

# ***GLENWOOD HIGH SCHOOL***

## ***STUDENT COURSE PLANNING BOOK 2025-2026***



*We are the heart of our community, globally-connected and invested in a continuous journey of learning for a lifetime.*

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## TERMS TO UNDERSTAND

### **Accreditation**

North Central Association  
Illinois Board of Education

### **Affiliation**

Capital Area Career Center  
Sangamon Area Special Education District  
Springfield District #186

**Credit** – One-half (0.5) credit is granted each semester if a passing grade is earned in a class. Classroom driver education and consumer education yield one-quarter (0.25) credit upon successful completion. Starting 2022-2023 school year, freshman students will be enrolled in Titan Advantage, opposite of Driver's Education. A minimum of twenty-three credits are required for graduation.

**Prerequisite** – A course requirement that must be met before a student can enroll in subsequent coursework.

**Recommendation** – For some courses, certain levels of performance or grade(s) in prior courses are indicators for a student to be successful in a course. If a student does not have a recommended course or grade, he/she can take the course but should be aware that success in that course is questionable.

**Successful Completion** – a passing grade of "D- "or better

## GRADUATION REQUIREMENTS

A student must complete a minimum of twenty-three (23) credits of high school courses in order to graduate from Glenwood High School. To graduate in four (4) years, a student should strive to earn six (6) credits each year.

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

<b>English</b>	4.0 credits
<b>Social Studies</b>	2.0 credits
World History - 0.5 credits	
U.S. History - 1.0 credits	
American Civics and Government - 0.5 credits	
<b>Mathematics</b>	3.0 credits
Minimum Algebra and Geometry Concepts	
<b>Science</b>	2.0 credits
<b>Fine Arts, Foreign Language, Business, Technology, Family/Consumer Science</b>	1.0 credit
<b>Health</b>	0.5 credit
<b>Consumer Education (see page 14)</b>	0.25 credit
<b>Driver Education</b>	0.25 credit
<b>Physical Education</b>	3.5 credits

Students are required to take all tests mandated by the State of Illinois.

Students taking the 30 hour Driver Education Course at a private agency will earn .25 credit required for graduation.

## COURSEWORK FOR COLLEGE SUCCESS

The more rigorous the high school curriculum, the more likely students are to find success in college. Students with a rigorous high school curriculum were found more likely to enroll in four-year college institutions and ultimately attain a bachelor's degree. Other studies have also pointed towards a rigorous curriculum and intense coursework in high school as the strongest indicator of academic preparation.

In order to prepare students for college success, Glenwood High School focuses on its commitment to increase student growth and achievement in articulating the understanding of information through explicit instruction of a coherent content-rich curriculum, through critical-thinking strategies and discussion techniques that require students to justify their reasoning and provide validation for their responses, as well as a focus on evidence-based reading and writing.

The following is a compilation of suggested curriculum from these reports, course and grade information requested on the ACT profile and the Glenwood Course Book equivalencies.

### English (4 credits)

English I or Honors English  
English II or Honors English II  
English III, Honors English III, Transitional English III, Honors Composition 101 (A) or AP Language/Composition  
World Literature, Novel/Rhetoric, Transitional English IV, Honors Composition 102 (B), Honors British Literature or AP Literature/Composition

### Mathematics (4 credits including one year beyond Algebra II)

Algebra I  
Geometry  
Honors Algebra II/Trigonometry  
Honors Pre-Calculus or AP Statistics  
AP Calculus AB or AP Calculus BC  
AP Computer Science Principles  
AP Computer Science A

### Science (3 credits including Biology, Chemistry, and Physics)

Physical Science  
Biology, Honors Biology or AP Biology  
Chemistry, Honors Chemistry or AP Chemistry  
Physics, AP Physics 1 or AP Physics 2

### Social Studies (3 credits; three years of intense coursework)

Honors World History I/II  
AP European History  
AP US History  
American Civics and Government  
Economics, AP Economics or Psychology

### Foreign Language (3 credits)

German I/II, Honors German III/IV, AP German  
Spanish I/II, Honors Spanish III/IV, AP Spanish

### Recommended (1 credit)

Any Advanced Placement (AP) course

## PHYSICAL EDUCATION WAIVER POLICY

105ILCS 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.

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:

1. Any 11<sup>th</sup> or 12<sup>th</sup> grade student who participates in an interscholastic athletic program may waive PE during the semester that sport is active. The student-athlete may take an extra class in place of physical education if he/she wishes. If the substitute class is a semester-long course, the student may complete that class regardless of the length of the sport season. Students who do not substitute an extra class are expected to be reassigned to physical education as soon as their particular sport season has ended.
2. Any 11<sup>th</sup> or 12<sup>th</sup> grade student who, in order to be granted admission to a specific institution of high 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, etc.
3. Any 11<sup>th</sup> or 12<sup>th</sup> grade student who lacks sufficient course credit or lacks one or more specific courses, and must enroll in a class 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 pupil being unable to graduate.

All students (9-12) may apply for an exemption from PE if they are enrolled in Marching Band or Show Choir.

A school board may also, on a case-by-case basis, excuse pupils in grades 7 through 12 who participate in an interscholastic or extracurricular athletic program from engaging in physical education courses.

PE Waivers are available from your Counseling Department.

# FOUR-YEAR PLANNING GRAPH

**GLENWOOD HIGH SCHOOL**

**Four-Year Plan**

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

Daily Schedule = 7 class period + Lunch

Career Goal: \_\_\_\_\_

College Prep Credits	Subject	Graduation Credits	Freshman		Sophomore		Junior		Senior	
			Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
4.0	English	4.0								
3.0	Mathematics	3.0								
3.0	Science	2.0								
3.0	Social Studies	2.0								
2.0*	Fine Arts, Tech, For. Lang., FACS	1.0								
	Health	0.5								
	Consumer Education	0.25								
	Driver Education	0.25								
	Physical Education	3.5								
<b>Sub-Total</b>										
<b>23.0 Credits are required for graduation</b>			<b>Total</b>							

\*Some colleges/universities require 2 years of a Foreign Lan-

## CAREER CLUSTERS

The U.S. Department of Education and Illinois State Board of Education have established 16 Career Clusters that reflect virtually all entry-level through professional-level occupations in a broad industry area. These career clusters provide pathways as an organizing tool for students, parents, teachers, and counselors to identify student interests and goals for the future. In addition to selecting courses for high school graduation and/or college admission, students prepare for the workforce of the future. The US Department of Education website <http://www.isbe.state.il.us/career/> contains a vast amount of information for students.

## COURSE ENROLLMENT REQUIREMENT

All curriculum classes will be expected to have a minimum number of fifteen students in order to run each semester. Special Education and intervention classes may be exempt from this requirement per IEP and RTI criteria. Classes with low enrollment will be reviewed and examined by the Counseling Department and administration during spring scheduling and prior to each semester to determine if the course will be offered and is in the best interest of the District. Students may not withdraw from a course if the drop reduces the class size below fifteen. A student may be allowed to drop a class putting enrollment below fifteen if the student is in need of a graduation requirement and the change is approved by the Counseling Department and administration.

## SCHEDULE CHANGE POLICY

Students are encouraged to complete their schedule selection by the designated deadline to ensure they can get into the classes they select. This process takes place in January. Students and parents are advised to refer to the Student Course Planning Book when making selections to view course descriptions, pre-requisites, and recommendations.

Students may make course selection changes prior to the first day of school. *No schedule changes will be made once school begins.* Exceptions will be made ONLY for the following reasons:

1. Received academic credit for a summer school course.
2. Not meeting a prerequisite course requirement.
3. Master schedule conflict. For example, two Study Halls in one semester; two classes of the same course in one semester; missing a class period; missing a lunch; etc.
4. Courses needed to meet graduation requirements.

5. Seniors attending LLCC for part of the day. Seniors must provide proof of registration and payment prior to making a schedule change. It is the responsibility of the student to make sure LLCC can fit into their high school schedule. This must be done PRIOR to the start of each semester at GHS.

The student will only be able to attend LLCC if required course work/credits can be obtained, this includes whether or not there are available openings to make schedule changes to allow the LLCC class. Students do NOT receive high school credit while taking a course at LLCC.

6. Students enrolled in a class where multiple levels exist may request a level change within the first five (5) days of each semester. The change MUST be a level change for the same course. Level changes are a team decision and based on the student's ability to understand the material and NOT whether the student is being successful in the current class.

Balancing classes may continue after school starts which may result in room changes or class period changes.

Once first semester has begun, students may request ONE schedule change, with parent approval, for second semester under the following parameters:

1. Students may replace a yearlong class with a semester-long class if the first semester was not completed successfully because the course material was beyond the scope of the student's ability.
2. Students currently enrolled in a study hall may enroll in a second-semester class if there is availability.
3. Students may drop a second semester elective for a study hall.

Schedule changes will NOT be made for the following reasons (this is strongly enforced):

1. Lunchtime preference
2. Teacher preference
3. Study Hall or class requested during a particular period

Students may only have ONE study hall per semester.

If a student who does not have a study hall drops a course once school has begun to be replaced with a study hall, that student will receive an "F" for the semester. The only exception to this would be if the drop is teacher or administrator initiated.

If a student is administratively removed from the class for repeated misbehaviors, an "F" will be recorded for the semester grade.

## AUDIT POLICY

Upon rare occasions, a student at Glenwood High School may wish to request permission to audit a class (attend without credit). This request, if granted, will be allowed only one time during a student's academic career. 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 two single-semester courses. A course required for graduation may not be audited.

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 Counseling Office or the Principal. 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 determination of what is acceptable will be made by the instructor, department chair, and the administrator in charge of scheduling and grade reporting.

Permission to audit will not be granted to avoid having a course figure into the weighted G.P.A. that affects class rank.

In all circumstances, a student taking the course for a grade will be given priority over a student requesting an audit. If a class is at capacity, audits will not be allowed.

It will be the position of administration that permission to audit a class will be granted. It will be difficult to obtain permission to audit a class and compelling reasons or extenuating circumstances must exist in order for audit approval to be granted.

## INDEPENDENT STUDY POLICY

Independent study classes may be offered at the discretion of the teacher and the approval of the department coordinator, principal, and counselor. The purpose of independent study is to explore curricula not included in the regular Glenwood High School offerings. Courses offered in the Course Description booklet which meet minimum enrollment standards are not subject to independent study. The Independent Study Form and the Independent Study Contract must be secured from the principal. First semester independent study courses shall be approved by May 15. Second semester independent study courses shall be approved by November 15.

### Guidelines:

- ☐ 0.5 credit per semester shall be granted
- ☐ Tracking level declared at the time of application
- ☐ Class period determined at time of application
- ☐ Minimum of five periods of individualized instruction each week
- ☐ Time given shall be the teacher's prep period or outside teaching day
- ☐ A student has exhausted all courses in the area of study prior to application.

## CREDIT FROM SUMMER INSTRUCTION

It is the general policy of GHS not to accept credit from private tutoring; however, upon occasion, special needs students may have their program extended over the summer.

In this case, any special needs student who receives credit from instruction must receive at least thirty hours per course of contact time per 0.5 credit earned. This hourly requirement shall be increased proportionally as reflected by the amount of credit issued, i.e., 1.0 credit will require 60 hours.

This policy does not apply to homebound instruction that is a medical necessity nor does it apply to any recognized summer school program that is sanctioned by Glenwood High School. Correspondence courses will not be defined as summer school courses.

## RETAKE A COURSE

Student requests to retake a course will be reviewed on a case-by-case basis by their counselor and administrator. Students will not be allowed to retake a course unless they have failed that course or unless retaking the course is necessary for future success in that core area. Retakes must be taken the following year.

## INDIVIDUAL EDUCATIONAL OPTIONS

Glenwood High School offers a diversity of courses for student selection. This variety of offerings enables practically all students to choose a four-year schedule that will fit their desires and needs. On occasion, one may require a specific

A student's counselor will help the student explore the particular options desired. The list includes several options:

**Adult and Continuing Education** - (Lawrence Adult Education Center) Seniors obtaining a "permit to enter" may register for classes to earn credit toward high school graduation. Cost is the responsibility of the student. Certain exceptions are made for students out of school. Classes usually meet two nights per week.

**Correspondence Study** - Recommended for enrichment rather than requirements, courses through approved correspondence schools may be applied toward graduation. A maximum of two credits will be accepted. Prior approval must be given by the high school principal. Correspondence is only available to students who have completed a second full semester of high school. All work and exams must be completed by May 1<sup>st</sup> for credit. Approved correspondence course credits will count in graduation credit calculations and will be denoted with a pass/fail grade. No grade or credit earned for the completion of a correspondence course will be

used in the calculation of the student's weighted or unweighted GPA. No credits earned for correspondence courses will count in the calculation for early graduation eligibility. The student will assume responsibility for all fees.

**General Educational Development Program** (G.E.D.) – For students who have not completed graduation requirements, this program required minimum scores on five different tests. Also, certain criteria must be met before a student is eligible to take the G.E.D.

**Independent Study** - With the agreement of a faculty member, counselor, principal, and student, a special course may be developed for an individual student. A contract is prepared between the teacher and student, and the student assumes full responsibility for fulfilling the contract.

**Off-Campus Instruction** - High school courses not offered at Glenwood may be taken at another high school if appropriate arrangements can be made. The student is responsible for obtaining school counselor approval before enrolling in the course. Tuition will be charged to the student.

**College Courses** - Students desiring to take college courses while still enrolled in high school may do so if such does not interfere with the regular high school program leading to graduation. Seniors, with high school requirements complete, permission forms signed by parents and the principal, and demonstrating the ability to benefit from college work are good candidates to pursue this program. Tuition will be paid by the student.

**Summer School** - Ball-Chatham District #5 offers several courses in the summer. A summer school course book will be published in the spring each year. Students may take a maximum of two courses (1.0 credit) per summer session and must pay summer school tuition. Summer School courses offered at Glenwood High School must be taken at GHS unless approved by the counselor and high school principal.

## EARLY GRADUATION

Students who will have successfully completed graduation requirements after seven semesters may petition to graduate early. Applications must be submitted to the Principal prior to April 15<sup>th</sup> of the students' junior year. Early graduates must take full responsibility to make arrangements with the high school office for anything pertaining to the graduation ceremony (i.e., announcements, cap and gown, graduation practices, etc.) No credits earned for correspondence courses will count in the calculation for early graduation eligibility.

Any student enrolled in an approved off-campus course to fulfill graduation requirements must show documentation of completion of such course(s) by the last day of the seventh semester. Failure to produce this documentation will result in

denial of the early graduation petition.

The student and a parent will schedule a conference with the principal and the junior counselor prior to April 15<sup>th</sup> of the students' junior year. At the conference, the student should be prepared to justify his/her request to graduate early.

## NCAA CLEARINGHOUSE

Student-athletes desiring to participate in NCAA Division I or Division II athletics must prove academic eligibility through the NCAA Clearinghouse. Students who intend to participate in college athletics, please see your counselor concerning how this affects your registration for classes.

To access Glenwood's list of approved core course:

- ② Go to [www.eligibilitycenter.org](http://www.eligibilitycenter.org)
- ② Click on "enter here" as a student-athlete
- ② Click on "Resources" at the top
- ② Click on "List of NCAA Courses" on the right-hand side
- ② Enter the GHS code 140612 in the box and click "Search"
- ② The most current list of Approved Core Courses is presented

Be aware that not all the GHS Core Courses are approved by the NCAA Clearinghouse. Student-athletes and parents are strongly encouraged to consult the list of Approved Core Courses early in the academic planning to ensure that approved courses are selected. Prospective student-athletes who would like to be considered for Division I or II should meet with their counselor as early as possible during their high school career.

