

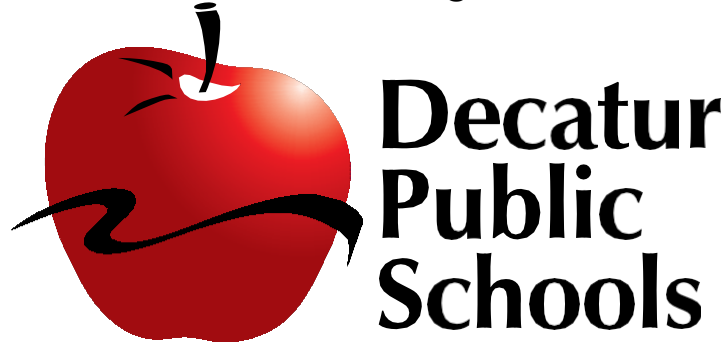


2024 - 2025

Decatur Public School District 61

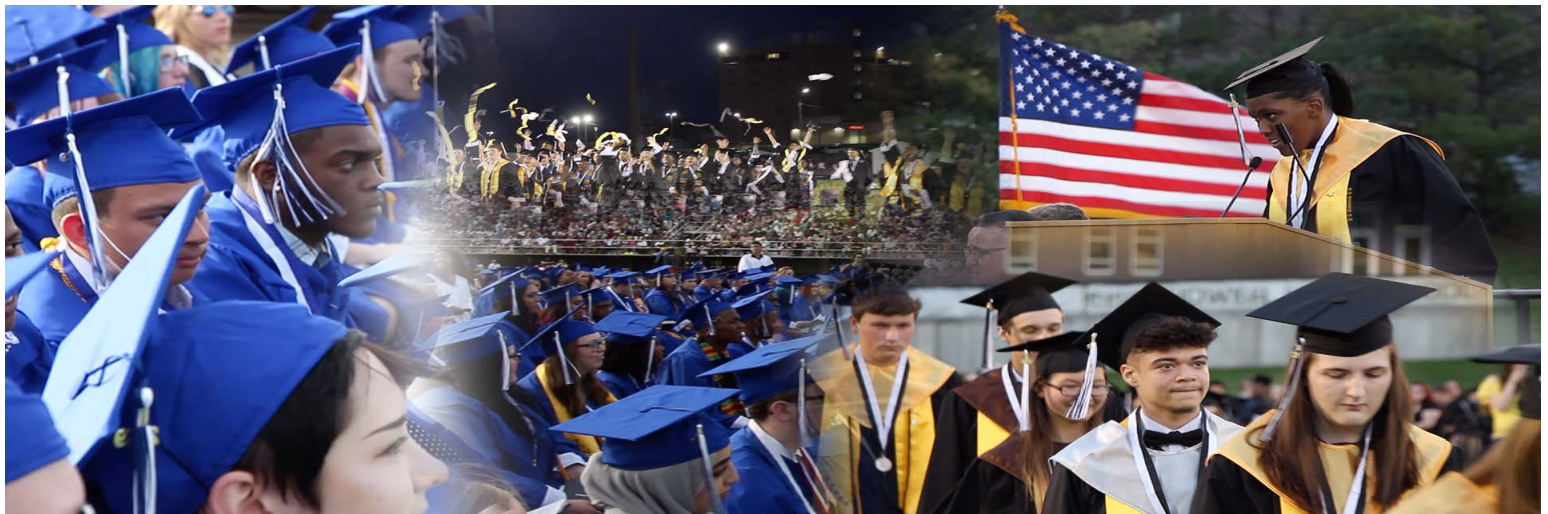
# HIGH SCHOOL STUDENT COURSE GUIDE

A Guide for Parents and High School Students



**OUR MISSION** is to unlock students' unique and limitless potential, to achieve their personal aspirations as fully prepared, contributing citizens in a global society through learning experiences distinguished by:

- commitment to the whole person resulting in student growth and confidence
- relevant, innovative, personalized academic pathways that promote passion and pride
- a learning environment that fosters curiosity and the thirst for achievement and discovery
- a culture of diversity, adaptability, and resilience
- meaningful and lasting relationships
- extraordinary school and community connections



## Dwight D. Eisenhower High School



## Douglas MacArthur High School



### **BOARD OF EDUCATION** **Bill Clevenger - President**

Jason Dion  
Alana Banks  
Dr. Kevin Collins-Brown

Mark Reynolds  
Al Scheider  
Will Wetzel

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### **DISTRICT LEADERSHIP**

#### **Dr. Rochelle Clark - Superintendent**

Dr. Larry Gray - Assistant Superintendent of Teaching & Learning  
TBD- Diversity, Equity & Inclusion Administrator  
Eldon Conn - Assistant Superintendent of Support Services  
Dr. Jay Marino - Support Services Training & Development Administrator  
Dr. Michael Curry - Chief Operations Officer  
Mary Brady - P-12 Director of Teaching & Learning, Elementary  
Dr. Edwin Robinson - P-12 Director of Teaching & Learning, Secondary  
Monica Wilks - Director of Human Resources  
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TBD - Director of Student Services  
Maurice Payne - Director of Information Technology  
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Deanne Hillman - Director of Labor Relations  
Maria Robertson - Director of Communications & Public Relations  
TBD- Director of Building and Grounds  
Kathy Horath - Director of Special Education District  
Travis Friedrich - Asst. Director of Special Education  
Lorie Frame - Health Services Coordinator

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#### **DWIGHT EISENHOWER HIGH SCHOOL**

1200 South 16th Street  
Decatur, IL 62521  
217-362-3100  
[www.dps61.org/ehs](http://www.dps61.org/ehs)

#### **EISENHOWER ADMINISTRATION**

Mistie Rodriguez - Principal  
Angela Jones - Assistant Principal  
Austin Jesse - Assistant Principal  
Khari Grant - Assistant Principal  
Benny Phillips - Athletic Director

#### **EISENHOWER COUNSELORS**

Tryis McPike - Freshmen  
Andrew Novak - Sophomores  
Rayanna Martin - Juniors  
Laura Mandernach - Seniors

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#### **DOUGLAS MACARTHUR HIGH SCHOOL**

1499 West Grand Avenue  
Decatur, IL 62522  
217-362-3150  
[www.dps61.org/mhs](http://www.dps61.org/mhs)

#### **MACARTHUR ADMINISTRATION**

Cordell Ingram - Principal  
Jason Flournoy - Assistant Principal  
Elizabeth Williams - Assistant Principal  
Denisha Patrick Assistant Principal  
Jason Crutcher - Athletic Director

#### **MACARTHUR COUNSELORS**

Danielle Seibring - Freshmen  
Melissa Sans - Ashmore - Sophomores  
Amanda Duckworth - Juniors  
Nathan Allyn - Seniors

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101 West Cerro Gordo | Decatur, IL 62523  
217-362-3000 | [www.dps61.org](http://www.dps61.org)

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# TERMS TO UNDERSTAND

**Prerequisite** - A course which must be completed with a passing grade before another course can be taken (examples: Algebra I is the prerequisite for Geometry; Introduction to Art is the prerequisite for Drawing or Sculpture.)

**Recommendation/Consent of the Instructor** - For some courses, certain levels of performance or grades in a prior course are necessary. However, if a student does not meet the prerequisite, he/she/they may be able to take the course if the instructor grants permission.

**Credit** - One-half credit is granted each semester if a passing grade is earned in a course.

## Accreditation

AdvancED (former North Central Association)

Illinois State Board of Education

# CURRENT GRADUATION REQUIREMENTS

A minimum of 22 credit hours is required for graduation from Decatur Public High Schools. One-half (0.5) credit is earned upon successful completion for each semester course. Students must earn Decatur Public School District credit to earn a Decatur Public School District diploma.

NOTE\* Students may be waived from physical education class by approval of the principal.

(See Physical Education Waiver Policy)

## SPECIAL NOTE MAY 2025 & BEYOND

Graduation Requirements by Cohort			
Class of (Graduation Year)	Current Grade	Credit Needed (to Graduate from DPS)	Honors Recognition
2028	9th	22	GPA & ACT
2027	10th	22	GPA & ACT
2026	11th	22	GPA & ACT
2025	12th	22	GPA

## Link to the Illinois Graduation Requirements:

[https://drive.google.com/file/d/1gMSHbwbFp-RHPULFucYkL88x3eYa\\_mfv/view?usp=sharing](https://drive.google.com/file/d/1gMSHbwbFp-RHPULFucYkL88x3eYa_mfv/view?usp=sharing)

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

English	English I English II 2 credits - English elective	4 credits
Mathematics	1 credit - Algebra 1 credit - Geometry	3 credits
Science	1 credit - Life Science 1 credit - Physical Science	2 credits
Social Studies	1 credit - World History 1 credit - United States History 0.5 credit - Inequality & Change or Dual Credit African/Amer Hist 0.5 credit- Civics Illinois and United States Constitution Exam	3 credits
World Languages, or Art, or Music, or Vocational Education		1 credit
Physical Education or Waiver*	0.5 credit – Health	4 credits
Consumer Education	Depends on the specific course: Honors Economics – 1 semester Economics - 1 semester Consumer Ed – 1 semester Independent Living – 1 semester Vocational Cooperative Education (Levels 3 and 4) – 2 semesters Cooperative Work Education – 2 semesters	.5 credit/*1 credit
Electives	Depending on Consumer Education course (as listed above)	*5 or 5.5 credits

### \*VOCATIONAL COOPERATIVE EDUCATION

(VCE) IV: This course fulfills the consumer education requirement stated in School Code of Illinois (Section 27-12.1), upon successful completion of both semesters. Therefore, students who take this course would have their elective requirement reduced by .5.

\*Students may need more elective credits due to PE waivers.

### STANDARDIZED TEST REQUIREMENTS

The American College Testing Assessment is administered by the American College Testing Program and used by postsecondary institutions for admissions purposes. The instrument includes five tests of educational development: English, Mathematics, Science, Writing and Reading. The High School Course/Grade Information questionnaire, ACT Interest Inventory and Student Profile Section are also included in the ACT.

### FAFSA, Illinois Alternative App. or Opt Out Form

On June 1, 2020, the State of Illinois signed a bill into law that every student in a public school must file a FAFSA (Free Application for Federal Student Aid), or as eligible to complete the Alternative Application for Illinois Financial Aid, or complete the FAFSA Non Participation Form in order to graduate high school.

Senior students and their parents are able to submit the **FAFSA** starting October 1 using the website [www.fafsa.gov](http://www.fafsa.gov)

Students who are undocumented and do not have a social security number or for students who are transgender may use the **Alternative Application for Illinois State Aid** at <https://www.isac.org/AlternativeApp>

Parents/students who do not want to complete the FAFSA will need to submit the **FAFSA non participation form** to their counselor by May 1 of the year they graduate. Additional information and the form can be found at: <https://www.isac.org/home/fafsa/media/Non-Participation-Form.pdf?v2>

This is a requirement for every DPS student to graduate. More information about this requirement can be found at: <https://www.isac.org/pd/fafsa-mandate.html>

# SERVICE LEARNING REQUIREMENTS

Service-Learning hours by Cohort		
Class of (Graduation Year)	Current Grade	Service-Learning Hours (to Graduate from DPS)
2025	12th	18
2026	11th	24
2027	10th	24
2028	9th	24

Students must complete **6 hours of service learning for each year they are a student in Decatur Public Schools**. Students may not receive compensation for service hours. Projects can be academic or community based.

## GRADE LEVEL CLASSIFICATION

**High School students** will be assigned to their cohort when entering high school as a freshman. They will progress with their assigned cohort throughout high school. A student "on track toward graduation" as a sophomore, junior, or senior will use the following requirements listed below. Students behind in credits will be identified as "deficient credits" while still labeled with their cohort.  
**\*NOTE** - See 2025 - 2026 Student Code of Conduct for Updates on "Student Reclassification" guidelines.

### Sophomore Year:

#### 5.0 credits - must include:

- 1.0 credit for English
- 1.0 credit for Math

### Junior Year:

#### 11.0 credits - must include:

- 2.0 credits for English
- 2.0 credits for Math (1.0 credit for Algebra X/Y students)
- 1.0 credit for Science
- 1.0 credit for Social Studies

### Senior Year:

#### 16.0 credits - must include:

- 3.0 credits for English
- 2.0 credits for Math
- 2.0 credits for Science
- 2.0 credits for Social Studies

If a student does not meet all the graduation requirements by the end of their 4th year after entering high school, they will remain a senior until they meet all requirements.

**Please Note:** The classification of students who have participated in home schooling or other alternative placements will be determined by the administration on an individual basis upon entering high school.



# GRADUATION INFORMATION

No student will be allowed to participate in the graduation ceremonies or be listed in the graduation program unless all requirements for graduation have been completed. Any student who does not complete requirements, but who completes course work and provides official transcripts by the last day of summer before the next school year, will be considered a member of the graduating class. A contract outlining the course to be completed must be filed with a counselor and approved by the administration. No diploma will be issued until all requirements are met and the necessary transcripts have been received. If extended illness during the senior year or some other unique circumstance is involved, the principal may consider exceptions to this policy.

## EARLY GRADUATION

Decatur High Schools are designed to be four-year institutions. While the overwhelming majority of students attend high school for the full four years, it may be possible to meet the graduation credit requirements early. The school is not responsible to provide courses in a specific sequence to allow a student to graduate early.

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

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

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

### Graduation Honor Requirements (determined after 7 semesters.

**Summa Cum Laude** (Must meet all of the following criteria, see changes for 2026 and beyond graduates)

- At least a 3.85 or above GPA
- Attain an SAT benchmark score of 1410 and above (**2024-2025 Graduates only, 2026 and beyond need to attain an ACT benchmark of an 18 in English, a 22 in both Mathematics and Reading and a 23 in Science.**)

**Magna Cum Laude** (Must meet all of the following criteria)

- At least a 3.70 - 3.84 GPA
- Attain an SAT benchmark score of 1210 - 1400 (**2024-2025 Graduates only, 2026 and beyond need to attain an ACT benchmark of an 18 in English, a 22 in both Mathematics and Reading and a 23 in Science**)

**Cum Laude** (Must meet all of the following criteria)

- At least a 3.50 - 3.69 GPA
- Attain an SAT benchmark score of 1010 - 1200 (**2024-2025 Graduates only, 2026 and beyond need to attain an ACT benchmark of an 18 in English, a 22 in both Mathematics and Reading and a 23 in Science.**)

### Gold Delta

Students who have attended a Decatur Public High School for two or more semesters and have a GPA of at least 3.0 will receive the Gold Delta recognition. Early graduates are eligible.

### Orator

- The Orator must have attended a Decatur Public High School for two or more semesters and have a GPA of at least a 3.0. Early graduates are **not** eligible.

### Graduation Speakers

**Summa Cum Laude** – Students who qualify for Summa Cum Laude may apply to speak at graduation. A committee consisting of administrators, counselors, teachers, parents and students will select the speaker from the qualified applicants.

**Orator** – The Orator is the student who has been selected by the senior class to speak during the graduation ceremonies. **Note: ACT benchmark scores start with the Class of 2028, entering freshmen in school year 2024-2025.**

# GRADE REPORTING INFORMATION

## GRADE POINT SCALES

### Non-weighted Courses

4.00 - A  
3.00 - B  
2.00 - C  
1.00 - D  
0.00 - F

### Weighted Courses

5.00 - A  
4.00 - B  
3.00 - C  
2.00 - D  
0.00 - F

## WEIGHTED COURSES

### English



English 101, English 102, Honors English I, Honors English II, Honors English III, AP English Language and Composition, AP English Literature and Composition, Honors Public Speaking and Debate

### Social Studies

Honors Economics, AP Human Geography, AP Psychology, AP United States Government and Politics, AP United States History, AP World History, AP Micro Economics, AP Macro Economics

### Mathematics

Honors Algebra I, Honors Geometry, Honors Algebra II, Honors Pre-Calculus, AP Calculus, AP Pre-Calculus, AP Statistics, Technical Mathematics - Math 104, Intro to Applied Statistics - Math 113

### Science

Honors Biology, Honors Human Anatomy and Physiology, Honors Chemistry, Honors Physics, AP Biology, AP Chemistry, AP Physics

### World Languages

Honors Spanish I, Honors Spanish II, Honors Spanish III, AP Spanish Language, Honors French III, Honors French IV, AP Spanish Literature

### Art

AP 2-D Art and Design

### Health Sciences

Certified Nursing Assistant, Medical Terminology - Business and Technology Procedures I & II

### Music

AP Music Theory, Honors Instrumental, Honors Choral

### General Electives

Honors Freshman Seminar, Honors Basic Agricultural Science, Honors Introduction to Agricultural Industry, Honors Agricultural Animal Science, Honors Agricultural Mechanics, Honors Agricultural Communication and Leadership, Honors Agricultural Business Management, College Agricultural Horticulture, Honors Wildlife Management, Honors Ag Animal Science, Honors Small Animal Care & Management, Crop Science, Agriculture Welding, Basic Horticulture Science, Basic Animal Science, GAST Workplace Experience, Agriculture, Food, and Natural Resources Workplace Experience

## ADVANCED PLACEMENT

Advanced Placement(AP) courses allow students to enroll in rigorous, college-level courses while in high school. The potential for college credit is determined based on the AP exam score (generally a score of 3 or higher earns college credit). AP exams take place once each year over the course of two weeks in May. The college credit that is awarded is specific to each institute of higher education.

## GRADE CRITERIA

The awarding of a letter grade, based upon objective data, is the responsibility of the teacher. The teacher's grade is final and can only be changed by that teacher or, in an unusual circumstance, by the principal or Board of Education. If the administration or counselor drops a student from a class resulting in a class load below 7 credit hours, an "F" is assigned for that dropped class.

## CLASS RANK

The ranking of all students is based on the grade point average computed at the end of each semester. Class rank is based on all semester grades issued except Physical Education, Driver Education or medical excuse grades. The grade of "F" is included in determining class rank. Class rank is determined but not honored during graduation.

## HONOR ROLL

Honor roll is compiled at the end of each semester. The regular honor roll includes students with all A's & B's; the high honor roll includes all A's. Physical Education and Driver's Education do not count towards Honor Roll.



# STANDARDIZED TEST INFORMATION

## ACT School Day (required)

The ACT is now the required assessment for all Juniors in the state of Illinois in order to meet their graduation requirements. This test is administered by the American College Testing Program and used by postsecondary institutions for admissions purposes. The instrument includes five tests of educational development: English, Mathematics, Science, Writing and Reading. The High School Course/Grade Information questionnaire, ACT Interest Inventory and Student Profile Section are also included in the ACT. This test is not offered by the district, so students are responsible for the test fee at these alternate sites and must register several weeks prior to the test date. Registration information is available in the school counselors' office or at [www.actstudent.org](http://www.actstudent.org)

## Fall- Preliminary Scholastic Test/ National Merit Scholarship Qualifying Test (PACT/NMSQT)

The College Board nationally administers the Preliminary Scholastic Aptitude Test/ National Merit Scholarship Qualifying Test (PACT/NMSQT). The PACT measures critical reading and mathematical reasoning abilities, plus writing skills. The PACT is used to help students practice for the American College Testing Assessment (ACT) and to qualify for scholarships and recognition from such programs as National Merit Scholarships, National Achievement Scholarships for Outstanding Negro Students, National Hispanic Scholar Recognition Program, Student Search Service, and some statewide and national industry scholarship competitions. Sophomores and Juniors take this test. Freshman students take the PACT 8/9 in the Fall to help prepare for the ACT.

## Spring – Preliminary Scholastic Test – PACT 8/9 and PACT 10 (required)

The state of Illinois now offers the PACT 8/9 and PACT 10 to all 9th and 10th grade students free of charge. These assessments are meant to help prepare younger high school students for the ACT by giving an identical testing experience and a meaningful way to identify student growth. These tests will be given to students at the same time the ACT School Day is being administered to Juniors.

## Dynamic Learning Maps Alternate Assessment (DLM-AA) - State Required (If student qualifies)

The Dynamic Learning Maps Alternate Assessment (DLM-AA) is the alternate assessment to the ACT/PACT and is intended for students with the most significant cognitive disabilities. Many students with cognitive disabilities will not qualify for the DLM-AA and must take our regular state assessment with or without accommodations. This assessment is given during the months of March and May

## ACCESS for ELLs 2.0 – State Required (If student qualifies as an ELL)

The ACCESS test is given to all students identified as English Language Learners (ELL). All K-12 ELLs must be assessed annually for English proficiency growth and academic progress. The assessment measures English language learners' social and academic proficiency in English. ELLs in Illinois need to receive an overall composite score of 4.8 on ACCESS to be English proficient. Once a student is considered proficient in English, they are no longer required to take the ACCESS.

## Advanced Placement (AP) Exams- College Board

Decatur Public Schools currently offers 13 different Advanced Placement courses: 2-D Art and Design, Calculus A/B, Chemistry, English Language and Composition, English Literature and Composition, Human Geography, Microeconomics, Macroeconomics, Psychology, Spanish Language and Culture, Spanish Literature and Culture, Statistics, United States Government and Politics, United States History, and World History: Modern. **All students enrolled in an Advanced Placement (AP) course are expected to take the national exam in May.** Scoring a 3 or better on this exam allows student to earn college-level credits at most Illinois schools as well as some schools in other states (student responsibility to verify with school of interest).

# SCHEDULING INFORMATION

The 2025-2026 Curriculum Guide lists and describes all courses currently offered at Decatur Public High Schools. Students need to plan ahead to prepare for the various career options that are available once a diploma has been earned from Decatur Public Schools. Selections should be made carefully with deliberation and thoughtfulness, using the four-year plan for graduation that can be found at the end of this section, taking into account high school graduation requirements, preparation for post high school study, and career plans. Students are urged to retain the curriculum guide after classes are selected.

The course selection process begins with students, parents and counselors working together during the winter to allow for thoughtful, informed decision-making. Students must select their scheduling choices carefully making use of a variety of resources: family, teachers, counselors, high school transcripts, the curriculum guide and post-secondary interests and goals.

After each student selects courses, the program of courses to be offered in the coming year is finalized and the teachers assigned to the courses are determined. As a student-centered district, we base the master schedule on student requests and available teacher staffing. Therefore, these selections have a major impact in the master schedule and staffing needs for the following school year. Dropping or adding a course is only allowed when there is significant evidence present that a student will not be successful in a course.

Subject-level placement of freshmen is based on the results of standardized test scores, placement assessments and the recommendations of middle school teachers. Placement of upperclassmen is based on previous performance including prerequisites and the recommendations of high school teachers.

Decatur High Schools have an extensive curriculum with many courses offered to meet the different ability and interest levels of its students. It should be noted, however, that just because a course is offered does not mean that it will be taught. Courses will be taught only if there is sufficient student enrollment. This is also true of courses that are sequential in a program. A sufficient number of students must be registered for a third or fourth year level to be taught.

## SCHEDULE CHANGE POLICY

Once a student selects courses for the year, changes are discouraged and should be made only as needed to meet graduation requirements. Only his/her counselor may make changes in a student's daily schedule of classes. He/She must attend the classes as printed on his/her schedule until his/her counselor makes the necessary change. No student request for changes will be accepted during the first two (2) days of the semester or after five (5) days of the semester. Counselors are required to keep such changes to a minimum after the semester has begun. Therefore, a student should choose his/her courses carefully. Acceptable reasons for a schedule change: misplacement, scheduling error, or a change is needed to ensure timely graduation. Requested changes related to teacher assignments, class periods, etc. will not be considered.

## AUDIT POLICY

Upon rare occasions, a student may wish to request permission to audit a class (attend without credit). A student may request to audit a semester course or a full year course but will not be granted more than one request. A student may not request to audit 2 single semester courses. No audits will be granted once a course is in session. The request for audit must be made in writing on a form provided by the Counselor's Office. A rationale must be listed on the form as to why the audit is necessary. Permission to audit will only be granted when an acceptable reason is provided. The instructor, department chair, and the administrator in charge of scheduling and grade reporting will make the determination of what is acceptable.

# SCHEDULING INFORMATION

## COURSE PREREQUISITES

Certain courses require consent of the instructor and/or previous coursework in the field in order to register for a particular course. The guidance department will make every effort to make sure that prerequisites are met. However, students must be aware of their responsibility to ensure they have taken the appropriate prerequisites before registering for courses. All appropriate information regarding prerequisites is listed in the course curriculum guide. Students need to read the course curriculum guide carefully and understand that they are responsible for its contents including but not limited to all course prerequisites.

