Putnam County High School

Putnam County Community Unit School District #535

- PROGRAM OF STUDIES –

PUTNAM COUNTY
COMMUNITY UNIT SCHOOL DISTRICT #535

Mr. Cody Martzluf, *Superintendent*

Mr. Dustin Schrank, *Principal*

Mr. Christopher Newsome, *Assistant Principal*

Where all students will learn and succeed, and all means ALL

NOTICE OF EQUAL EDUCATIONAL OPPORTUNITIES

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, order of protection status, actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under School Board policy 8:20, *Community Use of School Facilities.* Any student may file a discrimination grievance by using Board policy 2:260, *Uniform Grievance Procedure.*

Contact: Mr. Dustin Schrank, Principal, Putnam County High School, Granville, Illinois 61326, Phone number (815)882-2800 ext. 4

Further, all counseling services are provided in compliance with Title IX procedures as identified in the Parent & Student Handbook and as below:

All students are to be free to attend school without concern of threats or demands. Sexual harassment is a form of discrimination that violates the 14th Amendment to the U.S. Constitution, Title IX or the Educational Amendments of 1972, and most state constitutions. In its simplest terms, sexual harassment is deliberate and/or repeated sexual or sex-based behavior that is not welcomed and is not asked for. It may be, but is not limited to: physical touching or interference with movement, verbal epithets, derogatory comments or slurs, and/or visual displays of derogatory cartoons, drawings, posters, or messages. In order to constitute sexual harassment, the conduct must be unwelcome, undesirable or offensive to the harassed person, and not be solicited or incited by that person. Likewise, general harassment refers to conduct which targets race, nationality, ethnicity, religion or disability. Harassment of, or threats to students, employees of the District, or the board of education on or off school grounds is not allowed. Any conduct, including teasing, bullying, and harassment directed against students which causes them to be fearful of attending school is not allowed. Any student who teases, bullies, or harasses another student will be subject to disciplinary action, which may include, but not be limited to, suspension or expulsion.



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EDUCATIONAL PLANNING

Educational planning is a continuous process. Guidance personnel, teachers, and administrators are in a position to help students and parents in planning the educational and vocational future of the students as well as to discuss and solve personal problems of adjustment to school and community life. The purpose of the Program of Studies is to provide a source of information to facilitate student and parent understanding of the Putnam County High School curriculum and registration/scheduling process.

GRADUATION REQUIREMENTS

Seven classes per semester are required. Students may elect to take eight or nine classes (Dual Credit). One half credit is awarded for the successful completion of a semester's worth of work.

Courses: All students who plan to graduate and receive a diploma must take and pass the subjects listed below. These required courses form the foundation for a well-rounded education and preparation for a successful transition to College or Career.

4 credits of English

3 credits of Math

3 credits of Science

2 credits of Social Studies – 1 credit must be US History and 1/2 credit must be Civics

1/2 credit of Computer Applications

1/2 credit of Health

1/2 credit of Consumer Educations

3.5 credits of Physical Education

1/2 credit of Driver's Education

2 Elective credits specified in the area of Fine Arts, Foreign Language, or Tech Education

5.5 additional Elective credits

25 Total Credits

+ Passing Score on the US and Illinois Constitution Tests

+ Completion of the ACT

+ Completion of FAFSA, during senior year

+ 25 Hours of Service Learning

ENGLISH

Course	Credits	Years Offered
English I	1	9th
Honors English I*	1	9th
English II	1	10th
Honors English II*	1	10th
English III	1	11th
English IV	1	12th
Journalism I	1	11th, 12th
AP® Language and Composition*	1	11th, 12th
AP® Literature and Composition*	1	11th, 12th



ENGLISH I	
Prerequisites: None	English I concerns the study of grammar, writing and literature. Students will evaluate and analyze short stories, lyric poetry, drama and novels. Students also will be taught critical thinking and reasoning skills and applications of both in literature. Emphasis is placed on writing and the use of argument and research within written compositions. Vocabulary, Accelerated Reader, journaling and communication are all part of the English I curriculum.
Years Offered: 9th	
Credits: 1	

HONOR ENGLISH 1*	
Prerequisites: Dept. Recommendation, and Grade of C or better in 8th Grade English	In this course, students apply the study of language arts to fiction and nonfiction texts, analyzing specific literary terms of both genres. Students will complete the following units: Short Story unit with thematic focus on character values, Poetry unit with focus on building analyzation skills, Mythology Unit and reading of The Odyssey, Shakespeare Unit and reading of Romeo & Juliet, and one novel unit as selected by the instructor. Nonfiction texts studied are tailored to prepare students for the SAT, and to enhance the thematic study of each semester. In regards to writing, students will complete two formal essays: one that is analysis based, and one that is argumentative based. Students enrolled in this course will be prepared for taking AP English in their junior and/ or senior year. They will be exposed mildly to the AP Language and Literature test formats throughout the year. Students enrolled in this class need to be able to handle the pace and rigor expected.
Years Offered: 9th	
Credits: 1	

ENGLISH II	
Prerequisites: None	In this course, students apply the study of language arts to fiction and nonfiction texts, analyzing specific literary terms of both genres. Fiction texts are broken into thematic units that include a focus on identity. Tears of a Tiger, and To Kill a Mockingbird are the two main novels taught, and each have a thematic focus on identity formation, as well as character progression, language and structure of the text. Nonfiction texts studied are, tailored to prepare students for the SAT, and to enhance the thematic study of each semester. In regards to writing, students will complete two formal essays: one that is analysis based, and one that is argumentative based.
Years Offered: 10th	
Credits: 1	

HONORS ENGLISH II*	
Prerequisites: Dept. Recommendation and B- or better in 9th Grade English Years Offered: 10th Credits: 1	In this course, students will gain experience, knowledge and understanding that will help propel them into an AP English course their junior and/or senior years. The focus of this course is to develop the foundational analysis skills in the following areas: rhetorical, poetic, and literary. Students will complete the following units: Short Story/ Poetry unit focusing on "Coming of Age", The Glass Castle novel unit that focuses on the realm between turbulence and order, as well as family dynamics. Students will also focus on identity formation as they read To Kill a Mockingbird, and will read one Shakespeare piece as selected by the instructor. Material is tailored to the AP Language and AP Literature exams, respectively exposing students to the content and format of each. Students are also immersed into vocabulary study to help prepare them for the AP tests in the future, as well as sample writing prompts. Any nonfiction text studied is also tailored to the SAT. In regards to writing, students write two main essays during the year: one argumentative/ rhetorical based (AP Language) and one that is literary analysis based (AP Literature). Students complete a series of informal writing that includes Cornell Notes, narrative pieces, and synthesis pieces. Students enrolled in this class need to be able to handle the pace and rigor expected. Honors 1 Students should consider taking this course.

ENGLISH III	
Prerequisites: None Years Offered: 11th Credits: 1	The rigorous English III course is designed to help students meaningfully examine and evaluate various genres of American Literature. Through reading several books, plays, and poetry, students learn to analyze, synthesize and evaluate the content of a range of literary themes and concepts. Students aim to improve their reading, writing, vocabulary and grammar skills by exploring and applying specific common instructional framework strategies. In conjunction with this and the use of technology, students compose persuasive, expository and narrative essays and collaboratively create multiple novel-based projects over the course of the academic year.

ENGLISH IV	
Prerequisites: None Years Offered: 12th Credits: 1	English 4 is a comprehensive senior English course designed to prepare students for life after high school. Throughout the year, students will explore literature, composition, public speaking, creative writing, technical and professional writing, and independent research. Emphasis will be placed on critical thinking, effective communication, collaboration, and real-world applications of reading and writing skills. Students will engage with a variety of texts and projects that challenge them to analyze, create, and communicate with confidence in both academic and professional settings

JOURNALISM I	
Prerequisites: See Below*	In this course, students are introduced to the historical importance of journalism in America. They will study the basic principles of print journalism as they examine the role of printed news media in our society. Students will learn responsible reporting and journalistic writing techniques as they read, respond to, and write their own news and feature articles. Students conduct interviews, research, write, take photographs. Students also apply journalistic principles and design to yearbook creation. Heavy emphasis is on the creation of student publications including the *Paw Prints* student newspaper and the *Panther's Tale* yearbook.
Years Offered: 11th, 12th	
Credits: 1	
*Juniors must take Journalism I concurrently with English III. Students should not have earned a failing grade for any previous semester of English and a "D" from second semester of freshman year forward. Grades of "C" in previous semesters of any English course will require a written recommendation from an English II or English III teacher.	