## [APPROVED NCAA COURSES](#)



**English**

College Prep English I  
Honors English I  
College Prep English II  
Honors English II  
College Prep English III  
Honors English III  
Transitional English III  
Honors Composition 101  
Honors Composition 102  
AP Language & Composition  
World Lit & Rhetoric  
Honors Novels & Rhetoric  
Honors British Literature and Rhetoric IV  
AP Literature & Composition  
Transitional English IV  
Creative Writing  
Honors Dual Credit Speech  
Honors Debate & Rhetoric B

**Math**

Algebra 1A (.5 approved)  
Algebra 1B (.5 approved)  
Algebra I  
Geometry  
Geometry Concepts  
Algebra II  
Algebra II/Trigonometry  
Honors Algebra II/Trigonometry  
Honors Pre-Calculus  
AP Calculus AB  
AP Calculus BC  
AP Statistics  
Math IV

**World Languages**

Spanish I  
Spanish II  
Honors Spanish III  
Dual Credit Spanish I01/102  
Honors Spanish IV  
AP Spanish Language V  
German I  
German II  
Honors German III  
AP German Language V

**Social Studies**

World History I  
Honors World History I  
World History II  
Honors World History II  
Current Events  
World Geography  
World Affairs  
Economics  
AP European History  
US History I  
US History II  
Dual Credit US History  
AP US History  
Psychology  
Sociology  
American Government & Civics  
AP Microeconomics  
AP Macroeconomics

**Science**

Physical Science  
Biology I  
Honors Biology I  
Biology II  
Chemistry  
Honors Chemistry  
Honors Anatomy & Physiology  
Physics  
AP Physics I  
AP Physics II  
AP Chemistry  
AP Biology

**Additional Courses**

Business Law  
Entrepreneurship  
Computer Science Essentials  
AP Computer Science A  
AP Computer Science Principles  
College NOW courses (LLCC & GHS approved)  
Intro to Engineering Design (PLTW)

## DUAL CREDIT

Lincoln Land Community College (LLCC) and Glenwood High School have an established relationship through the Jumpstart Dual Credit Program that allows students to earn college credit while still in high school. All students taking Dual Credit courses must be a junior or senior. Please contact LLCC for additional information.

Courses qualifying as dual credits are identified with “†”.

### **Guidelines:**

- ☐ Courses are college-level courses and are of the same high quality, cover the same content, and have the same rigor as courses offered at the college’s main or regional center campuses.
- ☐ Courses can be taken for college and high school credit.
- ☐ Students must enroll as LLCC students.

Students will be subject to all LLCC placement, enrollment, grading, and records policies and procedures.

- ☐ All instructors of dual credit courses must meet Illinois Community College Board (ICCB) and LLCC qualifications.
- ☐ Dual credit courses use LLCC textbooks and outlines (unless otherwise approved by an LLCC Dean).

### **Requirements:**

1. High school students who are qualified to take college-level courses and meet the enrollment criteria are eligible to participate in the Dual Credit Program.
2. Students taking dual credit courses will be subject to all LLCC placement, enrollment, grading, and records policies and procedures. A college transcript will be generated.
  - ☐ Students must be able to complete college-level coursework.
  - ☐ Students must be high school juniors or seniors at the time the term begins.
  - ☐ Students wishing to withdraw from a class must notify LLCC to drop the class on or before the deadline (deadlines available on "Important Dates" webpage). A “W” for withdraw will appear on the students’ transcript.
3. Students desiring to enroll in any course with established prerequisites in reading, English and/or mathematics shall be assessed in the relevant subject area(s). Appropriate alternative test procedures can be arranged for any student with a documented physical or learning disability. Students are allowed one retake of the placement tests or a portion thereof upon the recommendation of an LLCC academic advisor, counselor, regional center executive director, or department dean.

### **Benefits:**

- ☐ Students get a head start on their college education.
- ☐ Students who take college-level courses while in high school adapt more easily to college curriculum.
- ☐ Courses offered in-district high schools make college more accessible to area high school students.
- ☐ The Dual Credit Program provides an incentive for students to pursue a college degree when financial obstacles might otherwise prevent them from doing so.
- ☐ Enrollment in the Dual Credit Program can reduce the students’ costs in tuition payment after they complete high school and enroll in a college or university.
- ☐ Credit earned is posted as college credit on an official LLCC transcript.

### **What Students Need to Know about Dual Credit:**

- ☐ Dual credit courses are college courses. Students are expected to complete the required coursework and will be evaluated based on course requirements. Extra credit is not an option.
- ☐ Students must meet the requirements of the college course (placement testing scores, ACT scores), if applicable, in order to enroll in dual credit.
- ☐ Students must follow the enrollment and withdrawal deadlines set by LLCC.
- ☐ Students should verify their dual credit registration via [WebAdvisor](#).
- ☐ Students who withdraw from a dual credit course may experience problems in the future with federal college financial aid.
- ☐ Dual credit grades will be posted to your LLCC college transcript. College earned GPA may be used as a decision criteria for awarding scholarships or determining acceptance into special college programs.

### **Dropping a Dual Credit Course:**

Please note that taking Dual Credit courses is equivalent to enrolling in a college course and will be treated as such by Lincoln Land Community College. Be advised that when a student withdraws from a college course and receives a “W” on a transcript, the decision can affect eligibility for future financial aid from ANY college or university. In order to be eligible for financial aid, the student transcript must indicate “success” in 70 percent of the courses for which the student originally registered. Please discuss this topic with your counselor and instructor before making a final decision to drop the course.

## PROJECT LEAD THE WAY

Project Lead the Way's mission is to "empower students to thrive in an evolving world". Through PLTW's activity- project- and problem-based curriculum, students engage in true-to-life challenges. As they lead their own explorations, students are empowered to connect their learning to the real world, develop in-demand skills, and reimagine their potential. Through the pathways in computer science and engineering, students not only learn technical skills, but also learn to solve problems, think critically and creatively, communicate, and collaborate.

## TRANSCRIPT INFORMATION

Post-secondary institutions in the United States may require that standardized testing scores are submitted during the admissions process. Parents and students will nearly always be required by the college to send standardized test scores directly from the testing agency. If there are questions about whether a post-secondary institution requires standardized testing scores to be sent directly from the testing agency, it is advised to contact the college or university.

## TRANSFER-TRANSCRIPT EVALUATION PROCESS

Transcripts of students transferring into Glenwood High School with accumulated high school credit will be evaluated as follows for grade weighting:

- ☐ Courses not offered at Glenwood High School will be given College Prep five weight credit, unless indicated as AP, Honors, Remedial or Special education.
- ☐ Religion courses will not be given credit.

## COURSE LEVEL EXPECTATIONS

The following terms are used to describe student expectations in courses.

**Standard** – These courses require students to learn basic skills and knowledge of the subject matter. The subject matter will be studied thoroughly in class, and homework will be assigned frequently. The class curriculum is designed to equip students to advance to college prep level courses and beyond.

**College Preparatory** – These courses are demanding and students will study the subject matter in-depth. Homework is assigned routinely along with occasional projects and papers. Students are expected to fully participate with other class members in the exploration and study of the material. The application of knowledge in the subject matter is assessed in a variety of formats.

**Honors** – These courses are challenging and rigorous with the subject matter studied thoroughly with frequent on-going papers and projects. Students are expected to work independently and with class members. A higher level of subject matter knowledge is required. Grades are based primarily upon how well students can apply their knowledge of the subject matter in a variety of assessment formats.

**Advanced Placement** – These are highly challenging courses with expectations that students work independently and demonstrate high levels of critical thinking, reading, and writing. There are frequent papers and projects. Grades for the course are based upon the application of knowledge and the following criteria: All final exams for Advanced Placement courses should be in the same general format as the College Board AP exam for that course. Examples: Foreign languages must include a graded speaking component and history classes must include a Document Based Question as part of their final exams.

Students who successfully complete an Advanced Placement exam may qualify for college credit subject to the discretion of the institute of higher education. Students are responsible for investigating the acceptance policy at each institution.

## GRADE POINT AVERAGE (GPA)

There are two types of grade point average (GPA), unweighted and weighted. The **unweighted** GPA is the average of all class grades based on a 4.0 scale. If the student earned an “A” in an advanced English class, the unweighted grade would still be a 4.0. Regardless of class level, each class is graded on the same point system.

Grades are assigned the following grade weights:

$$A = 4.0 \quad B = 3.0 \quad C = 2.0 \quad D = 1.0 \quad F = 0.0$$

The **weighted** GPA is a numeric system used to rank the scholastic performance of students based on the level or rigor of class. Glenwood High School provides a weighted GPA for college admission and scholarship purposes. The weighted GPA is based on a 5.0 scale with weights assigned to classes based on the difficulty of the class (basic, standard, college prep, honors, and advanced placement).

The table below shows the “grade weight” assigned to the various levels of classes.

Grade	AP	Honors	College Prep	Standard
A+	6.25	5.75	5.25	4.25
A	6.00	5.50	5.00	4.00
A-	5.75	5.25	4.75	3.75
B+	5.25	4.75	4.25	3.25
B	5.00	4.50	4.00	3.00
B-	4.75	4.25	3.75	2.75
C+	4.25	3.75	3.25	2.25
C	4.00	3.50	3.00	2.00
C-	3.75	3.25	2.75	1.75
D+	3.25	2.75	2.25	1.25
D	3.00	2.50	2.00	1.00
D-	2.75	2.25	1.75	0.75
F	0.00	0.00	0.00	0.00

### Sample GPA Calculation

A student’s grade point average (GPA) is calculated using the following formula:

$$GPA = \text{Sum of Grade Weights} \div \text{Credits Attempted} \div 2 \text{ (semesters)}$$

A sample calculation follows based on a semester report card.

Course	Semester Grade	Unweighted Grade Point	Weighted Grade Point
Honors Biology	B	3.00	4.50
Honors English I	C	2.00	3.50
World History I	A	4.00	5.00
Geometry	B	3.00	4.00
Athletic S/C	A	4.00	5.00
<b>Grade Points</b>		16.00	22.00
<b>Credits Attempted</b>	2.50		
<b>Grade Point Average (GPA)</b>		<b>3.20</b>	<b>4.40</b>

$$\text{Unweighted GPA} = 16.00 \div 2.5 \div 2 = \mathbf{3.20}$$

$$\text{Weighted GPA} = 22.00 \div 2.5 \div 2 = \mathbf{4.40}$$

### Class Rank will be based on the Weighted GPA.

The student with the highest Weighted GPA at the end of the 8<sup>th</sup> semester shall be ranked number 1, the second-highest Weighted GPA will be ranked number 2, and so forth until all members of the class have been assigned a ranking. In addition to this preceding example, the following criteria will apply in determining class rank.

- Driver’s Education is a non-graded course. No points will be earned for this class. A “P” will be placed on the transcript to indicate that the student has successfully completed this course. N/P will be used to indicate that the course was not passed.
- If a student passes a class on the first attempt then retakes the class, only the higher grade will be used to compute the Weighted GPA and class rank.

**Freshman Weighted GPA and class rank will not be computed until the end of the second semester.**

# BUSINESS

## **Information Processing**

Course No.: 303

Credit: 0.5 / Semester

Grades: 9, 10, 11, 12

Prerequisite: None

**Information Processing** reviews good keyboarding techniques. The proper formatting of letters, reports, research papers, and other personal documents will be the focus of this course. Information Processing will be helpful in preparing students to format high school and college research papers. It is strongly recommended for all students.

## **Excel → and PowerPoint → for MOS**

Course No.: 307

Credit: 0.5 / Semester

Grades: 9, 10, 11, 12

Prerequisite: None

**Excel → and PowerPoint → for MOS** provide students with a hands-on approach to learning all the skills necessary to pass the Excel → MOS exam and the PowerPoint → MOS exam. Creating spreadsheets and presentations for classroom and real-world use is the focus.

## **Computer Applications**

Course No.: 309

Credit: 1.0 / Full Year

Grades: 9, 10, 11, 12

Prerequisite: None

**Computer Applications** uses a hands-on approach to learning the operation of a computer. Students will get an understanding of computer hardware. They will also receive instruction in software applications in the areas of word processing, databases, spreadsheets, and presentations. Students will find this course extremely helpful for school, career, and home use.

## **Accounting**

Course No.: 325

Credit: 1.0 / Full Year

Grades: 11, 12

**Accounting** presents the fundamental principles of accounting and is designed to emphasize the theory of accounting. The accounting cycle is presented as it pertains to proprietorships, partnerships, and corporations. Extensive accounting vocabulary and theory challenges students to develop skills they will use in life as well as a career in the accounting field. An accounting simulation in the second

semester evaluates students' mathematical accuracy, work ethic, and understanding of the accounting cycle. Students will also be introduced to computerized accounting during the second semester. This course is a needed foundation for anyone wanting to pursue a career in business.

## **Business Concepts**

Course No.: 331

Credit: 0.5 / Semester

Grades: 9, 10, 11, 12

Prerequisite: None

**This course fulfills the consumer education requirement for high school graduation for 11th and 12th grade students.**

**Business Concepts** has as its main purpose is to acquaint students with business and its operations. Areas introduced include economic decisions and systems, global business, business organization, entrepreneurship, management, human resources, career planning, marketing, and financial management. This course is an excellent foundation for other business courses and for learning life skills.

## **Personal Finance and Investment**

Course No.: 333

Credit: 0.5 / Semester

Grades: 10, 11, 12 (Only offered to 11, 12)

Prerequisite: None

**This course fulfills the consumer education requirement for high school graduation for 11th and 12th grade students.**

**This course will be a graduation requirement during the 2027-2028 school year.**

**Personal Finance and Investment** gives students a working knowledge of financial management and investment opportunities in today's world. A variety of investment ventures will give students the tools they will need to plan their financial investments. Students will be able to experience a stock market simulation. The Ramsey Classroom Online program is largely incorporated with a focus on debt, budgeting, and investments.

**Business Law**

Course No.: 335  
Credit: 0.5 / Semester  
Grades: 11, 12

**Business Law** presents a study of general law, court structures, contracts, negotiable instruments, and entrepreneurial law. The course will enable the student to have a working knowledge of the law and how it affects businesses and citizens.

**Marketing**

Course No.: 338  
Credit: 0.5 / Semester  
Grades: 11, 12  
Prerequisite: Successful completion of Entrepreneurship

**Marketing** allows the student to learn about service oriented and product orientated marketing. The course is designed to give students an introduction to the marketing process, functions, and activities of marketing a product or service. The class will cover the marketing environment and its effects, channels of product distribution, promotion, advertising, and pricing strategies. Various marketing careers will be discussed.

**Entrepreneurship/Management**

Course No.: 340  
Credit: 0.5 / Semester  
Grades: 11, 12  
Prerequisite: None

**Entrepreneurship/Management** teaches students the business skills needed to successfully create and run a small business. The course focuses on selecting a business, preparing a business plan, and managing the business. Students will study basic entrepreneurial principles, types of business management, and management styles. This course is excellent for the student who wants to be challenged and sees himself/herself as a future business owner.

**Basic Job Skills**

Course No.: 364/365  
Credit: 1.0 / Full Year  
Grades: 11, 12  
Prerequisite: Determination of placement by individual IEPs, must be taken with the Work Experience class

**Basic Job Skills** courses are an introduction to the world of employment. Students explore their strengths and weaknesses related to the vocational field. Topics include completing application forms, interviewing skills, and appropriate work behaviors.

**Work Experience**

Course No.: 368/369  
Credit: Varies / Full Year  
Grades: 11, 12

Prerequisite: Determination of placement by individual IEPs/504s and must be 16 years old.

**Work Experience** is a supervised program in which a student works at a coordinator approved job site in the community. A student works for a minimum of 15 hours per week, at an approved job site, and is evaluated on his/her performance on the job during the school day.

# DRIVER EDUCATION/TITAN ADVANTAGE

## **Driver Education**

Course No.: 351

Credit: 0.25 / Quarter

Fees: As determined by the State of Illinois and Board of Education;  
Behind the Wheel fee waived for students who qualify for  
free-lunch

Grades: 9, 10

Prerequisite: None

Drivers Education course receives a letter grade

**Driver Education** is required for graduation from any high school in Illinois. The course is scheduled based on student birth dates and enrollment numbers (usually during the second semester of freshman year for students with fall birthdays and sophomore year for the remainder of the students). The course is in session for 30 hours of classroom study. Behind the wheel training is optional for each student. Students who successfully complete driver education of classroom and behind-the-wheel instruction with a combined grade of A or B may be exempt from taking a facility administered driving exam when applying for a driver's license.

After the student has met the class and state requirements, passed the class, state test, and received his/her license, it does not mean that the student has encountered all the driving experiences and situations that will help make them good drivers. It is statistically estimated that it takes five years of driving experience to be considered an accomplished driver. It is recommended that the newly licensed student driver be monitored for a brief period of time by the parents until all involved are comfortable with his/her taking the car on his/her own.

In keeping with the Driver Education Act as delineated in Sections 27-24 through 27-24.10 of the School Code [105 ILCS 5/27-24 through 27-24.10], as well as in administrative rules governing driver education

(23 Ill. Adm. Code 252), a fee of \$250 will be due and payable upon registration for driver's' education.