## FOUR-YEAR EDUCATIONAL PLAN

The following charts illustrate a four-year high school plan for courses, both required and elective, at Decatur High Schools. It is intended as a guide for both parents and students. It is not intended to “lock” students into one particular path but rather to be used (and reused) to reflect changes in a student’s thinking as he/she matures. The plan can be used to prepare for higher education and to explore different career opportunities. A student must select at least six hours of credit each year.

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
English I	English II	English III	English IV
Algebra I	Geometry	Algebra II	Math Elective
Freshman Seminar	World History	U.S. History	Civics/Inequality and Change
Physics First or Honors Biology	Biology or Honors Chemistry	Science Elective	Science Elective
Health/Physical Education	Physical Education	Physical Education	Physical Education
Elective	Elective	Elective	Consumer Education/ Elective
Elective	Elective	Elective	Elective

## College and Career Pathway Endorsement

A College and Career Pathway Endorsement is awarded on Illinois high school diplomas/transcripts to simultaneously demonstrate students' readiness for postsecondary programs and entry-level professional learning experiences in a selected career interest area. To earn a College and Career Pathway Endorsement requires secondary students to complete or demonstrate:

- **An individualized learning plan:** Each student completing an endorsement must have an individualized plan, which includes college planning linked to early understand of career goals, financial aid, resume, and personal statement.
- **Professional learning:** Students participate in career awareness, exploration, and preparation activities that provide opportunities to interact with adults in their workplace.
  - At least two career exploration activities or one intensive experience
  - At least two team-based challenges with adult mentoring
  - 60 cumulative hours of a paid or for-credit, supervised career development experience culminating with a professional skills assessment
- **Career-focused instruction:** Students complete two years of secondary coursework, or equivalent competencies, that articulate to a postsecondary credential with labor market value. Must include at least six hours of early college credit.
- **Academic readiness:** Students are ready for non-remedial coursework in reading and math by high school graduation through criteria defined by the school district and local community college.

The district currently offers CCPE in Health Sciences and Technology - Certified Nursing Assistant and Manufacturing, Engineering, Technology and Trades - Welding. **\*Note: See Department of Teaching and Learning for additional CCPE Pathways offered.**

# TRANSFER OF CREDIT AND ALTERNATIVE COURSES (DUAL CREDIT)

A student will receive high school credit for successfully completing any course given by an institution accredited by the North Central Association of Colleges and Secondary Schools. High school transfer credits from schools approved by the state and certified by the North Central Association (NCA) or its equivalent will be evaluated by the administration. The conversion formula is typically one-half Carnegie unit of credit equals 1 semester credit hour.

Credit toward graduation requirements may be earned from colleges, and from approved correspondence courses with the prior approval of the counselor and administration.

Credits earned will be counted in the grade point average according to the regular grading scale. Credits earned from schools in foreign countries will be calculated according to the regular grading scale only.

## **DC** DUAL CREDIT

Students may receive college credit through a variety of credit offerings. A student who successfully completes community college courses may receive high school credit, provided the student is a junior or senior in good academic standing; the course is approved in advance by the student and guidance counselor and the high school administration; the student assumes responsibility for all fees; and the course would be transferable to a four-year college. Three (3) semester hours credit shall be considered the equivalent of one-half (0.5) of credit toward graduation. **\*Note: Any dual credit classes taken through a higher-education institution shall be weighted.**

Decatur Public Schools, currently supports enrollment in the following dual credit courses offered at Richland Community College or at the high school: African American Studies, Agricultural Communications, College Statistics, English 101, English 102, Introduction to Teaching - Ed 103, College Agricultural Horticulture, College Statistics - Math 113, Technical Math 104, AFAM 100 Intro to African American Studies, AFAM 120 African American Experience, Business 100 - Business Fundamentals, Business 225.01 - Small Business Development and P Relations 100 - Human Relations

Students interested in enrolling for RCC Dual Credit courses need to complete the following:

- The appropriate forms (available in counselor's office):
  - Principal's Approval Form
  - Parent/Guardian's Approval Form
- The RCC Placement Test at RCC campus.
- Students should meet with their counselor and/or administrator prior to enrolling in dual credit courses.

Decatur Public Schools supports enrollment in dual credit courses offered at Heartland Technical Academy: Heartland Technical Academy is an opportunity for upperclassman, junior - senior level students. In order to enroll in courses offered through the technical academy, students must complete enrollment forms during their sophomore and/or junior year. Students can earn 1.5 high school credits per semester; therefore, earning three (3.0) credits per year. Tech Academy programs equate to three (3) high school classes. Students will attend one session during their regular school day. Dual credit means that a high school student will earn credit on their high school transcript and establish credit on a college transcript for the same course. College credit offered may vary from what is listed. Students are encouraged to verify college credit with their Tech Academy instructor at the beginning of each semester.

## PREP ACADEMY PROGRAM

**Prerequisite:** Incoming high school Freshmen, completed application

The DPS Prep Academy Program is a unique program that will significantly increase access for students to benefit from quality educational opportunities. The program creates a pathway for incoming freshmen students in the Decatur Public Schools to earn a Richland Community College Associate's Degree in conjunction with their high school diploma! This program is at no cost to families. Please use the following link for more information: <https://www.dps61.org/prepacademy>

## CORRESPONDENCE COURSES

A student enrolled in a correspondence course may receive high school credit for work completed, provided the course is given by an institution accredited by the North Central Association of Colleges and Secondary Schools. The student must be a third or fourth year student and will assume responsibility for all fees. The high school principal or designee must approve the course in advance. A maximum of 2 credits of correspondence course credit may be counted toward the requirements for a student's high school graduation.

## CREDIT RECOVERY

When a student has a final grade of 50-59% at the end of the semester, the student will receive the grade earned for the course. The student will then have the opportunity up until the end of ten school days once the next session starts (second semester for fall semester and summer school for spring semester) to demonstrate mastery with the credit recovery software system. Second semester will only apply to 9th-11th grade students. The F would then not appear on the transcript, but the grading procedures below would apply. \*

When a student fails a class for the first time (either they finished with a percentage below 50% or they failed to make the course up by the end of the incomplete window), the F will appear on their transcript and be included in their GPA and class rank. The F will remain on their transcript if they retake the course and pass but will not be a part of their GPA or class rank. The new grade will be a part of their class rank and GPA.

### **When students are taking credit recovery through APEX, the following procedures apply;**

- Students will take the pretest. Anywhere they show mastery (60%), they will be tested out of that material.
- For the material they do not test out of, they will complete the lessons and then take the test. They will get 2 chances to complete it at 70%. If they have not passed after two attempts and have (to the satisfaction of the teacher) have gone back through reviewing the material, then they will be given the opportunity to test again and need a 60% to complete the lesson.
- Writing assignments will only be given if it will help give the students extra points to pass the credit recovery course.
- Students will only be allowed to work on up to two courses in APEX at a time.

### **Every attempt will be made to provide time for students to work on APEX during the day. The options include;**

- Changing their schedule to have a period within their day for them to work on credit recovery (this would be for students with multiple Fs that they need to make up).
- For 9th and 10th graders this would need to be an elective course but cannot include PE.
- For 11th and 12th graders this would be for an elective course that could include PE.
- For students that are working on an incomplete, have the student pulled from a class for the first week and a half of the second semester. Potential classes may include;  
9th grade – Freshman seminar or working it out with an elective teacher (if PE, they can only miss up to 2 days in a given week). 10th grade – working it out with an elective teacher (if PE, they can only miss up to 2 days in a given week). 11th and 12th grade – working it out with an elective teacher (PE can be used for the week and a half if the credit is needed for graduation).

**\*\*Students can also work on APEX outside of school since it is accessed through the Internet.\*\***

## SUMMER SCHOOL OPPORTUNITIES

Summer school information and registration forms are available to parents and students in the guidance office in the spring semester. A limited number of courses are offered and are typically courses required for graduation. Enrollment in summer school allows students the opportunity to enroll in Credit Recovery classes. There are a limited number of spots available for students and will be based off of student need. The deadline for registration is early spring.

## **EXCHANGE PROGRAM**

An exchange student will be granted a diploma if he/she completes the criteria for graduation established by the State of Illinois and the Board of Education. The Board of Education may grant a certificate of attendance to exchange students. District students in grades 9-12 will receive high school credit for foreign exchange courses that meet the criteria established in the curriculum and that are approved in advance by the building principal or designee. International study course work not meeting district requirements may be placed in the student's permanent record and recorded as an international study experience with no course credit assigned.

## **STUDENTS WITH DISABILITIES**

The requirements set forth in this policy may be modified or waived, to the extent permitted by law, as determined by an individualized education plan (IEP) for a student with disabilities.

## **TRANSFER CREDIT ELECTIVES**

Students who transfer to Decatur Public Schools from another school district may receive transfer credits if the student's previous school did not offer as many courses in a year as Decatur Public Schools.

## **HOME-SCHOOLED STUDENT TRANSFERS**

Grade placement by, and academic credits earned at, a nonpublic school will be accepted if the school has a certificate of Nonpublic School Recognition from the Illinois State Board of Education, or, if outside Illinois, if the school is accredited by the state agency governing education. A student who, after receiving instruction in a non-recognized or non-accredited school, enrolls in the District will 1) be assigned to a grade level according to academic proficiency, and/or 2) have academic credits recognized by the District if the student demonstrates appropriate academic proficiency to the school administration.

Any portion of a student's transcript relating to such instruction will not be considered for placement on the honor roll or commutation in rank. Notwithstanding the above, recognition of grade placement and academic credits awarded by a nonpublic school is at the sole discretion of the District. All school and class assignments will be made according to Board policy.



# PREPARING FOR COLLEGE

High school gives you a chance, to choose many of the subjects you study. Which subjects should you take? Answering this important question maybe hard but the Illinois Board of Higher Education would like to help you by offering the following advice:

The subjects you take in high school either will increase your chances for education and jobs after high school – or they will reduce those chances. That is why your choices **now** are very important. At this time in your life, you can't be sure what your future career will be. The American economy is changing. New kinds of jobs are created every day, while others are disappearing. Some jobs will require more and more education.

**What is the best way to prepare for this changing future?** Take subjects that will give you as many future choices as possible. Don't cut yourself short. Take subjects that will keep increasing your communication and computational skills. Take subjects that will broaden your technical skills.

**Do you think you might go to college?** Here's more advice, especially if you think you'd like to get a bachelor's degree (4 or more years). There are over 180 colleges and universities in Illinois alone. Each decides for itself how it will select high school graduates for admission. Admission requirements vary from one college to another. You must contact each one to find out what its specific requirements are. Admission requirements also can change from year to year. See suggested course patterns on this page.

Finally, ask for help and advice from your teachers, your counselor and your parents. These are the people who know the most about you and can help you with individual advice based upon your abilities and interests.

## PLANNING AHEAD – SETTING EDUCATIONAL GOALS

In addition to planning for successful completion of the requirements for graduation, thought should be given to the immediate years beyond graduation so that subjects taken in high school will be meaningful in preparation for careers and college. The following is only a guideline to assist you in planning your four-year curriculum. Flexibility to meet your personal needs is encouraged. Due to the fact that college admission requirements vary a great deal from one college to the next, it is always recommended that the admission requirements of the specific colleges should be obtained. This information can be gathered from direct contact with the college in question or by checking with the most recent college catalog. Students should see their counselor for further information.

### PLANNING AHEAD – SETTING EDUCATIONAL GOALS

<b>English</b>	4 years, emphasizing written and oral communication, literature
<b>Math</b>	3 or 4 years, through advanced algebra, geometry
<b>Social Studies</b>	3 or 4 years
<b>Science</b>	2 or 3 years laboratory sciences
<b>World Languages</b>	2 years – music, art and vocational education are possible alternatives at some universities. <b>(Some state schools may require four years of the same foreign language for college graduation. If you take two years in high school, you may need to take more in college, depending on how you place on their entrance exam. If you take four years in high school and pass their entrance exams, you may be exempt from further world languages study in college.)</b>

# ADDITIONAL SUGGESTED STUDY PATTERNS

## MOST COMPETITIVE COLLEGE

Includes colleges for which even superior students will encounter a great deal of competition for admission.

English	4 years
Math	4 years
Social Studies	3 to 4 years
Science	3 to 4 years
World Languages	4 years

## VOCATIONAL

For students planning to go directly into the nation's work force, e.g. schools of cosmetology, diesel mechanics, travel.

English	4 years
Math	3 years
Social Studies	3 years
Science	2 years
World Languages	---

## HIGHLY COMPETITIVE COLLEGE

Includes colleges for which superior students will encounter some competition for admission.

English	4 years
Math	4 years
Social Studies	3 or 4 years
Science	3 years
World Languages	3 to 4 years

## OPEN/ENRICHMENT

2-year junior college or non-competitive college. Also for students taking courses for personal enjoyment.

English	4 years
Math	3 years
Social Studies	3 years
Science	2 years
World Languages	---

# SCHOLARSHIPS OPPORTUNITIES

Local scholarships are listed in the scholarship bulletins published through the guidance office. The Community Foundation of Decatur/Macon County is another source of scholarships for students who attend local high schools in Macon County as well as Millikin University and Richland Community College. For a list of the current scholarships, visit the Community Foundation's website, [www.endowdecatur.org](http://www.endowdecatur.org). Students may also contact their counselor for further information or call the Community Foundation at 217-429-3000.

# Division I Academic Standards

**Division I schools** require you to meet academic standards. To be eligible to practice, compete and receive an athletics scholarship in your first year of full-time enrollment, you must meet the following requirements:



DIVISION I

1. Earn 16 NCAA-approved core-course credits in the following areas:

ENGLISH	MATH (Algebra I or higher)	SCIENCE (Including one year of lab, if offered)	EXTRA (English, math or science)	SOCIAL SCIENCE	OTHER Any area listed to the left or courses listed in additional discipline (world language, comparative religion or philosophy)
4 years	3 years	2 years	1 year	2 years	4 years

2. Complete your 16 NCAA-approved core-course credits in eight academic semesters or four consecutive academic years from the start of ninth grade. If you graduate from high school early, you still must meet core-course requirements.
3. Complete 10 of your 16 NCAA-approved core-course credits, including seven in English, math or science, before the start of your seventh semester. Once you begin your seventh semester, any course needed to meet the 10/7 requirement cannot be replaced or repeated.
4. Earn a minimum 2.3 **core-course GPA**.
5. Ask your high school counselor to upload your **final official transcript** with proof of graduation to your Eligibility Center account.

## EARLY ACADEMIC QUALIFIER

If you meet **specific criteria** after six semesters of high school, you may be deemed an early academic qualifier for Division I and may practice, compete and receive an athletics scholarship during your first year of full-time enrollment.

## QUALIFIER

You may practice, compete and receive an athletics scholarship during your first year of full-time enrollment.

## ACADEMIC REDSHIRT

You may practice during your first regular academic term and receive an athletics scholarship during your first year of full-time enrollment but may NOT compete during your first year of full-time enrollment. You must pass either eight quarter or nine semester hours to practice in the next term.

## NONQUALIFIER

You will not be able to practice, compete or receive an athletics scholarship during your first year of full-time enrollment.



ELIGIBILITY CENTER

GRADE  
**9**  
REGISTER

- » If you haven't yet, **register** for a free Profile Page account at [eligibilitycenter.org](https://eligibilitycenter.org) for information on NCAA initial-eligibility requirements.
- » Use NCAA Research's **interactive map** to help locate NCAA schools you're interested in attending.
- » Find your high school's list of NCAA-approved core courses at [eligibilitycenter.org/courselist](https://eligibilitycenter.org/courselist) to ensure you're taking the right courses, and earn the best grades possible!

GRADE  
**10**  
PLAN

- » If you're being actively recruited by an NCAA school and have a Profile Page account, **transition** it to the required **certification account**.
- » Monitor the **task list** in your NCAA Eligibility Center account for next steps.
- » At the end of the school year, ask your high school counselor from each school you attend to upload an official transcript to your Eligibility Center account.
- » If you fall behind academically, ask your high school counselor for help finding **approved courses** you can take.

GRADE  
**11**  
STUDY

- » Ensure your **sports participation** information is correct in your Eligibility Center account.
- » Check with your high school counselor to make sure you're on track to complete the required number of NCAA-approved **core courses** and graduate on time with your class.
- » Share your **NCAA ID** with NCAA schools recruiting you so each school can place you on its **institutional request list**.
- » At the end of the school year, ask your high school counselor from each school you attend to upload an official transcript to your Eligibility Center account.

GRADE  
**12**  
GRADUATE

- » **Request your final amateurism certification** beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your Eligibility Center account at [eligibilitycenter.org](https://eligibilitycenter.org).
- » Apply and be accepted to the NCAA school you plan to attend.
- » Complete your final NCAA-approved **core courses** as you prepare for graduation.
- » After you graduate, ask your high school counselor to upload your final **official transcript** with proof of graduation to your Eligibility Center account.

How to plan your high school courses to meet the 16 core-course requirement:

$$4 \times 4 = 16$$

**9<sup>th</sup>**  
GRADE

(1) English  
(1) Math  
(1) Science  
(1) Social Science  
and/or other

**4 CORE COURSES**

**10<sup>th</sup>**  
GRADE

(1) English  
(1) Math  
(1) Science  
(1) Social Science  
and/or other

**4 CORE COURSES**

**11<sup>th</sup>**  
GRADE

(1) English  
(1) Math  
(1) Science  
(1) Social Science  
and/or other

**4 CORE COURSES**

**12<sup>th</sup>**  
GRADE

(1) English  
(1) Math  
(1) Science  
(1) Social Science  
and/or other

**4 CORE COURSES**

**CONTACT THE NCAA ELIGIBILITY CENTER**

U.S. and Canada (except Quebec):  
877-262-1492 (toll free), Monday-Friday  
9 a.m. to 5 p.m. Eastern time  
International (including Quebec):  
[on.ncaa.com/IntlContact](https://on.ncaa.com/IntlContact)



[@ncaaec](https://twitter.com/ncaaec) [@ncaaec](https://www.youtube.com/channel/UCncaaec) [@ncaaec](https://www.facebook.com/ncaaec) [@playcollegesports](https://www.instagram.com/playcollegesports)



ELIGIBILITY CENTER



# Division II Academic Standards

**Division II schools** require you to meet academic standards. To be eligible to practice, compete and receive an athletics scholarship in your first year of full-time enrollment, you must meet the following requirements:

1. Earn 16 NCAA-approved core-course credits in the following areas:

ENGLISH	MATH (Algebra I or higher)	SCIENCE (Including one year of lab, if offered)	EXTRA (English, math or science)	SOCIAL SCIENCE	OTHER Any area listed to the left or courses listed in additional discipline (world language, comparative religion or philosophy)
3 years	2 years	2 years	3 years	2 years	4 years

2. Earn a minimum 2.2 **core-course GPA**.
3. Ask your high school counselor to upload your **final official transcript** with proof of graduation to your Eligibility Center account.

## EARLY ACADEMIC QUALIFIER

If you meet **specific criteria** after six semesters of high school, you may be deemed an early academic qualifier for Division II and may practice, compete and receive an athletics scholarship during your first year of full-time enrollment.

## QUALIFIER

You may practice, compete and receive an athletics scholarship during your first year of full-time enrollment.

## PARTIAL QUALIFIER

You may practice and receive an athletics scholarship but may NOT compete during your first year of full-time enrollment.



GRADE  
**9**  
REGISTER

- » If you haven't yet, **register** for a free Profile Page account at [eligibilitycenter.org](https://eligibilitycenter.org) for information on NCAA initial-eligibility requirements.
- » Use NCAA Research's **interactive map** to help locate NCAA schools you're interested in attending.
- » Find your high school's list of NCAA-approved core courses at [eligibilitycenter.org/courselist](https://eligibilitycenter.org/courselist) to ensure you're taking the right courses, and earn the best grades possible!

GRADE  
**10**  
PLAN

- » If you're being actively recruited by an NCAA school and have a Profile Page account, **transition** it to the required **certification account**.
- » Monitor the **task list** in your NCAA Eligibility Center account for next steps.
- » At the end of the school year, ask your high school counselor from each school you attend to upload an official transcript to your Eligibility Center account.
- » If you fall behind academically, ask your high school counselor for help finding **approved courses** you can take.

GRADE  
**11**  
STUDY

- » Ensure your **sports participation** information is correct in your Eligibility Center account.
- » Check with your high school counselor to make sure you're on track to complete the required number of NCAA-approved **core courses**.
- » Share your **NCAA ID** with NCAA schools recruiting you so each school can place you on its **institutional request list**.
- » At the end of the school year, ask your high school counselor from each school you attend to upload an official transcript to your Eligibility Center account.

GRADE  
**12**  
GRADUATE

- » **Request your final amateurism certification** beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your Eligibility Center account at [eligibilitycenter.org](https://eligibilitycenter.org).
- » Apply and be accepted to the NCAA school you plan to attend.
- » Complete your final NCAA-approved **core courses** as you prepare for graduation.
- » After you graduate, ask your high school counselor to upload your final **official transcript** with proof of graduation to your Eligibility Center account.

How to plan your high school courses to meet the 16 core-course requirement:

$$4 \times 4 = 16$$

**9<sup>th</sup>** GRADE

(1) English  
(1) Math  
(1) Science  
(1) Social Science and/or other

**4 CORE COURSES**

**10<sup>th</sup>** GRADE

(1) English  
(1) Math  
(1) Science  
(1) Social Science and/or other

**4 CORE COURSES**

**11<sup>th</sup>** GRADE

(1) English  
(1) Math  
(1) Science  
(1) Social Science and/or other

**4 CORE COURSES**

**12<sup>th</sup>** GRADE

(1) English  
(1) Math  
(1) Science  
(1) Social Science and/or other

**4 CORE COURSES**

**CONTACT THE NCAA ELIGIBILITY CENTER**

U.S. and Canada (except Quebec):  
877-262-1492 (toll free), Monday-Friday  
9 a.m. to 5 p.m. Eastern time  
International (including Quebec):  
[on.ncaa.com/IntlContact](https://on.ncaa.com/IntlContact)



[@ncaaec](https://twitter.com/ncaaec) [@ncaaec](https://www.youtube.com/channel/UCncaaec) [@ncaaec](https://www.facebook.com/ncaaec) [@playcollegesports](https://www.instagram.com/playcollegesports)



ELIGIBILITY CENTER





# ART

Tier 1 Courses	Tier 2 Courses	Tier 3 Courses	Tier 4 Courses
Introduction to Art	Drawing Sculpture Photography Design and Materials Printmaking	Painting Ceramics Media	Advanced Placement (AP) Studio Art

## INTRODUCTION TO ART (Tier 1)

**Length:** Semester

**Credit:** 0.5 credit

### **Course Description:**

Students will study the language of art and design; experience the skills in drawing, painting, design, printmaking, sculpture, and ceramics. Also, students will have exposure to various art movements, significant art works and will study the relevance of these art works in history and as cultural art forms.

## MEDIA (Tier 2)

**Length:** Semester

**Credit:** 0.5 credit

**Prerequisite:** Successful completion of Introduction to Art.

### **Course Description:**

Students will study the language of art and design, experience the skills involved in drawing, painting, design, printmaking, sculpture, and ceramics. Also, students will have exposure to various art movements, significant art works and will study the relevance of these works in history and cultural art forms.

## SCULPTURE (Tier 2)

**Length:** Semester

**Credit:** 0.5 credit

**Prerequisite:** Successful completion of Introduction to Art.

### **Course Description:**

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

## CERAMICS (Tier 2)

**Length:** Semester

**Credit:** 0.5 credit

**Prerequisite:** Successful completion of Introduction to Art. Students must pay a \$2.00 lab fee.

### **Course Description:**

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

## DESIGN AND MATERIALS (Tier 2)

**Length:** Semester

**Credit:** 0.5 credit

**Prerequisite:** Successful completion of Introduction to Art. Students must pay a \$2.00 lab fee.

### **Course Description:**

This is a sequentially developed course that builds on the experience and understanding the student had in Introduction to Art. Emphasis is based on building skills in a variety of materials not covered in the other Tier 2 courses. Students will study in depth the role of design in advertising, various art movements, significant works of art, and the relevance of these works in their culture and history.





# ART

## PAINTING (Tier 2)

**Length:** Semester

**Credit:** 0.5 credit

**Prerequisite:** Successful completion of Introduction to Art. Students must pay a \$2.00 lab fee.

### **Course Description:**

This is a sequentially developed course that builds on the experiences and understanding the student had in Introduction to Art. Emphasis is placed on building skills and techniques in painting and the use of various painting mediums like tempera, watercolor, acrylic, and ink. Students will study in depth the role of painting in various art movements, significant works of art, and the relevance of these works in their culture and history.