AP® LANGUAGE AND COMPOSITION*	
Prerequisites: English I & English II	The AP Language and Composition course is a college-level program that introduces students to a wide range of expository prose in order to broaden their scope of rhetorical ideas and deepen their awareness of the power of language. The course is designed to meet the rigorous requirements of a college level writing class and includes expository, analytical, personal, and argumentative texts from a variety of authors and historical contexts. These works provide examples of prose writings that students can emulate in their own writing experiences as they discover and create their own style and voice. This course provides students with the information necessary to read analytically, formulate theories and arguments based on the readings, and respond by composing articulate essays that utilize advanced elements of sentence structure, syntax, style, purpose, and tone. The purpose of the AP English Language course is to help students "write effectively and confidently in their college courses across the curriculum and in their Professional and personal lives." (The College Board, AP English Course Description, May 2007, p. 6). Using rhetorical principles, students will learn how to become critical thinkers, and apply that knowledge to their writing by revising and improving their essays, as well as critiquing and editing peer essays. In addition, students will be required to thoroughly research relevant topics, synthesize information from a variety of sources, and document their knowledge in a cogent well written report using proper cite notations such as MLA or APA.
Years Offered: 11th, 12th	
Credits: 1	

AP® LITERATURE AND COMPOSITION*	
Prerequisites: English I, English II	This one-year course concentrates on the advancement of skills in students' critical reading of a wide range of complex imaginative literature (poetry, drama, and novels) and in the ability to analyze literature in writing with clarity and sophistication. Therefore, students will need to devote the time and energy necessary to complete rigorous and demanding college-level work. Activities include small group and whole class discussion, routine writing assessments assigned in both timed situations and extended time frames, objectives and written assessments including literary analysis over literary texts, and both informal and formal presentations. Students will demonstrate their mastery of the skills learned in this course by taking the Advanced Placement English Literature and Composition exam in May.
Years Offered: 11th, 12th	
Credits: 1	

MATHEMATICS

Course	Credits	Years Offered
Mathematics I	1	9th
Mathematics II	1	9th, 10th
Advanced Mathematics II*	1	9th, 10th
Mathematics III	1	10th, 11th, 12th
Advanced Mathematics III*	1	10th, 11th, 12th
College Algebra	1/2	11th, 12th
Statistics	1/2	11th, 12th
Pre-Calculus*	1	11th, 12th
AP® Calculus*	1	12th
Transitional Math – STEM	1	12th

MATHEMATICS I	
Prerequisites: None Years Offered: 9th, 10th Credits: 1	The purpose of Mathematics I is for incoming freshman to formalize and extend the mathematics that students learned in the middle grades. The areas of instruction are intended to deepen and extend understanding of linear relationships, by contrasting them with quadratic, absolute value, and exponential phenomena, as well as by applying linear models to data that exhibit a linear trend. Mathematics I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge by applying transformational principles. The units of study are, but not limited to, expressions, equations, inequalities, congruent figures, an introduction to functions, interpreting functions, linear relations, linear modeling, systems of equations and inequalities, statistics (including standard deviation), exponential functions, and a unit on the comparisons of linear functions with quadratic, absolute value, and exponential functions.

MATHEMATICS II	
Prerequisites: Mathematics I Years Offered: 9th, 10th Credits: 1	The purpose of Mathematics II is to formalize and extend the mathematics that students learned in Mathematics I. The areas of instruction are intended to deepen and extend understanding of quadratic expressions, equations, and functions and relate them to the linear and exponential relationships seen in Mathematics I. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to Quadratics through Pythagorean relationships. Circles, with their quadratic algebraic representations will also be explored. Some of units of study are, but are not limited to, complex numbers, quadratic functions and modeling, quadratic expressions and equations, applications of probability, similarity, right triangle trigonometry, and circles on or off of the coordinate plane.

ADVANCED MATHEMATICS II*	
Prerequisites: Teacher recommendation & "B" average in Mathematics I Years Offered: 9th, 10th Credits: 1	The purpose of Advanced Mathematics II is to challenge the students who are ready for a more rigorous Mathematics II experience. The areas of instruction are intended to deepen and extend understanding of quadratic expressions, equations, and functions and relate them to the linear and exponential relationships seen in Mathematics I. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to Quadratics through Pythagorean relationships. Circles, with their quadratic algebraic representations will also be explored. Some of units of study are, but are not limited to, complex numbers, quadratic functions and modeling, quadratic expressions and equations, applications of probability, similarity, right triangle trigonometry, and circles on or off of the coordinate plane.

MATHEMATICS III	
Prerequisites: Mathematics II	Mathematics III is a continuation of the exploration of functions that began in Mathematics I and II. Students will apply a variety of solving methods to solve polynomial, rational, radical, exponential, logarithmic and trigonometric functions. Students will examine the graphs of these different types of function and drawing connections between different representations of these functions (charts, graphs, and equations) and the key features. Additionally, the students expand on their previous work with Geometry. Students will be analyzing and finding a solution to real world situations involving circles and 3-dimensional figures as well as examining the proof process and providing a shape is a specific shape on the coordinate plane. The units of study are Circle Geometry and Proofs on the Coordinate Plane, Geometric Modeling, General Functions, Polynomial Functions, Rational Functions, Radical Functions, Exponential Functions, Logarithmic Functions (if time allows), and Trigonometric Functions (if time allows).
Years Offered: 10th, 11th, 12th	
Credits: 1	

ADVANCED MATHEMATICS III*	
Prerequisites: "B" average in Advanced Mathematics II	The purpose of Advanced Mathematics III is to challenge the students who are ready for a more rigorous Mathematics III experience. Mathematics III is a continuation of the exploration of functions that began in Mathematics I and II. Polynomial, rational, radical, exponential, logarithmic and trigonometric functions are examined in their entirety. Drawing connections between different representations of functions (charts, graphs, and equations) and the key features is the focus of the units. Additionally, the students expand on their previous work with Geometry, the focus being on circles and 3-dimensional figures. The units of study are Circle Geometry and Proofs on the Coordinate Plane, Geometric Modeling, General Functions, Polynomial Functions, Rational Functions, Radical Functions, Exponential Functions, Logarithmic Functions (if time allows), and Trigonometric Functions (if time allows).
Years Offered: 10th, 11th, 12th	
Credits: 1	

COLLEGE ALGEBRA	
Prerequisites: Mathematics I, II, and III	This course is primarily for students who need to continue on in mathematics. Topics of study include: review of fundamental algebraic operations, radicals, systems of equations, higher degree equations, inequalities, absolute value, exponential, and logarithms.
Years Offered: 11th, 12th	
Credits: ½	

STATISTICS	
Prerequisites: Mathematics I, II, III	This course is intended to provide students with a basic understanding of the role of statistics in society along with a workable knowledge of statistical methods. Topics include: graphical methods of organizing data, numerical descriptions of data, basic probability theory, probability distributions, statistical inference, estimation, hypothesis testing, correlation and regression, and analysis of variance.
Years Offered: 11th, 12th	
Credits: ½	

PRE-CALCULUS*	
Prerequisites: Adv/Mathematics III	Students explore the interworking of functions including polynomial, rational, logarithmic and exponential functions through graphing and solving. Students look at different types of number systems including the complex number system. The students explore sequences, series, and statistics that includes counting principles and Pascal's triangle. Trigonometric functions are then explored through a variety of situations involving the coordinate plane and right triangles. The relationship between the unit circle and the graphs of the basic trig functions is examined and the understanding is applied to applications involving trigonometric graphs. Students apply the law of sines and law of cosines to non-right triangles. Students work with identities; explore proof and their applications to other trig concepts.
Years Offered: 11th, 12th	
Credits: 1	