No student will be allowed to take behind the wheel if this fee has not been paid in full.

## **Titan Advantage**

Course No.: 352

Credit: 0.25/Quarter

Grades: 9, 10

Prerequisite: None

*Titan Advantage is a pass/fail course*

**Titan Advantage** is a course that focuses on assisting students in creating their own legacy as a Titan. The course consists of goal setting, character building, and social/emotional support. There is also an online component to the course that focuses on preparing students for life beyond high school. This quarter long pass/fail course pairs with Driver Education.

# ENGLISH

## Commitment to the Honors Program

Students in the Honors program are expected to commit to the Honors program culminating in taking AP English Language and Composition during their junior year and AP English Literature and Composition during their senior year.

## English Makeup Policy

English credit can be remediated through summer school or correspondence.

## Taking Additional English Courses

Students are not allowed to take two credit-bearing English classes during the same semester unless they are seniors earning credits for advanced/early graduation or seniors wishing to take an additional English course to enhance future college or career opportunities.

## Senior Level Courses

All seniors will need to successfully complete an "A" semester of senior English and a "B" semester of senior English in order to be eligible for graduation (*Exception: AP Literature and Composition IV and Transitional English IV*).

## **College Prep English I**

Course No.: 701

Credit: 1.0 / Full Year

Grades: 9

Prerequisite: None

**College Prep English I** fulfills the freshman English college prep requirements. Students will study grammar, the writing process, speaking skills, and literature. Analysis and critical thinking skills will be applied to exploring the elements of various genres and writing numerous compositions. Vocabulary, literary analysis, and oral presentations will be included in the course.

## **Honors English I**

Course No.: 705

Credit: 1.0 / Full Year

Grades: 9

Recommendation: Teacher recommendation and/or a B or higher in 8<sup>th</sup> Grade ELA

**Honors English I** fulfills the freshman English honors requirements. In this honors course, analysis and critical thinking skills will be emphasized in written forms. Students will participate in individual and group analysis of the various literary genres. Speech, novel analysis, and vocabulary will be integrated into the course. Two research projects (including one paper and one speech) are included in this course. The second semester culminates with a 20Time Service Project and formal presentation in lieu of a semester exam. The

course serves as a foundational course for all high school Honors English level courses. A summer reading assignment is given for this course.

## **College Prep English II**

Course No.: 712

Credit: 1.0 / Full Year

Grades: 10

Recommendation: Successful completion of English I

**College Prep English II** fulfills the sophomore English college prep requirement. Students will study a variety of genres of literature from prose to poetry and drama. Students will integrate the entire spectrum of English which includes composition, literature, and speech. A short research paper will be required. The level of study will be aimed at the average student who needs a continuation of study skills in reading, writing, and speaking. This course meets the media literacy state requirement.

## **Honors English II**

Course No.: 714

Credit: 1.0/Full Year

Grades: 10

Recommendation: "B" or better in English I or successful completion of Honors English I

**Honors English II** fulfills the sophomore English honors requirement. The course will integrate the disciplines of literature, composition, vocabulary, grammar, and speech. Using a variety of genres of literature, the students will evaluate and analyze the relationship between history/culture and literature and between writing and literature. The students will be required to study speech, prepare and deliver various speeches, and write in various modes, including researched essays, rhetorical analysis, projects, and speeches. This course meets the media literacy state requirement.

## **College Prep English III**

Course No.: 722

Credit: 1.0 / Full Year

Grades: 11

Recommendation: Successful completion of English II

**College Prep English II** students will study American literature from prehistoric America through the 21st century. This course will include a survey-style study of a variety of literary forms and mediums including essays, poems, drama, short stories, novels, and films. There will be an emphasis placed on the connection between history and the literature in this course as well as on the philosophies of the writers and the unique characteristics of the individual literary movements. Improvement of research, vocabulary, oral communication, and writing will be emphasized throughout the year.



*Recommendation: Successful completion of previous year's English course*

### **Transitional English III**

*Course No.: 720*

*Credit: 1.0/Full Year*

*Grades: 11*

*Recommendation: Successful completion of English II or Basic English II and teacher recommendation*

**Transitional English III** students will complete a study of American fiction, poetry, and drama. This course will include a variety of writing assignments with various purposes with an emphasis on the development of the thesis statement. Most activities in this class are completed in groups or as a class. Improvement of speaking skills, research skills, analysis skills, and understanding the purpose of a piece will be focused on in each unit. Students will study film versions of several texts for a deeper understanding of texts. Students will also read and respond to a variety of nonfiction articles to promote media literacy. Most units end in a culminating project essay, or activity rather than a test. Students will complete career oriented units and writing assignments as well. Students are required to give speeches, write papers, complete assignments, and provide their written responses several times throughout the course of the semester.

This course is designed for students who need to fulfill their junior English requirement and who may be planning to attend trade school, the military, or enter the workforce following high school graduation.

### **Honors English III**

*Course No.: 723*

*Credit: 1.0 / Full Year*

*Grades: 11*

*Recommendation: A "B" or better in English II or "C" or better in Honors English II*

**Honors English III** fulfills the honors junior English requirement. Students in this course will study American short fiction, poetry, drama, and long fiction from the Colonial era through the Modern era. There will be an emphasis placed on the connection between history and the literature in this course as well as on the philosophies of the writers. This course will also offer students an opportunity to enhance their writing skills. The students will write essays for a variety of purposes as well as many shorter writings connecting the literature to its historical era. Students will practice both grammar and reading analysis as pertains to standardized testing. Additionally, a literary analysis and a researched persuasive essay based on the American Dream are requirements for this course. Weekly grammar and vocabulary will allow students to demonstrate a variety of analytical skills.

### **Honors Speech A†**

*Course No.: 727*

*Credit: 0.5 / Semester*

*Grades: 11, 12*

**Honors Speech (A)** is an introductory course in public speaking. Students learn effective ways to plan, organize, research, practice, and deliver speeches (both informative and persuasive before a live audience). The importance of listening skills and audience analysis in human communication is also stressed. This course counts for elective credit and does not satisfy the core requirement of English credit for graduation. Attendance is a requirement in LLCC's policies and will be a component in determining whether a student will remain in the course". All seniors will need to successfully complete an "A" semester of senior English and a "B" semester of senior English in order to be eligible for graduation.

*Note: Students may receive three hours of college credit from LLCC through the Dual Credit Partnership if they apply for it and fulfill the course objectives set forth in the agreement.*

### **Honors Debate and Rhetoric B**

*Course No.: 755*

*Credit: 0.5/ Semester*

*Grades 11, 12*

*Recommendation: Successful completion of sophomore English at the college prep level or greater.*

**Honors Debate and Rhetoric (B)** This course applies the principles of debate theory and practice to argumentation. Students will learn valid forms of reasoning and argumentation, common fallacies, argument analysis, clash, and rebuttal, and how to apply this knowledge in the debate format. Students will be expected to participate in Public Forum Debates, Lincoln Douglas Debates, and Congressional Debates. Performance and participation in at least one debate competition is highly encouraged. All seniors will need to successfully complete an "A" semester of senior English and a "B" semester of senior English in order to be eligible for graduation.

### **Advanced Placement Language and Composition III**

*Course No.: 730*

*Credit: 1.0 / Full Year*

*Grades: 11*

*Recommendation: An "A" or "B" in Honors English II OR has achieved an "A" in College Prep English II and teacher recommendation.*

**Advanced Placement Language and Composition** is designed for serious, responsible, self-motivated college-bound students. The reading is challenging; the writing is frequent and requires independent thought. Student expectations upon entry are confidence in reading and comprehension of college-level texts and the ability to write grammatically correct, complete responses. The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the

rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods. Content is mature and intended to focus debate and discussion for college-level success and intellectually responsible civic engagement. The AP English Language and Composition course adheres to College Board standards and aligns to an introductory college-level rhetoric and writing curriculum.

Students who successfully complete an Advanced Placement exam may qualify for college credits subject to the discretion of the institute of higher education. Students are responsible for investigating the acceptance policy at each institution.

#### **Transitional English IV**

Course No.: 731

Credit: 1.0/Full Year

Grades: 12

*Recommendation: Successful completion of English III OR Standard English III (21-22) AND has teacher recommendation*

**Transitional English IV** fulfills the senior English requirement. This college prep course is geared toward students interested in direct entry to the workforce and/or junior college after high school. The course is designed to prepare students to read and write material that they will likely encounter after graduation, to develop a desire to read and cultivate an enjoyment for reading for a lifetime, to expose students to a variety of reading material, and strengthen reading skills. In addition, students will enhance formal writing skills, construct presentations, demonstrate improvement in usage, utilize research skills, write formal papers and journal entries, and hone interpersonal and critical thinking skills.

#### **Novels and Rhetoric IV A**

Course No: 733A

Credit: .5 / Semester

Grade: 12

*Recommendation: Successful completion of College Prep English III*

**Novels and Rhetoric IV A** fulfills the written expression semester of the senior English requirement. In this semester, students will study archetypes and write a lengthy researched essay that illustrates how ancient literary archetypes are still employed by authors today. They will also study a variety of rhetorical strategies such as The Rhetoric of Film, The Rhetoric of Science Fiction, The Rhetoric of the Mystery, and The Rhetoric of Advertising. They will also produce oral presentations individually and in groups. All seniors will need to successfully complete an “A” semester of senior English

and a “B” semester of senior English in order to be eligible for graduation.

#### **Novels and Rhetoric IV B**

Course No: 733B

Credit: .5 / Semester

Grade: 12

*Recommendation: Successful completion of College Prep English III*

**Novels and Rhetoric IV B** fulfills the literature-based semester of the senior English requirement. In this semester, students will read selected novels from various cultures and historical time periods. Coursework will include analysis of literary movements and theories as they are presented in the novels. Assessments will come in the form of periodic quizzes over the literary movements and theories and also over the novels; in-class essay prompts over how those theories were presented in the novels; and group presentations over two of the novel. All seniors will need to successfully complete an “A” semester of senior English and a “B” semester of senior English in order to be eligible for graduation.

#### **World Literature: Upstanders and Global Injustices (A)**

Course No: 734A

Credits: .5 / Semester

Grade: 12

*Recommendation: Successful completion of English III*

**World Literature: Upstanders and Global Injustices (A)** fulfills the senior English written expression requirement. This course is designed to use literature to introduce students to various cultures and human rights violations from the Holocaust to the present day. Students will practice research and presentation techniques as they embark on both independent and collaborative projects and essays, including process-writing a formal research paper, team-teaching on a topic of contemporary genocide, and creating and presenting an Upstander Service Project, which will serve as an alternative final exam grade. A variety of genres -- poetry, memoir, and nonfiction -- will be studied in this semester-long course. All seniors will need to successfully complete an “A” semester of senior English and a “B” semester of senior English in order to be eligible for graduation.

### **World Literature-Heroes in Literature and Society (B)**

Course No: 734B

Credits: .5/Semester

Grade: 12

Recommendation: Successful completion of English III

World Literature: Heroes in Literature and Society (B) fulfills the senior English literature based requirement. This course is designed to use literature to explore the origin and evolution of heroes in various cultures through present day. Timeless archetypes will provide the building blocks for teacher-led and student-led analysis and discussion. Characteristics of epic and tragic heroes will be applied to a variety of genres--novel, film, poetry, legend, and memoir -- in this semester-long course. A variety of formal and informal writing will provide students an opportunity to polish their research and writing skills and techniques, as well as to delve deeper into the literature of the course. The culminating activity will be a small group student-led book study of a student-chosen contemporary novel or memoir set in a foreign country; the semester exam grade for the course will be an analytical group presentation based on this book study. All seniors will need to successfully complete an "A" semester of senior English and a "B" semester of senior English in order to be eligible for graduation.

### **Creative Writing A**

Course No: 735A

Credits: 0.5 / Semester

Grade: 12

Recommendation: Successful completion of English III

**Creative Writing A** fulfills one-half of the senior English requirement for written expression. This introduction to creative writing focuses on strategies that will help all writers regardless of style or genre and enhance effective word choice, sensory language, eliminating clichés, etc. Students will study and practice techniques to generate inspiration in order to produce their own original pieces focusing on poetry, historical fiction, and drama. Students will create a large historical fiction writing with research and complete citations. Students will also create a semester portfolio of their original work as their final project. All seniors will need to successfully complete an "A" semester of senior English and a "B" semester of senior English in order to be eligible for graduation.

### **Creative Writing B**

Course No: 735B

Credits: 0.5 / Semester

Grade: 12

Recommendation: Successful completion of English III

**Creative Writing B** fulfills one half of the senior English requirement for literature-based study. This course of creative writing focuses on short story strategies that will help writers with works of fiction of any length including character

development, plot pacing, adding suspense and emotion, etc. Students will read and analyze published authors to identify effective writing techniques and strategies to implement within their own writing. Students will study and practice techniques to generate inspiration in order to produce their own original pieces focusing on short story genres; such as mystery, fantasy, suspense, and even children's stories. Students will create a semester portfolio of their original work as their final project. All seniors will need to successfully complete an "A" semester of senior English and a "B" semester of senior English in order to be eligible for graduation.

### **Honors British Literature and Rhetoric IV A**

Course No: 737A

Credits: .5 / Semester

Grade 12

Recommendation: A "B" or better in English III or a "C" or better in Honors English III. As this is an Honors level course, competence in previous English courses is expected.

**Honors British Literature and Rhetoric IV A** fulfills ½ of the senior English requirement (written expression). The primary objective of this course is to cover British literature from the fifth century through medieval times. Literary trends as represented through different genres are subjects of comparative study. In addition, this course provides students an opportunity to polish their writing skills and techniques. Argument and persuasion and causal analysis are added to student's writing techniques. Frequent oral presentations and vocabulary are also stressed. The course will culminate with a major research paper to refine and polish college-level research skills. All seniors will need to successfully complete an "A" semester of senior English and a "B" semester of senior English in order to be eligible for graduation.

### **Honors British Literature and Rhetoric IV B**

Course No: 737B

Credit: .5/Semester

Grade 12

Recommendation: A "B" or better in English III or a "C" or better in Honors English III. As this is an Honors level course, competence in previous English courses is expected.

**Honors British Literature and Rhetoric IV B** fulfills ½ of the senior English requirement (literature). The primary objective of this course is to cover British literature from the Renaissance through modern times. Literary trends as represented through different genres are subjects of comparative study. In addition, this course provides students an opportunity to polish their writing skills and techniques. Argument and persuasion and causal analysis are added to student's writing techniques. Frequent oral presentations and vocabulary are also stressed. The course will culminate with a college-level APA Annotated Bibliography to further refine and hone research skills. All seniors will need to successfully complete an "A" semester of senior English and a "B"

semester of senior English in order to be eligible for graduation.

### **Advanced Placement Literature and Composition IV**

Course No.: 740

Credit: 1.0 / Full Year

Grades: 12

*Recommendation: A "C" or better in AP Language and Composition or has achieved an "A" or "B" in Honors English III OR has achieved an "A" in English III AND has teacher recommendation.*

**Advanced Placement Literature and Composition IV** fulfills the senior English requirement. This course provided college-bound students the opportunity to increase their writing skills and their ability to interpret literary works. Dramas, novels, and poetry are analyzed. Each semester, major literary works will be studied; oral presentations will be given, and several analytical research papers will be required. The semester exam will consist of one major paper/project counting one-fifth of the total semester grade. Prompts on the material read, additional writing, and journals are also required. Taking the Advanced Placement Literature and Composition test in May is highly encouraged as a logical conclusion to this course.

Students who successfully complete an Advanced Placement exam may qualify for college credits subject to the discretion of the institute of higher education. Students are responsible for investigating the acceptance policy at each institution.

### **Honors Composition 101 (B) ‡**

Course No.: 728

Credit: 0.5/Semester

Grades: 11, 12

**LLCC Prerequisites:** EGL 099 and RDG 099 or appropriate placement scores. 2.7 GPA or higher, score of 477 or higher on the Evidence-Based Writing portion of the SAT, or score 18 or higher on the ACT.

**GHS Prerequisites:** A "C" or better in Honors English III or a "B" or better in CP English III. A student's most recent cumulative high school GPA, which must be reflective of at least the final sophomore year cumulative GPA, will be used for placement in concurrent enrollment courses, such as Dual Credit Composition I. 2.7 GPA or higher, score of 477 or higher on the Evidence-Based Writing portion of the SAT, or score 18 or higher on the ACT.