## DRAWING (Tier 2)

**Length:** Semester

**Credit:** 0.5 credit

**Prerequisite:** Successful completion of Introduction to Art.

### **Course Description:**

This is a sequentially developed course that builds on the experiences and understanding the student had in Introduction to Art. Emphasis is placed on building skills in drawing, primarily from life, and the use of drawing mediums. Students will study in depth the role of drawing in various art movements, significant works of art and the relevance of these works in their culture and history.

## PRINTMAKING (Tier 2)

**Length:** Semester

**Credit:** 0.5 credit

**Prerequisite:** Successful completion of Introduction to Art.

### **Course Description:**

The printmaking course introduces students to a variety of printmaking techniques using processes such as relief printing (monoprint, collagraph, and block); intaglio (dry point etching); and serigraphy (silkscreen films, stencils, block-out). This course emphasizes design elements and principles and introduces art criticism as applied to fine art prints. Lessons may also include the historical development of printmaking in Western and non-Western cultures.

## PHOTOGRAPHY (Tier 2)

**Length:** Semester

**Credit:** 0.5 credit

**Prerequisite:** Successful completion of Introduction to Art.

### **Course Description:**

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

## STUDIO ART (Tier 3)

**Length:** Semester

**Credit:** 0.5 credit - This course may be taken more than one semester; however, students may take no more than two Studio courses in a given semester.

**Prerequisite:** Successful completion of three Tier 2 courses. Students must apply for admission to the Studio Art course.

### **Course Description:**

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



# ART

## AP 2-D ART AND DESIGN (Tier 4) - Advanced Placement



- Length:** Semester
- Credit:** 0.5 credit (weighted) This course may be taken more than one semester, and is recommended to be done in sequence during student's senior year in order to complete the portfolio for submission to the College Board for AP credit.
- Prerequisite:** Successful completion of Tier 1 course, three Tier 2 courses, one semester of Studio Art, and a written recommendation from the Art department chair. Admission to this course is strictly based on the written recommendation of the department head and the discretion of the principal. Students must pass six semesters of art with a minimum of a B average to enroll in this course.

### **Course Description:**

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





# BUSINESS and TECHNOLOGY

## SUGGESTED SEQUENCE OF COURSES FOR BUSINESS & TECHNOLOGY CLASSES

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
<b><u>Business:</u></b> Introduction to Business Careers  <b><u>Technology:</u></b> Computer Applications Digital Technology	<b><u>Business:</u></b> Business, Sports, & Entertainment Marketing Law for Business & Personal Use Business 225.01 - Small Business Development Business 100 - Business Fundamentals <b><u>Technology:</u></b> Web Design Video Game Design	<b><u>Business:</u></b> Consumer Education Entrepreneurship <b><u>Technology:</u></b> Coding and App Development	<b><u>Business:</u></b> Accounting Inspired Futures Internship <b><u>Technology:</u></b> Digital Business Entrepreneurship @ HTA

### INTRODUCTION TO BUSINESS

**Length:** Two Semesters  
**Credit:** 0.5 credit per semester  
**Year:** 9-10

#### **Course Description:**

This orientation level course will provide an overview of all aspects of business marketing and management, including the concepts, functions, and skills required for meeting the challenges of operating a business in a global economy. Topics covered will include the forms of business ownership along with finance, management, marketing, administration, production, business ethics, careers and workplace skills.

### BUSINESS, SPORTS, & ENTERTAINMENT MARKETING

**Length:** Semester  
**Credit:** 0.5 credit  
**Year:** 10-12

#### **Course Description:**

Marketing is a course that focuses on the wide range of factors that influence the flow of goods and services from the producer to the consumer. In this course students will study market research, the purchasing process, distribution systems, warehouse and inventory control, salesmanship, sales promotions, business management, e-commerce, and product development. It will also introduce students to marketing and management functions and tasks that can be applied in amateur or professional sports, sporting events, entertainment or entertainment events, and the sales or rental of supplies and equipment.

### ACCOUNTING

**Length:** Two Semesters  
**Credit:** 0.5 credit per semester  
**Year:** 10-12  
**Prerequisite:** Minimum of 2.0 cumulative GPA

#### **Course Description:**

This course is of value to students interested in any aspect of the business world. Course work will enable the student to compute, classify, record, verify and maintain numerical data involved in financial records. Instruction includes keeping, summarizing and analyzing financial records, fundamentals and terminology of accounting and preparation of financial reports. A business record simulation will be incorporated into the course.

\*Recommended if you are studying Business in college.

### LAW FOR BUSINESS and PERSONAL USE

**Length:** Semester  
**Credit:** 0.5 credit  
**Year:** 10-12

#### **Course Description:**

Law for Business and Personal Use is a course in which students develop an understanding of legal rights and responsibilities in personal law and business law with applications for everyday use as consumers, citizens, and workers. Students will study ethics, consumer protection, personal law, employment law and contract Law.



# BUSINESS and TECHNOLOGY

## CONSUMER EDUCATION

\*This course fulfills the consumer education requirement stated in School Code of Illinois (Section 27-12.1).

**Length:** Semester

**Credit:** 0.5 credit

**Year:** 11-12

### **Course Description:**

Successful completion of this course will enable the student to make wise consumer decisions. Topics covered include buying vs leasing a vehicle, reconciling a checkbook, budgeting, credit, insurance, taxes, comparison of prices and career investigation. Students will apply problem solving skills to hands on, real life situations during various projects and activities.

## CAREERS

**Length:** Semester

**Credit:** 0.5 credit

**Year:** 9-12

### **Course Description:**

This class is designed to help students' research career options as well as make a career plan for the future. Students will examine the workplace and the requirements of various careers. They will complete self-assessments and self-evaluations to help select a career area that fits their individual abilities and interests. Soft skills as well as resume writing, job applications, interviewing techniques and post interview protocols will be studied.

## WEB DESIGN

**Length:** Semester

**Credit:** 0.5 credit

**Year:** 10-12

**Prerequisite:** Computer Applications and Digital Technology

### **Course Description:**

This course is designed to prepare students to plan, design, create and maintain web pages and sites. Students will learn the fundamentals of web page design, learn to use digital cameras and scanners, create a working website, create pages and hyperlinks, make tables and frames, create forms, integrate images, set styles, edit and manipulate images. Students will use hardware and software to capture, edit, create and compress audio and video clips.

## COMPUTER APPLICATIONS

**Length:** Semester

**Credit:** 0.5 credit

**Year:** 9-12

### **Course Description:**

This course is designed to develop basic computer and keyboarding skills needed for personal and employability skills. It is designed to develop awareness, understanding and proficiency in Word/Pages/Google Docs, Power-Point/Keynote/Google Slides and Excel/Numbers/Google Sheets. Students will apply problem-solving skills to hands on, real life situations using the Internet and available software. Students will learn formatting, editing, headers, footers, cut and paste, tab key, labels and how to work with multiple windows. Other topics will be explored such as computer concepts, ethical considerations and topics related to emerging technologies.

## DIGITAL TECHNOLOGY

**Length:** Semester

**Credit:** 0.5 credit

**Year:** 9-12

### **Course Description:**

This is a project-based course where students will work with desktop publishing software to produce professional products. Students will have access to a variety of software programs to create slideshows, power point and keynote presentations, posters, newsletters and short video projects. This course will introduce students to web design, coding, video game design, and video production.

## CODING and APP DEVELOPMENT

**Length:** Two Semesters

**Credit:** 0.5 credit per semester

**Year:** 10-12

**Prerequisite:** Computer Applications and Digital Technology

### **Course Description:**

This is a collaborative, lab based, hands-on course focusing on the development of applications for mobile devices and an introduction to computer networking basics. Students will work in teams, using real-world tools and processes to develop and redesign existing mobile apps in addition to building new apps of their own. Students do not need any prior computer programming experience to successfully complete this course.



# BUSINESS and TECHNOLOGY

## VIDEO GAME

**DESIGN** Length Semester

**Credit:** 0.5 Credit

**Year:** 10-12

**Prerequisite:** Computer Applications and Digital Technology

### Course Description:

This course will teach students basic programming concepts through building video games. Students will experience hands-on programming by building video games while learning computer programming. The course will introduce students to the fundamentals of video game design and provide hands-on experience using game engine software.

## DIGITAL BUSINESS

### ENTREPRENEURSHIP

AVAILABLE THROUGH HEARTLAND TECHNICAL ACADEMY



**Length:** Two Semesters  
1.5

**Credit:**

**Year:** 11-12

**Prerequisite:** Acceptance into Heartland Technical Academy. See your School Counselor to apply.

### Course Description:

Business is changing at an incredible pace and practices that have been around for decades are transforming in order to reach today's consumers. With everyday life being more centered in the digital world, this class will teach students how to use technology to create a digital portfolio that includes podcasts, videos, and Social Media to market products and services, as well as websites, apps and blogs to promote both businesses and personal brands. The class will learn through real world applications of content as well as hands on training with video equipment, recording software and web design programs. College Credit is earned through Richland Community College by taking this class. See page 12 for more information about college credit that is available through Heartland Technical Academy.

## PUBLIC RELATIONS 100 - HUMAN RELATIONS



**Length:** Semester

**Credit:** .3 RCC / .5 DPS

**Year:** 10-12

### Course Description:

This course explores the fundamentals of human relations in all fields of everyday life. Study includes interpersonal relationships in both the work and home environment. The course is designed to improve the student's understanding of individual behavior and group dynamics. Topics include communication skills, assertiveness, setting goals, interviewing, cooperation, and handling conflict. Class activities are used to illustrate various human relations skills.

## ENTREPRENEURSHIP

**Length:** Semester

**Credit:** 0.5

**Year:** 11-12

### Course Description:

This Entrepreneurship course acquaints students with the knowledge and skills necessary to own and operate their own business. Topics from several fields typically form the course content: economics, marketing principles, human relations, psychology, business and labor law, legal rights and responsibilities of ownership, business and financial planning, finance, accounting and communication.

## BUSINESS 100 - BUSINESS FUNDAMENTALS



**Length:** Semester

**Credit:** 3

**Year:** 10-12

### Course Description:

An introductory course in business aimed at the student with minimal background in business study. The course introduces the student to many facets of business including ownership and management, forms of organizations, personnel and labor-management relations, marketing, accounting, finance, ethics, and social responsibility. This course is designed to help the student develop many skills including communication, decision making, teamwork, critical and creative thinking, responsibility, and maturity. This course is applicable toward all certificates and degrees; areas of concentration include business.

## BUSINESS 225.01 - SMALL BUSINESS DEVELOPMENT



**Length:** Semester

**Credit:** 3

**Year:** 10-12

### Course Description:

Small Business Development introduces the fundamentals for the start-up and management of a small business particularly in an entrepreneurial environment. Topics include forms of businesses, business policy and operations, staffing a small business, the legal environment, and government relations.







# ENGLISH LANGUAGE ARTS

The English curriculum is designed to develop student performance in the following areas: (1) critical and analytical listening and thinking; (2) reading, comprehension, interpretation, evaluation, and use of written materials; (3) correct and effective use of written language; (4) examination of the function and evolution of language, and (5) literature, including drama, of different cultures, eras and ideas. The goal of language arts instruction is based on the premise that students develop skills in language arts through application across curricular areas. Exposure to significant literature is instrumental in helping each student develop as a lifelong learner. These skills are developed as interrelated components, rather than as isolated areas of learning.

## ENGLISH LANGUAGE ARTS COURSE SEQUENCE

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
English Language Arts English I	English II  <b>One Semester Non-weighted Electives:</b> Literature of Drama Creative Writing & Publication	English III  <b>One Semester Non-weighted Electives:</b> Literature of Drama Creative Writing & Publication Introduction to Teaching - ED 103	English IV  <b>One Semester Non-weighted Electives:</b> Literature of Drama Creative Writing & Publication Introduction to Teaching - ED 103
<b>W</b> English Language Arts Honors English I	Honors English II  <b>One Semester Weighted Electives:</b> Public Speaking and Debate	AP English Language and Composition AP English Literature and Composition  <b>One Semester Weighted Electives:</b> Public Speaking and Debate	English 101 English 102 AP English Language and Composition AP English Literature and Composition <b>One Semester Weighted Electives:</b> Public Speaking & Debate

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



# ENGLISH LANGUAGE ARTS

## ENGLISH I



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

### ***Course Description:***

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

## HONORS ENGLISH I



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

### ***Course Description:***

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





# ENGLISH LANGUAGE ARTS

## ENGLISH II



**Length:** Two Semesters  
**Credit:** 0.5 credit per semester  
**Year:** 10

### **Course Description:**

This course explores a variety of literature, grammar, and composition. It expands the concepts of short stories, non-fiction, drama, poetry, and novels, and extensive reading and writing of narrative, argumentative, and expository essays. Students will develop correct and effective uses of written and spoken language, reinforcing skills in reading, writing, speaking, listening, and relating to one another.

## HONORS ENGLISH II



**Length:** Two Semesters  
**Credit:** 0.5 credit per semester  
**Year:** 10

**Prerequisite:** Successful Completion of Honors English I with a C or above or with consent of instructor

### **Course Description:**

This course explores a variety of literature, grammar, and composition. It expands the concepts of short stories, non-fiction, drama, poetry, and novels, and extensive reading and writing of narrative, persuasive, and expository essays. Students will develop correct and effective uses of written and spoken language, reinforcing skills in reading, writing, speaking, listening, and relating to one another.

## Introduction to Teaching, ED 103



**Length:** Semester  
**Credit:** 0.5 credits  
Plus 3.0 college credits  
from Richland Community  
College  
**Year:** 11-12

### **Course Description:**

Surveys what a teaching career entails to assist students in making an informed decision about whether teaching is the right career path. It explores the career of teaching with basic information about education, its history, finances, and current issues as well as the perspectives and requirements of teaching as a career.





# ENGLISH LANGUAGE ARTS

## ENGLISH III



**Length:** Two Semesters  
**Credit:** 0.5 credit per semester  
**Year:** 11

### **Course Description:**

This course explores a variety of literature, grammar, and composition. It expands the concepts of short stories, non-fiction, drama, poetry, and novels, and extensive reading and writing of narrative, argumentative, and expository essays. Students will develop correct and effective uses of written and spoken language, reinforcing skills in reading, writing, speaking, listening, and relating to one another. The students have the opportunity to look at American culture and experiences as presented through literature.

## ENGLISH IV



**Length:** Two Semesters  
**Credit:** 0.5 credit per semester  
**Year:** 12

### **Course Description:**

This intensive critical reading and writing course focuses on advancing analysis skills and immersing students in multiple writing genres and styles. Grammar and Usage are quintessential parts of the writing process and both will be measured and assessed using anchor text as vehicles. The course's primary focus is to prepare students for post secondary writing in college and or potential careers. Designed to offer development of the essential principles of effective writing expression: sentence skills, support and coherence. This course emphasizes effective prewriting techniques, paragraph writing, and essay development. This course is writing intensive.

## CREATIVE WRITING AND PUBLICATION

**Length:** Semester  
**Credit:** 0.5 credit  
**Year:** 10-12

### **Course Description:**

Creative Writing and Publication is designed to give students opportunities to hone their talents (no matter their level of writing) in the areas of poetry, lyrics, short stories, and narrative non-fiction. Students are expected to maintain a growth mindset in each genre study and be willing to write daily as well as workshop their own writing coupled with providing constructive feedback to their peers regarding creative pieces. Students are expected to submit and maintain an on-line and print publication as a semester project and submit a portfolio of all workshopped creative pieces at the end of the semester as a major assessment. There is no level of writing required as a prerequisite, however the desire to write daily and get better at creative writing is the mindset necessary for success in this course.

## LITERATURE OF DRAMA



**Length:** Semester  
**Credit:** 0.5 credit  
**Year:** 10-12

### **Course Description:**

This college prep course provides an in-depth introduction into theater and acting. Students will analyze and have an appreciation for theater history as well as learning stage performance skills. This course concentrates on theoretical and practical dramatics beyond the general drama. This course is writing intensive.

## HONORS PUBLIC SPEAKING AND DEBATE



**Length:** Semester  
**Credit:** 0.5 credit  
**Year:** 10-12

### **Course Description:**

Students will learn and apply the proper format for panel discussions and debates including cooperative learning skills, persuasive speaking, standard, cross examination, and Lincoln Douglas style debates. Students will learn and apply argumentation skills and courtroom etiquette.





# ENGLISH LANGUAGE ARTS

## AP ENGLISH LANGUAGE AND COMPOSITION - Advanced Placement



**Length:** Two Semesters  
**Credit:** 0.5 credit  
**Year:** 11-12, (10 with teacher recommendation)

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

### **Course Description:**

Following the College Board's suggested curriculum designed to parallel college-level English courses, AP English Language and Composition courses expose students to prose written in a variety of periods, disciplines, and rhetorical contexts. These courses emphasize the interaction of authorial purpose, intended audience, and the subject at hand, and through them, students learn to develop stylistic flexibility as they write compositions covering a variety of subjects that are intended for various purposes.

**\*\*As part of this course, all students enrolled will be expected to take the AP exam during the spring testing window.**

## AP ENGLISH LITERATURE AND COMPOSITION - Advanced Placement



**Length:** Two Semesters  
**Credit:** 0.5 credit  
**Year:** 11-12, (10 with teacher recommendation)

**Prerequisite:** Successful completion of Honors English II, or AP Language and Composition.

### **Course Description:**

Following the College Board's suggested curriculum designed to parallel college-level English courses, AP English Literature and Composition courses enable students to develop critical standards for evaluating literature. Students study the language, character, action, and theme in works of recognized literary merit; enrich their understanding of connotation, metaphor, irony, syntax, and tone; and write compositions of their own (including literary analysis, exposition, argument, narrative, and creative writing).

**\*\*As part of this course, all students enrolled will be expected to take the AP exam during the spring testing window.**

## ENGLISH 101



**Length:** Semester  
**Credit:** 0.5 credit  
Plus 3.0 college credits from Richland Community College

**Year:** 12 (10 Prep. Academy)

**Prerequisite:** Satisfactory score on Richland's English and Reading Comprehension placement test or a score of 40th percentile or above on ACT (English and Reading) or SAT (Verbal).

### **Course Description:**

English 101 is the basic course in college writing. Students write and revise essays using a variety of rhetorical methods. Through extensive writing and careful reading, student cultivate their ability to think critically and improve their ability to compose acceptable and effective academic papers. Special attention will be paid to persuasive writing.

## ENGLISH 102



**Length:** Semester  
**Credit:** 0.5 credit  
Plus 3.0 college credits from Richland Community College

**Year:** 12 (10 Prep. Academy)

**Prerequisite:** Satisfactory score on Richland's English and Reading Comprehension placement test or a score of 40th percentile or above on ACT (English and Reading) or SAT (Verbal).

### **Course Description:**

English 102 continues the study and practice of composition begun in English 101, with emphasis on completing a closed-form, argumentative research paper that includes the accurate use of academic-quality sources to support the paper's thesis. All major elements of research are taught: choosing a topic, developing a thesis, locating and evaluating reliable sources, organizing materials, drafting paper, documenting the supporting materials in that draft, revising that draft and, finally, editing the final revision.





# FAMILY and CONSUMER SCIENCE

## FOODS AND NUTRITION I

**Length:** Two Semesters  
**Credit:** 0.5 credit pre semester  
**Year:** 9-12

### **Course Description:**

This course includes the basic classroom and laboratory experiences needed to develop a knowledge and understanding of food principles and nutrition. Course content centers around: food service and preparation management while using the decision-making process; meeting basic needs by applying nutrition concepts; meeting health and safety needs and maximizing resources when planning, preparing and serving food; promoting hospitality in food practices; and analyzing individual and family nutritional needs. Students will practice the principles of cookery for dairy, grains, eggs, breads, bakery products, main dishes, fruits, vegetables and desserts. Teamwork will be used to plan and prepare food. Information related to careers in Foods and Nutrition is incorporated throughout the course.

## FOREIGN AND GOURMET FOODS

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

### **Course Description:**

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

## FOODS AND NUTRITION II

**Length:** Semester  
**Credit:** 0.5 credit  
**Year:** 10-12  
**Prerequisite:** Successful completion of both semesters of Foods and Nutrition I or consent of the instructor.

### **Course Description:**

This course centers on food selection and preparation for special circumstances and dietary needs. Emphasis will be on planning and organization skills. Laboratory sessions are devoted to preparation of foods with specific characteristics. Course content includes the following: career in foods and nutrition, current nutritional issues, special food needs, food safety and sanitation, kitchen and dining areas, appliances, salads, casseroles, stocks, herbs and spices, breads, meal planning and entertaining. Students will explore new technology and more difficult food preparation techniques in a laboratory setting.

## INDEPENDENT PROJECTS - FOODS

**Length:** Semester (this course may be taken up to four semesters)  
**Credit:** 0.5 credit  
**Year:** 10-12  
**Prerequisite:** Successful completion of all previous courses in field of study and with consent of the instructor.

### **Course Description:**

This is an independent study course for the student that wishes to pursue an in depth study in a chosen area of Family Consumer Sciences. Students will participate in activities with advanced classes and will continue to refine the skills and techniques of their particular area of study. Students will apply this knowledge to new technologies and innovations in their chosen area of study.





# FAMILY and CONSUMER SCIENCE

## CLOTHING AND FASHION MERCHANDISING I

**Length:** Two Semesters  
**Credit:** 0.5 credit per semester  
**Year:** 9-12  
**Prerequisite:** Students need to purchase their own supplies and materials.

### **Course Description:**

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

## CHILDCARE

**Length:** Semester  
**Credit:** 0.5 credit  
**Year:** 9-12

### **Course Description:**

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

## CLOTHING AND FASHION MERCHANDISING II

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

### **Course Description:**

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

## INDEPENDENT PROJECTS - CLOTHING

**Length:** Semester (this course may be taken up to four semesters)  
**Credit:** 0.5 credit  
**Year:** 10-12  
**Prerequisite:** Successful completion of all previous courses in field of study and with consent of the instructor.

### **Course Description:**

This is an independent study course for the student that wishes to pursue an in depth study in a chosen area of Family Consumer Sciences. Students will participate in activities with advanced classes and will continue to refine the skills and techniques of their particular area of study. Students will apply this knowledge to new technologies and innovations in their chosen area of study.

## PARENTING

**Length:** Semester  
**Credit:** 0.5 credit  
**Year:** 11-12 or with the consent of the instructor

### **Course Description:**

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



# FAMILY and CONSUMER SCIENCE

## INTERIOR DESIGN

**Length:** Semester

**Credit:** 0.5 credit

**Year:** 10-12

**Course Description:**

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

## NUTRITION AND WELLNESS

**Length:** Semester

**Credit:** 0.5 credit

**Year:** 9-12

**Course Description:**

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

## HOUSING

**Length:** Semester

**Credit:** 0.5 credit

**Year:** 10-12

**Course Description:**

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

## INDEPENDENT LIVING

**This course fulfills the consumer education requirement stated in School Code of Illinois (Section 27-12.1).**

**Length:** Semester

**Credit:** 0.5 credit

**Year:** 11-12

**Course Description:**

Making decisions on what, when, and how to buy can put some consumers in debt while other consumers continually seem to get ahead. Students will learn skills that directly affect their buying power in many areas from simple purchases to major purchases such as homes and education. Students will examine their own personal insights, values and goals. Students will examine the legal responsibilities of life over age 18.

## COSMETOLOGY I AND II

**Available through Heartland Technical Academy**

**Length:** Two Semesters

**Credit:** 1.5 credits per semester

**Year:** 11-12

**Prerequisite:** Acceptance into Heartland Technical Academy. Students must attend a mandatory orientation prior to the start of the school year at Reflection's Academy of Beauty, as well as provide Reflection's Academy of Beauty with two letters of recommendation from teachers or counselors and a copy of the high school transcript. See your school counselor to apply.

**Course Description:**

Cosmetology is an instructional and job training program that is directed towards employment in the ever-expanding field of cosmetology. The curriculum follows industry standards developed to prepare students for the Illinois Cosmetology License, administered by the Department of Professional Regulation in Illinois. Students are under the supervision of licensed instructors in both classroom and clinical work. Classroom instruction includes all phases of beauty culture including wet and dry hair styling, manicures, braiding, and permanent waving. A total of 1,500 hours must be completed before a student will be eligible to take a state examination; a student may earn up to 750 of these hours by taking Cosmetology I and II through Heartland Technical Academy.