AP® CALCULUS*	
Prerequisites: Pre-Calculus	The course begins by introducing students how applications of calculus differ from traditional applications of math. It covers the two major topics of calculus, differentiation and integration, by looking at functions graphically, analytically, and numerically. Students study how to differentiate and integrate a wide variety of functions including polynomial, rational, logarithmic, and exponential functions. The course covers application of differentiation and integration and also touches on calculus based physics.
Years Offered: 12th	
Credits: 1	

HIGH SCHOOL TRANSITIONAL MATH - STEM	
Prerequisites: in order to receive college placement a student must have completed Math I, II, and III with passing grades	Math course framework built around essential algebraic competencies designed to prepare students for college and career pathways in areas such as: Science, Technology, Engineering, and Math or STEM which require advanced algebraic skills or calculus. Course design will enable students to transition directly into credit bearing college-level algebra courses. Students will engage in deepening conceptual understanding using algebra and mathematical applications of algebra and functions and how functions naturally arise using authentic modeling situations. The function families (linear, polynomial, rational, radical, and exponential) will be emphasized. Additionally, the course shall emphasize the eight mathematical practices, particularly modeling within the setting of authentic and contextualized applications, and upon completion, the student should be able to: demonstrate and justify both orally and in writing conceptual understanding of functions combined with advanced algebraic knowledge to solve complex, contextualized, multi-step problems in authentic settings. The purpose of transitional mathematics is to expand and extend high school opportunities for students to continue growth in mathematical knowledge, concepts, and skills aligned more closely with the student's career path and postsecondary and/or career goals. Successful completion of a transitional mathematics course for a high school graduate results in direct placement into postsecondary credit-bearing mathematics courses at all Illinois community colleges and accepting Illinois universities without a placement test.
Years Offered: 12th	
Credits: 1	

SCIENCE

Course	Credits	Years Offered
Introduction to Biology	1/2	9th, 10th, 11th
Introduction to Chemistry	1/2	9th, 10th, 11th
Introduction to Physics	1/2	9th, 10th, 11th
Introduction to Earth Science	1/2	9th, 10th, 11th
Biology	1	9th, 10th, 11th
Chemistry	1	10th, 11th, 12th
Earth Science	1	10th, 11th, 12th
Anatomy and Physiology*	1	11th, 12th
Physics*	1	11th, 12th
AP® Biology*	1	11th, 12th



INTRODUCTION TO BIOLOGY	
Prerequisites: None	This semester long course will cover a range of topics but will go into lesser detail that the year-long Biology course. Just some of the topics that will be covered will be ecosystems, plant and animal cells, and genetics. There will be many lab-based assignments and grades.
Years Offered: 9th, 10th, 11th	
Credits: ½	

INTRODUCTION TO CHEMISTRY	
Prerequisites: None	This semester long course will be a non-math based Chemistry course that will focus on the structure of the atom as well as what is taking place in chemical reactions. There will be an emphasis on using lab equipment and will take a hands-on/interactive approach to these topics.
Years Offered: 9th, 10th, 11th	
Credits: ½	

INTRODUCTION TO PHYSICS	
Prerequisites: None	This semester long course will be a non-math based Physics course that will focus on motion as well as simple machines. There will be an emphasis on using lab equipment and will take a hands-on/interactive approach to these topics.
Years Offered: 9th, 10th, 11th	
Credits: ½	

INTRODUCTION TO EARTH SCIENCE	
Prerequisites: None	This semester long course will cover a range of topics but will go into lesser detail that the year-long Earth Science course. Just some of the topics that will be covered will be the water cycle, rocks, and weather and the atmosphere. There will be many lab-based assignments and grades.
Years Offered: 9th, 10th, 11th	
Credits: ½	

BIOLOGY	
Prerequisites: None	Biology is the study of living organisms and their environmental roles and responses. The course involves research, experiments, model building and collaborative thinking. Topics also covered include the inheritance of traits, the chemical basis of life, interactions of living things, cell biology, & genetics. Students enrolling in Biology should be concurrently enrolled in Mathematics 1 or have already met this requirement. To succeed in this class, students must possess strong reading and collaborative skills.
Years Offered: 9th, 10th, 11th	
Credits: 1	

CHEMISTRY	
Prerequisites: Mathematics 1 content	Chemistry is an advanced laboratory study to determine a logical model to explain chemical phenomena. The course will include topics such as atomic structure, chemical reactions, stoichiometry, energy changes, and acids/bases. Students will be involved in the application of learned theories through laboratory exercises.
Years Offered: 10th, 11th, 12th	
Credits: 1	

EARTH SCIENCE	
Prerequisites: None	Earth Science is a physical science course, which emphasizes four main areas of study: astronomy, geology, oceanography, and meteorology. Lab exercises are conducted in rock and mineral identification, fossils, volcanoes, and earthquakes.
Years Offered: 10th, 11th, 12th	
Credits: 1	

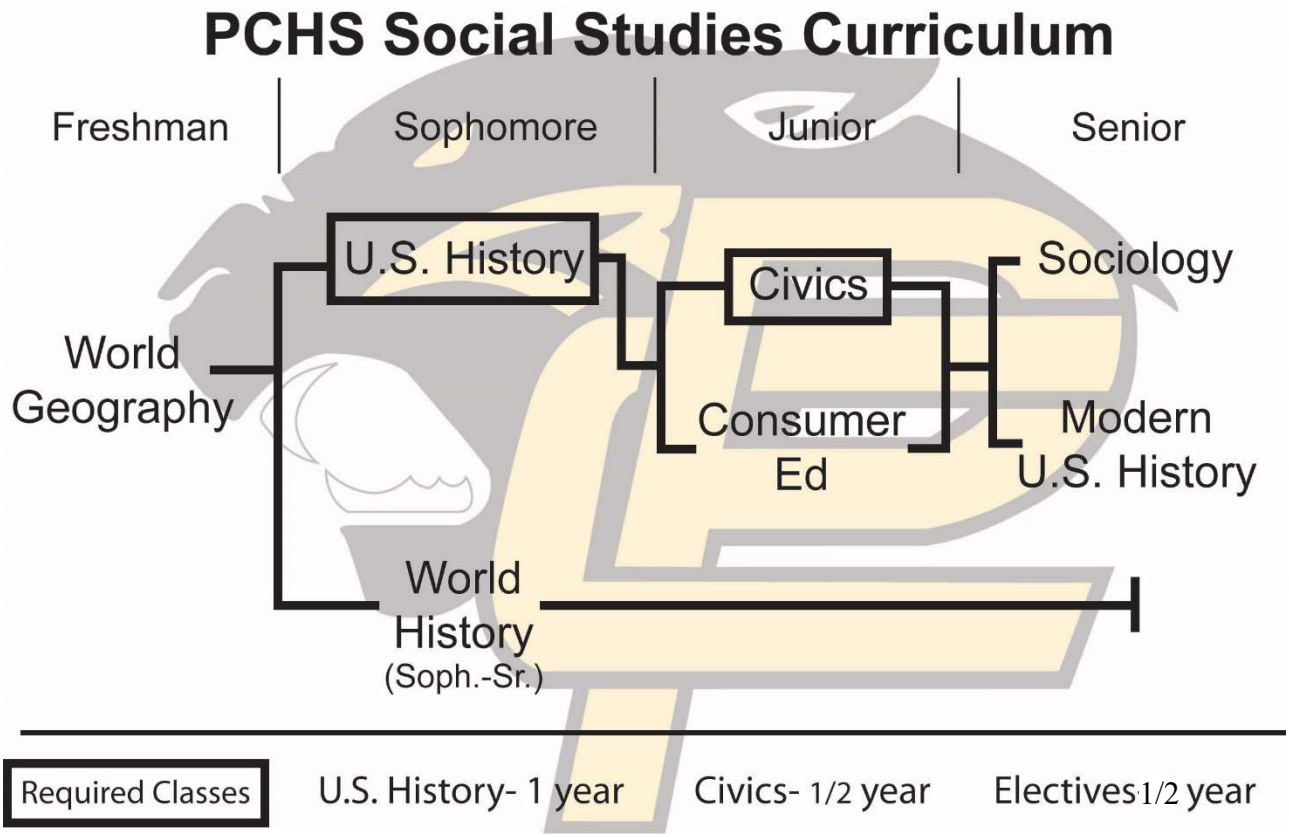
ANATOMY & PHYSIOLOGY*	
Prerequisites: Have taken, and earn a C average or better, in Biology and/or Chemistry	Anatomy and Physiology courses present the human body and biological systems in more detail. In order to understand the structure of the human body and its functions, students learn anatomical terminology, study cells and tissues, explore functional systems (skeletal, muscular, circulatory, respiratory, digestive, reproductive, nervous, and so on), and will dissect a mammal.
Years Offered: 11th, 12th, 10th (with recommendation from Science Department)	
Credits: 1	