**Honors Composition 101 (B)** This course follows the LLCC EGL 101 curricula which cover academic essay writing, research and argumentation. This writing-intensive course focuses on the writing process, prewriting and revising to the final product. Students will often write an excess of 5,000 words throughout the semester in various modes including essays and journals. Reading assignments from the textbook and outside books are also an integral part of the coursework. 60% of each student's course grade is determined based on formal writing assignments. This course is designed to be the first part of a two semester course. In order to take 102,

students must pass this 101 course with a 'C' or higher. Lincoln Land Community College participates in the Illinois Articulation Initiative (IAI). As part of our IAI agreement, over the course of the semester, students must also write a minimum of 5000 words collectively on their major writing assignments.

### **Honors Composition 102 (A) ‡**

Course No.: 729

Credit: 0.5/Semester

Grades: 11, 12

**LLCC Prerequisites:** EGL 099 and RDG 099 or appropriate placement scores. 2.7 GPA or higher, score of 477 or higher on the Evidence-Based Writing portion of the SAT, or score 18 or higher on the ACT.

**GHS Prerequisites:** A "C" or better in Honors English III or a "B" or better in CP English III. A student's most recent cumulative high school GPA, which must be reflective of at least the final sophomore year cumulative GPA, will be used for placement in concurrent enrollment courses, such as Dual Credit Composition I. 2.7 GPA or higher, score of 477 or higher on the Evidence-Based Writing portion of the SAT, or score 18 or higher on the ACT.

**Honors Composition 102 (A)** is designed to enhance and deepen the critical skills of argumentation and academic writing introduced in Composition 101 (EGL 101). Seniors taking this course will satisfy the written expression requirement (B). Students continue to write essays that demonstrate their ability to analyze and evaluate the ideas of others and integrate them into their own writing. The course reinforces student experience with the developing student ability to conduct research and present research findings in an ethical, accurate, and critical manner. R (3 lecture hours) IAI: C1 901R Lincoln Land Community College participates in the Illinois Articulation Initiative (IAI). As part of our IAI agreement, students enrolled in EGL 102 must earn a minimum grade of 60% on their research essay to earn a passing grade for the course, a grade of "C" or higher. Over the course of the semester, students must also write a minimum of 5,000 words collectively on their major writing assignments. In Composition 102, the research must also be a major factor in the final grade, and students must receive a "D" or higher on the research project to receive a passing grade, "C" or higher, in the course. In addition, all major writing assignments must account for 60% of the overall grade.

**Basic English I**

Course No.: 750

Credit: 1.0 / Full Year

Grades: 9

Prerequisite: Determination of placement by individual IEPs

**Basic English I** will enable the student to improve his or her reading comprehension and writing skills. The course will enable students to strengthen basic grammar, composition, and vocabulary skills while exploring elements of various genres. Students who are enrolled in this course will be able to demonstrate the essential elements of grade level standards to meet the requirements for a high school diploma.

**Basic English II**

Course No.: 751

Credit: 1.0 / Full Year

Grades: 10

Prerequisite: Determination of placement by individual IEPs

**Basic English II** will enable the student to improve his or her reading comprehension and writing skills as well as understanding the basics of research. Students will integrate the entire spectrum of English including composition, literature, and speech. Students will learn to write and present a speech. Students who are enrolled in this course will be able to demonstrate the essential elements of grade level standards to meet the requirements for a high school diploma.

**Basic English III**

Course No.: 752

Credit: 1.0 / Full Year

Grades: 11

Prerequisite: Determination of placement by individual IEPs

**Basic English III** continues the development of writing skills with a focus not only on correct grammar, mechanics, and vocabulary. Students in this course expand thinking in writing and connecting writing to various selections of text both fiction and nonfiction. Reading comprehension skills will also be highlighted through exposure to various literary forms and mediums. Students who are enrolled in this course will be able to demonstrate the essential elements of grade level standards to meet the requirements for a high school diploma.

**Basic English IV**

Course No.: 753

Credit: 1.0 / Full Year

Grades: 12

Prerequisite: Determination of placement by individual IEPs

**Basic English IV** will focus on the continual development of writing skills including correct grammar, writing mechanics, and vocabulary development. Students will be required to write a basic research paper and short essays related to various literary selections. Students who are enrolled in this course will be able to demonstrate the essential elements of grade level standards to meet the requirements for a high school diploma.

<b><u>Grade</u></b>	<b><u>College Prep Credit</u></b>	<b><u>Honors/AP Credit</u></b>
<b>9</b>	English I	Honors English I
<b>10</b>	English II	Honors English II
<b>11</b>	English III Transitional English III Honors Debate (B)	Honors English III D/C Composition 101 (B)/102 (A) D/C Speech (A) AP English Language and Composition III
<b>12</b>	Transitional English IV World Literature (A/B) Creative Writing (A/B) Novels/Rhetoric (A/B)	D/C Speech (A) Honors British Literature (A/B) D/C Composition 101 (B)/102 (A) <i>Cannot take 102 without 101</i> AP Literature and Composition IV

# FAMILY AND CONSUMER SCIENCE

## **Foods and Nutrition I**

Course No.: 442

Credit: 0.5 / Semester

Grades: 9, 10, 11, 12

Prerequisite: None

**Foods and Nutrition I** includes classroom and laboratory experiences designed to develop knowledge and understanding of food principles, applied nutrition, and practical life skills. The course will emphasize food safety and sanitation, use and care of equipment, food purchasing, preparation techniques, and nutritional aspects of foods covered. Food units to be covered are: fruits and vegetables, dairy and eggs, grains, and baked goods. Students will apply their food safety, sanitation, and preparation knowledge in the foods lab. Career Pathways Include: Chef, Nutritionist, Dietician, Food Scientist, Food Editor, Fitness Consultant, Food Photographer, Home Economist, Restaurant Owner

## **Foods and Nutrition II**

Course No.: 455

Credit: 0.5 / Semester

Grades: 9, 10, 11, 12

Prerequisite: Successful completion of Foods and Nutrition I

Recommendation: "C" or better in Foods and Nutrition I

**Foods and Nutrition II** is a continuation and extension of the study of food principles, applied nutrition, and practical life skills learned in Foods and Nutrition I. Classroom and laboratory experiences will emphasize the following: safety and sanitation, equipment use and care, meats, poultry, yeast breads, cakes, desserts, and international and regional foods. Students will participate in multiple day labs and the "Cookie Bake-Off Contest." Career Pathways Include: Chef, Nutritionist, Dietician, Food Scientist, Food Editor, Fitness Consultant, Food Photographer, Home Economist, and Restaurant Owner.

## **Creative Sewing**

Course No.: 443

Credit: 0.5 / Semester

Grades: 9, 10, 11, 12

Prerequisite: None

**Creative Sewing** introduces students to needlecrafts: crochet, knitting, machine and hand sewing, embroidery, cross-stitch, and other topics relating to fabrics, threads, and yarns. Skill development activities and projects will be required for each needlecraft. Projects are designed to incorporate student's creative ideas. A final project will be selected by the student.

## **Fashion Design I**

Course No.: 444

Credit: 0.5 / Semester

Grades: 9, 10, 11, 12

Prerequisite: None

**Fashion Design I** No prior sewing knowledge or experience is needed to take this course. This semester-long introductory course is a study of basic fabric and fashion concepts, machine and hand sewing skills, accessories and clothing, and construction and repair. Fashion history will be examined in addition to the study of the elements of design as it relates to textiles and the human form. Students will apply their knowledge and skills in several sewing, design, and alteration/repair projects. Career Pathways Include: Apparel Production, Buyer, Fabric Designer, Fashion Advertising, Fashion Designer, Fashion Merchandising, Fashion Photographer, Fashion Writer, Pattern Maker, Textile Chemist, Theater, Wardrobe Consultant

## **Fashion Design II**

Course No.: 456

Credit: 0.5 / Semester

Grades: 9, 10, 11, 12

Prerequisite: Successful completion of Fashion Design I

Recommendation: "C" or better in Fashion Design I

**Fashion Design II** is an advanced class designed for the student that would like to increase his/her creativity and skills in the area of textiles. Advanced sewing skills will be introduced. A service project will be completed using the skills developed in class. Along with other textile and apparel projects, small research projects will be completed on fashion styles and fashion designers. This is an excellent class for the student interested in theater, art, interior decorating, fashion design, and the recreational designer. Fashion designed in this class will be part of a fashion shoot with Photography students. Career Pathways Include: Apparel Production, Buyer, Boutique Owner, Entrepreneur, Fabric Designer, Fashion Advertising, Fashion Designer, Fashion Merchandising, Fashion Photographer, Fashion Writer, Pattern Maker, Textile Chemist, Theater, Wardrobe Consultant.

### **Interior Design**

Course No.: 451

Credit: 0.5 / Semester

Grades: 9, 10, 11, 12

Prerequisite: None

**Interior Design** is a course where students apply their knowledge of elements and principles of design, color theory, interior zoning, and floor plan and furniture guidelines to projects developed in the classroom. Students will select room types and floor plans and design pleasing interiors using their knowledge of interior design principles. Each unit of study will include analysis, skill demonstration, and projects, with the majority of work being completed during class time. Career Pathways Include: Real Estate, Architect, Buyer, Furniture Designer, Industrial Designer, Interior Designer, Kitchen Planner, Merchandiser, and Space Planner.

### **Child Development**

Course No.: 453

Credit: 0.5 / Semester

Grades: 9, 10, 11, 12

Prerequisite: None

**Child Development** This course is a study of human growth and development throughout the initial stages of the life span. Emphasis is placed on major theories and perspectives as they relate to the intellectual, physical, social, and emotional development of humans from conception to pre-school years. Some topics covered include: how humans develop and learn from prenatal through pre-school years; parenting; genetic disorders; the importance of play; and special guest speaker topics. By engaging in class discussions, activities, and projects, students will gain life skills necessary to prepare them for their future as an adult in their chosen career path or family life. Career Pathways Include: Education/Special Education, Social Worker, Activities Director, Child Care Worker, Genetic Counselor, Parent Educator, Pediatrician, Pediatric Nurse, and Speech-Language Pathologist.

### **Early Childhood Education**

Course No.: 452

Credit: 1.0/Semester

Grades: 11, 12

Prerequisites: None. Students will complete an application for placement and will meet with the instructor prior to enrollment.

**Early Childhood Education** is a hybrid course that combines classroom instruction with hands-on field experience in Pre-K through Elementary classrooms. Upon completion of this course, through the Gateways to Opportunities program, students have the opportunity to gain the professional Early Childhood Education (ECE) Level 1 credential, scholarship opportunities, and 3 credit hours from LLCC. The ECE Level 1

credential benefits both college and career pathways as it shows students have the skills to continue working and/or studying in the field of early care and education. It is recognized in the State of Illinois and issued by the Illinois Department of Human Services. In addition to gaining a deeper understanding of the development of children from birth to school age and specifically the role care and education play in early childhood development, students will also be paired with other early childhood educators in our district pre-k through elementary classrooms. In these field experiences, students will observe and assist in lessons and activities. Students will be required to keep a daily log of activities and a portfolio of work. The student will have a formal on-site observation at least once each 9 weeks by the course instructor. A time block of periods is necessary to accommodate this program and transportation by the student may be required to complete field experiences at CES and BES. Students will be required to apply and meet with the instructor prior to enrolling in the course.

### **Early Childhood Education II**

Course No.: 462

Credit: 1.0/Semester

Grades: 12

Prerequisites: Successful completion of Early Childhood Education.

**Early Childhood Education II** is the continuation of Early Childhood Education 1 in which students will use their pedagogical knowledge and apply it in the classroom setting by assisting with and leading lessons, working one-on-one with elementary age students, and working with their cooperating teacher on items such as lesson planning, student achievement, and creating learning resources. Students will check-in with the course instructor on a regular basis and on-site observations will occur at least once every 9 weeks. Students will keep a daily log of activities and a portfolio of work. Early Childhood Education 2 is a Pass/Fail course and will not be calculated in a student's overall GPA, but will earn credits towards graduation.



### **Introduction to Teacher Education‡**

Course No.: 464

Credit: 1.0/Semester, 4 credits from LLCC

Grades: 11, 12

*Prerequisites: None. Students will complete an application for placement and will meet with the instructor prior to enrollment.*

*Note: This course includes 30 hours of field experience.*

**Introduction to Teacher Education** provides teachers with a historical and philosophical overview of American public education. Topics included are organization and administration, financing, legal aspects, curriculum, school personnel, student diversity and current trends and issues. The course includes 30 hours of field experience.

### **Design and Merchandising**

Course No.: 459

Credit: 0.5 / Semester

Grades: 10, 11, 12

*Prerequisites: No prerequisite required. Recommended for students who have successfully completed Graphic Design, Fashion Design, Marketing, Entrepreneurship, Creative Sewing, Interior Design, and other business/design courses.*

**Design and Merchandising** is a full year course in which students will design, create, market, and sell one of a kind merchandise for the Legacy store, our student run school store! In this course, students will gain real life experience and skills in entrepreneurship and career development while designing and crafting merchandise to be sold to the student body, school staff, and the Ball-Chatham Community at large. Students will use a variety of technology, such as cricut machines, sublimation printers, heat presses, glowforge laser cutter, and embroidery machines to create Titan apparel, accessories, household items and other specialty merchandise. In addition to designing, assembling, and packaging the products during class, students will develop business plans, manage inventory, and implement marketing strategies. Students will strengthen communication, customer service, and financial skills through the selling of their merchandise. Some examples of merchandise that may be created in this course: t-shirts, sweatshirts, lounge wear, hats, coffee mugs, keychains, jewelry, and household decor.

### **Adult Living**

Course No.: 465

Credit: 0.5 / Semester

Grades: 11, 12

*Prerequisite: None*

**This course fulfills the consumer education requirement for high school graduation for 11th and 12th grade students.**

**Adult Living** is designed to prepare students to be self-sufficient after graduation. Units of study will include: values and goal setting, decision making, budgeting, financial management, job search, understanding self and others, and managing everyday situations. This course will help the students manage their life while using their skills and talents to meet the day-to-day challenges now and in the future.

# FINE ARTS / PERFORMING ARTS

## MUSIC

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### **Symphonic Band**

Course No.: 001

Credit: 1.0 / Full Year

Grades: 9, 10, 11, 12

Prerequisite: Auditioned, members selected by teacher

### **Symphonic Band**

This is the instrumental ensemble for intermediate 9-12 instrumental musicians. Students are selected based on audition and prior accomplishments within the band program. This ensemble will prepare intermediate to advanced level music and will participate in many concerts throughout the school year. This course includes activities and performances outside the school day, which are mandatory. All band members are automatically a member of the Titan Marching Band.

### **Honors Symphonic-Band**

Course No.: 002

Credit: 1.0 / Full Year

Grades: 12 & Enrolled in 4th year of Band

Prerequisite: Need teacher approval

**Honors Symphonic Band** is the instrumental ensemble for immediate 9-12 instrumental musicians. Students are selected based on audition and prior accomplishments within the band program. This ensemble will prepare intermediate to advanced level music and students will participate in many concerts throughout the school year. This course includes activities and performances outside the school day, which are mandatory. All band members are automatically a member of the Titan Marching Band. Honors students are expected to go above and beyond in regards to their musical development. Honors students will complete extra requirements in the course syllabus.

### **Treble Choir**

Course No.: 003

Credit: 1.0 / Full Year

Grades: 9-12

Prerequisite: None

**Treble Choir** is a non-auditioned ensemble of treble singers in 9th-12th grade who have a high interest in learning singing technique and music reading through the choral experience. Participation in the three to five concerts presented throughout the year is required of students. Additional include auditioning for, and participating if selected, in the

ILMEA District IV Music Festival in the fall, participating in a spring solo and ensemble contest, and auditioning for

additional ensembles offered through the vocal music department.

### **Bass Choir**

Course No.: 005

Credit: 1.0 / Full Year

Grades: 9-12

Prerequisite: None

Bass Choir is a non-auditioned ensemble of tenor/bass singers in 9th-12th grade who have a high interest in learning singing technique and music reading through the choral experience. Participation in the three to five concerts presented throughout the year is required of students. Additional include auditioning for, and participating if selected, in the ILMEA District IV Music Festival in the fall, participating in a spring solo and ensemble contest, and auditioning for additional ensembles offered through the vocal music department.