# FAMILY and CONSUMER SCIENCE

## CULINARY ARTS I AND II

*Available through Heartland Technical Academy*



**Length:** Two Semesters  
**Credit:** 1.5 credits per semester  
**Year:** 11-12

**Prerequisite:** Acceptance into Heartland Technical Academy. See your school counselor to apply.

**Course Description:**

This hands-on program teaches skills and attitudes needed in the culinary arts and hospitality industries. This class provides students with opportunities to gain knowledge and commercial kitchen experiences necessary to transition into further training or to obtain a position within the industry. Through the labs, the students will learn basic techniques in food preparation, kitchen and food safety, nutrition, international cuisine, using and converting standardized recipes, business math, customer service, and career exploration. College credit is earned by taking this course. See page 9 for more information on college credit through Heartland Technical Academy.

## EDUCATION PATHWAYS

*Available through Heartland Technical Academy*



**Length:** 4 Semesters  
**Credit:** 1.5 credits per semester  
**Year:** 11-12

**Prerequisite:** Acceptance into Heartland Technical Academy. See your school counselor to apply.

**Course Description:**

This course surveys what a teaching career entails to assist students in making an informed decision about whether teaching is the right career path. It explores the career of teaching with basic information about education, its history, finances, and current issues as well as the perspectives and requirements of teaching as a career. Using technology for instruction and working with diverse learners are key components of this course. This course helps to prepare students for careers in education at all grade levels including early childhood education. Field experiences are conducted in local schools.





# GENERAL ELECTIVES

## FRESHMAN SEMINAR

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

### **Course Description:**

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

**\*This course is taken freshman year with an alternating semester of Freshman Seminar**

## FRESHMAN LAB

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

### **Course Description:**

This course is designed to address areas of deficiency at the freshman level in Math and Language Arts, paying particular attention to math fluency and reading comprehension, vocabulary, and grammar and usage in an effort to improve students' skills and knowledge to grade level equivalency. Students will be expected to read 3 full length novels each with graduating levels of qualitative and quantitative lexile.

## INSPIRED FUTURES INTERNSHIP

**Length:** Semester  
**Credit:** 1.5 credit per semester  
**Year:** 12

**Prerequisite:** Students must have a minimum of 3.00 GPA, obtain 3 letters of recommendation, and participate in an interview. Students must also provide their own transportation.

### **Course Description:**

The Decatur Pathways to Prosperity Internship Program will entail local businesses in Decatur partnering with Decatur Public Schools to provide forty high school students (20 from each high school) an internship opportunity. Each of these businesses will decide the scope of the problem or project and will manage the successful completion of the project by the student(s). The student interns will be placed in a range of departments from information technology, human resources, supply chain, transportation, quality, safety, athletic training and many more.

## EXPLORATORY TEACHING

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

### **Course Description:**

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

## HUNTER SAFETY

**Length:** .75  
**Credit:** .75  
**Year:** 10-12

**Prerequisite:** Grade of C or better in Credit Intro to Ag or teacher approval

### **Course Description:**

Hunter Safety courses provide students with the basic skills and knowledge of hunter safety and responsibility. Topics typically include hunter responsibility and ethics; tree stand safety; firearms and ammunition; field safety; first aid; bowhunting; muzzle loading; wildlife conservation and identification; and Illinois state regulations. 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.

## AFRICAN-AMERICAN SCHOLARS

**Length:** Two Semesters  
**Credit:** 0.5 credit per semester. This course may be taken up to four semesters.  
**Year:** 11-12

**Prerequisite:** Students must be in the following organizations: African-American Scholars Program or Operation Calculus. Other eligible students including 2nd semester Junior or Senior community minimum of a 3.0-weighted GPA with program coordinator approval.

### **Course Description:**

The African-American Scholars course will examine a broad range of experiences from early African-American history to present day "Black America". The course will explore themes amongst young African-American men and women in today's society such as education, violence, poverty, and maturation to adulthood while promoting strong social, organizational, and study skills. Senior community students will receive guidance in writing college essays and preparing scholarship and college admission applications.



# GENERAL ELECTIVES

## INTRODUCTION TO THE AGRICULTURAL INDUSTRY



**Length:** Semester  
**Credit:** 0.5  
**Year:** 9-10

### **Course Description:**

This 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, agribusiness management, and agricultural mechanics, will be presented. Students will learn about FFA History, Structure, parliamentary procedure, leadership skills and public speaking. 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.

## AGRICULTURAL BUSINESS MANAGEMENT



**Length:** Semester  
**Credit:** 0.75  
**Year:** 9-12  
**Prerequisite:** "C" or better in Introduction to the Agricultural Industry or teacher approval

### **Course Description:**

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.

#### **\*Honors Credit Option:**

Students choosing to enroll in Agriculture courses with an \* in the title can enroll in the honors option of these courses. Honors Agriculture students must complete the following requirements in addition to the normal course work: FFA leadership development conference participation, career development event (CDE) participation, and completion of an immersion SAE project. Students who successfully complete two semesters of honors credit will be eligible to attend the Illinois State FFA Convention during the summer preceding the Honors credits.

## AGRICULTURAL BIOLOGY

**Length:** Semester  
**Credit:** 1  
**Year:** 10-12

### **Course Description:**

Agricultural Biology is designed for freshman and sophomore students interested in learning about food systems or the production, processing, distribution, and consumption of food products as well as the interactions of various aspects of food systems with the natural environment. Agricultural Biology will cover all major topics in life science including biochemistry, ecology, cells, reproduction, heredity, biological evolution and diversity. The course will cover the majority of the Performance Expectations in the following Illinois Learning Standards in Science as well as a few physical, earth and space science, and engineering design performance expectations:

HS-LS1 - From Molecules to Organisms: Structures and Processes

HS-LS2 - Ecosystems: Interactions, Energy, and Dynamics HS-LS3 - Heredity: Inheritance and Variation of Traits

HS-LS4 - Biological Evolution: Unity and Diversity

Specific emphasis will be placed on developing skills related to the Scientific and Engineering Practices and building Cross Cutting Concepts as students develop explanations for phenomena and solve real-world problems. 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 COMMUNICATIONS



**Length:** 2 Semesters  
**Credit:** 1  
**Year:** 9-12

**Prerequisite:** "C" or better in Agricultural Business Management or teacher approval

### **Course Description:**

Agricultural Communication courses introduce the broad field of agricultural communications and provides for the development of knowledge and skill in specific areas related to communications theory and practice. Content includes the meaning and process of communication, the role and history of print and electronic media, legal aspects of agricultural communications, news and feature writing in agriculture, news photography, layout and design, and ethics in agricultural communications. Content will also include web design and broadcast journalism in agriculture. 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.







# GENERAL ELECTIVES

## BASIC AGRICULTURAL MECHANICS



**Length:** Semester  
**Credit:** 0.75  
**Year:** 9-12  
**Prerequisite:** "C" or better in Introduction to the Agricultural Industry or teacher approval

### **Course Description:**

In this course, theory and hands-on experiences provide opportunities for students to develop basic knowledge and skills in agricultural mechanics. Instructional areas include the basic shop safety, hand and power tool knowledge, fasteners, basic fundamentals of maintaining and repairing small gasoline engines, basic electricity, basic plumbing, concrete, welding, construction, and operating agricultural equipment safely. 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.

## HORTICULTURAL PRODUCTION & MANAGEMENT

(Richland Community College - Hort:100)



**Length:** Semester  
**Credit:** 0.75 credit per semester Plus 4.0 college credits from Richland Community College  
**Year:** 9-12

**Prerequisite:** "C" or better in Introduction to the Agricultural Industry or teacher approval

### **Course Description:**

The major focus of Horticulture is to provide a general background in horticulture, horticulture careers, and plant systems and development. Hands on activities in a greenhouse setting is a major component of this course. Students will learn about careers available in the nursery, turf, landscaping, and greenhouse industries. Students will explore hands-on projects and activities to learn the characteristics of horticulture and work on major projects and problems similar to those that a horticulturalist, such as greenhouse manager, landscape designer, or turf manager, and industry personnel, face in their respective careers. In addition, students will understand specific connections between horticulture lessons and Supervised Agricultural Experience and FFA components that are important for the development of an informed agricultural education student. Areas include the production, utilization, and marketing of fruits, vegetables, ornamentals, floral design, landscape design and construction, turf management, and nursery operations. College Credit is earned through Richland Community College by taking this class.

## ANIMAL SCIENCE



**Length:** Semester  
**Credit:** 0.75  
**Year:** 11-12  
**Prerequisite:** Grade of C or better in Biology and Basic Animal Science or teacher approval

### **Course Description:**

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.

## SMALL ANIMAL CARE



**Length:** Semester  
**Credit:** 0.75  
**Year:** 9-12  
**Prerequisite:** "C" or better in Animal Science or teacher approval

### **Course Description:**

Small Animal Care courses focus on the care and management of small animals. Animal nutrition, health, behavior, reproduction and breeding, anatomy and physiology, use of qualitative and quantitative analyses for decision making, facilities, handling and training, and grooming are typical areas of study. 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.





# GENERAL ELECTIVES

## AGRICULTURE COMPUTERS AND TECHNOLOGY



**Length:** Semester  
**Credit:** .75  
**Year:** 9-12  
**Prerequisite:** "C" or better in Wildlife Management or teacher approval

### Course Description:

Agriculture Computers and Technology courses help students develop their knowledge and skills in using computer and other technology to operate and manage agricultural businesses. These courses allow students to use computer hardware, software, and the Internet to find information, record and analyze financial and production data, track market trends and economic forecasts, monitor weather, utilize global positioning systems, and prepare communications and reports. 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 ENGINE MAINTENANCE



**Length:** Semester  
**Credit:** .75  
**Year:** 9-12

**Prerequisite:** "C" or better in Basic Agricultural Mechanics or teacher approval

### Course Description:

This course provides students with the opportunity to learn how to operate, service, and recondition agricultural power units, emphasizing two- and four-cycle small gasoline engines. This class will provide students with opportunities to troubleshoot and repair speed controls, lubrication, ignition, fuel, power transfer, cooling, exhaust, and starting systems; use hand, power, and overhaul tools; and read and interpret service manuals and parts' catalogs. Additional units of instruction may include power transmission, electrical, and hydraulic/pneumatic systems. Applications may include lawn mowers, tractors, tillers, power tools, and so on. 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 METAL FABRICATION



**Length:** Semester  
**Credit:** .75  
**Year:** 9-12  
**Prerequisite:** "C" or better in Basic Agricultural Mechanics or teacher approval

### Course Description:

This course will concentrate on expanding student's knowledge and experiences with agricultural mechanics technologies utilized in the agricultural industry. Units of instruction included are design, construction, fabrication, maintenance, welding, electricity/electronics, internal combustion engines, hydraulics, and employability skills. Careers of agricultural construction engineer, electrician, plumber, welder, equipment designer, parts manager, safety inspector, welder, 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.

## BASIC FOOD PROCESSING



**Length:** Semester  
**Credit:** .75  
**Year:** 9-12  
**Prerequisite:** "C" or better in Introduction to the Agricultural Industry or teacher approval

### Course Description:

Basic Food Processing courses impart the knowledge and skills needed to bring animal and plant products to market. They may cover a wide variety of topics, including care and maintenance of animals or plants, quality selection and preservation, equipment care and sanitation, government regulations, and marketing and consumer trends. This course may present an overview of agricultural processing or may specialize in particular types of products. Participation in FFA student organization activities is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

## APPLIED MATHEMATICS IN AGRICULTURE

**Length:** Semester  
**Credit:** .75  
**Year:** 9-12

### Course Description:

Applied Mathematics in Agriculture (AMA) courses apply knowledge and skills related to mathematics, including algebra, geometry, and data analysis in the context of Agribusiness Systems and Power, Structural, and Technical Systems. Topics covered may include whole numbers, fractions, decimals, ratios, measurements, basic algebra, plane geometry, solid figures, triangle geometry, intermediate algebra, and statistics. Course topics may be applied in a class business and/or structural project. 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.

\*\*Can be counted as a math credit upon completion of Algebra and Geometry.



# GENERAL ELECTIVES

## AQUACULTURE



**Length:** Semester  
**Credit:** .75  
**Year:** 9-12  
**Prerequisite:** "C" or better in Wildlife Management or teacher approval

### **Course Description:**

This course is designed to develop student knowledge and skills in the area of aquacultural science and technology. Instructional units include basic studies of aquacultural species; reproduction processes, genetics, nutrition and health in aquacrops; ecological balances; and environmental requirements of aquatic plants and animals. Water quality, chemical and temperature analyses will be conducted for a variety of aquacrops. Individual and group experimentation and student research project(s) are required for satisfactory completion of this course. Careers to be examined include fish hatchery technician, production manager, fish nutritionist, and researcher. 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.

## EQUINE SCIENCE



**Length:** Semester  
**Credit:** .75  
**Year:** 9-12  
**Prerequisite:** "C" or better in Animal Science or teacher approval

### **Course Description:**

Equine Science courses focus on the care and management of horses. Animal nutrition, health, behavior, reproduction and breeding, anatomy and physiology, use of qualitative and quantitative analyses for decision making, facilities, handling and training, and grooming are typical areas of study. 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.

## FOUNDATIONAL SUPERVISED AGRICULTURAL EXPERIENCE



**Length:** Semester  
**Credit:** .75  
**Year:** 9-12  
**Prerequisite:** "C" or better in Agricultural Business Management or teacher approval

### **Course Description:**

This course is designed to establish, improve, and/or expand knowledge and skills in various agricultural careers. Students will increase their awareness of agricultural careers through the following components: Career Exploration and Planning; Employability Skills for College and Career Readiness; Personal Financial Management and Planning; Workplace Safety; and Agricultural Literacy (may be transitioned to Immersion SAE). Participation in FFA student organization activities and exploration of Immersion Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

## GREENHOUSE PRODUCTION



**Length:** Semester  
**Credit:** .75  
**Year:** 9-12  
**Prerequisite:** "C" or better in Horticultural Production & Management or teacher approval

### **Course Description:**

This course provides advanced agriculture students a technical understanding and working knowledge of the greenhouse industry. Topics include safety, plant physiology, plant identification, growing media, plant nutrition, integrated pest management, propagation, growing greenhouse crops and greenhouse business concepts. Students will gain knowledge and skills related to the care and management of gardens and greenhouses. Agribusiness units will be introduced in merchandising, advertising, sales, and operating a greenhouse business. 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.



# GENERAL ELECTIVES

## VETERINARY SCIENCE



**Length:** Semester  
**Credit:** .75  
**Year:** 9-12  
**Prerequisite:** "C" or better in Animal Science or teacher approval

### Course Description:

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 Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

## FLORAL DESIGN & MARKETING



**Length:** Semester  
**Credit:** .75  
**Year:** 9-12  
**Prerequisite:** "C" or better in Horticultural Production & Management or teacher approval

### Course Description:

Floral Design and Marketing covers principles of floral art with an emphasis on commercial design. Topics include basic design styles and color harmonies; identification, use, and care of processing of cut flowers and foliage; mechanical aids and containers; personal flowers; holiday designs; and plant identification and care. The student will demonstrate the ability to identify floral design styles and color harmonies; identify cut flowers and foliage and the care and processing methods for extended vase life; select containers and mechanical aids; and create basic floral arrangements. The study of the general principles of plants, and their life processes and morphology, with emphasis on major floral crops are also covered. Students will also learn about marketing strategies and floral shop setup. Students will develop a bill of materials and look at other key factors in running a floral shop like overhead cost. 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.

## ANIMAL PROCESSING



**Length:** Semester  
**Credit:** .75  
**Year:** 9-12  
**Prerequisite:** "C" or better in Basic Food Processing or teacher approval

### Course Description:

Animal Processing courses impart the knowledge and skills needed to bring animal products to market. Although these courses may present an overview of animal care and maintenance, they typically emphasize quality selection, product preservation, equipment care and sanitation, government regulations, and marketing and consumer trends. Animal Processing courses may present an overview of several types of animal products or may specialize in particular products, such as meat, leather, wool, dairy products, and so on. 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.

## SUSTAINABLE AGRICULTURE DUAL CREDIT



**Length:** Semester  
**Credit:** 1.0  
**Year:** 9-12  
**Prerequisite:** "C" or better in Wildlife Management or teacher approval

### Course Description:

Sustainable Agriculture courses explore technological and environmental changes and concerns. These courses address alternative approaches to food production including, but not limited to, organics, low-input, natural, and sustainable production methodology and practices. Course content may include comparing the effects of alternative production practices to those of conventional production practices. 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.



# GENERAL ELECTIVES

## WILDLIFE MANAGEMENT



**Length:** Semester  
**Credit:** 0.75  
**Year:** 9-12  
**Prerequisite:** "C" or better in Introduction to the Agricultural Industry or teacher approval

### Course Description:

Often with an emphasis on the conservation of natural resources and frequently including outdoor recreation topics. Wildlife Management courses provide students with the opportunity to understand and appreciate the importance of maintaining the land and ecological systems that enable non-domesticated animals to thrive. Wildlife Management courses emphasize how humans and animals may both take advantage of the same land or how to gain economic benefits from the land while not degrading its natural resources or depleting plant or animal populations. 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.

## TEACHER PREP PROGRAM

**Length:** 1 Year  
**Credit:** 0.5 Credit Per Semester  
**Year:** 11-12  
**Prerequisite:** Junior/Senior Standing; 2.5 GPA or higher

### Course Description:

The Teacher Prep Program provides students with learning experiences and knowledge that prepares them to enter educator preparation programs. The Teacher Prep Programs builds upon the districts Exploratory Teaching course, and includes coursework from the EdRising curriculum, education exploration clubs, paid internships, micro-credentials, and learning opportunities in a variety of educational settings.

## STUDENT DEVELOPMENT 101



**Length:** 1 Semester  
**Credit:** 0.5 High School Credit Per Semester  
**Year:** 9

### Course Description:

Is designed to increase awareness of the student's present value system, personal achievements, and strengths and relating this awareness to plans for the future. Activities are aimed toward enhancing regard for oneself and others.

## STUDENT DEVELOPMENT 102



**Length:** 1 Semester - 2nd Semester  
**Credit:** 0.5 High School Credit Per Semester  
**Year:** 9

### Course Description:

Is designed to increase awareness of the student's present value system, personal achievements, and strengths and relating this awareness to plans for the future. Activities are aimed toward enhancing regard for oneself and others.

## WORKPLACE EXPERIENCE

**Length:** Semester  
**Credit:** 0.5 Credit Per Semester  
**Year:** 11-12  
**Prerequisite:** Current Junior - Senior Students

### Course Description:

Through the Essential Skills, DPS Juniors - Seniors students will have the opportunity to experience a full understanding of Essential Skills that will make it easier for them to learn technical and job-specific skills. The curriculum includes *The Circle of Courage* - Belonging, Mastery, Independence, and Generosity - is the foundation for psychological resilience and positive human development. Identify each participant's potential. Students enrolled will be taught emotional awareness and regulation, given opportunities to practice these skills with instructors, and provided many opportunities for students to experience their strengths. Students enrolled will earn the 10 Essential Skills Completion Certifications:

1. Time Management
2. Communication
3. Digital
4. Social Engagement Skills
5. Public Speaking
6. Accounting & Decision Making
7. Adaptability & Flexibility
8. Interpersonal Skills
9. Workplace Skills
10. Etiquette





# GENERAL ELECTIVES

## GAST WORKPLACE EXPERIENCE

**Length:** Semester  
**Credit:** .75  
**Year:** 12  
**Prerequisite:** Grade of C or better in Ag Leadership or teacher approval

### **Course Description:**

Growing Agricultural Science Teachers (GAST) Workplace Experience courses provide work experience in which the agricultural instructor serves as a mentor to enable students to explore School-based Agricultural Education and Agricultural Literacy. Students can receive college credit and individual compensation through a college or university offering GAST junior internships. Goals must be set cooperatively by the student and teacher. These courses must include classroom instruction at least once per week, involving further study of the field, discussion of relevant topics that are responsive to the workplace experience and employability skill development. These courses should be aligned to a Career Development Experience that could include: Student-led Enterprises; School-based Enterprises; Immersion Supervised Agricultural Experiences; Clinical Experiences in Science and Technology programs; Internships; and Apprenticeship programs including Youth Apprenticeships, Pre-apprenticeships, and Registered Apprenticeships. Participation in FFA student organization activities is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

## BASIC HORTICULTURE SCIENCE



**Length:** Semester  
**Credit:** .75  
**Year:** 10-12  
**Prerequisite:** Grade of C or better in Biology or teacher approval

### **Course Description:**

This course is designed to introduce students to the horticulture industry and provide them with basic plant science knowledge that can be further developed in advanced horticulture courses. Major units of instruction include horticulture research, horticultural careers, plant anatomy, seed germination, plant propagation, growing media, pest management, hydroponics, identifying horticultural plants, growing greenhouse crops, and floral design. 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.

## AGRICULTURAL, FOOD, AND NATURAL RESOURCES WORKPLACE EXPERIENCE



**Length:** Semester  
**Credit:** .75  
**Year:** 12  
**Prerequisite:** Completion of an Ag course with grade C or better

### **Course Description:**

Agriculture, Food & Natural Resources Workplace Experience courses provide work experience in fields related to the Agriculture, Food, & Natural Resources cluster. Goals must be set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses must include classroom instruction at least once per week, involving further study of the field, discussion of relevant topics that are responsive to the workplace experience and employability skill development. Workplace Experience courses must be taught by an approved WBL educator-coordinator. These courses should be aligned to a Career Development Experience that could include: Student-led Enterprises; School-based Enterprises; Immersion Supervised Agricultural Experiences; Clinical Experiences in Science and Technology programs; Internships; and Apprenticeship programs including Youth Apprenticeships, Pre-apprenticeships, and Registered Apprenticeships. Participation in FFA student organization activities is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

## ADVANCED AGRICULTURAL MECHANICS

**Length:** 2 Semesters  
**Credit:** 1.0  
**Year:** 11 & 12  
**Prerequisite:** Basic Agricultural Mechanics

### **Course Description:**

This course will concentrate on expanding student's knowledge & experiences with agricultural mechanics technologies utilized in the agricultural industry. Units of instruction included are design, construction, fabrication, maintenance, welding, electricity/electronics, internal combustion engines, hydraulics, and employability skills. Careers of agricultural construction engineer, electrician, plumber, welder, equipment designer, parts manager, safety inspector, welder and other related occupations will be examined. Improving workplace & computer skills will be a focus. Participation in FFA student organization activities & Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration & reinforcement of academic concepts.



# GENERAL ELECTIVES

## BASIC ANIMAL SCIENCE



**Length:** Semester  
**Credit:** .75  
**Year:** 10-12  
**Prerequisite:** Grade of C or better in Biology or teacher approval

### **Course Description:**

This course is designed to introduce students to the livestock (beef, dairy, sheep, goats, and swine), poultry, and large (equine) animal industry and provide them with basic animal science knowledge that can be further developed in advanced animal science courses. Major units of instruction include animal science careers, animal anatomy and physiology, animal reproduction, animal nutrition, genetics, animal health, small and large animal care, 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.

## AGRICULTURE WELDING



**Length:** Semester  
**Credit:** .75  
**Year:** 11-12

### **Course Description:**

This course will emphasize the development of basic welding skills necessary to succeed in the agricultural metal fabrication industry. Topics of instruction include welding safety, metal identification and properties, joint design and terminology, metal preparation, use of oxy-acetylene torch, Stick Metal Arc Welding (SMAW) focusing on the flat and horizontal position, Gas Metal Arc Welding (GMAW), project design and construction. Suggested electrodes for this course are E6013 and E6011. 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 career exploration and reinforcement of academic concepts.

## CROP SCIENCE



**Length:** Semester  
**Credit:** .75  
**Year:** 11-12  
**Prerequisite:** Grade of C or better in Biology and Basic Horticulture Science or teacher approval

### **Course Description:**

Crop Science courses are designed to provide students with the knowledge and skills necessary for future employment in the agronomy or related industries. Major units of instruction include scientific method, cellular biology, genetics, biotechnology, soil classifications, soil erosion and management, soil fertility, plant classification, plant anatomy and physiology, plant propagation, plant growth, integrated pest management, grain, oil, forage, sugar, and fiber crop production methods, grain quality, grain storage, and grain transportation. Applied science and math skills and concepts will be stressed throughout the course as they relate to each area. 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.







# HEALTH SCIENCES

## CERTIFIED NURSING ASSISTANT

*Available through Heartland Technical Academy*



**Length:** Two Semesters  
**Credit:** 1.5 credits per semester  
**Year:** 11-12

**Prerequisite:** Acceptance into Heartland Technical Academy. Student must pass the RCC Allied Health Entrance Exam, attend a mandatory orientation program and have no disqualifying convictions on an Illinois fingerprint background check. See your guidance counselor to apply.