PHYSICS*	
Prerequisites: Mathematics 1 content and Chemistry	Physics is an advanced, in-depth study of the following concepts: motion, force and energy. Each of these areas is broken down and analyzed through mathematical and experimental investigation. Topics include Forces and motion, work and energy, waves (sound and light), optics, and electric current.
Years Offered: 11th, 12th	
Credits: 1	

AP® BIOLOGY*	
Prerequisites: Teacher recommendation and "B" average in Biology and Chemistry	AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes—energy and communication, genetics, information transfer, ecology, and interactions.
Years Offered: 11th, 12th	
Credits: 1	

SOCIAL SCIENCE

Course	Credits	Years Offered
World Geography	1/2	9th
US History	1	10th, 11th
World History	1	10th, 11th, 12th
Civics	1/2	11th, 12th
Modern U.S. History*	1	11th, 12th
Sociology*	1	11th, 12th



WORLD GEOGRAPHY	
Prerequisites: None	World Geography focuses on the study of the two main branches of geography Human and Physical. Students will be expected to learn and understand not only how to use and understand maps but also to associate history, culture, and language to a region. Students will learn not only how Humans affect geography but how geography affects humans. We will study the basic concepts of geography as well as the countries and regions around the world. Emphasis is placed on cultural identity, political structure, boundaries, and the understanding of humanity.
Years Offered: 9th, 10th	
Credits: ½	

WORLD HISTORY	
Prerequisites: None	World History is a college preparation Western Civilization Course we focus on Prehistory through the 17th century covering the development of mankind through the study of the major river valley civilizations into the development of western civilization. Along with the rigorous course content, organization, and responsibility are stressed in an effort to prep college readiness.
Years Offered: 10th, 11th, 12th	
Credits: 1	

UNITED STATES HISTORY	
Prerequisites: None	The American History course is a presentation of the major events in the history of the United States from the colonial period to the middle Twentieth Century. Emphasis is placed on significant personalities, legislation, treaties, Presidential elections, and the causes and effects of wars and economic changes. The current textbook provides the basis of the class but many primary and secondary sources are used to enhance student understanding and learning. First semester covers the French & Indian War to the Civil War and Reconstruction. Second semester covers the 1880's to the Cold War. Successful completion of this course is required for graduation.
Years Offered: 10th, 11th	
Credits: 1	

CIVICS	
Prerequisites: None	This course in Civics focuses on American government, with an emphasis on structure, function, and in-depth analysis of national, state, and local government. The student's role in a democracy is determined through relationships with citizenship, elections, interest groups, and public opinions. A focus on government institutions, current and controversial issues, service learning, and simulation of government processes. The idea is to give students not only the knowledge of how our government works but how we function in our government, and how to make them better citizens.
Years Offered: 11th, 12th	
Credits: 1/2	

MODERN U.S. HISTORY*	
Prerequisites: Have earned a C or better in US History or a teacher recommendation	Modern U.S. History is an elective course for upperclassmen. The course work focuses on the history of the United States from the end of World War II through the present day with an emphasis on the Cold War and Cold War politics. This course is lecture and discussion based, students are expected to analyze primary and secondary source documents, apply lecture topics and source analysis to research based papers assignments and written essay style exams. The objective is to prepare Junior senior level students for college course work and push college readiness.
Years Offered: 11th, 12th	
Credits: 1	

SOCIOLOGY*	
Prerequisites: None	Sociology is a college level course designed for the above average student. The first semester concentrates on the theories for group behavior, personality development, the individual's role in various groups, criminal behaviors and punishment, social classes and poverty and welfare programs. Second semester topics focus on the application of theory to minorities, sex roles, development, riots and mass hysteria.
Years Offered: 11th, 12th	
Credits: 1	

WORLD LANGUAGES

Course	Credits	Years Offered
Spanish I	1	9th, 10th, 11th, 12th
Spanish II	1	10th, 11th, 12th
Spanish III*	1	11th, 12th
Spanish IV*	1	12th

SPANISH I	
Prerequisites: C average in English	This course is an introduction to the study of the target language and its culture. It allows students to perform the most basic functions of the language and to become familiar with some elements of its culture. The emphasis is placed on the development of the four skills of listening, speaking, reading and writing within a given context extending outside of the classroom setting when possible. The context focuses on the students' lives and experiences and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language needs. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own.
Years Offered: 9th, 10th, 11th, 12th	
Credits: 1	

SPANISH II	
Prerequisites: C Average in Spanish I	Students enrolled in this course have successfully completed the level 1 course. This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students participate in simple conversational situations by combining and recombining learned elements of the language orally and in writing. They are able to satisfy basic survival needs and interact on issues of everyday life in the present time and past time inside and outside the classroom setting. They compose sentences which narrate, describe, compare, and summarize familiar topics that relate to the target culture. Focus is placed on understanding main ideas. They develop a better understanding of the similarities and differences between cultures and languages.
Years Offered: 10th, 11th, 12th	
Credits: 1	

SPANISH III*	
Prerequisites: C+ Average in Spanish I & II	Spanish 3 has a special emphasis on oral proficiency. In addition, the students understanding of grammar is strengthened by formal analysis of grammatical structures already familiar to them. Spanish 3 aims to enhance the students' vocabulary through further acquisition of reading skills.
Years Offered: 11th, 12th	
Credits: 1	

SPANISH IV*	
Prerequisites: B- Average in Spanish III	The goal of Spanish 4 is mastery of grammar, verb structures, and vocabulary. Listening and speaking skills are further developed through student presentations, real-life experiences using the target language and classroom discussions.
Years Offered: 11th, 12th	
Credits: 1	

CAREER-TECHNICAL EDUCATION

Course	Credits	Years Offered
Introduction to Agriculture	1/2	9th, 10th
Agriculture Construction Skills	1	10th, 11th, 12th
Advanced Agriculture Construction Skills	1	11th, 12th
Animal Science	1	10th, 11th, 12th
Veterinary Science	1	10th, 11th, 12th
Plant Science	1	10th, 11th, 12th
Horticulture	1	10th, 11th, 12th
Agriculture Resource Management	1	10th, 11th, 12th
Agriculture Power	1/2	10th, 11th, 12th
Agriculture Electrical Systems	1/2	10th, 11th, 12th
Agriculture Business	1	10th, 11th, 12th
Intermediate Agricultural Welding	1	10th, 11th
Advanced Ag Welding & Metals	1	11th, 12th
Agriculture Metal Fabrication	1	12th
Supervised Agriculture Experience	1	12th
Career Exploration	1/2	9th, 10th
Consumer Education	1/2	11th, 12th
Introduction to Business	1/2	9th, 10th, 11th, 12th
Marketing	1	11th, 12th
Accounting	1	11th, 12th
Economics	1/2	10th, 11th, 12th
Business Law	1/2	10th, 11th, 12th
Business Mangement	1	11th, 12th
Workbased Learning Experience Education	1	12th
Orientation to Family and Consumer Sci.	1/2	9th, 10th
Food and Nutrition	1	10th, 11th, 12th
Culinary Arts	1	11th, 12th
Food Science	1	11th, 12th
Fashion Technology	1	10th, 11th, 12th
Parenting	1/2	10th, 11th, 12th
Child Development	1/2	10th, 11th, 12th