### **Show Choir**

Course No.: 007

Credit: 1.0 / Full Year

Grades: 9, 10, 11, 12

Prerequisite: Acceptance by audition

Recommendation: Previous/current enrollment in another choir class

**Show Choir** is a performance-based ensemble.

Auditions will take place in the late spring at the high school and the middle school. Students will learn singing techniques for various musical styles and genres including musical theatre, pop, and jazz. In addition to singing, students will learn and master choreography that is unique to each style of music that is performed, as well as basic dance steps and terminology. Choreography will range from basic to complex. Students will work to meet the goals of a performer while singing and dancing in an ensemble. Performance and participation in the three to five concerts presented throughout the year is required. Competitive opportunities may also be available to the ensemble.

### **Honors Show Choir**

*Course No.: 008*

*Credit: 1.0 / Full Year*

*Grades: 12 & Enrolled in 4th year of Choir*

*Prerequisites: Selection by audition. Prior experience in a vocal ensemble is preferred.*

**Honors Show Choir** is the competitive show choir open to 11th and 12th grade students by audition. Members of the show choir are eligible to receive PE credit. This ensemble focuses on the study and performance of popular styles of music along with choreography and other movements. In addition to curricular rehearsals, Show choir is a co-curricular class that meets outside the school day for additional rehearsals and choreography sessions. They perform numerous times throughout the year both in the community and throughout the Midwest at show choir competitions. Honors students are expected to go above and beyond in regards to their musical development. Students will be required to complete additional tasks each semester as dictated by the director in the choral department handbook, such as participation in ILMEA District Festivals, performing in Solo/Ensemble Recital, and attending and reviewing area music performances.

### **Symphonic Choir**

*Course No.: 009*

*Credit: 1.0 / Full Year*

*Grades: 9-12*

*Prerequisite: Acceptance by audition*

**Symphonic Choir** is the advanced concert choir open to all students by audition. This ensemble serves as the top concert choir at GHS. They study and perform a variety of repertoire from different periods and styles. An emphasis is placed upon musical literacy, as sight-reading and theory are discussed as part of the rehearsal. In addition, students are given the opportunity to create music and respond to music based upon classroom study. Symphonic Choir performs several times throughout the year with some commitments outside of the school day.

### **Jazz Ensemble**

*Course No.:006*

*Credit: 1.0/Full Year*

*Grades 9-12*

*Prerequisite: Selected by auditioned/teacher approval*

**Jazz Ensemble** is the instrumental ensemble for advanced jazz musicians. Students are selected based on audition and prior achievement within the band/jazz program. Students enrolled in this course will prepare and perform advanced level jazz music, be introduced to the concept of improvisation, and develop big band styles and techniques. These students will

participate in many concerts throughout the year and will travel for contests and festivals. This course includes performances and activities outside of the school day, which are mandatory.

### **Honors Jazz Ensemble**

*Course No.:*

*Credit: 1.0/Full Year*

*Grades: 12 & Enrolled in 4th year of Band*

*Prerequisite: Audition/Teacher recommendation*

**Honors Jazz Ensemble** In addition to Jazz Ensemble, students earning honors credit will be required to participate in or attend different musical activities, outside of required rehearsals and concerts, that will help improve their overall musicianship. These can include, but are not limited to: private lessons on primary or secondary instrument, participation in honor band festivals, participation in an extracurricular ensemble (Youth orchestra, UIS ensembles, etc.), participate in extra performances not required by the class, and attend professional or university level musical performances/productions.

### **Vocal Jazz Ensemble**

*Course No.: 018*

*Credit: 1.0 / Full Year*

*Grades: 9-12*

*Prerequisite: None*

**Vocal Jazz Ensemble** is the vocal ensemble for jazz and a cappella musicians. This ensemble focuses on the study and performance of modern styles of music, such as swing, funk, and latin. Students enrolled in this course will prepare and perform advanced level music, be introduced to the concept of improvisation, and develop vocal jazz and a cappella styles and techniques. These students will participate in many concerts throughout the year and will travel for contests and festivals. This course includes performances and activities outside the school day, which are mandatory.

### **Concert Band**

*Course No.: 013*

*Credit: 1.0/Full Year*

*Grades: 9-12*

*Prerequisite: Non-auditioned*

**Concert Band** is the instrumental ensemble for developing 9-12 instrumental musicians. This is also a great opportunity for advanced musicians wanting to learn a second instrument or for students who are returning to band after time away from the program. There is no audition requirement for this ensemble, but you must have prior band/instrumental experience or teacher approval to enroll. This group will prepare and perform intermediate level music and will participate in many concerts throughout the school year. This

course includes activities and performances outside the school day, which are mandatory. All band members are automatically a member of the Titan Marching Band.

### **Wind Ensemble**

*Course No.: 015*

*Credit: 1.0/Full Year*

*Grades: 9-12*

*Prerequisite: Auditioned, members selected by teacher*

**Wind Ensemble** is the top instrumental ensemble offered at GHS and is made up of the most advanced 9-12 instrumental musicians in the program. Students are selected based on audition and prior accomplishments within the band program. This ensemble will be preparing and performing college-level music and will put on many performances throughout the year. This ensemble will also travel for contests and festivals multiple times during the year. The expectations for all students involved in this ensemble are very high and daily practice outside of the school day is expected. This course includes performances and activities outside of the school day, which are mandatory. All band members are automatically a member of the Titan Marching Band.

### **Honors Wind Ensemble**

*Course No.:016*

*Credit: 1.0/Full Year*

*Grades: 12 & Enrolled in 4th year of Band*

*Prerequisite: Need teacher approval*

**Honors Wind Ensemble** is the top instrumental ensemble offered at GHS and is made up of the most advanced 9-12 instrumental musicians in the program. Students are selected based on audition and prior accomplishments within the band program. This ensemble will be preparing and performing college-level music and will put on many performances throughout the year. This ensemble will also travel for contests and festivals multiple times during the year. The expectations for all students involved in this ensemble are very high and daily practice outside of the school day is expected. This course includes performances and activities outside of the school day, which are mandatory. All band members are automatically a member of the Titan Marching Band. Honors students are expected to go above and beyond in regards to their musical development. Honors students will complete extra requirements in the course syllabus. These requirements may include auditioning for ILMEA, participation in Honors Band Festivals, and enrolling in private lessons.

### **Honors Symphonic Choir**

*Course No.: 010*

*Credit: 1.0 / Full Year*

*Grades: 12 & Enrolled in 4th year of Band*

*Prerequisite: Selection by audition. Prior experience in a vocal ensemble is preferred.*

**Honors Symphonic Choir** is the advanced concert choir open to all 11th and 12th grade students by audition. This ensemble serves as the top concert choir at GHS. They study and perform a variety of repertoire from different periods and styles. An emphasis is placed upon musical literacy, as sight-reading and theory are discussed as part of the rehearsal. In addition, students are given the opportunity to create music and respond to music based upon classroom study. Honors students are expected to go above and beyond in regards to their musical development. Students will be required to complete additional tasks each semester as dictated by the director in the choral department handbook, such as participation in ILMEA District Festivals, performing in Solo/Ensemble Recital, and attending and reviewing area music performances.

### **Music Production I**

*Course No.: 011*

*Credit: 0.5 / Semester*

*Grades: 9-12*

*Recommendation: A background in music theory or previous music ensemble experience is strongly recommended.*

**Music Production I** is a semester-long course in which students will discover creating and composing music with the use of mainstream software and hardware. Students taking this course will learn the basics of how to use a digital audio workstation (DAW) and other production software and hardware to develop music for today's world. The course is heavily project-based and requires students to think outside of the box both independently and in group settings.

### **Music Production II**

*Course No.: 019*

*Credit: 0.5 / Semester*

*Grades: 9 -12*

*Prerequisite: Completion of Music Production I*

**Music Production II** builds on the concepts taught in Music Production I with more complex projects and specific applications of software and hardware that are seen in the music production world. The course requires students to think outside of the box both independently and in group settings.

### **Advanced Placement Music Theory**

*Course No.: 017*

*Credit: 1.0 / Full Year*

*Grades: 10, 11, 12*

*Recommendation: Participation in a music ensemble and /or a piano*

*background*

**Advanced Placement Music Theory** is a year-long accelerated course that provides qualified and motivated students the opportunity to increase music writing skills and facility of several compositional elements. This college-level course is intended for students who plan additional work in music and utilizes the College Board AP exam as a logical conclusion to this course. Students will practice problem-solving skills in daily assignments and a composition project will be required of all students. Students interested in instrumental arranging and composition will benefit from enrollment in this course.

Students who successfully complete an Advanced Placement exam may qualify for college credits subject to the discretion of the institute of higher education. Students are responsible for investigating the acceptance policy at each institution.

## **ART**

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### **Art Exploration**

*Course No.: 031*  
*Credit: 0.5 / Semester*  
*Grades: 9, 10, 11, 12*  
*Prerequisite: None*

**Art Exploration** enables students to explore several art forms (e.g., drawing, painting, ceramics, and sculpture) and to create individual works of art. Art Exploration emphasizes observations, interpretation of the visual environment, visual communication, imagination, and symbolism. Course will cover the language, materials, media, and processes of a particular art form and the design elements used. Course may also include the study of major artists, art movements, and styles.

### **Cartoon and Comic Art**

*Course No.: 037*  
*Credit: 0.5 / Semester*  
*Grades: 9, 10, 11, 12*  
*Prerequisite: None*

**Cartoon and Comic Art** is an introduction to visual storytelling. Students will experiment with developing original characters and multi-panel comics. Drawing skills are an advantage, but not a necessity.

### **Mixed Media Art**

*Course No.: 058*  
*Credit: 0.5/Semester*  
*Grades: 9, 10, 11, 12*  
*Prerequisite: None*

**Mixed Media Art** provides the opportunity for students to create artwork by using a variety of multiple media in each piece of art. Projects may include a combination of paint, fabric, printmaking, and found objects.

### **Ceramics**

*Course No.: 032*  
*Credit: 0.5/semester*  
*Grade level: 9, 10, 11, 12*  
*Prerequisite: Successful completion of Art Exploration*

**Ceramics** provides an introduction to clay as an art medium. Students will learn basic hand-building methods. A variety of decorative glazing techniques will be explored. Projects will be functional and sculptural.

### **Sculpture**

*Course No.: 035*  
*Credit: 0.5/semester*  
*Grade level: 9, 10, 11, 12*  
*Prerequisite: Successful completion of Art Exploration*

**Sculpture** provides the opportunity for students to create three-dimensional art by employing techniques of carving, construction and modeling. Projects will utilize a variety of materials such as paper, plaster, wood and clay.

### **Drawing**

*Course No.: 030*  
*Credit: 0.5/Semester*  
*Grades: 9, 10, 11, 12*  
*Prerequisite: Successful completion of Art Exploration*

**Drawing** emphasizes mark-making and experimenting with drawing techniques. Drawing will be done in various media, including pencil, ink, colored pencils, markers, pens, pastels, digital, etc. Themes may include portraits, landscapes, imagination, architecture, still life, etc. Various artists will be looked at as part of the coursework. A sketchbook is optional.

### **Painting**

*Course No.: 051*  
*Credit: 0.5/Semester*  
*Grades: 9, 10, 11, 12*  
*Prerequisite: Successful completion of Art Exploration*

**Painting** will introduce students to different paint media, including watercolor, acrylics, and gouache. Students will learn techniques for each type of painting and learn to use paint media as a means of artistic expression. Themes for artworks may include portraits, landscapes, imagination, architecture, still life, as well as artist choice. Various artists will be looked at as a part of the coursework. A sketchbook is optional.

### **Advanced Ceramics**

Course No.: 046

Credit: 0.5 / Semester

Grades: 10, 11, 12

Prerequisite: Successful completion of Art Exploration and Intro to Ceramics & Sculpture

**Advanced Ceramics** is designed for students who have a special interest in using clay as an art medium. Students will have the opportunity to further develop hand-building methods and decorative glazing techniques. Students will also use the potter's wheel.

### **Advanced Sculpture**

Course No.: 047

Credit: 0.5 / Semester

Grades: 10, 11, 12

Prerequisite: Successful completion of Art Exploration and Intro to Ceramics & Sculpture

**Advanced Sculpture** is designed to give students experience creating three-dimensional art by exploring representational and abstract sculpture through subtractive (carving), additive (modeling) and assemblage techniques in one or more media. Students will also have the opportunity to explore traditional and contemporary sculpture materials and processes. Projects will utilize a variety of materials such as glass, metal, fabric/fibers, and found objects.

### **Advanced Drawing**

Course No.: 048

Credit: 0.5 / Semester

Grades: 10, 11, 12

Prerequisite: Successful completion of Art Exploration and Intro to Drawing & Painting

**Advanced Drawing** builds on the foundation learned in Intro to Drawing & Painting. Advanced Drawing includes applying the elements of art and principles of design, along with a study of art and artists from a worldwide perspective, and instruction in the critique process. Advanced courses may encourage students to refine their creative processes and develop their own artistic styles following and breaking from traditional conventions. Advanced Drawing will build on skills and techniques learned in Intro to Drawing & Painting. Drawings will be student directed, and will exhibit mastery of drawing techniques and skills. Students will work towards building a comprehensive portfolio that demonstrates individual style and aesthetics. A sketchbook is encouraged.

### **Advanced Painting**

Course No.: 049

Credit: 0.5 / Semester

Grades: 10, 11, 12

Prerequisite: Successful completion of Art Exploration and Intro to Drawing & Painting

**Advanced Painting** builds on the foundation learned in Intro to Drawing & Painting using a variety of techniques and media (such as watercolor, gouache, acrylics), emphasizing observation and interpretation of the visual environment, life drawing, and imaginative painting. Advanced Painting will include applying the elements of art and principles of design, along with a study of art and artists from a worldwide perspective, and instruction in the critique process. Advanced Painting will encourage students to refine their creative processes and develop their own artistic styles following and breaking from traditional conventions. Advanced Painting will build on skills and techniques learned in Intro to Drawing & Painting. Paintings will be student directed, and will exhibit mastery of painting techniques and skills. Students will work towards building a comprehensive portfolio that demonstrates individual styles and aesthetics. A sketchbook is encouraged.

### **Adaptive Art I–IV**

Course No.: 039

Credit: 1.0 / Full Year

Grades: 9, 10, 11, 12

Prerequisite: Determination of placement by individual IEPs

**Adaptive Art** introduces students to a variety of art materials and techniques used in two-dimensional and three-dimensional art by employing techniques of drawing, painting, printmaking, assemblage, construction, and modeling. Students will work in small groups allowing for one-on-one interaction. Extra attention will be paid to basic eye/hand coordination, fine motor skills, and tactile senses. Projects will be based on individual students' needs. Projects may include sand painting, eraser, drawing, Styrofoam printmaking, etc.

### **Advanced Placement Studio Art**

Course No.: 052

Credit: 1.0 / Full Year

Grades: 12

Prerequisite: Successful completion of 4 semesters of art classes  
Recommendation: "B" average in all previously taken art classes

**AP Studio Art** is a college level course for serious senior art students. Emphasis is centered on studio work, the preparation of a portfolio, and the submission of a portfolio for potential AP credit. Students will prepare one of the following portfolios for submission to the College Board in the spring: Drawing, 2-Dimensional Design or 3-Dimensional Design. In this class students will identify a topic to pursue, discuss and evaluate their work, and explore and formulate new ideas to strengthen the content of their work. Students are encouraged to participate in multiple juried competitions and exhibitions. Participation in the Celebration of the Arts All District Art Show is mandatory.

Students who successfully complete an Advanced Placement exam may qualify for college credits subject to the discretion of the institute of higher education. Students are responsible for investigating the acceptance policy at each institution

# Fine Arts Department

Cartoon and  
Comic Art

Mixed Media Art

Adaptive Art  
Peer Tutor

## Art Exploration

Ceramics

Sculpture

Drawing

Painting

Advanced  
Ceramics

Advanced  
Sculpture

Advanced  
Drawing

Advanced  
Painting

## AP Studio Art



# FOREIGN LANGUAGES

Any student without equivalent transfer or prerequisite credit who wishes to place into a level other than I of a foreign language must pass a written and oral exam. These exams must be administered during or before May of the school year prior to the desired placement. Exams will not be given at the beginning of the school year, with the exception of new or transfer students. Final approval will be given by the Foreign Language Department Coordinator.