### **Course Description:**

The Nursing Assistant Training Program is designed to provide the student with training in basic nursing skills as required by Illinois Department of Public Health. The course offers both classroom theory and clinical experiences in community nursing facilities. Upon successful completion of course requirements, the student will be eligible to take the Illinois Nurse Aide Competency Examination. Students will earn college credit through Richland Community College by taking this class. See page 12 for more information about college credit that is available through Heartland Technical Academy.

## MEDICAL TERMINOLOGY - BUSINESS AND TECHNOLOGY PROCEDURES I & II

*Available through Heartland Technical Academy*



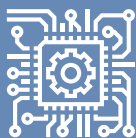
**Length:** Two Semesters  
**Credit:** 1.5 credits per semester  
**Year:** 11-12

**Prerequisite:** Acceptance into Heartland Technical Academy. See your school counselor to apply.

### **Course Description:**

Students learn how to be successful in a variety of professional situations in the healthcare or business fields. Student concurrently enroll in Medical Terminology (HLTH 140) with Richland Community College as part of this class. Professional and efficient use of technology such as e-mail, Internet, Windows8, Microsoft Word, Excel, Power Point and Publisher are taught and applied to careers in healthcare. College Credit is earned through Richland Community College by taking this class. See page 12 for more information about college credit that is available through Heartland Technical Academy.





# INDUSTRIAL TECHNOLOGY

## APPLIED TECHNOLOGY: INTRODUCTION TO INDUSTRIAL TECHNOLOGY AND ENGINEERING

**Length:** Semester

**Credit:** 0.5 credit

**Year:** 9-12

### **Course Description:**

Applied Technology is an introductory class for students interested in exploring a career in the Trades, Technology, or Engineering. Units on Drafting, Materials and Processes, Simple Machines, and Electronics will incorporate hands-on experiences. This class is a prerequisite for Woods I & II, Metals I & II, Electronic Principles, and Construction Trades I & II.

## WOODS I

**Length:** Semester

**Credit:** 0.5 Credit

**Year:** 9-12

**Prerequisite:** Applied Technology

### **Course Description:**

The Woods I class will introduce students to safe operations of power tools in the woods shop. Students will plan and produce individual projects. This class is a prerequisite to the Woods II class.

## WOODS II

**Length:** Two Semesters

**Credit:** 0.5 Credit per semester

**Year:** 10-12

**Prerequisite:** Woods I

### **Course Description:**

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

## ELECTRONIC PRINCIPLES I

**Length:** Semester

**Credit:** 0.5 Credit

**Year:** 9-12

**Prerequisite:** Applied Technology

### **Course Description:**

Electronic Principles is an introductory class that covers basic concepts of electricity, components, circuits, And instrumentation. The course will incorporate an individual project including assembly, testing, and troubleshooting. Prerequisites include successful completion of Applied Technology and a basic ability to process algebraic functions.

## METALWORKING I AND II

(EHS Campus Only)

**Length:** Two Semesters

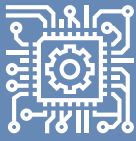
**Credit:** 0.5 Credit per semester

**Year:** 10-12

**Prerequisite:** Applied Technology

### **Course Description:**

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



# INDUSTRIAL TECHNOLOGY

## CONSTRUCTION TRADES I

<b>Length:</b>	Two Semesters
<b>Credit:</b>	1.0 Credit per semester
<b>Year:</b>	11-12
<b>Prerequisite:</b>	Applied Technology and Woods I & II or Metalworking I & II. May also enroll in the class with instructor approval.

### **Course Description:**

The purpose of this course is to provide classroom instruction and on the job training to high school juniors and seniors who show an interest in the building trades. On-the-job work will consist of remodeling existing homes and buildings, new construction add-ons, and construction of out buildings such as sheds and garages. This experience will be supplemented by classroom instruction and reading assignments. Instruction will be delivered through hands on work, on-line curriculum, and a traditional textbook. Students will be required to schedule an interview with the instructor prior to being accepted into the program. Students will need to have a driver's license and a reliable method of transportation to visit job sites. Students will also need proof of medical insurance.

**NOTE:** This course will meet for 2 class periods each day and will run concurrently with the Construction Trades II class. A maximum of 20 students will be allowed to enroll in this course.

## CONSTRUCTION TRADES II

<b>Length:</b>	Two Semesters
<b>Credit:</b>	1.0 Credit per semester
<b>Year:</b>	11-12
<b>Prerequisite:</b>	Construction Trades I

### **Course Description:**

This course is a continuation of the Construction Trades I class. Advanced skills will be introduced to the students. The purpose of this course is to continue providing classroom instruction and on the job training to high school seniors who show an interest in the building trades. On-the-job work will consist of remodeling existing homes and buildings, new construction add-ons, and construction of out buildings such as sheds and garages. Students will take on a supervisory role with the hands-on projects. Students will be required to schedule an interview with the instructor prior to being accepted into the program. Students will need to have a driver's license and a reliable method of transportation to visit job sites. Students will also need proof of medical insurance.

**NOTE:** This course will meet for 2 class periods each day and will run concurrently with the Construction Trades I class. A maximum of 20 students will be allowed to enroll in this course.

## EXPLORATION OF BUILDING TRADES

<b>Length:</b>	Two Semesters
<b>Credit:</b>	0.5 Credit per semester
<b>Year:</b>	11-12
<b>Prerequisite:</b>	Successful completion of 2 years of Math and English

### **Course Description:**

Through North America's Building Trades Unions, DPS Juniors and Seniors students will have the opportunity to experience a comprehensive pre-apprenticeship-readiness program with a goal of allowing the students to gain access to Building Trades' registered programs. In Exploration of Building Trades students will dive into high quality, apprentice-level content to high school students interested in construction that promotes "earn while you learn". The curriculum consists of the following topics: 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. The main objective of the apprenticeship program is to prepare students with the necessary skills, nationally recognized certifications and college credits upon successful completion of the apprenticeship that the students can take anywhere in the country. Student will have the opportunity to visit construction sites and meet with members of the local trade unions as they explore this career pathway. Upon successful completion of the courses, the students will begin their pathway to middle-class career opportunities that provides both good pay and benefits offered by the building and construction trades' contractor partners.

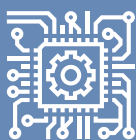
## MATH FOR THE TRADES

<b>Length:</b>	Year
<b>Credit:</b>	1.0
<b>Year:</b>	10-12
<b>Prerequisite:</b>	Applied Technology

### **Course Description:**

Math for the Trades is an alternative math class for students interested in exploring a career in the Trades. Successful completion of Applied Technology would be a prerequisite for enrolling in Math for the Trades. Successful completion of the first semester would be a prerequisite for the second semester.

**\*\*Can be counted as a math credit upon completion of Algebra and Geometry.**



# INDUSTRIAL TECHNOLOGY

## AUTOMOTIVE TECHNOLOGY I AND II

Available through Heartland Technical Academy

**DC**

**Length:** Two Semesters  
**Credit:** 1.5 Credit per semester  
**Year:** 11-12  
**Prerequisite:** Acceptance into Heartland Technical Academy. See your school counselor to apply.

### ***Course Description:***

Automotive Technology includes both classroom and hands-on experiences designed prepare students for careers in the automotive industry. Beginning topics include basic engine operation systems, auto electrical systems, power-trains, brakes, chassis, diagnosis and tune-ups. Advanced topics include electrical systems, suspension equipment, steering equipment, and braking systems. Students are given extensive opportunities to diagnose and repair vehicles. Students will earn college credit through Richland Community College by taking this class. See page 12 for more information about college credit that is available through Heartland Technical Academy.

## ENGINEERING TECHNOLOGY I AND II

Available through Heartland Technical Academy

**DC**

**Length:** Two Semesters  
**Credit:** 1.5 Credit per semester  
**Year:** 11-12  
**Prerequisite:** Acceptance into Heartland Technical Academy. Algebra with a grade of 'C' or above required and geometry is recommended. Continuation of advanced math courses is encouraged. See your school counselor to apply.

### ***Course Description:***

This course introduces students to a career installing, maintaining and repairing industrial machine technology, including green technology of the future. Students will be preparing for a career as an engineering technician in a manufacturing or industrial environment. Instruction will focus on fluid power systems, CNC fundamentals (computer numerical controlled) and will also include an introduction to carbon capture and storage. Students will earn college credit through Richland Community College by taking this class. See page 12 for more information about college credit that is available through Heartland Technical Academy.

## AUTO BODY/COLLISION REPAIR I AND II

Available through Heartland Technical Academy

**DC**

**Length:** Two Semesters  
**Credit:** 1.5 Credit per semester  
**Year:** 11-12  
**Prerequisite:** Acceptance into Heartland Technical Academy. See your school counselor to apply.

### ***Course Description:***

Auto Body/Collision Repair provides students with a broad background in two main units of instruction: Auto Body Repair and Automobile Refinish. Auto body repair involves work in the following: welding, dent repair with plastic fiber, straightening, trim work, and frame straightening. Automobile refinish involves pre-paint procedures, spray gun techniques, and the use of refinish materials. Students completing both years of the course are prepared for entry into the automobile repair and refinishing field as an apprentice. Students will earn college credit through Richland Community College by taking this class. See page 12 for more information about college credit that is available through Heartland Technical Academy.

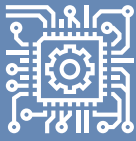
## WELDING I AND II

Available through Heartland Technical Academy

**Length:** Two Semesters  
**Credit:** 1.5 Credit per semester  
**Year:** 11-12  
**Prerequisite:** Acceptance into Heartland Technical Academy. See your school counselor to apply.

### ***Course Description:***

This course provides hands-on training in common welding processes; primarily through shielded metal arc 'stick' welding. In addition to arc welding, students will also learn oxy/acetylene and plasma arc cutting, blueprint reading, as well as other hands-on welding applications. Students will begin training for the American Welding Society Level 1 Certification. College credit is earned through Richland Community College by taking this class. See page 12 for more information about college credit that is available through Heartland Technical Academy.



# INDUSTRIAL TECHNOLOGY

## INDUSTRIAL TRADES I AND II

Available Through Heartland Technical Academy

**Length:** Two Semesters  
**Credit:** 1.5 credits per semester  
**Year:** 11-12  
**Prerequisite:** Acceptance into Heartland Technical Academy. See your school counselor to apply.

### **Course Description:**

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

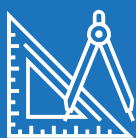
## DIESEL MECHANICS/CDL

Available through Heartland Technical Academy

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

### **Course Description:**

This course provides basic operational knowledge, care, and maintenance inspection of engine, fuel, air induction, exhaust, cooling, and lubrication systems; heating, ventilation, and air conditioning systems; electrical systems, battery and starting systems, charging systems, and lighting systems; drive train systems; suspension, steering, and brake systems; and manual and automatic transmissions. Students that are seniors in high school and meet age requirements may be able to begin working on requirements to complete a CDL. Some CDL activities would need to be completed after high school and through post-secondary experiences.



# MATHEMATICS

## MATH COURSE SEQUENCE

\*Dual Credit

PATHWAY	FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
A	Algebra X	Algebra Y	Geometry	Algebra II Statistics Transitional Math Technical Math 104
B	Algebra I	Geometry	Algebra II	Transitional Math Statistics AP Statistics Technical Math 104 Pre-Calculus
<b>W</b> A	Honors Algebra I	Honors Geometry	Honors Algebra II	Technical Math 104 *Math 113 Statistics AP Statistics Transitional Math
<b>W</b> B	Honors Geometry	Honors Algebra II	Honors Pre-Calculus	AP Calculus AP Statistics Technical Math 104 *Math 113 Statistics Transitional Math

### ALGEBRA X

**Length:** Two Semesters  
**Credit:** 0.5 credits per semester (math elective credit)  
**Year:** 9

**Prerequisite:** Administrative placement only.

#### Course Description:

This course is for students who want more time spent in the Algebra 1 topics. Topics to be covered first semester are foundational skills, expressions, solving linear equations, and absolute value. Topics to be covered second semester are linear functions, linear inequalities, and linear absolute value.

### ALGEBRA Y

**Length:** Two Semesters  
**Credit:** 0.5 credits per semester (satisfies the Algebra I credit graduation requirement)  
**Year:** 10

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

#### Course Description:

This course is for students who have successfully completed Algebra X and want more time spent in Algebra 1 topics. Topics to be covered first semester are linear systems, properties of exponents, and operations with polynomials. Topics to be covered second semester are exponential functions, statistics, polynomial multiplication quadratics, and radicals.

### ALGEBRA I



**Length:** Two Semesters  
**Credit:** 0.5 credits per semester  
**Year:** 9

#### Course Description:

Topics to be covered first semester include linear variables and expressions, solving linear equations, graphs of linear equations, slope-intercept, point-slope form of linear equations, and linear inequalities. Topics to be covered second semester include systems of linear equations, statistics and data polynomials, quadratic equations and functions, and exponential functions.

### HONORS ALGEBRA I



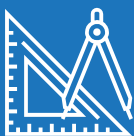
**Length:** Two Semesters  
**Credit:** 0.5 credits per semester  
**Year:** 9  
**Prerequisite:** Successful completion of 8th grade math with a B or above or with consent of instructor.

#### Course Description:

This course is for the student who wants more in-depth mathematics. Topics to be covered first semester include solving linear equations, solving linear inequalities, graphing linear functions, writing linear functions, and solving systems of linear equations. Topics to be covered second semester include exponential functions and sequences, polynomial equations and factoring, graphing quadratic functions, solving quadratic equations, and radical functions and equations.







# MATHEMATICS

## GEOMETRY



**Length:** Two Semesters  
**Credit:** 0.5 credits per semester  
**Year:** 10-11  
**Prerequisite:** Successful completion of Algebra I or Algebra Y or with the consent of instructor.

### Course Description:

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

## HONORS GEOMETRY



**Length:** Two Semesters  
**Credit:** 0.5 credits per semester  
**Year:** 9-10  
**Prerequisite:** Successful completion of Honors Algebra I or with consent of the instructor.

### Course Description:

This course is for the student who wants more in-depth mathematics. Topics to be covered first semester are the basics of geometry, reasoning proofs, parallel and perpendicular lines, transformations, and congruent triangles. Topics to be covered second semester are relationships within triangles, quadrilaterals and other polygons, similarity, right triangles and trigonometry, circles, circumference, area, and volume, and probability. The use of a scientific calculator is expected second semester.

## STATISTICS



**Length:** Two Semesters  
**Credit:** 0.5 credits per semester  
**Year:** 12  
**Prerequisite:** Successful completion of Geometry or with consent of instructor.

### Course Description:

This course introduces the study of likely events and the analysis, interpretation, and presentation of descriptive and quantitative data. Data will be firmly grounded in real-life applications and understanding of statistics seen daily. Course topics include basic probability, finding and interpreting statistics, discrete probability theory, calculating odds, probability trees, populations and samples, frequency tables, distributions, measures of central tendency, visual representation of data, and presentation of data. Course topics may also include normal distribution and measures of variability. This course will be using technology throughout to collect and represent data.

## ALGEBRA II



**Length:** Two Semesters  
**Credit:** 0.5 credits per semester  
**Year:** 11-12  
**Prerequisite:** Successful completion of Geometry or with consent of the instructor.

### Course Description:

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

## HONORS ALGEBRA II

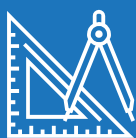


**Length:** Two Semesters  
**Credit:** 0.5 credits per semester  
**Year:** 9-12  
**Prerequisite:** Successful completion of Honors Geometry or consent of the instructor.

### Course Description:

This course is for the student who wants more in-depth mathematics. Topics to be covered first semester include transformation of functions, systems of equations and inequalities, complex numbers, quadratic functions, and polynomial functions. Topics to be covered second semester include rational expressions, radicals, exponential and logarithmic functions, probability, conic sections, and trigonometric functions. The use of scientific calculators is assumed.





# MATHEMATICS

## PRE-CALCULUS



**Length:** Two Semesters  
**Credit:** 0.5 per semester  
**Year:** 11-12  
**Prerequisite:** Successful completion of Algebra II or Honors Algebra II.

### Course Description:

This course is intended for the student who wants to earn a fourth credit in mathematics prior to college. Topics to be covered first semester include linear relations and functions, systems of equations, graphs, polynomials, matrices, and matrix operations. The use of scientific calculators is assumed. Topics to be covered second semester include trigonometric identities, complex numbers, conic sections, exponential and logarithmic functions, probability and statistics.

## AP PRE-CALCULUS



**Length:** Year  
**Credit:** 1  
**Year:** 9-12  
**Prerequisite:** Successful completion of Honors Algebra 2 (or Algebra 2 with teacher approval)

### Course Description:

AP Precalculus centers on functions modeling dynamic phenomena. This research-based exploration of functions is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science courses. In this course, students study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. Furthermore, as AP Precalculus may be the last mathematics course of a student's secondary education, the course is structured to provide a coherent capstone experience and is not exclusively focused on preparation for future courses.

## Intermediate Algebra - Math 098 Richland Community College

**Length:** Year  
**Credit:** 0.5 credits per semester plus 3.0 college credit from Richland Community College  
**Year:** 10-12  
**Prerequisite:** Geometry/Honors Geometry

### Course Description:

This course is designed for students who need to review Intermediate Algebra concepts. The topics include real numbers, polynomials, rational expressions, equations, inequalities, problem solving, complex numbers, systems of equations, graphing, functions, relations, exponents, and logarithms. A graphing calculator is required.

## AP STATISTICS



**Length:** Two semesters  
**Credit:** 0.5 credits per semester  
**Year:** 9-12  
**Prerequisite:** Successful completion of Honors Algebra II or with consent of the instructor.

### Course Description:

This course is designed to prepare students for college mathematics and to help the student gain a thorough understanding of statistics using formal statistical language, proper techniques, and technology. As part of this course, students will prepare for the Advanced Placement exam. Topics to be covered first semester include organizing, summarizing, and comparing univariate and bivariate data, Normal distribution, standardization of data, line regression, correlation, non-linear modeling, sampling, randomization, designing experimentation, observational studies, and simulations. Topics second semester include formal probability theory, random variables, binomial and geometric probability distributions, sampling distribution models, confidence intervals, hypothesis testing, two population parameter comparisons, and multiple statistical testing. ANOVA testing time permitted. The use of graphing calculators and spreadsheet software is expected. **\*As part of this course, all students enrolled will be expected to take the AP exam during the spring testing window.**

## AP CALCULUS - Advanced Placement



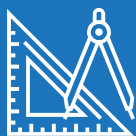
**Length:** Two semesters  
**Credit:** 0.5 credits per semester  
**Year:** 11-12  
**Prerequisite:** Successful completion of both semesters of Honors Pre-Calculus or with consent of the instructor.

### Course Description:

Topics to be covered first semester include informal treatment of limits and continuity, the definition of the derivative, techniques of differentiation, including differentiating exponential functions, inverse functions, inverse trigonometric functions, and logarithmic functions, the Mean Value Theorem, L'Hopital's Rule, and applications of differentiation. Topics to be covered second semester include the definition of a definite integral, Fundamental Theorem of Calculus, anti-differentiation, applications of the definite integral, and integration by parts. The use of graphing calculators is expected.

**\*As part of this course, all students enrolled will be expected to take the AP exam during the spring testing window.**





# MATHEMATICS

## TECHNICAL MATHEMATICS - MATH 104



**Length:** Semester  
**Credit:** 0.5 credits per semester (4 semester hours @ RCC)  
**Year:** 12  
**Prerequisite:** Successful completion of 3 years of math including Algebra I and Geometry; there is a required standardized test score and/or minimum entrance exam score for Richland enrollment.

### Course Description:

Includes the following topics: whole numbers, common fractions, decimal fractions, percents, measure, bar and line graphs, introductory algebra, signed numbers, basic algebraic operations, simple equations, complex equations, ratio and proportion, introduction to plane geometry, angular measure, angular geometric principles, triangles, similar figures, polygons, circles, areas of common polygons, areas of circles, sectors, segments, and ellipses, prisms and cylinders and their volumes, surface areas, and weights, pyramids and cones, spheres and composite objects and their volumes, surface areas, and weights, introduction to trigonometric functions, trigonometric functions with right triangles, practical applications with right triangles, law of sines, and law of cosines. This course is applicable toward all certificates and degrees; group requirements include mathematics; areas of concentration include engineering technology, drafting, HVAC, automotive, IT, welding

## TRANSITIONAL MATH

**Length:** 2 semesters  
**Credit:** 0.5 credits per semester  
**Year:** 12

**Course Description:** Math course framework designed to prepare and transition students directly into college and career pathways requiring general education college level math competencies in quantitative literacy and statistics. The competencies within each domain should include but are not limited to: numeracy (operation sense, estimation, measurement, quantitative reasoning, basic statistics, and mathematical summaries), application based algebraic topics, and functions and modeling. Upon completion students should be able to: demonstrate proficiency and understanding in basic numeracy competencies in whole numbers, integers, fractions, and decimals, use estimation and explain/justify estimates, apply quantitative reasoning to solve problems involving quantities or rates, use mathematical summaries of data such as mean, median, and mode, use and apply algebraic reasoning as one of multiple problem-solving tools, and use functions and modeling processes. Course to be delivered through authentic application, problem-based instruction designed to build mathematical conceptual understanding and critical thinking skills.

## INTRO TO APPLIED STATISTICS - MATH 113 Richland Community College



**Length:** Semester  
**Credit:** 0.5 credits per semester plus 3.0 college credit from Richland Community College  
**Year:** 12

**Prerequisite:** Admission requires at least 560 on the math SAT and successful completion of both semesters of Algebra II.

### Course Description:

A general education statistics course that uses current technology to allow focusing on mathematical understanding instead of routine calculations. Descriptive statistics covered include frequency tables, graphs, and measures of location and variation. Topics from probability include probability rules, counting techniques, and probability distributions. Inferential statistics will cover estimation, confidence intervals, hypothesis testing, and probability values. Statistical methods covered include the one and two sample t-tests, one and two proportion tests, chi-square goodness of fit and test for independence, correlation, regression, and analysis of variance. This course makes heavy use of technology to solve problems involving real data.

## INSTRUMENTAL MUSIC

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

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

### ORCHESTRA

**Length:** Two Semesters  
**Credit:** 0.5 credits per semester  
**Year:** 9-12  
 This course may be taken every semester

#### **Course Description:**

All string players (violin, viola, cello, bass) will enroll in Orchestra. Each high school may be different in their involvement of wind and percussion players (director's discretion for incorporation of wind players in the course).

### SYMPHONIC BAND

**Length:** Two Semesters  
**Credit:** 0.5 credit per semester  
**Year:** 9-12

#### **Course Description:**

Symphonic Band is our large group of band students. All students enrolled in this class are members of the Pep Band and Marching Band.

### HONORS (option available for each class)

#### **W**

**Length:** Two Semesters  
**Credit:** 0.5 credits per semester  
**Year:** 9-12  
 This course may be taken every semester

#### **Course Description:**

Students choosing to enroll in honor sections of these courses must complete the following requirements in addition to the normal course work: outside concert attendance, ILMEA audition, solo and ensemble contest, teaching/honors project. Students who successfully complete two semesters of honors credit will be eligible to attend the DPS Honors Music incentive field trip.

## CHORAL MUSIC

All learning outcomes and activities that comprise the performing arts choral curriculum shall originate from the study of the elements of music: harmony, rhythm, melody, expression, timbre, texture, form, and expression. Vocal production and an understanding of how the elements of music function within selected choral literature shall be the focus of all cycles and levels of learning. Literature studies shall be of both contemporary and classical nature. Performing styles such as jazz, acapella, spiritual, multicultural, and traditional choral repertoire shall be included in the course content. Students who study more than one year in the choral curriculum will be expected to master spiraling skills in vocal production and understanding of the elements of music. All performing arts courses meet daily on school time. Extracurricular choral classes and vocal ensembles generally meet before or after school. **Students who express an interest in choir will audition for all choirs and will be placed in the appropriate choir at the discretion of the director.**

### TREBLE CHOIR

**Length:** Two Semesters

**Credit:** 0.5 credit per semester

**Course Description:**

Students will be placed in Treble Choir only at the discretion of the director.

### MIXED CHOIR

**Length:** Two Semesters

**Credit:** 0.5 credit per semester

**Course Description:**

Students will be placed in Mixed Choir only at the discretion of the director.

### HONORS (option available for each class)



**Length:** Two Semesters

**Credit:** 0.5 credit per semester

**Year:** 9-12

This course may be taken every semester

**Course Description:**

Students choosing to enroll in honor sections of these courses must complete the following requirements in addition to the normal course work: outside concert attendance, ILMEA audition, solo and ensemble contest, teaching/honors project. Students who successfully complete two semesters of honors credit will be eligible to attend the DPS Honors Music incentive field trip.