INTRODUCTION TO AGRICULTURE	
Prerequisites: None	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 over agriculture industry, and the FFA will be presented. Improving computer and workplace skills will be a focus. 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.
Years Offered: 9th, 10th	
Credits: 1	

AGRICULTURE CONSTRUCTION SKILLS	
Prerequisites: Intro to Ag	This advanced course focuses on the knowledge, hands-on skills, and work place skills applicable to construction in the agricultural industry. Major units of instruction include: personal safety, hand tools, power tools, blue print reading, and construction skills in carpentry, drywall and painting. Careers such as agricultural engineers, carpenter, finishers, safety specialists, and other related occupations will be examined. Improving workplace and computer skills will be a focus. 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.
Years Offered: 10th, 11th, 12th	
Credits: 1	

ADVANCED AGRICULTURE CONSTRUCTION SKILLS	
Prerequisites: Agriculture Construction Skills	Advanced Agricultural Construction courses include an integrated way to learn geometry through the application in construction. The structural concepts within the course are organized to complement the skills and the knowledge learned in geometry lessons. Students will experience working days on a job site or technical project, as well as classroom experiences, focused on the development and review of geometry concepts. On working days, students will collaborate to build anything from sawhorses and modular furniture to manufactured housing and tiny homes. The course will provide students the opportunity to immediately apply what they are learning about geometry to their projects and buildings. 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.
Years Offered: 11th, 12th	
Credits: 1	

ANIMAL SCIENCE	
Prerequisites: Intro to Ag or Ag Team/Counselor Recommendation Years Offered: 10th, 11th, 12th Credits: 1 Other: Completion of course can be applied to graduation science requirements.	This course will develop students' understanding of the livestock (beef, dairy, sheep, goats, and swine), poultry, and large (equine) animal industry. Topics of instruction include scientific investigations, genetics, animal anatomy and physiology, animal nutrition, animal reproduction, animal health, and meat science. Improving computer and workplace skills will be a focus. 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.

VETERINARY SCIENCE	
Prerequisites Animal Science Years Offered: 11th, 12th Credits: 1 Other: Completion of course can be applied to graduation science requirements.	This course will develop students' understanding of the small and companion animal industry, animal anatomy and physiology, animal ethics and welfare issues, animal health, veterinary medicine, veterinary office practices, and animal services to humans. Topics to be discussed include veterinary terminology, anatomy and physiology, pathology, genetics, handling and restraint, first-aid, and physical examinations along with common surgical skills. Career exploration will focus on veterinarian, veterinary lab technicians, office lab assistant, small animal production, research lab assistant, and animal nutrition lab technician. Improving computer and workplace skills will be a focus. Participation in FFA student organization activities and 18 Agriculture, Food, and Natural Resources 433 Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

PLANT SCIENCE	
Prerequisites: Intro to Ag or Ag Team/Counselor Recommendation Years Offered: 10th, 11th, 12th Credits: 1 Other: Completion of course can be applied to graduation science requirements.	This course is designed to reinforce and extend students' understanding of science by associating basic scientific principles and concepts with relevant applications in agriculture. Students will examine major phases of plant growth and management in agriculture and the specific biological science concepts that govern management decisions. Topics of study are in the areas of initiating plant growth – cell structure and function , germination, plant sensory mechanisms, enzyme action, absorption, and managing plant growth – photosynthesis, respiration, translocation, metabolism, genetics, taxonomy and growth regulation. The course will be valuable preparation for further education and will increase the relevance of science through the applied setting of agriculture by enhancing literacy in science and the scientific process. Improving computer and workplace skills will be a focus. 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.

HORTICULTURE	
Prerequisites: Intro to Ag or Ag Team/Counselor Recommendation Years Offered: 10th, 11th, 12th Credits: 1 Other: Completion of course can be applied to graduation science requirements.	Principles of Agricultural Science – Plant (ASP) course provides a foundation of plant science knowledge and skills. Students will experience various plant science concepts through exciting "hands-on" activities, projects, and problems. Student experiences will include the study of plant anatomy and physiology, classification, and the fundamentals of production and harvesting. Students will learn how to apply scientific knowledge and skills to use plants effectively for agronomic, forestry, and horticultural industries. Students will discover the value of plant production and its impact on the individual, the local, and the global economy. Students will work on major projects and problems similar to those that plant science specialists, such as horticulturalists, agronomists, greenhouse and nursery managers, and plant research specialists, face in their respective careers. Students will understand specific connections between the course's lesson and Supervised Agricultural Experience and FFA components of agricultural education programs. Students will improve investigative, experimental and communication skills. 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.

AGRICULTURE RESOURCE MANAGEMENT	
Prerequisites: None Years Offered: 10th, 11th, 12th Credits: 1 Other: Course offered on two-year rotational basis.	This course develops management and conservation skills in understanding the connection between agriculture and natural resources. Student knowledge and skills are developed in: understanding natural resources and its importance; fish, wildlife, and forestry management and conservation; and exploring outdoor recreational enterprises. Hunting and fishing as a sport, growing and managing forests, and outdoor safety education will be featured. Career exploration will be discussed including: park ranger, game warden, campground manager, forester, conservation officer, wildlife manager, and related occupations. Improving computer and workplace skills will be a focus. 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.

AGRICULTURE POWER	
Prerequisites: Intro to Ag Mech Years Offered: 10th, 11th, 12th Credits: 1/2	In this course, theory and hands-on experiences provide opportunities for students to develop knowledge and skills in agricultural mechanics and electrical power. Agricultural Mechanics instructional areas include small engines, carburetion theory, 4 stroke theory, ignition, lubrication, repair and maintenance of engines. Electrical Power instructional areas include: Electrical circuits, wiring circuits, and circuit diagrams/ schematics. Improving workplace and computer skills will be a focus. 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.

AGRICULTURE ELECTRICAL SYSTEMS	
Prerequisites: Intro to Ag Years Offered: 10th, 11th, 12th Credits: 1/2 .	This course provides a survey of the theory, terminology, equipment, and practical experience related to electrical applications in agricultural settings. This course typically includes the study of electrical safety, the National Electrical Code, AC and DC circuits, electrical wiring, electric motors and controls, and may cover such skills as those involved in diagramming and building circuits; wiring buildings; installing lighting fixtures, switches, and outlets; and estimating job costs. In this course, safety is stressed, and a career exploration component may be offered. Maintenance and repair skills are often included as course topics. Improving workplace skills will be a focus in this course. 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.

AGRICULTURAL BUSINESS	
Prerequisites: None Years Offered: 10th, 11th, 12th Credits: 1	This course will provide students with the basic knowledge and skills necessary to manage personal finances and develop into a successful entrepreneur and/or businessperson. Instructional units include: business ownership types, starting an agribusiness, managing and operating an agribusiness, financing an agribusiness, managing personal finances, record keeping and financial management of an agribusiness, local, state, and federal taxes, agricultural law, and developing employability skills. Student skills will be enhanced in math , reading comprehension, and writing through agribusiness applications. Improving computer and workplace skills will be a focus. 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.

ADVANCED AGRICULTURE WELDING AND METALS	
Prerequisites: Intro to Ag Years Offered: 11th, 12th Credits: 1	To develop welding skills through observation, learned information, and practiced skills. In using many different types of welding and metal working tools and equipment. Safety being a primary and mandatory learning tool in the shop classes. This course will introduce students into the many different processes of welding in Agriculture and Industry applications. 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.

AGRICULTURE METAL FABRICATION	
Prerequisites: Intro to Ag, Advanced Welding and Metals Years Offered: 11th, 12th Credits: 1	To develop welding skills through observation, learned information, and practiced skills. In using many different types of welding and metal working tools and equipment. Safety being a primary and mandatory learning tool in the shop classes. This course will introduce students into the many different processes of welding in Agriculture and Industry applications. 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.

