: Juniors & Seniors

Length: Year

Credit: 3

Certification: OSHA (year 2)

Dual Credit: Students also have the opportunity to earn dual credit.

Welding is a program in which students learn: gas metal-arc welding, micro-wire pipe welding, shielded metal-arc welding, oxyacetylene welding, cutting and brazing, flux-colored wire welding, welding resistance, and spot welding. Students will also learn how to use plasma cutting equipment, principles of manufacturing/production, blueprint reading, basic welding symbols, linear measurement, math as it relates to the welding field, and safety. Upon completion of the welding program, students have the opportunity to earn dual credit with the local community college.



ENDORSEMENT AREAS & RELATED PATHWAYS



AGRICULTURE, FOOD, AND NATURAL RESOURCES (ANFR)
AGRICULTURE, FOOD, AND NATURAL RESOURCES



ARTS AND COMMUNICATION (A&C)
ARTS, AUDIO/VIDEO TECHNOLOGY AND COMMUNICATION



FINANCE AND BUSINESS SERVICES (FBS)
BUSINESS MANAGEMENT AND ADMINISTRATION, FINANCE, HOSPITALITY AND TOURISM, MARKETING, SALES AND SERVICES



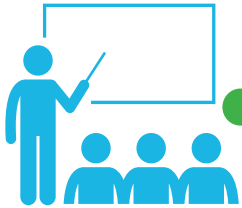
HEALTH SCIENCES AND TECHNOLOGY (HST)
HEALTH SCIENCES



DISTRICT 186

SPRINGFIELD PUBLIC SCHOOLS

ENDORSEMENT AREAS & RELATED PATHWAYS



HUMAN AND PUBLIC SERVICES (HPS)
EDUCATION AND TRAINING, GOVERNMENT AND PUBLIC
ADMINISTRATION, HUMAN SERVICES, LAW,
PUBLIC SAFETY, CORRECTIONS, AND SECURITY



INFORMATION TECHNOLOGY (IT)
INFORMATION TECHNOLOGY
ARTS, AUDIO/VIDEO TECHNOLOGY AND COMMUNICATION



**MANUFACTURING, ENGINEERING,
TECHNOLOGY AND TRADES (METT)**
ARCHITECTURE AND CONSTRUCTION, ENERGY, MANUFACTURING,
SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM),
TRANSPORTATION, DISTRIBUTION, AND LOGISTICS



DISTRICT 186

SPRINGFIELD PUBLIC SCHOOLS

LLCC Teacher Education Pipeline (LLCC TEP)

(Junior & Seniors) (1/2 high school credit per semester class)

6 weight

Education has become a critical career field and jobs will be prevalent in the future. The Lincoln Land Community College Teacher Education Pipeline (TEP) gives high school students the opportunity to explore pathways within the education field. Whether students are interested in early childhood education, elementary education, high school education, or administration, the TEP program will give students the opportunity to explore the education field and earn college credit. While earning college credit, students are given the opportunity to participate in career development experiences and obtain training while working with a cooperative teacher. High school students will participate in relevant experiences while working in various classroom environments and taking college level coursework, helping them to determine whether teaching is truly the pathway they want to pursue. Students who progress through the LLCC TEP sequence of classes have the possibility of earning a total of 25 credit hours toward completion of an Associate's Degree.

Teacher Education Pipeline Program

Ideally students start as HS Juniors

Fall 1

*EDU201 – Introduction to Teacher Education (4 cr) – this course requires 30 hours of “field experience”

CSS100– The College Success Class (2 cr)

Spring 1

*EDU220 – Diversity of Schools & Society (4 cr)

PSY101 – Introduction to Psychology (3 cr)

Fall 2

EDU210 – Instructional Technology (3 cr)

PSY216 – Adolescent Psychology (3 cr)

Spring 2

EDU215 – Students with Disabilities (3 cr)

OTHER – (3cr) Suggested courses include POS101 – Intro to American Politics or POS201 – State and Local Government

Total Credit Hours: 25



(Appendix A)

Lincoln Land Community College / Dual Credit

Any college credits (e.g. dual credit or dual enrollment courses) taken during high school that count toward the student's postsecondary program of study must count as both attempted and completed hours. Standards of Academic Progress for Federal Financial Aid consider both course completion rate and GPA. Dual credit/dual enrollment students who fail or withdraw from a dual credit/dual enrollment course could potentially impact their future federal financial aid eligibility upon enrollment at a postsecondary institution. The student/parents may contact the LLCC Financial Aid Office (Financial.Aid@llcc.edu) to learn more about potential impact to future eligibility in the event a student is failing or needs to withdraw from a LLCC Dual Credit/Dual Enrollment course.

Note: that transcript information and email addresses for any dual credit or concurrently enrolled students at LLCC may be shared.

View LLCC Academic Calendar

Please note all dual credit classes are based on staffing and funding.



AP+ Project Lead The Way

(Appendix B)

If you've taken AP or Project Lead The Way courses, you could already be on your way to earning the AP + PLTW student recognition.