## MUSIC THEORY

### MUSIC THEORY I AND II

**W**

**Length:** Two Semesters

**Credit:** 0.5 credits per semester

**Prerequisite:** Enrollment in a school performing group or consent of the instructor. Students may be requested to take a pre-test to assess adequate musical understanding in order to be enrolled in the class.

**Course Description:**

This is not a basic music class! Students will develop fundamental theoretical and analytical skills in the elements of music—melody, harmony, rhythm, timbre, texture, form, and expression. These skills will be applied creatively in writing and arranging music. Ear training will be emphasized as well as historical references to music studied.

### AP MUSIC THEORY - Advanced Placement

**W**

**Length:** Two Semesters

**Credit:** 0.5 credits per semester

**Prerequisite:** Music Theory I and II with a minimum of a C average. Current enrollment in a school-performing group or with consent of instructor.

**Course Description:**

A continuation of the skills learned in Music Theory I with greater detail on composing and arranging various styles of music. Emphasis will also be given to MIDI computer music software for creative activities.

**\*\*As part of this course, all students enrolled will be expected to take the AP exam during the spring testing window.**



# PHYSICAL EDUCATION

## WAIVER POLICY

A student must pass a semester of physical education for each semester in attendance, up to eight (8) semesters, unless the student is excused by a physician, school administration, or through an IEP. 105 ILCS 5/27-6 of the school code provides circumstances by which school districts can authorize student exemption from daily physical education by official school board policy. Health education is required even though participation in physical education may be excused.

Exemptions from physical education instruction at the 11<sup>th</sup> and 12<sup>th</sup> grade levels may be granted for those students in the following situations:

- The student athlete may take an extra course in place of physical education during the duration of the sports season.
  - A student athlete is a student who is currently participating in interscholastic athletics or who, based upon previous experience, is expected to participate during their junior or senior year. Current or past experience shall be certified by the inclusion of the student athlete's name on the season ending IHSA eligibility certificate.
- A student who lacks sufficient course credit or lacks one or more specific courses and must enroll in a course other than physical education in order to meet state and/or local graduation requirements, provided that failure to take such courses will result in the student being unable to graduate.
- A student who, in order to be granted admission to a specific institution of higher learning, must complete a specific academic course not included in existing state or local graduation standards. Exemptions cannot be given for general college prep coursework, accelerated courses, dual credit courses, etc.
- A student who is enrolled in a program through the Heartland Technical Academy.
- Exemptions from physical education instruction at the 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade levels may be granted for those students in the following situations:
  - A student who is enrolled in a marching band program.

Waiver forms can be obtained from the student's guidance counselor.





# PHYSICAL EDUCATION

## CO-ED PHYSICAL EDUCATION

**Length:** Semester  
**Credit:** 0.5 credit  
**Year:** 9-12. This course may be taken more than one semester.

### **Course Description:**

This semester course contains a variety of units to promote fitness and proper nutrition. Students are also given opportunities to experience lifetime sports for enjoyment after high school. Examples of the units are soccer, volleyball, golf, tennis, basketball, personal best fitness testing, softball, flag football, speed ball, Frisbee golf, mat-ball, ping pong, bowling, billiards, weight training, dance, aerobics, eclipse ball, pickleball, and team handball.

## PERSONAL FITNESS

**Length:** Semester  
**Credit:** 0.5 credit  
**Year:** 10-12

### **Course Description:**

Instruction is given to students on the aspects of safety and the most effective techniques for lifting free weights and using the machines. Each student has a self-designed program to follow each day. Plyometrics, proper nutrition, and the function of specific muscles and bones are also incorporated into this semester course.

## WALKING FOR LIFE

**Length:** Semester  
**Credit:** 0.5 credit per semester  
**Year:** 9-12 Students may repeat this course for up to 4 semesters.

### **Course Description:**

This course introduces fitness through walking. It is designed to give the student a practical understanding of cardiovascular fitness produced by walking. Students will learn proper techniques of aerobic walking using their large muscle groups. Experiences are provided to help the student understand the benefits, organization, implementation, and evaluation of a balanced aerobic fitness program utilizing walking as the primary activity. Flexibility, proper warm-up techniques and proper nutrition are stressed throughout the semester. The students will be given a pretest and post test and graded on overall improvement and be tested on a daily basis.

## HEALTH

**Length:** Semester  
**Credit:** 0.5 credit  
**Year:** 9-10

### **Course Description:**

This is a semester course offered at the ninth grade level. Students must pass health in order to graduate. The course teaches students that the wellness approach to good health stresses the need for balance in one's life. Equipped with all the right information, students make responsible decisions. They develop self-esteem as they optimize their own potential and achieve wellness in their lives. Students learn how to recognize at-risk behavior and take positive steps toward a healthier lifestyle - as exemplified by the balanced elements of intellectual, physical, social, and emotional wellness.

## AEROBICS (EHS campus)

**Length:** Semester  
**Credit:** 0.5 credit  
**Year:** 10-12. This course may be taken more than one semester.

### **Course Description:**

This semester course provides the opportunity for students to increase cardiorespiratory performance through low impact, high impact and step aerobics as well as rope jumping, running, and walking. Flexibility and muscular strength and endurance as well as proper nutrition are stressed throughout this semester class.

## ADVANCED FITNESS

**Length:** Semester  
**Credit:** 0.5 credit per semester  
**Year:** 9-12 Students may repeat this course for up to 4 semesters.

**Prerequisites:** Successful completion of Personal Fitness with a C or above or with consent of instructor.

### **Course Description:**

This course is the most physically rigorous course in the Physical Education Department. Each student must have both the aptitude and attitude to successfully participate in this course including staff member recommendation and approval. Due to the rigorous nature of this course many students involved in this course may also participate in extra-curricular and co-curricular programs that require more advanced fitness levels.



# PHYSICAL EDUCATION

## **BOWLING - (Off-Campus)**

**Length:** Semester  
**Credit:** 0.5 credit  
**Year:** 10-12. This course may be taken more than one semester.

**Prerequisite:** \$100 fee. Any student taking bowling both semesters will receive a 50% discount of \$50.00 second semester.

### **Course Description:**

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

## **DRIVER'S EDUCATION**

**Length:** Semester  
**Credit:** 0.5 credit

**Prerequisite:** For first semester, a student must be 15 years old on or before December 1 of that semester and have a minimum of sophomore status. For second semester, a student must be 15 years old before May 1 of that semester. Student enrollment will be prioritized according to grade level status and age.

**Students cannot enroll or be added into this course after the first day of class.**

### **Course Description:**

This course is recommended for all students who are age 15, but have not yet reached age 21 years of age to comply with the state law that states that a course in driver education shall be given in one of the grades 9-12. Illinois State Law requires public and non - public high school students to successfully complete 8 courses over the previous two semesters of school work prior to eligibility for enrollment in a driver education course. Licensed driver training schools or instructors are prohibited from providing classroom or behind the wheel instruction to students who are ineligible to take that instruction. Furthermore, state guidelines provide that a student may be dropped from the course if he/she is not attending school regularly (as determined by school administration).

## **BEHIND-THE-WHEEL DRIVING**

**Length:** Semester  
**Credit:** No credit

**Prerequisite:** Students must be currently enrolled in or have completed the classroom instruction. Each student must have in their possession a valid instruction permit, issued by the Secretary of State, when engaged in vehicle operation. Practice driving may begin with the temporary instruction permit (receipt). Students who fail the behind-the-wheel phase may retake the course only once. There is an enrollment fee for behind-the-wheel driving. This course is offered before and after school and during the summer. Unexcused absences will result in forfeiture or fees paid. Students having attended at least one lesson of behind-the-wheel instruction are not eligible for a refund.

### **Course Description:**

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

**REQUIRED:** A minimum of 30 clock hours in the classroom and a passing grade is required before a student is eligible to receive a driver's license before reaching age 18.





# SCIENCE

Requirements: one Life Science course and one Physical Science course

## SCIENCE COURSE SEQUENCE

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
<b>SCIENCE</b>			
Physical Science	Biology	Earth Science Chemistry Forensic Science	Astronomy Earth Science Chemistry Forensic Science
<b>W SCIENCE</b>			
Honors Biology	Honors Chemistry	AP Biology AP Chemistry Honors Physics Honors Human Anatomy Honors Forensic Chemistry	AP Chemistry AP Biology AP Physics Honors Human Anatomy Honors Forensic Chemistry

### PHYSICAL SCIENCE

**Length:** Year  
**Credit:** 1 Credit  
**Year:** 9  
**Prerequisite:** Freshman Status

#### Course Description:

Physical Science incorporates both physics and chemistry, usually one semester of each, giving students more opportunities for diverse learning experiences.

### BIOLOGY



**Length:** Two Semesters  
**Credit:** 0.5 credits per semester  
**Year:** 10

#### Course Description:

Biology gives a basic understanding of living organisms. Concepts and understandings are emphasized. Student work is laboratory centered. Biology helps the student understand his/her relationship to the environment. Application of biology to societal problems is stressed.

### HONORS CHEMISTRY



**Length:** Two Semesters  
**Credit:** 0.5 credits per semester  
**Year:** 10-12  
**Prerequisite:** Successful completion of Honors Biology and current enrollment in Honors Geometry or Honors Algebra II.

#### Course Description:

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

### HONORS BIOLOGY



**Length:** Two Semesters  
**Credit:** 0.5 credits per semester  
**Year:** 9  
**Prerequisite:** Successful completion of 8th grade Science with a B or above or with consent of instructor.

#### Course Description:

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







# SCIENCE

## ASTRONOMY



**Length:** Semester  
**Credit:** 0.5 credit  
**Year:** 11-12

### Course Description:

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

## CHEMISTRY I



**Length:** Two Semesters  
**Credit:** 0.5 credits per semester  
**Year:** 11

### Course Description:

Topics covered include atomic structure, nomenclature, reactions, stoichiometry, prediction of products, acids and bases and thermodynamics. While the scope of Chemistry I is similar to Honors Chemistry, more emphasis is placed on broad themes than on detailed mathematical analysis. Chemistry I is not a prerequisite for Chemistry II and is not a college preparatory course. It is intended for students needing more time to build their mathematical skills.

## HONORS HUMAN ANATOMY AND PHYSIOLOGY



**Length:** Two Semesters  
**Credit:** 0.5 credits per semester  
**Year:** 10-12  
**Prerequisite:** Successful completion or currently enrolled in Chemistry or Honors

Chemistry I.

### Course Description:

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

## ENVIRONMENTAL SCIENCE



**Length:** Two Semesters  
**Credit:** 0.5 credits per semester  
**Year:** 10-12

### Course Description:

Environmental Science courses examine the mutual relationships between organisms and their environment. This class will be inquiry based that will focus on the study of the Atmosphere, Biosphere, Hydrosphere, and Lithosphere. In studying the interrelationships among plants, animals, and humans, these courses cover the following subjects: photosynthesis, recycling and regeneration, ecosystems, population and growth studies, pollution, and conservation of natural resources. Other topics, such as climate change, resource management and conservation will be discussed at length.

## FORENSIC SCIENCE

**Length:** Two Semesters  
**Credit:** 0.5 credits per semester  
**Year:** 9-12

### Course Description:

Forensic Science is the application of science (chemistry, physics, and biology) to the criminal and civil laws that are enforced by police agencies in a criminal justice system. This course focuses on many different skills and concepts including: the application of the scientific process to forensic analysis, procedures and principles of crime scene investigation, physical and trace evidence, and proper analysis from the perspective of a forensic scientist. This is a course rich in exploration and lab investigation which applies many disciplines of scientific study such as biology/anatomy, chemistry, and physics to solving crimes. Through digital learning, virtual and hands-on labs, and analysis of real crime scenarios, students learn about forensic tools, technical resources, forming and testing hypotheses, proper data collection, and responsible conclusions.

## HONORS PHYSICS



**Length:** Two Semesters  
**Credit:** 0.5 credit per semester  
**Year:** 11-12  
**Prerequisite:** Successful completion of Honors Chemistry and Honors Biology

### Course Description:

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



# SCIENCE

## AP BIOLOGY - Advanced Placement



**Length:** Two Semesters  
**Credit:** 0.5 credit per semester  
**Year:** 11-12  
**Prerequisite:** Successful completion of Honors Biology and Honors Chemistry I

### **Course Description:**

AP Course Adhering to the curricula recommended by the College Board and designed to parallel college level introductory biology courses, AP Biology courses stress basic facts and their synthesis into major biological concepts and themes. These courses cover three general areas: molecules and cells (including biological chemistry and energy transformation); genetics and evolution; and organisms and populations (i.e., taxonomy, plants, animals, and ecology). AP Biology courses include college-level laboratory experiments.

**\*\*As part of this course, all students enrolled will be expected to take the AP exam during the spring testing window.**

## AP CHEMISTRY - Advanced Placement



**Length:** Two Semesters  
**Credit:** 0.5 credit per semester  
**Year:** 11-12  
**Prerequisite:** Successful completion of Honors Chemistry I.

### **Course Description:**

AP Course Following the curricula recommended by the College Board, AP Chemistry courses usually follow high school chemistry and second-year algebra. Topics covered may include atomic theory and structure; chemical bonding; nuclear chemistry; states of matter; and reactions (stoichiometry, equilibrium, kinetics, and thermodynamics). AP Chemistry laboratories are equivalent to those of typical college courses.

**\*\*As part of this course, all students enrolled will be expected to take the AP exam during the spring testing window.**

## AP PHYSICS - Advanced Placement



**Length:** Two Semesters  
**Credit:** 0.5 credit per semester  
**Year:** 12  
**Prerequisite:** Successful completion or currently enrolled in Honors Pre-Calculus and highly recommended credit in Honors Physics I.

**Course Description:** AP Physics emphasizes problem-solving and leads to a deep understanding of physics concepts including: electricity, magnetism, mechanics, fluid mechanics, thermal physics, waves and optics, and atomic and nuclear physics. Students should have strong advanced math skills.

**\*\*As part of this course, all students enrolled will be expected to take the AP exam during the spring testing window.**

## VETERINARY SCIENCE AND PRACTICAL ANIMAL CARE

Available through Heartland Technical Academy



**Length:** Two Semesters  
**Credit:** 1.5 credits per semester  
**Year:** 11-12  
**Prerequisite:** Acceptance into Heartland Technical Academy. See your guidance counselor to apply.

### **Course Description:**

These two courses offer exciting opportunities for those seeking employment in veterinary or animal sciences. Courses alternate yearly. College credit is earned for both classes through Richland Community College.

**Veterinary Science** – This course focuses on animal health and expectations of an animal care assistant and introduces students to veterinary terminology, safety, sanitation, anatomy, clinical exams, hospital procedures, parasitology, laboratory techniques, disease, and office management. Practical skills focus on performing clinical procedures, and animal handling and restraint.

**Practical Animal Care** - This course will further develop students' understanding of small/companion animal AND the large animal industry where the focus is on application of the sciences of genetics, physiology, and nutrition to the improvement of the animal industries and an introduction to management and production practices. Includes animal breeds, breeding and selection; anatomy, physiology, nutrition, growth, environment, health and sanitation; products and marketing; production technology and economics; animal behavior; and current issues in animal science. Practical skills for this class will be raising a production animal and marketing it during the class or designing a training/nutrition/breeding program that can be conducted during class. Each year, students in senior standing will perform a 12-week internship at a local animal health related facility.

## HONORS FORENSIC CHEMISTRY



**Length:** Two Semesters  
**Credit:** 0.5 credit per semester  
**Year:** 11-12

**Prerequisite:** Successful completion of Chemistry

**Course Description:** Forensic Chemistry focuses on the applications of the principles, methods, and instrumentation of chemistry relating to forensics. The course covers topics most commonly applicable to the everyday functions of a crime laboratory professional.





# SOCIAL STUDIES

## AP HUMAN GEOGRAPHY



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

### Course Description:

This Advanced Placement course investigates regions of the world and how these regions influence the historic, economic, political and cultural development in an interdependent world. The course includes geographic concepts, physical phenomena, and the relationship of people to their environment. Also included is the study of environmental issues, decision-making skills, regions, locations (position on earth's surface), place (physical and human characteristics), relationships within places and movement (human interaction). A unit of media literacy will also be included in this course. This course is writing intensive.

**\*\*As part of this course, all students enrolled will be expected to take the AP exam during the spring testing window.**

## AP WORLD HISTORY



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

**Prerequisite:** Successful completion of AP Human Geography with a 'C' or above or with consent of the instructor

### Course Description:

AP World History focuses on developing students' abilities to think conceptually about world history from approximately 8000 BCE to the Revolutionary period and apply historical thinking skills as they learn about the past. Five themes of equal importance — focusing on the environment, cultures, state-building, economic systems, and social structures — provide areas of historical inquiry for investigation throughout the course. AP World History encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions. This course meets the graduation requirements for World History. This course is writing intensive.

**\*As part of this course, all students enrolled will be expected to take the AP exam during the spring testing window.**

## INTRODUCTION TO LAW



**Length:** Semester  
**Credit:** 0.5 credit  
**Year:** 9-12  
**Course Description:**

The course provides information, practical advice, and competency-building activities designed to show students how to analyze, evaluate, and, in some situations, resolve legal disputes with a focus on changes in law and legal procedures that have taken place at the national level. The course includes new material on tort law and the discussion of individual rights. This course's approach to law-related education is to provide practical information and problem solving opportunities that develop in students the knowledge and skills necessary for survival in our law-saturated society. The curriculum includes case studies, mock trials, role-plays, small group exercises, and visual analysis.

## WORLD HISTORY



**Length:** Two Semesters  
**Credit:** 0.5 credit per semester  
**Year:** 10

### Course Description:

This course emphasizes historical themes from ancient civilizations through the modern period.

Students in this course gain exposure to a diverse world view of study and develop historical thinking skills through the use of primary source documents, inquiry, analysis writing, non-fiction book study and multimedia projects.

**\*This course is required for high school graduation.**

## DIVERSITY SEMINAR

**Length:** Semester  
**Credit:** 0.5 credit  
**Year:** 9

### Course Description:

This semester-long course investigates the regions and cultures of our increasingly globalized world. The course includes the human geography concepts of ethnicity, race, gender, religion, urbanization, population, migration, economy, and politics. Special attention will be paid to trends and issues of globalization, conflict, discrimination, economic disparity, and environmental consequences. The course focuses on the utilization of reading, writing, and communication skills vital to success in high school and college classes. Students will also be taught effective annotation, note-taking, research, studying, and test taking techniques, and will receive social/emotional support relating to the transition to high school. This course is writing intensive.

**\*This course is taken freshman year with an alternating semester of Freshman Seminar**





# SOCIAL STUDIES

## UNITED STATES HISTORY



**Length:** Two Semesters  
**Credit:** 0.5 credit per semester  
**Year:** 11-12

**Prerequisite:** Successful completion of World History with a C or above or with consent of instructor.

### **Course Description:**

The first semester of this course is designed to give the student an overall view of the nation's history and primary source readings will be the basis for instruction. In the first semester, the course will survey major themes in early American history: colonial America, the American Revolution, the Early National period, the rise of Jacksonian Reconstruction, the Westward Movement, the rise of Industry and the American Labor Movement, and the expanding role of government in Political, Economic and social Reform. A non-fiction book study will be included during the first semester.

The second semester of the course is designed to give the student a more complex, thematic view of our nation's history. Major themes of study include equality, leadership, conflict, and cultural evolution. There will also be two units of non-fiction book study. Primary source readings will be the basis of instruction and students will write weekly, make presentations, complete research projects, and conduct interviews. The role and contributions of minority groups in American society will be included throughout both semesters. The importance of technology will also be stressed in both semesters of the course.

\*This course is required for high school graduation.

## PSYCHOLOGY



**Length:** Semester  
**Credit:** 0.5 credit  
**Year:** 11-12

### **Course Description:**

This is a survey course designed to explore various psychological concepts. The course is designed to expose students to the fragility of human behavior. Students should expect to engage in several reading and writing assignments dealing with psychological concepts. Topics covered include: history and growth of psychology, the brain and behavior, states of consciousness, social psychology, and abnormal psychology. This course is writing intensive.

## CIVICS



**Length:** Semester  
**Credit:** 0.5 credit  
**Year:** 11-12  
**Prerequisite:** Successful completion of another Social Science course.

### **Course Description:**

This course shall be preferably taken senior year either first or second semester. Civics course content focuses on local, state and national government institutions, the discussion and debate of current and controversial issues, service learning, and simulations of the democratic process. Civic students will play an active and engaged role in their learning within this course. Students will have practice forming public policy solutions, debating issues and writing court opinion briefs. Both the Illinois and United States Constitution tests are administered in this course as well. Civics helps young people, prior to graduation, acquire and learn to use the skills and knowledge that will prepare them to be competent, responsible and informed citizens in a global society.

\*This course is required for high school graduation.

## SOCIOLOGY



**Length:** Semester  
**Credit:** 0.5 credit  
**Year:** 11-12

### **Course Description:**

This course is designed to study the problems of modern society. It will introduce the student to the basic concepts and approaches that a sociologist uses in the study of human behavior. The course is intended to give the student the opportunity to develop the ability to recognize and define a social problem, to search out and to understand the causes of the problems, and to form educated opinions about proposed solutions for these problems. The course will direct its attention toward how groups are organized, how they function and change, and how a person's role and status affect this interaction with others in the group. Students enrolled in this course will be concerned with problems arising from population growth, prejudice, race and ethnic relations, crime, drugs, alcoholism, poverty, aging, religion, marriage, and family. A service learning component or a research project may be part of this class.







# SOCIAL STUDIES

## AP UNITED STATES HISTORY



**Length:** Two Semesters  
**Credit:** 0.5 credit per semester  
**Year:** 11-12  
**Prerequisite:** Successful completion of AP World History with a C or above or with consent of the instructor.

### Course Description:

This Advanced Placement United States History course is a structured course of college-level work. The course will include eight units of study beginning with first semester studying Colonial America, 1607-1754 through Pre-Civil War, Civil War, and Reconstruction from 1848-1877. Second semester will study The Gilded Age, 1865-1900 through present day America. All materials are college reading level. To be successful in this course students must have a strong sense of self-direction and must assume responsible roles. The method of instruction is aimed at asking the student to perform at levels of analysis, synthesis, and evaluative judgments. It is also aimed at acquainting the student with how the historian works, the kinds of questions the historian asks, and how she/he classified information. Each student is expected to read independently focusing on broad themes in U.S. History. Examinations are given at the end of each unit of study, consistent with the type of questions on the AP test. Students also have opportunity to use a seminar approach to studying the material. This course is writing intensive.

\*This course meets the graduation requirement for United States History.

**\*\*As part of this course, all students enrolled will be expected to take the AP exam during the spring testing window.**

## AP UNITED STATES GOVERNMENT AND POLITICS



**Length:** Two Semesters  
**Credit:** 0.5 credit per semester  
**Year:** 11-12  
**Prerequisite:** Successful completion of an AP Social Studies course with a minimum grade of C or with consent of the instructor.

### Course Description:

The Advanced Placement course in United States Government and Politics is designed to give students a critical perspective of American government and politics. The course takes an in-depth look at concepts in American government and politics in order for students to have an understanding of the basis of our form of democracy and republic. First semester students will study the United States and Illinois Constitutions, public opinion and participation, political parties and elections, as well as the media and the presidency. Second semester students will study bureaucracy, policy making, the Judicial Branch, Congress and special interest groups. An emphasis will be placed on numerous Supreme Court cases including those that have defined our civil liberties and civil rights. This course is writing intensive.

**As part of this course, students will prepare for the Advanced Placement exam as well as both the United States and Illinois Constitution tests.**

\* This course meets the graduation requirement for Civics.

**\*\*As part of this course, all students enrolled will be expected to take the AP exam during the spring testing window.**

## INEQUALITY AND CHANGE

**Length:** Semester  
**Credit:** 0.5 credit per semester  
**Year:** 11-12

**Course Description:** This course blends historical and sociological perspectives to allow students to foster a deeper understanding of the historical connections to the structures of inequality in our institutions, investigate how inequality and power play out at different levels in society and research solutions for eliminating disparities and improving equity and quality of life for people that have faced generational discrimination, including women and minorities.

\*Either this course or Dual Credit African American History are required for high school graduation







# SOCIAL STUDIES

## AP PSYCHOLOGY



**Length:** Two Semesters  
**Credit:** .5 credit per semester  
**Year:** 11-12

**Prerequisite:** Successful completion of an AP Social Studies course with a minimum grade of C or with consent of the instructor.