SUPERVISED AGRICULTURAL EXPERIENCE/INDEPENDENT STUDY	
Prerequisites: FFA Advisor approval and two years of record Years Offered: 11th, 12th Credits: 1	This course is designed to improve and expand knowledge and skills in various agricultural careers. Students will gain credit by continuing a project at their home, at a local business, or at their school usually after normal school hours. Students are encouraged to add additional projects, experiences, scope, and growth involving managerial and decision making skills. Students will be required to verify their experiences by keeping written or computerized records including: business agreements, budgets, inventories, daily activities, hours worked, income and expenses, total earnings, depreciation, and net worth. Instructor supervision will be conducted to the student's home or place of employment. SAE records will be evaluated at least once per month. In addition, SAE lessons are integrated into each agricultural course. SAE participation can lead to fulltime employment, scholarships, and awards through the FFA.

CAREER EXPLORATION	
Prerequisites: None	This course will provide students with opportunities to identify interests, abilities, aptitudes, values, and personality traits as they relate to career planning, to develop a better understanding of the value and benefit of work, and to help differentiate between jobs and careers. Students will learn about what careers are available, and the requirements needed to obtain them. Students will also cover topics as in computer applications such as the following: 1) introduce the student to several computer applications that will facilitate the students' success within high school and any post high school education or employment, 2) provide the student with the knowledge and skills necessary to work with a computer using Google Apps and 3) prepare the student for today's hi-tech work environment with the basic knowledge of application software and how to prepare and format documents. **Successful completion of this course is required for graduation.**
Years Offered: 9th, 10th	
Credits: 1/2	
Required to Graduate High School	

CONSUMER EDUCATION	
Prerequisites: None	The primary purpose of this course is to promote individual financial management skills. Topics include getting a job, budgeting, balancing a checkbook credit, buying guidelines, insurance, savings and investing, and taxes. *This course meets the Consumer Education requirements for the State of Illinois.*
Years Offered: 11th, 12th	
Credits: 1/2	
Required to Graduate High School	

INTRODUCTION TO BUSINESS	
Prerequisites: None	This is a basic business course designed to acquaint students with the activities associated with a business. Students will gather a basic understanding of general business, economics, entrepreneurship, business communications & technology, business ethics & social responsibility, marketing, business finance, career planning, production, management, and personal finance. Overall, this course gives students a broad exposure to business operations and a solid background for additional business courses.
Years Offered: 9th, 10th, 11th, 12th	
Credits: 1/2	

MARKETING	
Prerequisites: Intro to Business	This course is designed to introduce the student to the world of marketing and to help prepare them for their roles as consumer, worker, and citizen. Marketing shows students how to get a product or service out to the customer and gives them the tools to make these business decisions in our global economy. It also shows the student the creative part of the business world.
Years Offered: 10th, 11th, 12th	
Credits: 1	

ACCOUNTING	
Prerequisites: C or better in Math I, Intro to Business	Accounting is a skill level course that is of value to all students pursuing a strong background in business, marketing, and management. Accounting will provide the students with the necessary skills and techniques to perform double-entry accounting tasks. Students will get directed practiced in manual and automated simulations that will cover the principles of the accounting cycle: analyzing and journalizing transactions, posting to general and subsidiary ledgers, adjusting and closing entries and preparing financial statements at the end of a fiscal period.
Years Offered: 11th, 12th	
Credits: 1	

WORKBASED LEARNING EXPERIENCE EDUCATION	
Prerequisites: None	Workbased Learning Education combines in-school instruction with sequential on-the-job experience, and through alternative periods of work and school, eases the transition from the academic climate of school to the reality of work. A number of other characteristics include specific job preparation, development of desirable work habits, economic participation in the community, trial testing one or more occupational choices, and development of a work history prior to actual entry into gainful employment as an adult. In the program, students will take the classroom portion as well as the work experience segment (dependent on schedule).
Years Offered: 12th	
Credits: 1	
Internship/Apprenticeship Program *Total Credits Determined by Number of Periods of Release Time*	

BUSINESS MANAGEMENT	
Prerequisites: Introduction to Business and one other Business Class: Marketing, Accounting, Economics/Business Law	Business Management courses acquaint students with management opportunities and effective human relations. These courses provide students with the skills to perform planning , staffing, financing, and controlling functions within a business. In addition, they usually provide a macro-level study of the business world, including business structure and finance, and the interconnections among industry, government, and the global economy. The course may also emphasize problem-based, real-world applications of business concepts and use accounting concepts to formulate, analyze, and evaluate business decisions.
Years Offered: 11th, 12th	
Credits: 1	

ORIENTATION TO FAMILY AND CONSUMER SCIENCE	
Prerequisites: None	This course is the introductory course for all classes offered in the Family & Consumer Science department. Subject matter is presented in six areas: character and self-esteem, clothing construction, foods and nutrition, parenting and children, relationships, and housing. Learning experiences assist students in understanding themselves, home economics related careers and providing life skills for living on their own. The clothing project will require about $25 in supplies and sewing equipment.
Years Offered: 9th, 10th	
Credits: 1/2	

FOOD AND NUTRITION (FOODS 1 and FOODS 2)	
Prerequisites: None	This is a laboratory class with emphasis on preparation of nutritious snacks and meals. Applied nutrition, reading and understanding a recipe, teamwork, and food preparation are the basic components of the class. The course promotes food service careers as well as applying scientific principles in the study of nutrition and food preparation. Units covered include: nutrition, measuring, reading a recipe, kitchen equipment, kitchen safety, food safety and sanitation, fruits, vegetables, and cookies.
Years Offered: 10th, 11th, 12th	
Credits: 1	

CULINARY ARTS	
Prerequisites: Passing grade in Foods I and II	Culinary Arts is a course designed to learn about the business of food. Topics covered include restaurant and food management, HACCP, careers in foods and hospitality, food preparation. Units covered in this course are food safety and sanitation, meal planning, herbs and spices, cakes and cake decorating, menus, breakfast foods, food buying, nutrition, desserts, sandwiches, appetizers, soups, stocks, and sauces. Students must pass the first semester to continue into the second.
Years Offered: 11th, 12th	
Credits: 1	
Other: Course offered on two-year rotation	

FOOD SCIENCE	
Prerequisites: Passing grade in Foods I and II	The scientific method is used to study foods as a combination of chemical, physical and biological sciences. Laboratory skills in measuring, recording, and analyzing data are used to explore the interrelationship of food science to the other sciences; the scientific evaluation of food, matter, electrolyte solutions, energy, nutrition; food safety; and food chemistry. Experimental methods are used to analyze food mixtures, food microbiology, fermentation, sensory processes, the preservation of foods and complex food systems. Technology is studied as it relates to product development, consumer needs and experimental designs. Emphasis is placed on emerging careers in food science and biotechnology and the application of food science in food service, nutrition, dietetics, and product development.
Years Offered: 11th, 12th	
Credits: 1	
Other: Course offered on two-year rotation	

FASHION TECHNOLOGY	
Prerequisites: None	This course is designed to provide basic knowledge and understanding of the design, development, and production of textile products. Through hands-on and project based learning experiences students will discover fiber characteristics, fabric construction methods, elements of science and design in textiles and apparel, and basic construction skills used in interior furnishings and apparel industries. This course emphasizes awareness and investigation of careers and industry trends in textiles.
Years Offered: 10th, 11th, 12th	
Credits: 1	
Other: Course offered on two-year rotation	

CHILD DEVELOPMENT	
Prerequisites: Parenting	This course explores the growth and development of children from conception through school age. Students will study the intellectual, physical, social, and emotional growth of children. This is the orientation course for all careers in all aspects of education and childcare.
Years Offered: 10th, 11th, 12th	
Credits: 1/2	
Other: Course offered on two-year rotation	

PARENTING	
Prerequisites: None	This course is designed to help students think through the roles, responsibilities, costs, and use of resources, satisfactions and stresses of parenthood. By participating in the simulated doll project, one can see if they are ready for the responsibilities of parenthood.
Years Offered: 10th, 11th, 12th	
Credits: 1/2	
Other: Course offered on two-year rotation	

PHYSICAL EDUCATION, HEALTH, & DRIVER EDUCATION

Course	Credits	Years Offered
Drivers' Education	1/2	9th, 10th
Health	1/2	9th, 10th, 11th, 12th
Physical Education	1	9th, 10th, 11th, 12th
Modified Physical Education	1	10th, 11th, 12th
Fitness Physical Education	1	10th, 11th, 12th