Get Recognized

So you know about the benefits of taking AP — building skills for college and career and possibly earning college credit. And you know the reasons to take Project Lead The Way (PLTW) courses — developing in-demand skills and exploring careers through hands-on learning and real-life problem solving.

But here's something you probably don't know: When you take selected AP and PLTW courses related to the fields of engineering, biomedical science, and computer science (and earn qualifying scores on course-related exams and assessments), you can now earn an AP + PLTW student recognition. This recognition shows colleges and employers that you're prepared for advanced course work — and interested in careers in the field you're studying.

If you've taken both AP and PLTW courses in the past few years, you may already have taken the necessary courses and exams to earn this recognition — or you may just need to complete one or two more courses and exams to be eligible.

How It Works

The AP + PLTW program features pathways in three fields — engineering, biomedical science, and computer science.

Each pathway has three parts:

- PLTW courses designed to introduce students to the field
- AP courses and exams that provide an opportunity for advanced placement and/or college credit
- PLTW specialization courses that focus on knowledge and skills needed for rewarding careers

The table below shows the menu of courses that schools can combine to create each pathway.

How to Earn the Recognition

If you complete three courses in a pathway — one AP course; one PLTW course; and a third course, either AP or PLTW — and earn a score of 3 or higher on the AP Exam(s) and a score of Proficient or higher on the PLTW End of Course (EoC) assessment(s), you've earned the AP + PLTW student recognition for that pathway.

What to Do Now

Interested in getting the AP + PLTW student recognition? Here are your next steps.

If you've taken AP and PLTW courses, check the table above to see if these courses are in one pathway. Then, check the “How to Earn the Recognition” section at <https://apstudent.collegeboard.org/exploreap/the-ap-experience/ap-project-lead-the-way> to see if you've fulfilled the requirements.

**Springfield Public Schools District#186 (SPS186)
Advanced Placement (AP) Drop Request Policy and Drop Request Form**

SPS186 School is committed to helping you achieve your academic goals in Advanced Placement course(s) so that you can be prepared for college and career success. We have adopted the following policies to encourage you to take advantage of all of the resources and support available to you as you learn and grow in your courses.

It takes a while to get acclimated to a new rigorous course. Once you enroll in a course you should only ask to withdraw if it is your **last and only available option**. Students must stay in a course for a minimum of 2 weeks for semester course and 25 days for full year course before initiating a request to drop the class. Once the student has met this timeline, (s)he must complete the following steps to withdraw from a(n) AP course:

STUDENT NAME _____

ID# _____

DATE _____

GPA _____

I am requesting that I be permitted to drop the following class: _____

Student to Complete	Teacher, Counselor, or Administrator to Complete
What strategies have you used to be successful?	List comments here
Describe meetings with teachers for support/help. Identify dates, duration and topics covered.	Describe meetings with students for support/help. Identify dates, duration and topics covered
Attend at least 5 homework help, tutoring, and/or lab sessions for the course. Identify dates:	Describe contact with Parent/Guardian made via: _____ email _____ phone _____ in person Identify dates, duration and topics covered
Be up to date on all existing assignments. *Identify assignments that are incomplete or not understood	Identify assignments that are incomplete or missing.
How frequently have you asked for help in class?	How frequently have you asked for students to stay for help, or offered to help students?

*Review the responses to these questions with your AP Teacher; signature confirms that you have done all of the activities requested on the support sheet. **Attach a copy of transcript/student records; attendance, etc.*

Student Signature and date

Teacher Signature and date

Students must complete the above activities for support in AP courses and meet with teacher prior to moving to step 2.

Grade Level Administrator schedules meetings with parents or guardians to review information from student, teacher and/or counselor.

Date of Meeting _____

Outcome of conversation to stay in course or drop:

_____ Drop _____ Continue in Course

Grade Level Administrator Signature _____

Parent Signature _____

Student Signature _____



Academic and Athletic PE Waiver Information

All students in grades 9 and 10 must be enrolled in physical education each semester of these years with the exception of the semesters that they are enrolled in health. All tenth grade band students are required to take health second semester of their sophomore year.

9th and 10th graders who are enrolled in marching band are eligible to receive a PE waiver for the 1st semester during years they are in the marching band. The waivers received during these semesters can be applied to PE requirements during a student's 11th and 12th grade school years.

All students in grades 11 and 12 must be enrolled in PE each semester unless they meet one of the following waiver exceptions.

1. Ongoing Participation in Interscholastic Athletic Program
2. Academic Classes Required for College Admission
3. Courses Required for High School Graduation
4. Ongoing Participation in Marching Band for Credit
5. Participation in JROTC Program
6. Utilization of Physical Education Time to Receive Special Education Services
7. Documented Participation in an Athletic Program Outside of the School AND the student has a current IEP or Physical Disability.

These waiver exceptions will be verified by the student's administrator for guidance and a waiver form must be completed for each semester that a waiver is granted.

Questions about a PE waiver eligibility should be addressed with the high school guidance office and the administrator who works with your student.