### Course Description:

This is a comprehensive course is broken up into two consecutive semesters and is designed to offer college-bound juniors and seniors a window into the complex nature of human and animal behavior. It closely mirrors an introductory psychology college course. Thus, students electing to take this course should be prepared to engage in intensive reading and writing assignments outside of the classroom. Students will examine theories, research methodology, neuropsychology, sensation, perception, states of consciousness, learning, memory, cognition, language, abnormal behavior, social cognition and influence, cognitive abilities, and human development. This course is writing intensive.

**\*\*As part of this course, all students will be expected to take the AP exam during the spring testing window.**

## AP MICRO ECONOMICS



**Length:** Two Semesters  
**Credit:** .5 credit per semester  
**Year:** 11-12

**Prerequisite:** There are no prerequisites for AP Microeconomics. Students should be able to read a college-level textbook and possess basic mathematics and graphing skills.

### Course Description:

AP Microeconomics is a college-level course that introduces students to the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

**\*\*As part of this course, all students will be expected to take the AP exam during the spring testing window.**

## AFAM 100 INTRO TO AFRICAN AMERICAN STUDIES



**Length:** Semester  
**Credit:** 3.0 per class  
**Year:** 10-12

### Course Description:

Survey of the history and culture of African Americans that introduces students to foundational information on the humanistic approach in the study of African American heritage, life, struggles, tragedies and successes in an attempt to be viewed as human beings by American society. The course will consider perspectives from the areas of oral histories, film, literary and artistic scholarships, and historical analyses. Successful completion of formal writing assignments is necessary for completion of the course. This course is applicable toward all certificates and degrees; group requirements include social science; areas of concentration include African-American studies.

## AFAM 120 AFRICAN AMERICAN EXPERIENCE



**Length:** Semester  
**Credit:** 3.0 per class  
**Year:** 10-12

### Course Description:

surveys African-American heritage from its African roots through the beginning of the civil rights movement and critically examines literature and other products of African-American culture. Multiple perspectives are discussed in the areas of history, religion, politics, philosophy, psychology, economics, cultural and social institutions. This course is applicable toward all certificates and degrees; group requirements include humanities, fine arts; areas of concentration include African-American studies.

## AP MACRO ECONOMICS



**Length:** Two Semesters  
**Credit:** .5 credits per semester  
**Year:** 11-12

**Prerequisite:** AP Micro Economics recommended/ preferred but not required

### Course Description:

AP Macroeconomics is a college-level course that introduces students to the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination. It also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. **\*\*As part of this course all students enrolled will be expected to take the AP exam during the spring testing window.**





# SOCIAL STUDIES

## ECONOMICS



This course fulfills the consumer education requirement stated in School Code of Illinois (Section 27-12.1).

**Length:** Semester

**Credit:** 0.5 credit

**Year:** 11-12

**Prerequisite:** Successful completion or current enrollment in United States History.

### **Course Description:**

Economics is designed to provide the student with an understanding of economic theory and concepts such as supply and demand, gross domestic product (GDP), growth and scarcity, upon which our economic system is based. The course should equip the student to use economic concepts in dealing with the complex problems of society. It will also help students to become better decision-makers and to be better informed about the economic world around them. The course is designed to equip the individual to deal with personal economic decision making in area such as allocation of income, saving, and installment buying. Service learning may be a component of this class.

## CRIMINAL JUSTICE 1

Available through Heartland Technical Academy



**Length:** Two semesters

**Credit:** 1.5 credits per semester

**Year:** 11-12

**Prerequisite:** Acceptance into Heartland Technical Academy. See your guidance counselor to apply.

### **Course Description:**

This Introduction to Criminal Justice course covers police, courts, and corrections in the United States. Students will participate in mock trials, debates, fingerprinting, and crime scene work. Students will hear from different guest speakers working in the criminal justice field. Students will also learn about Illinois Criminal Law and landmark criminal court cases. Students will earn college credit through Richland Community College by taking this class. See page 12 for more information about college credit that is available through Heartland Technical Academy.

## HONORS ECONOMICS



This course fulfills the consumer education requirement stated in School Code of Illinois (Section 27-12.1).

**Length:** Semester

**Credit:** 0.5

**Year:** 11-12

**Prerequisite:** Successful completion or current enrollment in United States History or Advanced Placement United States History.

### **Course Description:**

This advanced Economics course is designed to provide the student with a deeper understanding of economic theory and concepts such as supply and demand, gross domestic product (GDP), growth and scarcity, upon which our economic system is based. The course should equip the student to use economic concepts to understand the complex problems of society. The course will help prepare students to become better informed economic problem solvers both within their own lives and within society. Service learning may be a component of this class.

## CRIMINAL JUSTICE 2

Available through Heartland Technical Academy



**Length:** Two semesters

**Credit:** 1.5 credits per semester

**Year:** 11-12

**Prerequisite:** Acceptance into Heartland Technical Academy. See your guidance counselor to apply.

### **Course Description:**

This second year Criminal Justice course covers Criminal Investigations first semester, and Introduction to Corrections second semester. In Criminal Investigations, students will learn about interviews and interrogation, physical evidence, and specific crimes. In Corrections, students will learn about jails, prisons, probation, parole and alternative methods of sentencing. Students will earn the ability to participate in a 7-week job shadow program at the end of the school year, where they will job shadow 7 different criminal justice agencies in Decatur. Students will earn college credit through Richland Community College by taking this class. See page 12 for more information about college credit that is available through Heartland Technical Academy.





# WORLD LANGUAGES

## SPANISH I



**Length:** Two Semesters  
**Credit:** 0.5 credits per semester  
**Year:** 9-12  
**Course Description:**

Spanish I is for students with little or no previous foreign language background. This course provides an introduction to the four basic communication skills: listening, speaking, reading, and writing. Students will engage in basic communicative activities, understand another culture, learn to make cultural comparisons, and reinforce connections with other disciplines through the study of Spanish. In this course, the topics included are: activities, likes and dislikes, physical descriptions, food, clothing, family, numbers, time, and locations.

## HONORS SPANISH I



**Length:** Two Semesters  
**Credit:** 0.5 credits per semester  
**Year:** 9-12

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

### Course Description:

Honors Spanish 1 is structured as a more intense, communicative course than Spanish 1. This course provides a more rigorous and accelerated application of the four basic communication skills: listening, speaking, reading, and writing. Students will engage in interpersonal communicative activities, understand another culture, make cultural comparisons, and create connections with other disciplines through the study of Spanish. In this course, the topics included are: activities, likes and dislikes, physical descriptions, food, clothing, family, numbers, time, and locations.

## SPANISH II



**Length:** Two Semesters  
**Credit:** 0.5 credits per semester  
**Year:** 10-12

**Prerequisite:** Successful completion of Spanish I with a minimum grade of a C or with consent of the instructor. Incoming freshmen must have a 85% or higher on the 8th grade proficiency exam and/or teacher recommendation.

### Course Description:

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

## HONORS SPANISH II



**Length:** Two Semesters  
**Credit:** 0.5 credits per semester  
**Year:** 9-12

### Course Description:

Honors Spanish II is structured as a more intense, communicative course than Spanish II. This course provides a more rigorous and accelerated application of the four basic communication skills: listening, speaking, reading, and writing. Students will be introduced to the interpersonal and presentational modes of communication in preparation for the Advanced Placement exam. This course will be conducted primarily in the target language. Communication will become more student-centered, spontaneous and original. Cultural and historical knowledge and comparisons will be expanded. Students will increase use of the target language to reinforce connections with other academic and vocational disciplines. In this course, the topics included are: daily routines, travel, and past events.





# WORLD LANGUAGES

## HONORS SPANISH III



**Length:** Two Semesters  
**Credit:** 0.5 credits per semester  
**Year:** 10-12  
**Prerequisite:** Successful completion of Honors Spanish II with a minimum grade of a C or teacher recommendation or successful completion of Spanish II with an A or B and teacher recommendation.

### Course Description:

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

## AP SPANISH LITERATURE AND CULTURE



**Length:** Two Semesters  
**Credit:** 0.5 credits per semester  
**Year:** 12  
**Prerequisite:** Successful completion of AP Spanish Language & Culture or with consent of instructor

### Course Description:

The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays from Peninsular Spanish, Latin American, and United States Hispanic literature. Students continue to develop proficiencies across the full range of the modes of communication (interpersonal, presentational, and interpretive, honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, and literary criticism. As a part of this course, students will prepare for the AP test. This course may be offered as Independent Study. **\*\*As part of this course, all students enrolled will be expected to take the AP exam during the spring testing window.**

## AP SPANISH LANGUAGE AND CULTURE



**Length:** Two Semesters  
**Credit:** 0.5 credits per semester  
**Year:** 11-12  
**Prerequisite:** Successful completion of Honors Spanish III with a minimum grade of a C or with consent of the instructor

### Course Description:

The AP Spanish Language and Culture course is the 4th year of Spanish offered. It emphasizes communication (understanding and being understood by others by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. This course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions; practices (patterns of social interactions within a culture; and perspectives (values, attitudes, and assumptions).

**\*\*As part of this course, all students enrolled will be expected to take the AP exam during the spring testing window.**



# WORLD LANGUAGES

## FRENCH I



**Length:** Two Semesters  
**Credit:** 0.5 credits per semester  
**Year:** 9-12  
**Course Description:**

The study of French emphasizes and encourages students to express him/herself in a second language. Readiness to listen and participate in the target language is essential. French language studies focus on communicative skills and critical thinking. Activities such as cultural concepts, geography, grammar, vocabulary, history and literature provide the framework for the acquisition of skills in the areas of listening, speaking, reading, writing, and the promotion of cultural awareness and global understanding.

## HONORS FRENCH III



**Length:** Two Semesters  
**Credit:** 0.5 credits per semester  
**Year:** 11-12

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

### **Course Description:**

Honors French III is a course with instruction, which provides students with greater facility in the four language skills. Students will engage in more complex conversation and prepare original written reports in the target language using interpersonal and presentational modes of communication. Students will study and compare the culture and customs of the contemporary French-speaking world. They will use their study of the target language to make connections and reinforce knowledge and skills across academic, vocational and technical disciplines. Students will be introduced to literacy works in the target language. In this course, the grammatical topics included are: conditional tense, simple future, tense and the subjunctive mood.

## FRENCH II



**Length:** Two Semesters  
**Credit:** 0.5 credits per semester  
**Year:** 10-12  
**Prerequisite:** Successful completion of French I with a minimum grade of a C or with consent of the instructor.

### **Course Description:**

French II is a continuation of French I. Communication will become more spontaneous and original. Students will increase use of the target language to reinforce connections with other academic and vocational disciplines. Activities such as cultural concepts, geography, grammar, vocabulary, history and literature provide the framework for the acquisition of skills in the areas of listening, speaking, reading, writing, and the promotion of cultural awareness and global understanding.

## HONORS FRENCH IV



**Length:** Two Semesters  
**Credit:** 0.5 credits per semester  
**Year:** 12

**Prerequisite:** Successful completion of Honors French III with a minimum grade of a C or with consent of the instructor.

### **Course Description:**

Honors French IV provides a continuation and refinement of concepts studied in Honors French III. At this level, students develop a greater proficiency in listening, speaking, reading and writing skills. Spontaneity of speaking and originality in writing are demonstrated. Readings and presentations in the target language using a variety of media to expand knowledge of culture, customs, art and history of French speaking regions are included in this course. Honors French IV will allow students to continue making connections with other academic, vocational and technical disciplines. The emphasis during semester 1 is culture and the emphasis during semester 2 is literature







# SPECIAL EDUCATION

Eligibility for special education services requires a case study evaluation. An Individualized Education Plan (IEP) meeting is held annually to insure that individual needs and graduation requirements are met. If additional information is necessary, please contact administration or guidance counselor. All courses adapted and modified to student needs as dictated by students Individualized Educational Plans.

## CROSS CATEGORICAL AND SOCIAL/EMOTIONAL DEVELOPMENT COURSES

### LANGUAGE ARTS

#### ENGLISH I

**Length:** Two Semesters  
**Credit:** 0.5 credit per semester  
**Year:** 9  
**Course Description:**

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

#### ENGLISH III

**Length:** Two Semesters  
**Credit:** 0.5 credit per semester  
**Year:** 11  
**Prerequisite:** Successful completion of English II  
**Course Description:**

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

#### ENGLISH II

**Length:** Two Semesters  
**Credit:** 0.5 credit per semester  
**Year:** 10  
**Prerequisite:** Successful completion of English I.  
**Course Description:**

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

#### ENGLISH IV

**Length:** Two Semesters  
**Credit:** 0.5 credit per semester  
**Year:** 12  
**Prerequisite:** Successful completion of English III  
**Course Description:**  
Students will explore world literature to the middle ages. Students will read and analyze a variety of literature originating from diverse world cultures, sampling from different ethnic beliefs and backgrounds. Students will read short stories, epics, poems, and folktales.

### CREATIVE WRITING AND PUBLICATION

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

Creative Writing and Publication is designed to give students opportunities to hone their talents (no matter their level of writing) in the areas of poetry, lyrics, short stories, and narrative non-fiction. Students are expected to maintain a growth mindset in each genre study and be willing to write daily as well as workshop their own writing coupled with providing constructive feedback to their peers regarding creative pieces. Students are expected to submit and maintain an on-line and print publication as a semester project and submit a portfolio of all work-shopped creative pieces at the end of the semester as a major assessment. There is no level of writing required as a prerequisite, however the desire to write daily and get better at creative writing is the mindset necessary for success in this course.



# SPECIAL EDUCATION

## CROSS CATEGORICAL AND SOCIAL/EMOTIONAL DEVELOPMENT COURSES

### SOCIAL STUDIES

#### WORLD GEOGRAPHY

**Length:** Two Semesters

**Credit:** 0.5 credit per semester

**Year:** 9

**Prerequisite:** Semester 1 is necessary for Semester 2.

**Course Description:**

The purpose of the course is to provide students with the basic geographic concepts and skills necessary for life in an increasingly interdependent world. The course revolves around the study of the world geographic and social patterns in the interrelationship of man and his physical environment. Specific topics that will be included are climate, landforms, weather, culture, and economic resources and patterns. Much of the course involves the study of specific countries and lifestyles. Examining the uniqueness and cultural diversity of the world's people is a necessary component. This element is specifically designed to encourage the critical thinking skills of comparison, and divergent thinking. Map study is an important part of studying the world regions. Students will examine spatial relationships of countries and their integration with economic resources. They will learn specific locations of the world's countries, major cities, and landforms. A specific emphasis is placed upon the study of the United States. Students will examine regions and states with a particular focus on the relationship of the elements to the whole. The course will include specific information designed to assist the secondary student in their post-secondary life in the United States. Students will demonstrate knowledge of world geography, as well as an understanding of the effects of geography on society, with an emphasis on the United States.

#### WORLD HISTORY

**Length:** Two Semesters

**Credit:** 0.5 credit per semester

**Year:** 10

**Course Description:**

This course will emphasize historical themes from ancient civilizations, Middle Ages, and modern developments. It is a survey course that develops historical thinking skills.





# SPECIAL EDUCATION

## UNITED STATES HISTORY

**Length:** Two Semesters  
**Credit:** 0.5 credit per semester  
**Year:** 11-12

### **Course Description:**

This course is designed to give the student an overall view of the nation's history. In the first semester, the course will survey major themes in early American history: colonial America, the American Revolution, the Constitutional period, the Early National period, the rise of Jacksonian Reconstruction, the Westward Movement, the rise of Industry and the American Labor Movement, and the expanding role of government in political, economic and social reform.

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

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

## GOVERNMENT

**Length:** Semester  
**Credit:** 0.5 credit  
**Year:** 11-12

### **Course Description:**

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

## SOCIAL INTERACTIONS

**Length:** Two Semesters  
**Credit:** 0.5 credit per semester  
**Year:** 9-12

### **Course Description:**

Students will evaluate different types of relationships and the impact on their lives. Students will be able to name and implement the components of the Decision-Making Model. Topics that will be taught include teen pregnancy, birth control, STI's, and expected behavior in community settings emotional, and financial impact of teen pregnancy on individuals and families.





# SPECIAL EDUCATION

## SOCIAL PROBLEMS

**Length:** Two Semesters  
**Credit:** 0.5 credit per semester  
**Year:** 9-12

### **Course Description:**

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

## BASIC LAW

**Length:** Semester  
**Credit:** 0.5 credit  
**Year:** 9-12

**Prerequisite:** Successful completion of English II.

### **Course Description:**

The course provides new information, practical advice, and competency-building activities designed to show students how to analyze, evaluate, and, in some situations, resolve legal disputes with a focus on changes in law and legal procedures that have taken place at the national level. The course includes new material on tort law and the discussion of individual rights. This course's approach to law-related education is to provide practical information and problem solving opportunities that develop in students the knowledge and skills necessary for survival in our law-saturated society. The curriculum includes case studies, mock trials, role-plays, small group exercises, and visual analysis.

## CIVICS



**Length:** Semester  
**Credit:** 0.5 credit  
**Year:** 11-12

**Prerequisite:** Successful completion of another Social Science course.

### **Course Description:**

This course shall be preferably taken junior year either first or second semester. Civics course content focuses on local, state and national government institutions, the discussion and debate of current and controversial issues, service learning, and simulations of the democratic process. Civic students will play an active and engaged role in their learning within this course. Both the Illinois and United States Constitution tests are administered in this course as well. Civics helps young people, prior to graduation, acquire and learn to use the skills and knowledge that will prepare them to be competent and responsible citizens throughout their lives in a global society. This course is required for high school graduation.





## CROSS CATEGORICAL AND SOCIAL/EMOTIONAL DEVELOPMENT COURSES

### MATHEMATICS

#### ALGEBRA X

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

**Course Description:**

This course is for students who want more time spent in the Algebra 1 topics. Topics to be covered first semester are foundational skills, expressions, solving linear equations, and absolute value. Topics to be covered second semester are linear functions, linear inequalities, and linear absolute value.

#### ALGEBRA Y

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

**Course Description:**

This course is for students who have successfully completed Algebra X and want more time spent in Algebra 1 topics. Topics to be covered first semester are linear systems, properties of exponents, and operations with polynomials. Topics to be covered second semester are exponential functions, statistics, polynomial multiplication quadratics, and radicals.

#### GEOMETRY

**Length:** Two Semesters  
**Credit:** 0.5 credit per semester  
**Year:** 10-11  
**Prerequisite:** Successful completion of Algebra I or Algebra Y.

**Course Description:**

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

#### ALGEBRA II

**Length:** Two Semesters  
**Credit:** 0.5 credit per semester  
**Year:** 11  
**Prerequisite:** Successful completion of Geometry.

**Course Description:**

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

#### CONSUMER MATH

**Length:** Two Semesters  
**Credit:** 0.5 credit per  
**Year:** semester 11-12

**Course Description:**

Consumer Math is a fourth-year math course where students will compute and project earnings, read and apply the mathematics involved in economical food shopping, and use mathematical concepts to compute clothing costs and different ways to pay for clothing.

*\*This does not count as a Consumer Education credit.*







# SPECIAL EDUCATION

## CROSS CATEGORICAL AND SOCIAL/EMOTIONAL DEVELOPMENT COURSES

### SCIENCE

#### PHYSICAL SCIENCE

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

**Course Description:**

This laboratory science course is designed to unify themes of scientific inquiry, technological design, interaction between science, technology and society, and accepted practices in science. Areas to be covered include but are not limited to motion, forces, energy, light and sound, electricity and magnetism, properties of matter, atomic structure, and interactions of matter.

#### EARTH SCIENCE

**Length:** Two Semesters  
**Credit:** 0.5 credit per semester  
**Year:** 11

**Course Description:**

Earth Science studies the earth from the standpoint of its shape, size, origin, and materials, forces that shape its surface, its past history, and its suitability as the home of man. Earth Science semester discloses the earth and its relationship in the universe, its atmosphere as it relates to weather and climate and to Earth's history.

#### BIOLOGY

**Length:** Two Semesters  
**Credit:** 0.5 credit per semester  
**Year:** 10

**Course Description:**

Biology gives students a basic understanding of living organisms. Biology seeks to teach science as a way of thinking and seeking answers. Concepts and understandings are emphasized. Student work is laboratory centered. Biology helps the student understand his/her relationship to the environment. Application of Biology to societal problems is stressed.



# SPECIAL EDUCATION

## CROSS CATEGORICAL AND SOCIAL/EMOTIONAL DEVELOPMENT COURSES

### BUSINESS/VOCATIONAL

#### ORIENTATION TO VOC-ED (CAREERS)

**Length:** Two Semesters  
**Credit:** 0.5 credit per semester  
**Year:** 9-10

#### VOCATIONAL COOPERATIVE EDUCATION (VCE) IV

*This course fulfills the consumer education requirement stated in School Code of Illinois (Section 27-12.1), upon successful completion of both semesters.*

**Length:** Two Semesters  
**Credit:** 0.5 credit per semester  
**Year:** 12

#### VOCATIONAL COOPERATIVE EDUCATION (VCE) II

**Length:** Two Semesters  
**Credit:** 0.5 credit per semester  
**Year:** 9-10

#### VOCATIONAL COOPERATIVE EDUCATION (VCE) JOB

*This course fulfills the consumer education requirement stated in School Code of Illinois (Section 27-12.1), upon successful completion of both semesters.*

**Length:** Two Semesters  
**Credit:** 0.5 credit per semester  
**Year:** 11-12

#### VOCATIONAL COOPERATIVE EDUCATION (VCE) III

*This course fulfills the consumer education requirement stated in School Code of Illinois (Section 27-12.1), upon successful completion of both semesters.*

**Length:** Two Semesters  
**Credit:** 0.5 credit per semester  
**Year:** 11





# SPECIAL EDUCATION

## CONSUMER EDUCATION

*This course fulfills the consumer education requirement stated in School Code of Illinois (Section 27-12.1).*

**Length:** Two Semesters

**Credit:** 0.5 credit per semester

**Year:** 10-12

**Course Description:**

Topics covered include, but are not limited to, buying/leasing a vehicle, reconciling a checkbook, budgeting, credit, insurance, taxes, comparison of prices, and career investigation. Students will apply problem-solving skills to hands-on, real-life situations during various projects and activities. Successful completion of this course will enable the student to make wise consumer decisions.

## COMPUTER SKILLS

**Length:** Two Semesters

**Credit:** 0.5 credit per semester

**Year:** 9-12

**Course Description:**

To be a successful participant in the business and professional world of today and tomorrow, students must be able to use a computer correctly. This course is designed to develop basic skills in touch keyboarding techniques for entering alphabetic, numeric, and symbol information found on computers and terminals. Students will learn to edit and format text and paragraphs, study the Windows operating system, change fonts, work with headers and footers, cut and paste text, create and use tab keys, create labels, and work with multiple windows. Students will format documents such as letters, envelopes, memorandums, reports, and tables for personal, educational, and business uses. Advanced Word formatting will be the focus of the second semester.





# SPECIAL EDUCATION

## CROSS CATEGORICAL AND SOCIAL/EMOTIONAL DEVELOPMENT COURSES

### HEALTH AND ELECTIVES

#### HEALTH

**Length:** Semester

**Credit:** 0.5 credit

**Year:** 9

**Course Description:**

This is a semester course offered at the ninth grade level. Students must pass health in order to graduate. The course teaches students that the wellness approach to good health stresses the need for balance in one's life. Equipped with all the right information, students make responsible decisions. They develop self-esteem as they optimize their own potential and achieve wellness in their lives. Students learn how to recognize at-risk behavior and take positive steps toward a healthier lifestyle - as exemplified by the balanced elements of intellectual, physical, social, and emotional wellness.

#### CHILD CARE

**Length:** Semester

**Credit:** 0.5 credit

**Year:** 9-12

**Course Description:**

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





# SPECIAL EDUCATION

## PARENTING

**Length:** Semester

**Credit:** 0.5 credit

**Year:** 11-12

**Course Description:**

This course is designed to help students think through the responsibilities and satisfactions of parenthood and will emphasize pregnancy, prenatal development, childbirth, infant care and the stresses of parenthood. Many types of parenting situations are examined and discussed. Stress prevention and management is emphasized, and students are exposed to community agencies available to provide help and support for families. The course content includes decision-making and goal setting skills, health and safety standards and procedures, the importance of planning, maximizing resources, relationship and communication skills, the importance of family, and the effect parents have on the child, appropriate expectations, and discipline techniques. Special attention is given to the needs of teenage parents and the importance of readiness for parenthood. The vast majority of students will one day become parents, and this class prepares them to make wise decisions and provides techniques that will improve their present or future parenting skills. In addition this class provides information helpful to individuals planning careers in the health field or careers that work with family issues such as social work.