## **German I**

*Course No.: 511*

*Credit: 1.0 / Full Year*

*Grades: 9, 10, 11, 12*

**German I** introduces students to the language through a variety of reading and listening activities and requires that students speak and write in the target language at a level appropriate for what they are learning. Each German-speaking country and some cultural holidays and practices within those countries are explored as well. Students should expect the class to be conducted in German with many engaging activities in order to immerse students in the language.

## **German II**

*Course No.: 512*

*Credit: 1.0 / Full Year*

*Grades: 9, 10, 11, 12*

*Prerequisite: Successful completion of German I*

*Recommendation: "C" or better in German I*

**German II** further develops and strengthens the speaking, listening, reading, and writing skills introduced in German I. Vocabulary is enriched, verbs are reviewed, new tenses are learned and students will read more complex texts. The history and cultures of German speaking countries are studied.

## **Honors German III**

*Course No.: 516*

*Credit: 1.0 / Full Year*

*Grades: 11, 12*

*Prerequisite: Successful completion of German II*

**Honors German III** places continued emphasis on speaking, listening, reading, and writing skills. All grammatical structures and previously learned verb tenses are reviewed, and advanced tenses are introduced. German-speaking countries and cultures are studied in depth. The majority of the class will be conducted in German.

## **Honors German IV**

*Course No. 514*

*Credit: 1.0 / Full Year*

*Grades: 11, 12*

*Prerequisite: "C" or better in German III and teacher approval*

**Honors German IV** continues the study of German grammar. Students will research and study German-speaking countries to further their cultural knowledge. Thematic units include mysteries, legends, and short stories. Students will be expected to write essays in German. The class will be conducted in German. A novel will be read and German history will be explored.

## **Advanced Placement German Language and Culture**

*Course No.: 515*

*Credit: 1.0 / Full Year*

*Grades: 12*

*Prerequisite: Successful completion of four years of German.*

*Recommendation: Grade of an "A" or "B" in Honors German IV or recommendation of instructor*

**Advanced Placement German Language and Culture** provides students with the opportunity to develop his/her German language skills through the use of authentic materials (books, articles, videos.) The student will develop his/her skills and knowledge of German-speaking countries and culture through the six AP contexts: Families & Communities, Influence of Language & Culture on Identity, Beauty & Art, Science & Technology, Contemporary Life, and Environmental, Political, and Societal Challenges. The class will be conducted in German.

Students who successfully complete an Advanced Placement exam may qualify for college credits subject to the discretion of the institute of higher education. Students are responsible for investigating the acceptance policy at each institution.

**Spanish I**

Course No.: 521  
Credit: 1.0 / Full Year  
Grades: 9,10,11,12  
Prerequisite: None

**Spanish I** introduces students to the language through a variety of reading and listening activities and requires that students speak and write in the target language at a level appropriate for what they are learning. Each Spanish-speaking country and some cultural holidays and practices within those countries are explored as well. Students should expect the class to be conducted in Spanish with many engaging activities in order to immerse students in the language.

**Spanish II**

Course No.: 522  
Credit: 1.0 / Full Year  
Grades: 9,10,11,12  
Prerequisite: Successful completion of Spanish I  
Recommendation: "C" or better in Spanish I or a "B" or better in Standard Spanish I-A and I-B

**Spanish II** further develops and strengthens the speaking, listening, reading, and writing skills introduced in Spanish I. Vocabulary is enriched, verbs are reviewed, new tenses are learned and students will read more complex texts. The history and cultures of Spanish speaking countries are studied.

**Honors Spanish III**

Course No.: 523  
Credit: 1.0 / Full Year  
Grades: 10, 11, 12  
Prerequisite: Successful completion of Spanish II  
Recommendation: "C" or better in Spanish II

**Honors Spanish III** places continued emphasis on speaking, listening, reading, and writing skills. All grammatical structures and previously learned verb tenses are reviewed, and advanced tenses are introduced. Spanish-speaking countries and cultures are studied in depth. The majority of the class will be conducted in Spanish.

**Honors Spanish IV**

Course No.: 524  
Credit: 1.0 / Full Year  
Grades: 11, 12  
Prerequisite: Successful completion of Honors Spanish III  
Recommendation: "B" or better in Honors Spanish III

**Honors Spanish IV** continues the study of grammar and completes the study of all Spanish verb tenses. Students will research and study selected people and events in Spanish speaking countries to further their cultural knowledge. Thematic reading units will be included. Students will be expected to write papers and engage in discussions in Spanish. The class will be conducted in Spanish.

**Advanced Placement Spanish Language and Culture**

Course No.: 525  
Credit: 1.0 / Full Year  
Grades: 12  
Prerequisite: Successful completion of four years of Spanish.  
Recommendation: "A" or "B" in Honors Spanish IV or recommendation of instructor.

**Advanced Placement Spanish Language and Culture** provides students with the opportunity to develop his/her Spanish language skills through the use of authentic materials (books, articles, videos.) The student will develop his/her skills and knowledge of Spanish-speaking countries and culture through the six AP contexts: Families & Communities, Influence of Language & Culture on Identity, Beauty & Art, Science & Technology, Contemporary Life, and Environmental, Political, and Societal Challenge

Students who successfully complete an Advanced Placement exam may qualify for college credits subject to the discretion of the institute of higher education. Students are responsible for investigating the acceptance policy at each institution.

# Foreign Language Flow Chart

**Spanish I/German I**



**Spanish II/German II**



**Honors Spanish III/Honors German III**



**Honors Spanish IV/Honors German IV**



**AP Spanish/AP German**

# MATHEMATICS

Any student who wishes to take two mathematics courses during one school year MUST receive approval from the department coordinator. Forms are available in guidance. Students will need to purchase a **graphing** calculator for some upper-level courses. The instructor will specify what kind of graphing calculator to purchase. All other mathematics courses require a scientific calculator (a Texas Instrument TI-30XII is recommended).

## **Algebra 1A**

*Course No.: 600*

*Credit: 1.0 / Full Year*

*Grades: 9*

*Prerequisite: None*

*Recommendation: Based on recommendation of student's middle school math teacher*

**Algebra 1A** applies properties and operations of the real number system. Students will master basic operations in arithmetic while studying algebraic concepts of numbers & quantity, expressions, solving equations & inequalities, and multiple representations of linear functions. Special attention is paid to higher order thinking and problem solving involving basic algebra concepts. The 8 Standards of Mathematical Practice will also be taught as they relate to these concepts. Students communicate their math understanding using appropriate mathematical terminology and represent their work using graphs, mathematical symbols, appropriate wording, and technology.

**Students cannot receive credit for both Algebra 1A and the first semester of Algebra 1 due to duplication of material.**

## **Algebra 1B**

*Course No.: 601*

*Credit: 1.0 / Full Year*

*Grades: 10*

*Prerequisite: Successful completion of Standard Algebra I-Part A or successful completion of the first semester of Algebra I*

**Algebra 1B** applies properties and operations of the real number system. Students will master basic operations in arithmetic while studying polynomials, statistics and probability, solving systems of equations, and graphing linear, exponential, and quadratic functions. Special attention is paid to higher order thinking and problem solving involving basic algebra concepts. The 8 Standards for Mathematical Practice will also be taught as they relate to these concepts. Students communicate their math understanding using appropriate mathematical terminology and represent their work using graphs, mathematical symbols, appropriate wording, and technology.

**Students cannot receive credit for both Algebra 1B and the second semester of Algebra 1 due to duplication of material.**

## **Algebra I**

*Course No.: 602*

*Credit: 1.0 / Full Year*

*Grades: 9*

*Prerequisite: None*

*Recommendation: Based on recommendation of student's middle school math teacher*

**Algebra I** is a course for the student who is competent in the basic operations of arithmetic and is ready for a more advanced level of mathematics. The content of this class will include numbers & quantity, expressions, polynomials, statistics and probability, and modeling with mathematics. There will be an emphasis on solving equations, inequalities, and systems of equations as well as graphing linear, exponential, and quadratic functions. Graphical, verbal, numeric, and algebraic representations of concepts are presented. This course is required for entrance to most colleges. It is also fundamental for a career or future study in all fields.

## **Geometry**

*Course No.: 606*

*Credit: 1.0 / Full Year*

*Grades: 9, 10*

*Prerequisite: Successful completion of Algebra I*

*Recommendation: At least a "C" average in Algebra I or recommendation of Standard Algebra I-Part B instructor*

**Geometry** presents the concepts of plane and solid geometry through deductive and inductive reasoning. Topics covered include congruence, similarity, right triangles and trigonometry, circles, expressing geometric properties with equations, constructions, geometric measurement and dimension, and modeling and problem solving through geometry. A geometry course is an Illinois state requirement for high school graduation.

Students wishing to reach AP Calculus AB or AP Calculus BC as a senior may enroll in Geometry and Honors Algebra II/Trigonometry simultaneously. Students must have written permission from the department coordinator. It is also recommended that students have a grade of "A" for both semesters of Algebra I.

### **Geometry Concepts**

Course No.: 610

Credit: 1.0 / Full Year

Grades: 11, 12

Prerequisite: Successful completion of Algebra 1B or Algebra I with teacher permission

Recommendation: At least a "C" average in Algebra 1B or recommendation of Algebra I instructor

**Geometry Concepts** Key concepts of plane and solid geometry are presented through deductive and inductive reasoning. Topics covered include congruence, similarity, right triangles and trigonometry, circles, expressing geometric properties with equations, geometric measurement and dimensions, and modeling and problem solving through geometry. Students present their work using pictures, symbols, graphs, words, two-column proofs, and technology using appropriate mathematical terminology.

**A geometry course is an Illinois state requirement for high school graduation. Credit cannot be earned in both Geometry and Geometry Concepts.**

### **Honors Algebra II / Trigonometry**

Course No.: 612

Credit: 1.0 / Full Year

Grades: 9, 10, 11

Prerequisite: Successful completion of Geometry

Recommendation: At least a "B" average in Geometry

**Honors Algebra II / Trigonometry** is designed for students interested in post-secondary study of mathematically related fields, are preparing for the ACT/SAT, and are well based in the fundamental operations of algebra. It includes some concepts that were introduced in Algebra I and Geometry but will be taught in more depth. Topics covered include working with the real and complex number systems, polynomial & rational expressions, equations & inequalities, linear, quadratic, & exponential functions, statistics and probability, basic matrix operations, sequences and series, conic sections, trigonometry (with graphing), and the unit circle.

### **Algebra II/Trigonometry**

Course No.: 613

Credit: 1.0 / Full Year

Grades: 11

Prerequisite: Successful completion of Geometry

**Algebra II / Trigonometry** is designed for students interested in preparation for post-secondary study and for the ACT/SAT. It includes some concepts that were introduced in Algebra I and Geometry but will be taught in more depth. Topics covered include working with the real and complex number systems, polynomial & rational expressions, equations & inequalities, linear, quadratic, & exponential functions, statistics and probability, basic matrix operations, conic sections, and trigonometry.

### **Algebra II**

Course No.: 615

Credit: 1.0 / Full Year

Grades: 12

Prerequisite: Successful completion of Geometry Concepts or Geometry with teacher permission

**Algebra II** is designed for fourth-year students interested in post-secondary study. It includes some concepts that were introduced in Algebra I and Geometry but will be taught in more depth. There will be an emphasis on concepts that allow students to do well on college placement tests. Topics covered include working with the real and complex number systems, polynomial & rational expressions, equations & inequalities, functions (linear, quadratic, & exponential), statistics, and probability.

*Credit cannot be earned in more than one of the following: Algebra II, Algebra II/Trigonometry, and Honors Algebra II/Trigonometry. Both Algebra II and Algebra II/Trigonometry are considered "college prep" courses.*

### **Honors Pre-Calculus**

Course No.: 617

Credit: 1.0 / Full Year

Grades: 10, 11, 12

Prerequisite: Successful completion of Honors Algebra II / Trigonometry or from Algebra II/Trigonometry with teacher permission.

**Honors Pre-Calculus** reviews and extends the topics of Honors Algebra II / Trigonometry such as real and complex numbers, conic sections, polynomials, trigonometry, analytical geometry, vectors, matrices, logarithms, exponential functions, probability, limits, differentiation, and applications. Successful completion of this course provides the student with the necessary prerequisites for Advanced Placement Calculus AB or BC.

### **College Prep Math IV**

Course No.: 618

Credit: 1.0 / Full Year

Grades: 12

Prerequisite: Successful completion of Algebra II

**College Prep Math IV** is designed for students who are college-bound non-mathematics majors. It will provide students with the mathematical knowledge and skills to meet their individualized college and career goals and to be successful in college-level math courses while aligning with the Illinois Learning Standards. The goal of this course is to bridge the gap of the fourth year of math for students to a college-level math course and decrease chances of needing remedial coursework at the college level. Topics will include

dimensional analysis, exponential functions, family of functions, finance, and rational expressions; some topics will be taught without a calculator. This course fulfills the Illinois Postsecondary and Workforce Readiness (PWR) Act requirement for a Transitional Math class.

**For Transitional Math Details and qualification requirements please visit: <https://www.ibhe.org/Transitional-Math.html>**

### **Advanced Placement Statistics**

Course No.: 619

Credit: 1.0 / Full Year

Grades: 11, 12

*Prerequisite: Successful completion of Honors Algebra II / Trig or Algebra II/Trig. Students who have completed Algebra II may take AP Statistics with the approval of their Algebra II teacher AND the Math Department Coordinator.*

*Recommendation: Received at least a "B" in all semesters of previous math courses*

**Advanced Placement Statistics** is equivalent to a one-semester, non-calculus-based introductory college statistics course. It introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

1. Exploring Data: Describing patterns and departures from patterns
2. Sampling and Experimentation: Planning and conducting a study
3. Anticipating Patterns: Exploring random phenomena using probability and simulation
4. Statistical Inference: Estimating population parameters and testing hypotheses

Students who successfully complete an Advanced Placement exam may qualify for college credits subject to the discretion of the institute of higher education. Students are responsible for investigating the acceptance policy at each institution.

### **Advanced Placement Calculus (AB)**

Course No.: 620

Credit: 1.0 / Full Year

Grades: 11, 12

*Prerequisite: Successful completion of Honors Pre-Calculus*

*Recommendation: At least a "B" in all semesters of previous math courses*

**Advanced Placement Calculus (AB)** covers the main topics of functions, differential calculus, and integral calculus. Some of the types of functions to be covered will be polynomial, trigonometric, exponential, and logarithmic. In differential calculus, the derivatives of functions and applications of derivatives will be studied. In integral calculus, integrations, anti-derivatives, and applications will be studied. Students are highly encouraged to participate in the AP exam in May.

Students who successfully complete an Advanced Placement exam may qualify for college credits subject to the discretion of the institute of higher education. Students are responsible for investigating the acceptance policy at each institution.

### **Advanced Placement Calculus (BC)**

Course No.: 626

Credit: 1.0 / Full Year

Grades: 11, 12

*Prerequisite: Successful completion of Honors Pre-Calculus*

*Recommendation: At least a "B" in all semesters of previous math courses*

**Advanced Placement Calculus BC** includes all topics covered in AP Calculus AB and includes convergent tests, Taylor and Maclaurin series, parametric and polar equations, L'Hospital's rule, integration by parts, improper integrals, Euler's method, logistic differential equations, and partial fractions to integrate rational functions. The curriculum for AP Calculus BC will cover approximately 50% more than that of AP Calculus AB. Students are highly encouraged to participate in the AP exam in May.

Students who successfully complete an Advanced Placement exam may qualify for college credits subject to the discretion of the institute of higher education. Students are responsible for investigating the acceptance policy at each institution.

**Credit cannot be earned in both AP Calculus AB and AP Calculus BC.**

**Basic Math I**

Course No.: 621

Credit: 1.0 / Full Year

Grades: 9

Prerequisite: Determination of placement by individual IEPs

**Basic Math I** is the first in a two year sequence. Students will work on foundational skills and study algebraic concepts of numbers and quantity, expressions, solving equations and inequalities, and multiple representations of functions. Students who are enrolled in this course will be able to demonstrate the essential elements of grade level standards to meet the requirements for a high school diploma.