DRIVERS' EDUCATION	
Prerequisites: None	In Driver Education attitudes and skills of safe driving are taught. The course consists of two parts: (A) 30 hours of required classroom instruction and (B) 6 hours of behind-the-wheel. If both parts are not successfully completed, a license cannot be obtained until the student is eighteen years of age.
Years Offered: 9th, 10th	
Credits: 1/2	

HEALTH EDUCATION	
Prerequisites: None	The purpose of this course is to make opportunities and situations available to the student that will enable him to make decisions that could lead to good physical, mental, emotional, social and spiritual health. This course meets the Health Education requirement.
Years Offered: 9th, 10th, 11th, 12th	
Credits: 1/2	
Required to Graduate High School	

PHYSICAL EDUCATION	
Prerequisites: None	All students are required to take physical education unless they have a medical excuse. A student must pass four years of physical education in order to graduate. Physical education is calculated in a student's GPA. Students participate in the following activities: Fall: Frisbee Golf, Soccer, Flag Football, Softball, Volleyball Winter: Basketball, Badminton, Dance, Floor Hockey, Weight Lifting, Recreation Games, Soccer Spring: Softball, Track & Field, Ultimate Frisbee, Golf, Recreation Games
Years Offered: 9th, 10th, 11th, 12th	
Credits: 1	

MODIFIED PHYSICAL EDUCATION	
Prerequisites: Completion of Driver Ed	The focus is on development of fundamental motor skills and patterns (catching, walking, running, throwing, etc..) as well as skills in individual and group games and sports. Modified PE will include fitness activities and mirror the other PE classes while also modifying and tailoring each activity to the needs of the students. ALL students will work together to improve their skills while helping each other improve theirs as well. Students will also be encouraged to volunteer during Special Olympic events that may fall on a weekend.
Years Offered: 10th, 11th, 12th	
Credits: 1	
Other: Special Olympic volunteering is encouraged for this course	

FITNESS PHYSICAL EDUCATION	
Prerequisites: Teacher Recommendation, involvement in 2 extracurricular sports, A in PE previous two semesters, Completion of Driver Ed	Students will participate in cardiovascular and weight training. Each student will keep a workout log that will detail the work done each day. Each student will be evaluated on workout performance and outcome measures (ex. distance covered on a timed run, number of crunches in a one min, etc.).
Years Offered: 10th, 11th, 12th	
Credits: 1	

FINE AND PERFORMING ARTS

Course	Credits	Years Offered
Foundations in Art	1/2	9th, 10th, 11th, 12th
Drawing and Painting	1/2	10th, 11th, 12th
Advanced Drawing and Painting	1/2	10th, 11th, 12th
Ceramics	1/2	10th, 11th, 12th
Sculpture	1/2	10th, 11th, 12th
Digital Photography	1/2	10th, 11th, 12th
Graphic Design	1/2	10th, 11th, 12th
AP Art*	2	12th
Music and Society	1/2	9th,10th, 11th, 12th
Garage Band	1	9th, 10th, 11th, 12th
Guitar Ensemble	1	9th, 10th, 11th, 12th
Music Production	1/2	9th, 10th, 11th, 12th
Music Production 2	1/2	9th, 10th, 11th, 12th
Intro to Music Theory and Composition	1	9th, 10th, 11th, 12th
Band	1	9th, 10th, 11th, 12th
Chorus	1	9th, 10th, 11th, 12th
Music Appreciation* - IV#	1/2	11th, 12th
Introduction to Theatre* - IV#	1/2	11th, 12th



FOUNDATIONS IN ART	
Prerequisites: None	This course is designed to provide students with a foundation of skills utilized in all areas of visual art, with an emphasis being placed on the Elements and Principles of Art and Design. This course will provide students with the opportunity to experience various methods of art making ranging in media found within 2D art and 3D art. The course is open to all students with a genuine interest in visual art. The course includes work in the following areas; basic drawing, design, painting, ceramics and sculpture. Students will be expected provide a sketchbook for weekly sketching assignments.
Years Offered: 9th, 10th, 11th, 12th	
Credits: 1/2	

DRAWING AND PAINTING	
Prerequisites: Minimum grade of C in Foundations in Art or instructor permission.	This course is a hands on studio experience that will consist of advanced instruction in 2-dimensional media. During the course, the student will be using pencil, ink, pastels, watercolors, tempera, and acrylic paints in the creation of original works of art. Students may be expected to buy materials/paints/canvases that will be needed and cannot be provided by the school.
Years Offered: 10th, 11th, 12th	
Credits: 1/2	

ADVANCED DRAWING AND PAINTING	
Prerequisites: Completion of Drawing and Painting	This course is a hands on studio experience that will further building upon skills acquired during Drawing and Painting. Projects will be increasingly student driven in all aspects of the artistic choices. During the course, the student will continue to utilize a variety of 2 dimensional artistic media which include but are not limited to: pencil, ink, pastels, watercolors, tempera, and acrylic paints. Students may be expected to buy materials/paints/canvases that will be needed and cannot be provided by the school.
Years Offered: 10th, 11th, 12th	
Credits: 1/2	

CERAMICS	
Prerequisites: Minimum grade of C in Foundations in Art or instructor permission.	This course is a hands on studio experience that will consist of instruction that is focused on the exploration of ceramic materials as an artistic medium. Course work will consist of both functional and sculptural ceramic works of art. Students must be motivated to explore their creative abilities in order to produce a series of original works of art. Students will explore a variety of hand-building techniques. Students may be expected to purchase supplies/materials that will be needed for this class.
Years Offered: 10th, 11th, 12th	
Credits: 1/2	

SCULPTURE	
Prerequisites: Minimum grade of C in Foundations in Art or instructor permission.	This course is a hands on studio experience that will consist of instruction that provides students the opportunity to explore a variety of materials as they relate to the 3-dimensional nature of visual art. Students will explore materials such as plaster, foam, papier-mâché, wire, Styrofoam, wax, metal, and wood. Planned activities will allow students to become knowledgeable of fundamental principles and methods and to develop technical skills related to the creation of 3-dimensional art forms. Students may be expected to purchase supplies/materials that will be needed for this class.
Years Offered: 10th, 11th, 12th	
Credits: 1/2	

DIGITAL PHOTOGRAPHY	
Prerequisites: Minimum grade of C in Foundations in Art or instructor permission.	This course will provide students with the opportunity to explore photography as an artistic medium. Students must be motivated to work outside of class to take original photographs. Students will develop a portfolio of photographic images that range in subject matter and content. Students will develop their understanding of composition and the use of the rule of thirds. A major component of this course is the exploration of Adobe Photoshop to edit and strengthen photographs. Students must have access to a digital camera.
Years Offered: 10th, 11th, 12th	
Credits: 1/2	

GRAPHIC DESIGN	
Prerequisites: Minimum grade of C in Foundations in Art or instructor permission.	This course is an introduction to the use of digital media to explore the elements, principles, and theories of design. Students will use various software programs to create a variety of design-based projects. Students will develop an understanding of layout and composition, color theory, lettering, logo design, letterhead, advertising promotion and product packaging.
Years Offered: 10th, 11th, 12th	
Credits: 1/2	

AP ART*	
Prerequisites: None	This is course is designed for advanced art students to pursue completion of an Advanced Placement Art portfolio. Students will work with the art teacher to determine eligibility in either AP Drawing, AP 2-D Art and Design, or AP 3-D Art and Design. The course will run for two class periods when possible.
Years Offered: 9th, 10th, 11th, 12th	
Credits: 2	

MUSIC AND SOCIETY	
Prerequisites: None	This course is all about exploring how we, as individuals and communities, interact with the music we are listening to. The course will examine why we listen to music, what we use music for, and how music uses us. The course will use the following questions to guide our understanding of music and society: Why do we have the musical preferences that we do? Is there really such a thing as "good" music? How does music create communities? How does music create social change? How does music function in our daily lives? Students will be able appreciate and understand how music functions in our world, as an emotional outlet, entertainment, a tool to bring people together or sell a product.
Years Offered: 9th, 10th, 11th, 12th	
Credits: 1/2	
Other: Course offered on two-year rotation	