## LEARNING STRATEGIES

**Length:** Semester

**Credit:** 0.5 credit. This course can be taken every semester

**Year:** 9-12

**Course Description:**

The course will provide study skills, strategies for success in classes, and a variety of techniques to increase skills in the areas of reading, written language and mathematics. Group and individual instruction may be provided, as well as accommodations as stipulated in each individual student's IEP.

## HOME ARTS

**Length:** Two Semesters

**Credit:** 0.5 credit per semester

**Year:** 9-12

**Course Description:**

It teaches a variety of home life skills such as cooking (microwave, stove, etc) healthy eating, laundry skills, home cleaning and care, medicine safety and care, shopping and budgeting, etc.

## LIFE AND ESSENTIAL SKILLS COURSES

- Language Arts
- Social Studies
- Mathematics
- Science
- Vocational Training
- Family And Consumer Sciences
- Electives
- Physical Education





# CAREER CLUSTERS

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

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

- Agriculture, Food and Natural Resources
- Architecture and Construction
- Arts, A/V Technology and Communications
- Business Management and Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections and Security
- Manufacturing
- Marketing
- Science, Technology, Engineering and Mathematics
- Transportation, Distribution and Logistics



# Agriculture, Food and Natural Resources

Agriculture, Food and Natural Resources careers encompass the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.

## PATHWAYS

Power & Structure Pathway  
 Natural Resources Pathway  
 Agribusiness & Leadership Pathway  
 Animal Science Pathway  
 Plant Science Pathway  
 Food Science Pathway

## CAREER OPPORTUNITIES

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

## ALIGNED CO-CURRICULAR ACTIVITIES

Science Club

COURSE OF STUDY PLAN						
Education	Grade	English/Language Arts	Math	Science	Social Studies	Recommended Electives
High School	9	English I	Algebra I	Physics First or Honors Biology		<ul style="list-style-type: none"> <li>Marketing</li> <li>Intro to Technology</li> <li>Accounting</li> <li>Consumer Education</li> <li>Economics</li> <li>World Language</li> <li>Earth Science</li> <li>AP Biology</li> <li>AP Chemistry</li> <li>Intro to Agriculture</li> <li>Horticulture</li> <li>Food and Natural Resources</li> </ul>
	10	English II	Geometry	Biology or Honors Chemistry	World History	
	11	English III	Algebra II	Science Elective	U.S. History	
	12	English IV	Math Elective		Civics/Inequality and Change	

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



# FFA Agriculture Education Center Courses & Pathways



All Ag courses have the option of being an honors section!

- ★ = Prerequisite course before other pathway courses can be completed.
- + = Dual Credit Course

Power & Structural Pathway	Natural Resources Pathway	Agribusiness & Leadership Pathway	Animal Science Pathway	Plant Science Pathway	Food Science Pathway
Basic Agricultural Mechanics (semester long) ★	Wildlife Management (semester long) ★	Agricultural Business Management (semester long) ★	Animal Science (semester long) ★ +	Horticultural Production & Management (semester long) ★ +	Basic Food Processing (semester long) ★
Agricultural Engine Maintenance (semester long)	Sustainable Agriculture (1 year long) +	Agricultural Communications 1 year long +	Small Animal Care (semester long)	Floral Design & Marketing (semester long)	Animal Processing (semester long)
Agricultural Metal Fabrication (semester long)	Aquaculture Science & Technology (semester long)	Foundational Supervised Agricultural Experience (semester long)	Veterinary Science (semester long)	Greenhouse Production (semester long)	
	Agriculture Computers & Technology (semester long)		Equine Science (semester long)		

Other Courses Offered:

**Introduction to the Agriculture Industry (9th):** This class will be taught at MacArthur & Eisenhower High School by an Ag Educator before attending the FFA Ag Education Center

**Agriculture Biology (10th):** This class will be taught at MacArthur & Eisenhower High School by an Ag Educator. Students receive a biology credit upon completion of the course.

**Applied Mathematics in Agriculture (10th-12th):** Taught at the FFA Ag Education Center



# Architecture and Construction

Architecture and Construction careers encompass designing, planning, managing, building and maintaining the built environment.

## PATHWAYS

Design/Pre-construction  
Construction  
Maintenance

## CAREER OPPORTUNITIES

Architect	Electronic Systems Technician
General Contractor	Project Inspector
Carpenter	Equipment Manager
Heating, Ventilation, Air Conditioning	Sheet Metal Worker
Civil Engineer	
Refrigeration Mechanic	
Construction Foreman	
Interior Design Contractor	
Painter	
Demolition Engineer	
Plumber	
Drafter	
Project Estimator	
Drywall Installer	
Roofer	
Electrician	
Safety Director	



### [CLICK HERE](#)

to view the plan of study for HTA Maintenance Mechanical and Electrical.

## ALIGNED CO-CURRICULAR ACTIVITIES

WYSE  
Stage Crew

COURSE OF STUDY PLAN						
Education	Grade	English/Language Arts	Math	Science	Social Studies	Recommended Electives
High School	9	English I	Algebra I	Physics First or Honors Biology		<ul style="list-style-type: none"> <li>Applied Tech.</li> <li>Construction Trades I &amp; II</li> <li>Metal-working I &amp; II</li> <li>Woods I &amp; II</li> <li>Housing</li> <li>Interior Design</li> <li>Speech</li> <li>Independent Projects</li> <li>Sociology</li> <li>Math for the Trades</li> </ul>
	10	English II	Geometry	Biology or Honors Chemistry	World History	
	11	English III	Algebra II	Science Elective	U.S. History	
	12	English IV	Math Elective		Civics/Inequality and Change	

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



# Arts, A/V Technology and Communications

Arts, A/V Technology and Communications careers encompass designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

## **PATHWAYS**

Audio, Video Technology and Film  
Printing Technology  
Visual Arts  
Performing Arts  
Journalism and Broadcasting  
Telecommunications

## **CAREER OPPORTUNITIES**

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

## **ALIGNED CO-CURRICULAR ACTIVITIES**

Band  
Chorus  
Show Choir  
Student Council  
Class Council  
Drama  
Anime Club  
Art Club  
Yearbook Club  
Video Game club

COURSE OF STUDY PLAN						
Education	Grade	English/Language Arts	Math	Science	Social Studies	Recommended Electives
High School	9	English I	Algebra I	Physics First or Honors Biology		<ul style="list-style-type: none"> <li>• Video Production &amp; Broadcasting</li> <li>• Intro to Technology</li> <li>• Sociology</li> <li>• Dual Credit African-American History</li> <li>• Photography</li> <li>• Public Speaking &amp; Debate</li> </ul>
	10	English II	Geometry	Biology or Honors Chemistry	World History	<ul style="list-style-type: none"> <li>• AP English Language</li> <li>• AP English Literature</li> <li>• CP Exploratory Writing</li> <li>• Research Paper</li> <li>• World Language</li> <li>• Web Design</li> </ul>
	11	English III	Algebra II	Science Elective	U.S. History	
	12	English IV	Math Elective		Civics/Inequality and Change	

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





# Business Management and Administration

Business Management and Administration careers encompass functions essential to efficient and productive business operations, including planning, organizing, directing, and evaluating business functions.

## **PATHWAYS**

Management  
Business Financial Management  
Accounting  
Human Resources  
Business Analysis  
Marketing and Communications  
Administrative and Information Support

## **CAREER OPPORTUNITIES**

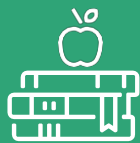
Administrative Assistant  
Advertising Sales  
Auditor  
Business Consultant  
Certified Accountant  
Compliance Officer  
Corporate Trainer  
E-Commerce Analyst  
Entrepreneur  
Facilities Manager  
Finance Director  
Human Resources Manager  
Investment Executive  
Marketing Analyst  
Medical Transcription  
Office manager  
Sales Representative  
Personnel Recruiter  
Retail Buyer  
Wholesale Buyer

## **ALIGNED CO-CURRICULAR ACTIVITIES**

Yearbook  
Class Council  
Student Council  
Future Business Leaders of America

COURSE OF STUDY PLAN						
Education	Grade	English/Language Arts	Math	Science	Social Studies	Recommended Electives
High School	9	English I	Algebra I	Physics First or Honors Biology		<ul style="list-style-type: none"> <li>Marketing</li> <li>Intro to Technology</li> <li>Law for Business &amp; Personal Use</li> <li>Entrepreneurship</li> <li>Dual Credit African-American History</li> </ul>
	10	English II	Geometry	Biology or Honors Chemistry	World History	<ul style="list-style-type: none"> <li>Intro to Business</li> <li>Accounting</li> <li>Yearbook</li> <li>Speech</li> <li>Public Speaking and Debate</li> </ul>
	11	English III	Algebra II	Science Elective	U.S. History	<ul style="list-style-type: none"> <li>Web Design</li> <li>Calculus</li> <li>Economics</li> <li>Consumer Ed.</li> </ul>
	12	English IV	Math Elective		Civics/Inequality and Change	<ul style="list-style-type: none"> <li>Psychology</li> <li>Sociology</li> <li>Statistics/ AP</li> </ul>

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



# Education and Training

Education and Training careers encompass planning, managing and providing education and training services, and related learning support services.

## **PATHWAYS**

Administration/Administrative Support  
Professional Support Services  
Teaching/Training

## **CAREER OPPORTUNITIES**

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

## **ALIGNED CO-CURRICULAR ACTIVITIES**

Peer Mediation  
Poetry  
Exploratory Teacher

COURSE OF STUDY PLAN						
Education	Grade	English/Language Arts	Math	Science	Social Studies	Recommended Electives
High School	9	English I	Algebra I	Physics First or Honors Biology		<ul style="list-style-type: none"> <li>• Intro to Technology</li> <li>• Dual Credit African-American History</li> </ul>
	10	English II	Geometry	Biology or Honors Chemistry	World History	<ul style="list-style-type: none"> <li>• Economics</li> <li>• Child Care</li> <li>• Parenting</li> <li>• Foreign Language</li> <li>• Web Design</li> <li>• World Language</li> </ul>
	11	English III	Algebra II	Science Elective	U.S. History	<ul style="list-style-type: none"> <li>• Research Paper/Critical Thinking</li> <li>• Exploratory Teaching</li> <li>• Psychology</li> <li>• Sociology</li> </ul>
	12	English IV	Math Elective		Civics/Inequality and Change	

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



# Finance

Finance careers encompass planning, services for financial and investment planning, banking, insurance, and business financial management.

## **PATHWAYS**

Securities and Investments  
Business Finance Banking  
Services Insurance  
Accounting

## **CAREER OPPORTUNITIES**

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

## **ALIGNED CO-CURRICULAR ACTIVITIES**

Chess  
Yearbook  
Student Council  
Class Council  
Future Business Leaders of America  
Library Advisory Board

COURSE OF STUDY PLAN						
Education	Grade	English/Language Arts	Math	Science	Social Studies	Recommended Electives
High School	9	English I	Algebra I	Physics First or Honors Biology		<ul style="list-style-type: none"> <li>• Intro to Technology</li> <li>• Sociology</li> <li>• Dual-Credit African-American History</li> </ul>
	10	English II	Geometry	Biology or Honors Chemistry	World History	<ul style="list-style-type: none"> <li>• Accounting</li> <li>• Intro to Business</li> <li>• Web Design</li> <li>• World Language</li> </ul>
	11	English III	Algebra II	Science Elective	U.S. History	<ul style="list-style-type: none"> <li>• Speech</li> <li>• Public Speaking and Debate</li> <li>• Economics</li> <li>• Consumer Ed</li> </ul>
	12	English IV	Math Elective		Civics/Inequality and Change	<ul style="list-style-type: none"> <li>• Statistics</li> <li>• AP Statistics</li> </ul>

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



# Government and Public Administration

Government and Public Administration careers encompass executing governmental functions such as governance, national security, foreign services, planning, regulations, revenue and taxation at the local, state and federal levels.

## **PATHWAYS**

Governance  
National Security  
Foreign Services  
Planning  
Revenue and Taxation  
Regulation  
Public Management and Administration

## **CAREER OPPORTUNITIES**

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

## **ALIGNED CO-CURRICULAR ACTIVITIES**

Class Council  
Student Council  
Chess  
National Honor Society  
Board Game Club

COURSE OF STUDY PLAN						
Education	Grade	English/Language Arts	Math	Science	Social Studies	Recommended Electives
High School	9	English I	Algebra I	Physics First or Honors Biology		<ul style="list-style-type: none"> <li>• Dual Credit African-American History</li> <li>• Law for Business &amp; Personal Use</li> <li>• Accounting</li> <li>• World Language</li> <li>• Research Paper/ Critical Thinking</li> <li>• Speech</li> <li>• Debate/Public Speaking</li> <li>• Calculus</li> <li>• Government</li> <li>• Psychology</li> <li>• Sociology</li> <li>• Economics</li> <li>• Statistics</li> <li>• AP Statistics</li> </ul>
	10	English II	Geometry	Biology or Honors Chemistry	World History	
	11	English III	Algebra II	Science Elective	U.S. History	
	12	English IV	Math Elective		Civics/Inequality and Change	

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



# Health Science

Health Science careers encompass planning, managing, and providing therapeutic services, diagnostic services, health information, support services, and biotechnology research and development.

## **PATHWAYS**

Therapeutic Services  
Diagnostic Services  
Health Informatics  
Support Services  
Biotechnology Research and Development

## **CAREER OPPORTUNITIES**

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



### [CLICK HERE](#)

to view the plans of study in nursing, radiography, surgical technology, and associate's degree in science.

COURSE OF STUDY PLAN						
Education	Grade	English/Language Arts	Math	Science	Social Studies	Recommended Electives
High School	9	English I	Algebra I	Physics First or Honors Biology		<ul style="list-style-type: none"> <li>Dual Credit African-American History</li> <li>Economics</li> <li>AP Biology</li> <li>AP Chemistry</li> <li>AP Psychology</li> <li>Honors Human Anatomy and Physiology</li> <li>World Language</li> <li>Nutrition and Wellness</li> <li>Foods/Nutrition I/II</li> <li>Psychology</li> <li>Sociology</li> <li>Statistics</li> <li>AP Statistics</li> </ul>
	10	English II	Geometry	Biology or Honors Chemistry	World History	
	11	English III	Algebra II	Science Elective	U.S. History	
	12	English IV	Math Elective		Civics/Inequality and Change	

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





# Hospitality and Tourism

Hospitality and Tourism careers encompass the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services.

## PATHWAYS

Restaurants and  
Food/Beverage Services  
Lodging  
Travel and Tourism  
Recreation, Amusement and Attractions

## CAREER OPPORTUNITIES

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

## ALIGNED CO-CURRICULAR ACTIVITIES

Student Council  
Class Council  
Office Aid  
Future Business Leaders of America

COURSE OF STUDY PLAN						
Education	Grade	English/Language Arts	Math	Science	Social Studies	Recommended Electives
High School	9	English I	Algebra I	Physics First or Honors Biology		<ul style="list-style-type: none"> <li>• Intro to Technology</li> <li>• Marketing</li> <li>• Sports &amp; Entertainment Marketing</li> <li>• Intro to Business</li> <li>• Sociology</li> <li>• Dual Credit African-American History</li> <li>• Economics</li> <li>• Photography</li> <li>• Accounting</li> <li>• Web Design</li> <li>• Intro to Business</li> <li>• Interior Design</li> <li>• Foods and Nutrition I/II</li> <li>• Foreign and Gourmet Foods</li> <li>• World Language</li> </ul>
	10	English II	Geometry	Biology or Honors Chemistry	World History	
	11	English III	Algebra II	Science Elective	U.S. History	
	12	English IV	Math Elective		Civics/Inequality and Change	

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



# Human Services

Human Services careers encompass preparing individuals for employment in career pathways that relate to families and human needs.

## **PATHWAYS**

Early Childhood Development and Services  
Counseling and Mental Health Services  
Family and Community Services Personal  
Care Services  
Consumer Services

## **CAREER OPPORTUNITIES**

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

## **ALIGNED CO-CURRICULAR ACTIVITIES**

Peer Mediation  
Student Council  
Class Council  
Board Game  
Chess

COURSE OF STUDY PLAN						
Education	Grade	English/Language Arts	Math	Science	Social Studies	Recommended Electives
High School	9	English I	Algebra I	Physics First or Honors Biology		<ul style="list-style-type: none"> <li>• Dual Credit</li> <li>• African-American History</li> <li>• Economics</li> <li>• Marketing</li> <li>• Intro to Business</li> <li>• AP Psychology</li> <li>• Sociology</li> <li>• Childcare</li> <li>• Parenting</li> <li>• Nutrition and Wellness</li> <li>• Psychology</li> <li>• Sociology</li> <li>• Statistics</li> <li>• AP Statistics</li> <li>• Teacher Prep Program</li> </ul>
	10	English II	Geometry	Biology or Honors Chemistry	World History	
	11	English III	Algebra II	Science Elective	U.S. History	
	12	English IV	Math Elective		Civics/Inequality and Change	

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



# Information Technology

Information Technology careers encompass building linkages for entry level, technical and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services.

## **PATHWAYS**

Network Systems  
Information Support and Services  
Web and Digital Communications  
Programming and Software Development

## **CAREER OPPORTUNITIES**

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

## **ALIGNED CO-CURRICULAR ACTIVITIES**

Chess  
Yearbook  
Anime Club  
Video Game Club

COURSE OF STUDY PLAN						
Education	Grade	English/Language Arts	Math	Science	Social Studies	Recommended Electives
High School	9	English I	Algebra I	Physics First or Honors Biology		<ul style="list-style-type: none"> <li>• Dual Credit African-American History</li> <li>• Economics</li> <li>• Sociology</li> <li>• Intro to Technology</li> <li>• Web Design</li> <li>• Coding &amp; App Development</li> <li>• Web Design</li> <li>• Video Production I/II</li> </ul>
	10	English II	Geometry	Biology or Honors Chemistry	World History	
	11	English III	Algebra II	Science Elective	U.S. History	
	12	English IV	Math Elective		Civics/Inequality and Change	

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



# Law, Public Safety, Corrections and Security

Law, Public Safety, Corrections and Security careers encompass planning, monitoring, and providing legal, public safety, protective services and homeland security, including professional and technical support services.

## **PATHWAYS**

Corrections Services  
Emergency and Fire  
Management Services Security  
and Protective Services Legal  
Services

## **CAREER OPPORTUNITIES**

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

## **ALIGNED CO-CURRICULAR ACTIVITIES**

Peer Mediation  
Student Council  
Class Council  
Chess

COURSE OF STUDY PLAN						
Education	Grade	English/Language Arts	Math	Science	Social Studies	Recommended Electives
High School	9	English I	Algebra I	Physics First or Honors Biology		<ul style="list-style-type: none"> <li>• Introduction to Law</li> <li>• Dual Credit African-American History</li> <li>• Law for Business &amp; Personal Use</li> <li>• World Language</li> <li>• Economics</li> <li>• Psychology</li> <li>• Sociology</li> <li>• Consumer Ed.</li> <li>• AP Government</li> <li>• Debate</li> <li>• Statistics</li> <li>• AP Statistics</li> </ul>
	10	English II	Geometry	Biology or Honors Chemistry	World History	
	11	English III	Algebra II	Science Elective	U.S. History	
	12	English IV	Math Elective		Civics/Inequality and Change	

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



# Manufacturing

Manufacturing careers encompass planning, managing and performing the processing of materials into intermediate and final products. Related professional and technical support activities may include production planning and control, maintenance and manufacturing/process engineering.

## **PATHWAYS**

Productions  
Manufacturing Production Process Development  
Maintenance, Installation and Repair  
Quality Assurance  
Logistics and Inventory Control  
Health, Safety and Environmental Assurance

## **CAREER OPPORTUNITIES**

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



[\*\*CLICK HERE\*\*](#)

to view the HTA Fabricator/Welder plan of study.

## **CO-CURRICULAR ACTIVITIES:**

Class Council  
Student Council  
WYSE

COURSE OF STUDY PLAN						
Education	Grade	English/Language Arts	Math	Science	Social Studies	Recommended Electives
High School	9	English I	Algebra I	Physics First or Honors Biology		<ul style="list-style-type: none"> <li>• Dual Credit African-American History</li> <li>• Sociology</li> <li>• World Language</li> <li>• Woods I &amp; II</li> <li>• Applied Technology</li> <li>• Construction Trades I &amp; II</li> <li>• Metal-working I &amp; II</li> <li>• AP Calculus</li> <li>• Economics</li> <li>• Honors Pre - Calculus</li> </ul>
	10	English II	Geometry	Biology or Honors Chemistry	World History	
	11	English III	Algebra II	Science Elective	U.S. History	
	12	English IV	Math Elective		Civics/Inequality and Change	

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





# Marketing, Sales and Service

Marketing, Sales and Service careers encompass planning, managing, and performing marketing activities to reach organizational objectives.

## **PATHWAYS**

Marketing Management  
Professional Sales  
Merchandising Marketing  
Communication Marketing  
Research

## **CAREER OPPORTUNITIES**

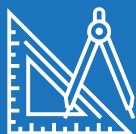
Copywriter/Designer  
E-Commerce Director  
Entrepreneur  
Field Marketing Rep.  
Forecasting Manager  
Interactive Media Specialist  
Inventory Manager/Analyst  
Logistics Manager  
Merchandise Buyer  
Online Marketing Researcher  
Promotions Manager  
Public Relations Manager  
Retail Marketing Manager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

## **ALIGNED CO-CURRICULAR**

Yearbook  
Library Advisory Board  
Fashion Club  
Class Council  
Student Council

COURSE OF STUDY PLAN						
Education	Grade	English/Language Arts	Math	Science	Social Studies	Recommended Electives
High School	9	English I	Algebra I	Physics First or Honors Biology		<ul style="list-style-type: none"> <li>Economics</li> <li>Dual Credit African-American History</li> <li>Marketing</li> <li>Intro to Technology</li> <li>AP Psychology</li> <li>Sociology</li> <li>Yearbook</li> <li>Video Production I/II</li> <li>Clothing &amp; Fashion Merchandising I/II</li> <li>Public Speaking and Debate</li> <li>Statistics</li> <li>AP Statistics</li> </ul>
	10	English II	Geometry	Biology or Honors Chemistry	World History	
	11	English III	Algebra II	Science Elective	U.S. History	
	12	English IV	Math Elective		Civics/Inequality and Change	

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



# Science, Technology, Engineering and Mathematics

Science, Technology, Engineering and Mathematics careers encompass planning, managing, and providing scientific research and professional and technical services, including laboratory and testing services, and research and development services.

## **PATHWAYS**

Engineering and Technology  
Science and Math

## **CAREER OPPORTUNITIES**

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



[\*\*CLICK HERE\*\*](#)

to view the CNC Precision  
Machining and Drafting.

## **ALIGNED CO-CURRICULAR ACTIVITIES: WYSE**

COURSE OF STUDY PLAN						
Education	Grade	English/Language Arts	Math	Science	Social Studies	Recommended Electives
High School	9	English I	Algebra I	Physics First or Honors Biology		
	10	English II	Geometry	Biology or Honors Chemistry	World History	<ul style="list-style-type: none"> <li>• Dual Credit African-American History</li> <li>• Economics</li> <li>• AP Biology</li> <li>• AP Chemistry</li> <li>• AP Calculus</li> <li>• AP Physics</li> <li>• Earth Science</li> <li>• Sociology</li> <li>• AP Statistics</li> </ul>
	11	English III	Algebra II	Science Elective	U.S. History	
	12	English IV	Math Elective		Civics/Inequality and Change	

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



# Transportation, Distribution and Logistics

Transportation, Distribution and Logistics careers encompass planning, management, and movement of people, material and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

## **PATHWAYS**

Transportation Operations  
Logistics Planning and Management Services  
Warehousing and Distribution Center Operations  
Facility and Mobile Equipment Maintenance  
Transportation Systems/ Infrastructure Planning,  
Management and Regulation  
Health, Safety, and Environmental Management  
Sales and Service

## **CAREER OPPORTUNITIES**

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

## **ALIGNED CO-CURRICULAR**

Student Council  
Class Council  
Board Game Club  
Chess

COURSE OF STUDY PLAN						
Education	Grade	English/Language Arts	Math	Science	Social Studies	Recommended Electives
High School	9	English I	Algebra I	Physics First or Honors Biology		<ul style="list-style-type: none"> <li>• Intro to Technology</li> <li>• Accounting</li> <li>• World Language</li> <li>• Earth Science</li> <li>• Sociology</li> </ul>
	10	English II	Geometry	Biology or Honors Chemistry	World History	
	11	English III	Algebra II	Science Elective	U.S. History	
	12	English IV	Math Elective		Civics/Inequality and Change	

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