**Basic Math II**

Course No.: 622

Credit: 1.0 / Full Year

Grades: 10

Prerequisite: Determination of placement by individual IEPs and successful completion of Basic Math I, Algebra IA, or the first semester of Algebra I

**Basic Math II** is the second in a two year sequence. Students will continue to work on algebraic concepts including but not limited to study polynomials, solving systems of equations, and graphing functions. Students who are enrolled in this course will be able to demonstrate the essential elements of grade level standards to meet the requirements for a high school diploma.

**Basic Math III**

Course No.: 623

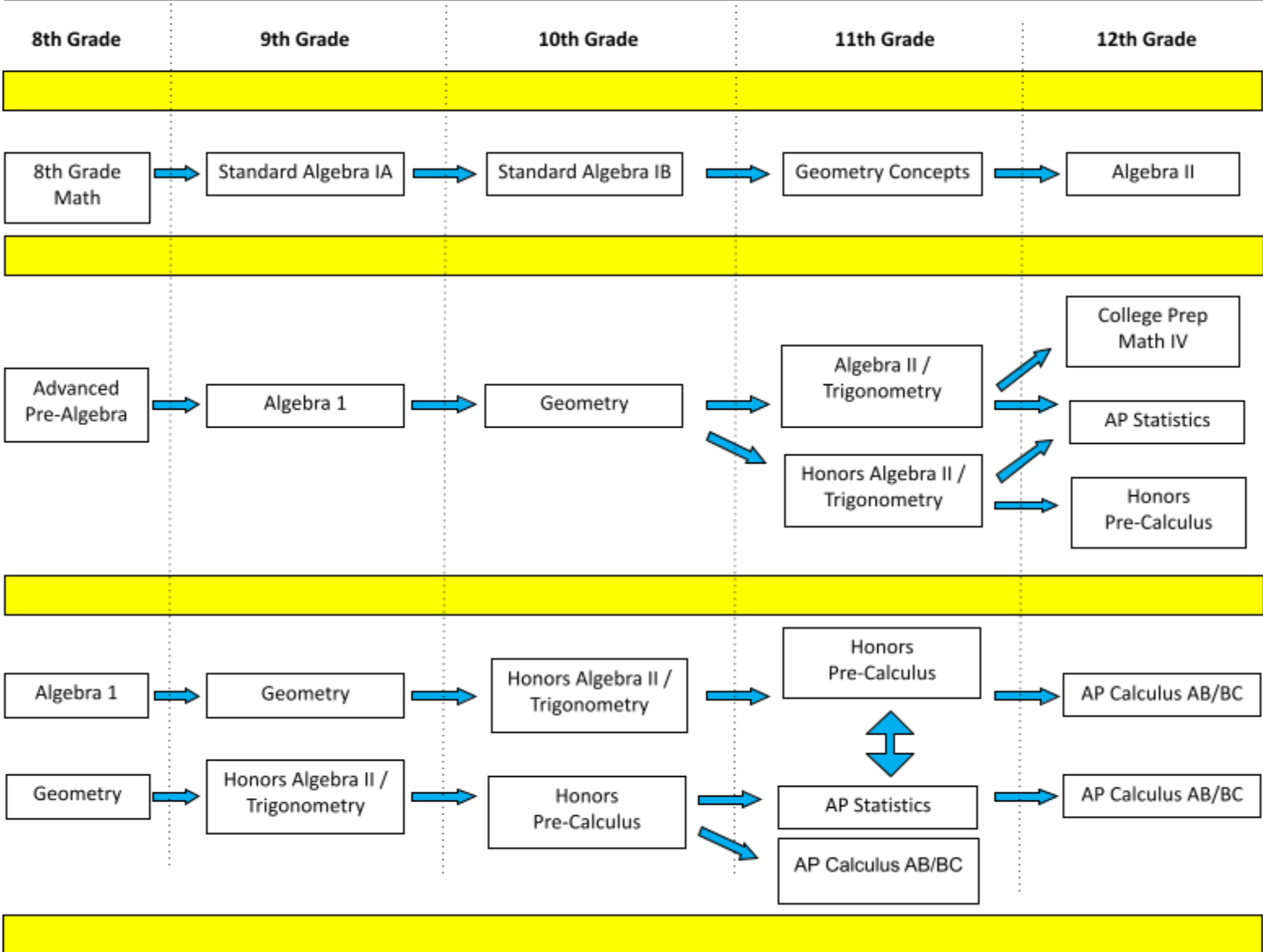
Credit: 1.0 / Full Year

Grades: 11

Prerequisite: Determination of placement by individual IEPs

**Basic Math III** reinforces basic math skills and concepts of geometry. Geometry concepts explore perimeter, angles, volume, area, polygons, triangle relationships, lines, circles, and properties of figures. Students who are enrolled in this course will be able to demonstrate the essential elements of grade level standards to meet the requirements for a high school diploma.

**Mathematics**  
**3 Years—Graduation Requirement    4 Years— Recommended**





# PHYSICAL EDUCATION

Students are required to participate in physical education unless a waiver is granted. Students will receive a one-half credit per semester that the course is passed. **P.E. students must use a school-issued lock or a lock that has been brought with them from Glenwood Middle School. PE students must wear the required uniform for physical education classes. Uniform consisting of a red, white, or black t-shirt, gym shorts or sweat pants, and tennis shoes.**

Seniors may enroll in two Physical Education classes if one is either Strength or Fitness and the other is a Wellness Physical Education class. This can only be in lieu of study hall and will not be used to fulfill graduation requirements. Exceptions will be made for students graduating early or students with enough credits to graduate early. A student who cannot participate in class activities due to medical reasons will be placed on Medical PE. Medical PE will be given to students who have a doctor's excuse from PE for more than 2 weeks. He/She will be given an assignment(s) based on the length of removal from physical activity for the remaining 9 weeks or semester. Medical PE is not intended to be a year-long class. ***Medical excuses need to be from a Medical Doctor only, not chiropractors, physical therapists, etc.***

Seniors may enroll in two Physical Education classes if one is either, Strength or Fitness and the other is a Wellness Physical Education class. This can only be in lieu of study hall and will not be used to fulfill graduation requirements. Exceptions will be made for students graduating early or students with enough credits to graduate early.

A student who cannot participate in class activities due to medical reasons will be placed on Medical PE. Medical PE will be given to students who have a doctor's excuse from PE for more than 2 weeks. He/She will be given an assignment(s) based on the length of removal from physical activity for the remaining 9 weeks or semester. If credit is not needed for graduation, the student will be placed in study hall. The student will take an additional class second semester if still on medical leave and credit is needed. Medical P.E. is not intended to be a year-long class. ***Medical excuses need to be from a Medical Doctor only, not chiropractors, physical therapists, etc.***

## **Health and Wellness**

Course No.: 841  
Credit: 0.5/Semester  
Grades: 9  
Level: Standard  
Prerequisite: None

**Health and Wellness** is a course designed to give students the ability to take both health and wellness PE throughout the year. This is a year long class that is offered to all freshmen. Students will alternate between health class and wellness PE each day. **Health** is designed to give students a basic understanding of the structure and function of the human body, disorders, diseases, and injuries that affect the mind and body, and how to care for their bodies in order to maintain a state of optimal mental and physical well-being. Instruction in the recognition and care of emergency situations is included in this course to enable students to cope with emergencies when and if necessary. Outside speakers are utilized to strengthen and enrich. Course objectives include enabling students to learn sound health facts and to cultivate sound health and safety habits. **Wellness** will, with adequate cooperation of all factions, ultimately become a way of life. The course gives every student an opportunity to become unified physically, mentally, and socially by developing educational behavior in the form of knowledge, attitude, and practice. Wellness class hopes to promote civic responsibility by teaching the games and sports, to abide by the rules, to respect the rights of others, to be courteous, and to acknowledge the need for authority. Exposure to theories, techniques, and fundamentals will allow the individuals to utilize their leisure time hours more efficiently, as they progress through the stages of life. Fitness levels will be assessed throughout the semester by using a variety of fitness tests including FitnessGram pacer, sit-ups, push-ups, and sit and reach.

## **Health and Strength**

Course No.: 842  
Credit: 0.5/Semester  
Grades: 9  
Level: College Prep  
Prerequisite: None

**Health and Strength** is a course designed to give students the ability to take both health and strength PE throughout the year. This is a year long class that is offered to all freshmen athletes. Students will alternate between health class and strength PE each day. **Health** is designed to give students a basic understanding of the structure and function of the human body, disorders, diseases, and injuries that affect the mind and body, and how to care for their bodies in order to maintain a state of optimal mental and physical well-being. Instruction in the recognition and care of emergency situations is included in this course to enable students to cope with emergencies when and if necessary. Outside speakers are utilized to strengthen and enrich. Course objectives include enabling students to learn sound health facts and to cultivate sound health and safety habits. **Strength** is a year long course that is being offered as an elective in physical education. This course is designed to help athletes to understand how to reach their physiological best in terms of

cardiorespiratory endurance, muscular strength and endurance, agility, speed, flexibility, and body composition. The strength physical education students will understand the physical, mental, emotional, and social make-up of the total athlete, as well as, teamwork, sportsmanship, theories and techniques of athletics. Students enrolled in strength physical education will be expected to understand the importance of nutrition, the place of technology, and the importance of cooperation and camaraderie.

### **Wellness II-IV**

*Course No.: 843  
Credit: 0.5/Semester  
Grades: 10, 11, 12  
Level: Standard  
Prerequisite: None*

**Wellness II-IV** will, with adequate cooperation of all factions, ultimately become a way of life. The course gives every student an opportunity to become unified physically, mentally, and socially by developing educational behavior in the form of knowledge, attitude, and practice. Wellness class hopes to promote civic responsibility by teaching the games and sports, to abide by the rules, to respect the rights of others, to be courteous, and to acknowledge the need for authority. Exposure to theories, techniques, and fundamentals will allow the individuals to utilize their leisure time hours more efficiently, as they progress through the stages of life. Fitness levels will be assessed throughout the semester by using a variety of fitness tests including FitnessGram pacer, sit-ups, push-ups, and sit and reach.

### **Fitness**

*Course No.: 844  
Credit: 0.5/Semester  
Grades: 10, 11, 12  
Level: College Prep  
Recommendation: Previous athletic participation or strong fitness background and previous teacher recommendation, minimum B average in previous courses or recommendation from a PE teacher.*

**Fitness** is a full-year course that is being offered as an elective of physical education. This course is designed to increase cardiovascular fitness, muscle tone, weight control, and lifetime fitness habits. It will also increase knowledge and awareness of proper and safe exercise techniques. Fitness class is intended for students who are interested in improving or maintaining their overall fitness level. This course includes but is not limited to, physical workouts (strength training, step aerobics, circuit training, cardio-kick aerobics, core stabilization exercises, interval training, Zumba, Insanity, PIYO, and P90X) along with instruction on basic fitness concepts. Fitness levels will be assessed throughout the semester by using a variety of fitness tests.

### **Strength**

*Course No.: 845  
Credit: 0.5/Semester  
Grades: 10, 11, 12  
Level: College Prep  
Recommendation: Previous athletic participation in an IHSA sports and strong fitness background, a minimum B average in previous courses or recommendation from a PE teacher.*

**Strength** is a year long course that is being offered as an elective in physical education. Strength class is offered for sophomores through seniors. This course is designed to help athletes to understand how to reach their physiological best in terms of cardiorespiratory endurance, muscular strength and endurance, agility, speed, flexibility, and body composition. The strength physical education students will understand the physical, mental, emotional, and social make-up of the total athlete, as well as, teamwork, sportsmanship, theories and techniques of athletics. Students enrolled in strength physical education will be expected to understand the importance of nutrition, the place of technology, and the importance of cooperation and camaraderie.

### **Unified Wellness**

*Course No.: 847  
Credit: 0.5/Semester  
Grades: 11, 12  
Level: Standard  
Prerequisite: None*

**Unified Wellness** is an opportunity for students to work with their peers in an adaptive setting. These students assist in motivating peers, along with aiding peers in their physical education activities. In addition, students will assist in the preparation and clean-up of activities. Students serve as mentors in the adaptive PE class.

### **Adaptive Wellness**

*Course No.: 846  
Credit: 0.5/Semester  
Grades: 9, 10, 11, 12  
Level: Standard  
Prerequisite: Determination of placement by individual IEPs*

**Adaptive Wellness PE** is designed for students with physical and/or mental disabilities. In class, students will participate in a variety of lifetime activities in: weight training, cardiovascular, balance, coordination, and sports-related areas.

# SCIENCE

As students fulfill the 2-year science requirement, the Department recommends that students enroll in at least one life science class and one physical science class.

## **Physical Science**

*Course No.: 208*

*Credit: 1.0 / Full Year*

*Grades: 9, 10*

*Prerequisite: None*

*Recommendation: Incoming freshmen*

**Physical Science** is a year-long physical science course that will follow and expand the 8<sup>th</sup> grade physical science course. This course will review chemistry, expand upon physics, and introduce earth science and astronomy. This is a laboratory and math-based course designed to prepare students for higher-level science courses.

## **Biology I**

*Course No.: 210*

*Credit: 1.0 / Full Year*

*Grades: 9, 10*

*Prerequisite: None*

*Recommendation: Successful completion of Physical Science*

**Biology I** is an introductory laboratory based biology course designed for the student with little or no biology background. This one year course is intended to increase student awareness of and appreciation for the living world and to create scientific literacy. Topics covered include cell biology, genetics, evolution, microbiology, zoology, botany, and ecology.

## **Honors Biology I**

*Course No.: 211*

*Credit: 1.0 / Full Year*

*Grades: 9, 10*

*Prerequisite: None*

*Recommendation: Students with a high level of math/science skills, excellent study skills, and a high degree of maturity. It is also suggested that students who take this class have a recommendation from their 8<sup>th</sup> grade science teacher or freshman physical science teacher.*

**Honors Biology I**, an introductory laboratory based course, is designed to develop laboratory skills, critical thinking, and curiosity. Topics covered are: cell biology, genetics, evolution, microbiology, ecology, and human anatomy/physiology. The major difference between Biology I and Honors Biology I is the level of teacher expectation and resulting demands on the student.

## **Biology II**

*Course No.: 215*

*Credit: 1.0 / Full Year*

*Grades: 11, 12*

*Prerequisite: Successful completion of Chemistry*

**Biology II** is a laboratory based course that continues the study of introductory biology topics. Students who have successfully completed the first year of biology will have the opportunity to investigate further aspects of the following topics: cell biology, ecology, evolution, genetics, DNA technologies, and human anatomy and physiology

## **Chemistry**

*Course No.: 217*

*Credit: 1.0 / Full Year*

*Grades: 10, 11, 12*

*Prerequisite: Successful completion of Biology I or Honors Biology I*

**Chemistry** is designed to introduce the disciplines of chemistry. Chemistry is a laboratory and math-based course designed to give an overview of chemistry and its relevance to everyday life applications. This course will prepare students for more advanced science courses. Topics covered include: water chemistry, periodic properties, chemical equations and formulas, chemical reactions, stoichiometry, organic and petroleum-based chemistry, nuclear chemistry, and atmospheric chemistry, as they pertain to real-life applications.

## **Physics**

*Course No.: 224*

*Credit: 1.0 / Full Year*

*Grades: 11, 12*

*Prerequisite: Successful completion of, or concurrent enrollment in, Algebra II*

*Recommendation: "C" average in Algebra I and Geometry*

**Physics** is a one-year laboratory and math-based course that is a study of the central concepts of the discipline of physics. It places emphasis on the comprehension of mental models of physical phenomena and includes mathematical computations. It attempts to explain in down-to-earth language the physics that is occurring in our everyday life. It provides a base from which to view the world around us from a physics perspective.

### **Honors Chemistry**

Course No.: 227

Credit: 1.0 / Full Year

Grades: 10, 11, 12

*Prerequisite: Successful completion of one year of biology and completion of/or concurrent enrollment in Honors Algebra II/Trig. OR, successful completion of Honors Biology I and Algebra I and recommendation of science teacher.*

**Honors Chemistry** is a one-year math-based laboratory science course designed as a preparatory course for students who plan additional work in science fields. This course will cover basic theories of chemistry with emphasis on developing laboratory and problem-solving skills at an accelerated pace. Topics covered include: problem-solving and scientific measurement, atomic structure and periodic table, chemical nomenclature, chemical reactions and bonding, stoichiometry, states of matter, thermochemistry, nuclear and organic chemistry, acid/base/neutralization, and introductory quantum theory.