GARAGE BAND	
Prerequisites: None	Garage band is a one-semester course designed for students who want to develop music-making skills and music literacy using primarily rock and pop music. It is an introductory level course, so no previous experience is needed. Some key curriculum elements are: Learn new musical instruments such as guitar, electric bass, drums, and keyboards; Explore an interest in singing with a group; Deepen understandings of the fundamental elements of music; Study the history and evolution of rock music; Explore live sound reinforcement techniques; Use popular and rock music as the springboard to group music making
Years Offered: 9th, 10th, 11th, 12th	
Credits: 1	
Other: Course offered on two-year rotation	

GUITAR ENSEMBLE	
Prerequisites: None	Guitar Ensemble courses provide students an introduction to, and refine the fundamentals of, music and guitar literature and techniques, such as strumming and chords and may offer instruction in more advanced techniques. These courses may include bass, ukelele and other plucked string instruments. Formal and informal performances are typically included as well as experiences in creating and responding to music.
Years Offered: 9th, 10th, 11th, 12th	
Credits: 1	
Other: Can be taken both semesters	

MUSIC PRODUCTION	
Prerequisites: None	This course will explore the technical aspects of music production and the use of Soundtrap to create music loops and tracks. The course will provide students the opportunity to be an active participant in sound production in school activities and become familiar with the systems that are used in our schools. Music production will be a hands on course that will equip students with the knowledge and understanding of sound equipment, sound production, and music production careers.
Years Offered: 9th, 10th, 11th, 12th	
Credits: 1/2	
Other: Course offered on two-year rotation	

MUSIC PRODUCTION 2	
Prerequisites: None	This is a second level music production class in which we will take the fundamentals learned in Music Production 1 and work at a higher level of mixing and making music. The course will also include the task of sound production during various school functions throughout the year, being assemblies, concerts, and sporting events. Students will also work on music mixing for the ILMEA composition contest that is held each year in the fall.
Years Offered: 9th, 10th, 11th, 12th	
Credits: 1/2	
Other: Course offered on two-year rotation	

INTRODUCTION TO MUSIC THEORY & COMPOSITION	
Prerequisites: None	This introductory course is designed to give students a fundamental knowledge of music writing, analysis and composition. Included will be a study of the basic principles of music theory, standard notation, scales, keys, intervals, chords, melody and harmony. The use of Sibelius is an integral part of the sequence of instruction. The course may be used as a primer for Advanced Placement Music Theory. Students enrolling in this course should be able to read standard musical notation.
Years Offered: 9th, 10th, 11th, 12th	
Credits: 1	

BAND	
Prerequisites: None	This course is open to all students who have experience playing a wind or percussion instrument. Basic music theory and fundamentals will be stressed. Required components of the class are the Concert Band, Marching Band and Pep Band. Concert performances and IHSA Organizational Concert are required. Private lessons are provided throughout the school day as schedules permit for all participants. If you do not have playing experience, but would like to learn an instrument and join the band, special permission and private lessons must be approved by the director in advance.
Years Offered: 9th, 10th, 11th, 12th	
Credits: 1	

CHORUS	
Prerequisites: None	This course is open to all students interested in singing in a vocal ensemble. Basic music reading skills and fundamental music theory will be stressed. Concert performances and possible IHSA Organizational Contest are required. Private lessons are provided throughout the school day as schedules permit for all participants.
Years Offered: 9th, 10th, 11th, 12th	
Credits: 1	

MUSIC APPRECIATION* - IV#	
Prerequisites: None	A survey course covering the history of music. Intended to broaden the students understanding of music as an essential component of culture. Course work is divided into three categories: study of elements and fundamentals, study of music history and context in which major works were created, and listening. Lecture, three hours per week.
Years Offered: 11th, 12th	
Credits: 1/2	
**This is a dual credit course (IVCC - 3 credits, PCHS - 0.5 credit). Students must enroll at IVCC (must be 16 years of age. Grading follows IVCC policy. **	

INTRODUCTION TO THEATRE* - IV#	
Prerequisites: None	A study of the origins and the development of theatre arts from primitive man to contemporary theatre movements. Representative examples of theatre from each period will be studied through readings and/or performances. The application of critical elements to a production will be used as a basis for the course. The course deals primarily with Western World Theatre with a brief presentation of theatre from the Middle and Far East.
Years Offered: 11th, 12th	
Credits: 1/2	
**This is a dual credit course (IVCC - 3 credits, PCHS - 0.5 credit). Students must enroll at IVCC (must be 16 years of age. Grading follows IVCC policy. **	

SPECIAL EDUCATION

Special Education courses are offered for those students who have been identified and declared eligible for services through the Individualized Education Program (IEP) process. Special Education provides a continuum of services for students with a current IEP. Services and placements are determined at least yearly at a student's Annual Review IEP Conference. Below are examples of services determined through the IEP process with decision based on eligibility and need. Courses within the department are treated as basic level courses for GPA calculations.

As a means of allowing students access to the general education curriculum, all required classes offered for students with IEPs are aligned to the general education curriculum. Teacher instruction and class content may vary in an effort to meet learning objectives as outlined by a student's individual education plan.

Special Education Classes

English 1	Basic Math	U.S. History	Biology
English 2	Pre-Algebra	Consumer Education	General Science
English 3	Basic Algebra	Health	Resource Study Hall
English 4	Pre-Math 1A	Keyboarding	STEP*
	Pre-Math 1B	Civics	ITP
	Consumer Math		PAES*
	Life Skills Math		

CO-TAUGHT CLASSES

Co-taught classes offer students in special education a means of focused support on their deficit areas in the general education setting through a collaborative partnership between a general education teacher and a special education teacher.

SELF-CONTAINED CLASSES

Self-contained classes offer students in special education with more significant needs instruction in the basic academic areas. These classes are taught by special education teachers and are aligned to the general education curriculum and standards. Content and outcomes may be modified if determined appropriate through the IEP process.

INDEPENDENT TRANSITION PROGRAM (ITP)

ITP classes offer students in special education with the most significant needs instruction in functional academic areas. These classes are taught by special education teachers and are aligned to the Common Core Essential Elements. Functional as well as vocationally oriented skills are taught across the curriculum. Content and outcomes may be modified if determined appropriate through the IEP process.

SECONDARY TRANSITIONAL EXPERIENCE PROGRAM (STEP)

Secondary Transitional Experience Program (STEP) is an evaluation, training, and employment program that prepares students with disabilities for transition to employment and optimum community participation during and after high school. In order to be a participant in STEP to its fullest opportunities, the student is recommended to become a customer of DHS. The mission of the Illinois Department of Human Services, Division of Rehabilitation Services, is to assist individuals with disabilities in achieving their goals of employment, education, and independent living.

This course gives students insight into careers and the task of gaining employment. The students will learn to identify their interests, abilities, and values. They will learn skills needed to seek, acquire, and retain employment that fits their qualifications and interests. Students will learn the importance of a good education, prepare for the demands of post-secondary life, and develop skills to be self-advocates. STEP-Transition combines in-school instruction with sequential on-the-job experience, and through alternative periods of work and school, eases the transition from the academic climate of school to the reality of work. This course is available to special education students to assist in meeting the goals and objectives of the individual education plan (IEP). Employer evaluations are a component of this class.

PRACTICAL ASSESSMENT EXPLORATION SYSTEM (PAES)

The PAES program is a functional skills curriculum in a simulated work environment within the classroom. The students will be able to explore 260+ different job tasks within the whole program. They will be given an opportunity to explore interests and abilities with “hands-on” skills/jobs. This information is helpful with the transition component of IEP’s and post-secondary goals that are age appropriate and within a student’s interests, strengths, and abilities. The assessments the students complete have helped educators and their future employers know what the students can actually do and how well they can perform those specific tasks.

This program emphasizes four basic areas: Aptitude for community based employment; Functional skills; Interests; and Work behavior strengths and barriers to success. Currently our students have been working within the building helping other teachers, helping in the Media Center, and helping in the Main Office. Our goal is to get the students into the community workforce on a daily or weekly basis.