### **Honors Human Anatomy and Physiology**

Course No.: 228

Credit: 1.0 / Full Year

Grades: 11, 12

*Prerequisite: Successful completion of AP Biology*

**Honors Anatomy and Physiology** is a laboratory based course that offers a third year in the life sciences. It is the most academically demanding of all the life science courses. The course includes a detailed study of the structural anatomy and the functional workings of major systems of the body. Emphasis will be placed on the total interaction of all systems in respect to the overall balance and harmony of the human body.

### **Advanced Placement Biology**

Course No.: 231

Credit: 1.0 / Full Year

Grades: 10, 11, 12

*Prerequisite: Grade of "C-" or better (both semesters) in Honors Biology I and Honors Chemistry. If concurrently enrolled in Honors Chemistry, students must maintain a "C-" average. OR, grade of "B"- or better (both semesters) in Biology I and Chemistry*

*Recommendation: Completion of or concurrent enrollment in Honors Algebra II/Trig OR successful completion of Algebra II/Trig*

**Advanced Placement Biology** is organized around four big ideas that extensively describe the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. Since this course is the equivalent of a two-semester introductory college course, students should expect a greater depth to topics, a faster pace, higher levels of literacy (reading, understanding, and communication), and a more extensive

examination of the subject matter. Much time is devoted to laboratory activities, including inquiry-based lab work with formal lab analyses. Considerable maturity and interest are required for the successful completion of this course. This course prepares students for the national AP Biology examination in May.

Students who successfully complete an Advanced Placement exam may qualify for college credit subject to the discretion of the institute of higher education. Students are responsible for investigating the acceptance policy at each institution.

### **Advanced Placement Chemistry**

Course No.: 232

Credit: 1.0 / Full Year

Grades: 11, 12

*Prerequisite: Must earn a minimum of a "B-" in the second semester of both honors Algebra II/Trig and Honors Chemistry*

**Advanced Placement Chemistry** is organized around four big ideas that extensively describe the following topics: atomic structure and properties, molecular and ionic compound structure and properties, intermolecular forces and properties, chemical reactions, kinetics, thermochemistry, equilibrium, acids and bases, and thermodynamics. Since this course is the equivalent of a two-semester introductory college course, students should expect a greater depth to topics, a faster pace, higher levels of literacy (reading, understanding, and communication), and a more extensive examination of the subject matter. Much time is devoted to laboratory activities, including inquiry-based lab work and formal lab analyses. Six science practices will require students to describe models and representations, to determine scientific questions and methods, to create representations or models, to analyze and interpret models and representations, to solve problems using mathematical relationships, and to develop an explanation or scientific argument. Therefore, considerable student maturity, motivation, and interest are required for the successful completion of this course. This course prepares students for the national AP Chemistry examination in May. Students who successfully complete an Advanced Placement exam may qualify for college credit subject to the discretion of the institute of higher education. Students are responsible for investigating the acceptance policy at each institution.

Students who successfully complete an Advanced Placement exam may qualify for college credit subject to the discretion of the institute of higher education. Students are responsible for investigating the acceptance policy at each institution.

### **Advanced Placement Physics I**

Course No.: 233

Credit: 1.0 / Full Year

Grades: 11, 12

*Prerequisite: Must earn a minimum of "C" in the second semester of both Honors Algebra II/Trig and Honors Chemistry; AND completion of, or concurrent enrollment in, Honors Pre-Calculus.*

**Advanced Placement Physics I**, algebra-based, is a one-year course equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits. Much time is devoted to laboratory activities, including inquiry-based lab work with formal lab analyses. Seven science practices will require students to use representations and models to communicate, use mathematics appropriately, engage in scientific questioning, develop data collection strategies, perform data analysis, work with scientific explanations and theories, and make connections across the curriculum. Students are encouraged to take the AP Physics 1 Exam and class time is used to prepare for the exam. Semester exams are comprehensive exams modeled on the AP Physics 1 Exam.

Students enrolled in AP Physics 1 have the potential to earn 1 semester of physics credit depending on the policy of the institution. Students are encouraged to enroll in AP Physics 2 in order to potentially earn a second semester of physics credit. Students are responsible for investigating the acceptance policy at each institution.

### **Advanced Placement Physics 2**

Course No.: 234

Credit: 1.0 / Full Year

Grades: 12

*Prerequisite: Successful completion of AP Physics 1*

**Advanced Placement Physics 2** is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Much time is devoted to laboratory activities, including inquiry-based lab work with formal lab analyses. Seven science practices will require students to use representations and models to communicate, use mathematics appropriately, engage in scientific questioning, develop data collection strategies, perform data analysis, work with scientific explanations and theories, and make connections across the curriculum. Students are encouraged to take the AP Physics 2 Exam and class time is used to prepare for the exam. Semester exams are comprehensive exams modeled on the AP Physics 2 Exam.

Students enrolled in AP Physics 2 have the potential to earn 1 semester of physics credit depending on the policy of the institution. Students are responsible for investigating the acceptance policy at each institution.

### **Basic Science I**

Course No.: 250

Credit: 1.0 / Full Year

Grades: 9, 10, 11

*Prerequisite: Determination of placement by individual IEPs*

**Basic Science I** is the introductory level science class designed to meet the student's science requirement for graduation with a high school diploma. Students in this course will be introduced to the process of scientific inquiry, applying this to the field of physics and chemistry. Simple experiments in different modalities (virtual or hands on) will be included as appropriate. Course enrollment determined by IEP team taking into account student present levels and ability in English and Math.

### **Basic Science II**

Course No.: 251

Credit: 1.0 / Full Year

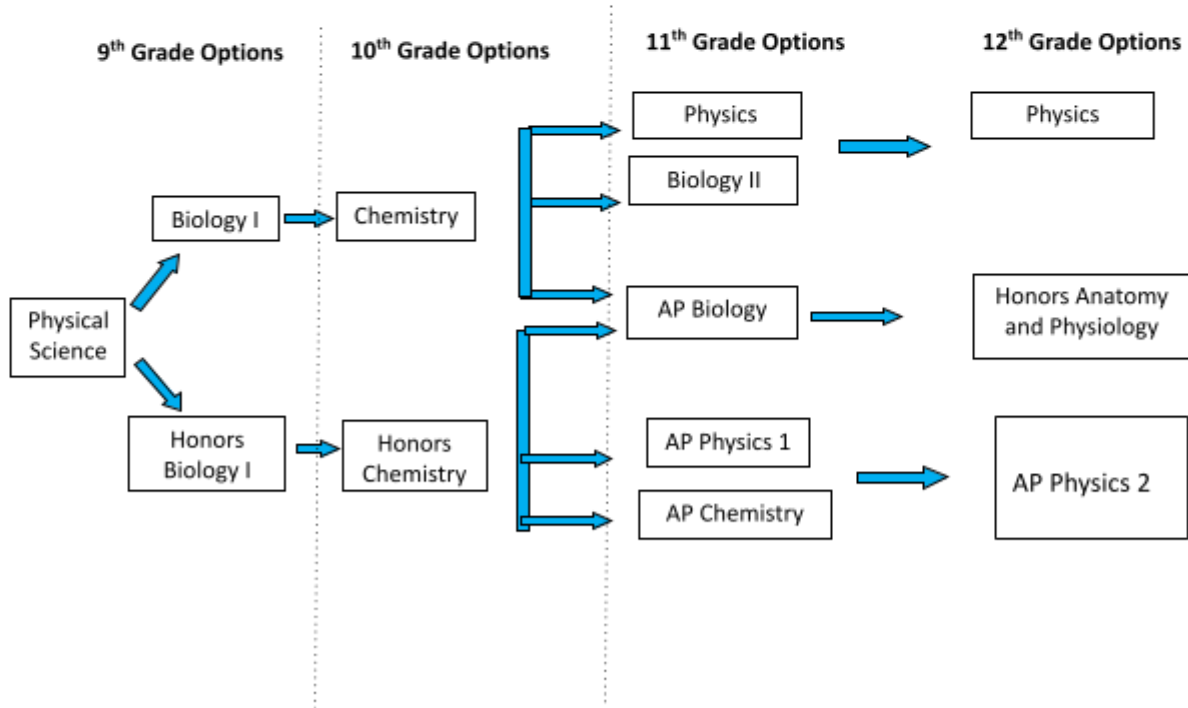
Grades: 10, 11, 12

*Prerequisite: Determination of placement by individual IEPs*

**Basic Science II** is a course designed to meet graduation requirements to earn a high school diploma in the fields of Biology and Earth Science. Topics include the basics of cell biology, genetics, zoology, botany, and ecology. Students in this course will develop awareness and appreciation for the living world and work to create a larger science literacy. Simple experiments in different modalities (virtual or hands on) will be included as appropriate. Course enrollment determined by IEP team taking into account student present levels and ability in English and Math.

**Science**  
2 Years—Graduation Requirement    4 Years— Recommended by ACT  
(P) = Prerequisite for another course

**Recommended Sequences**



These pathways are not all-inclusive. Please refer to your course planning guide for course prerequisites.

Courses become available if you meet the prerequisite.

# SOCIAL STUDIES

## **World History I**

Course No.: 107

Credit: 0.5 / Semester

Grades: 9, 10

Prerequisite: None

**World History I** content can be divided into three chronological phases: 1. prehistory to A.D. 500; 2. 500 to 1500; and 3. 1500 to 1789. The course begins by introducing students to characteristics of civilizations and then analyzing those characteristics in the context of ancient Egyptian, Mesopotamian, Indian, Chinese, Greek, Roman, African, and American history. After studying ancient civilizations, a study of the era which Westerners call the Middle Ages will focus on the Byzantine Empire, the Islamic World, the civilizations of East Asia, and Europe. After covering the Middle Ages, students will analyze the Renaissance, the Reformation, the Age of Exploration and Discovery, Asia in transition, Islamic Empires in Asia, and the birth of modern monarchies in Europe. The course concludes by covering the Enlightenment and the American Revolution.

## **World History II**

Course No.: 108

Credit: 0.5 / Semester

Grades: 9, 10

Prerequisite: None

**World History II** content can be divided into three chronological phases: 1. 1789 to 1914; 2. 1914 to 1945; and, 3. 1945 to the present. The course begins by covering the French and Industrial Revolutions, the Age of Reform, the rise of European nationalism, and the Age of Imperialism. Next, students will study World War I, the Russian Revolution, the Great Depression, the rise of totalitarianism, nationalistic movements throughout the world, and World War II. After examining World War II, students will focus their studies on general developments in Asia, Africa, and Latin America and a thorough examination of the Cold War and the collapse of communism in eastern Europe. The course concludes by defining the world in which we now live, analyzing the post-Cold War roles of various nations, and addressing specific topics such as terrorism, science and technology, and cultural trends.

## **Honors World History I**

Course No.: 109

Credit: 0.5 / Semester

Grades: 9, 10

Prerequisite: None

**Honors World History I** content is divided into three chronological phases: 1. prehistory to A.D. 500; 2. 500 to 1500; and 3. 1500 to 1789. The course begins by introducing students to characteristics of civilizations and then analyzing those characteristics in the context of ancient Egyptian, Mesopotamian, Indian, Chinese, Greek, Roman, African, and American history. After studying ancient civilizations, a study of the era which Westerners call the Middle Ages will focus on the Byzantine Empire, the Islamic World, the civilizations of East Asia, and Europe. After covering the Middle Ages, students will analyze the Renaissance, the Reformation, the Age of Exploration and Discovery, Asia in transition, Islamic Empires in Asia, and the birth of modern monarchies in Europe. The course concludes by covering the Enlightenment and the American Revolution. The reading and testing requirements of world history are accelerated to challenge the student.

## **Honors World History II**

Course No.: 110

Credit: 0.5 / Semester

Grades: 9, 10

Prerequisite: None

**Honors World History II** content is divided into three chronological phases: 1. 1789 to 1914; 2. 1914 to 1945; and, 3. 1945 to the present. The course begins by covering the French and Industrial Revolutions, the Age of Reform, the rise of European nationalism, and the Age of Imperialism. Next, students will study World War I, the Russian Revolution, the Great Depression, the rise of totalitarianism, nationalistic movements throughout the world, and World War II. After examining World War II, students will focus their studies on general developments in Asia, Africa, and Latin America and a thorough examination of the Cold War and the collapse of communism in Eastern Europe. The course concludes by defining the world in which we now live, analyzing the post-Cold War roles of various nations, and addressing specific topics such as terrorism, science and technology, and cultural trends. The reading and testing requirements of World History I and II are accelerated to further challenge the student.

### **Current Events**

Course No.: 111

Credit: 0.5 / Semester

Grades: 9, 10

Prerequisite: Successful completion of course 107, 108, 109 or 110

**Current Events** is a course designed to inform students of the dynamics that are shaping the world in which we live. This course is open only to freshmen in their second semester and to sophomores.

### **World Geography**

Course No.: 112

Credit: 0.5 / Semester

Grades: 10

Prerequisite: None

**World Geography** is a course that examines the relationship between man and his world. The importance of cultural factors is stressed as well as the development of geographic skills. Students are taught to analyze information about climate, physical features, resources, and peoples to discern the problems of world areas in order to understand them.

### **Advanced Placement European History**

Course No.: 113

Credit: 1.0 / Full Year

Grades: 10, 11, 12

Recommendation: Completion of Honors World History I and Honors World History II

**Advanced Placement European History** is a writing-intensive course that provides students with a thorough understanding of the political, social, economic, and cultural trends in Europe from approximately 1450 to the present. Course content includes the Renaissance, the Reformation, European colonization, the Age of Enlightenment, wars of the 18<sup>th</sup> century, the French Revolution and Napoleon, the Age of Conservatism, the revolutions of the mid-19<sup>th</sup> century, German and Italian Unification, World War I, World War II, European decolonization, the Cold War, and post-Cold War Europe. Students enrolled in AP European History are strongly encouraged to take the AP European History exam in May. Summer work will be assigned. Failure to complete the summer work does not constitute justification for dropping the course.

Students who successfully complete an Advanced Placement exam may qualify for college credit subject to the discretion of the institute of higher education. Students are responsible for investigating the acceptance policy at each institution.

### **Dual Credit United States History†**

Course No.: 115

Credit: 1.0 / Full Year

Fees: As determined by the Board for Dual Credit

Grades: 11

Prerequisite: None

**Dual Credit United States History** is a college-level course that examines our nation's history from pre-Columbian settlement to the present. College-level examinations and a college-level textbook will be used in the course. A total of four exams will be administered each semester and will account for 80-85% of a student's semester grade. In order to enroll in the course, students must complete a separate application so that the administration and Social Studies department can ascertain the student's readiness for the rigors of the course. This course fulfills the United States History requirement for high school graduation.

*Note: Students may receive up to six hours of college credit from LLCC through the Dual Credit Partnership if they apply for it and fulfill the course objectives set forth in the agreement.*

### **Advanced Placement United States History**

Course No.: 116

Credit: 1.0 / Full Year

Grades: 11

Recommendation: Completion of Honors World History I and Honors World History II

**Advanced Placement United States History** is a writing-intensive course and the same as the content for United States History I and United States History II. Students enrolled in AP U.S. History are strongly encouraged to take the AP U.S. History exam in May. This course fulfills the junior year United States History requirement for graduation. Summer work will be assigned. Failure to complete the summer work does not constitute justification for dropping the course.

Students who successfully complete an Advanced Placement exam may qualify for college credit subject to the discretion of the institute of higher education. Students are responsible for investigating the acceptance policy at each institution.

### **Psychology**

Course No.: 117

Credit: 0.5 / Semester

Grades: 11, 12

Prerequisite: None

**Psychology** has as its major objective to help students develop an understanding of human behavior. To achieve this goal, attention will be focused upon child psychology, personality theories, stress and adjustment, realms of the



unconscious (dreaming, hypnosis, etc.), and learning theories. This semester course is highly recommended to the college prep students.

### **Sociology**

Course No.: 118

Credit: 0.5 / Semester

Grades: 11, 12

Prerequisite: None

**Sociology** has as its major objective to help students develop a better understanding of themselves and others through the study of society. To achieve this goal, attention will be focused on socialization of the individual, social interaction (body language and group interaction), social organization, and social problems. This one-semester course is highly recommended to the college prep student.

### **American Civics and Government**

Course No.: 120

Credit: 0.5 / Semester

Grades: 12

Prerequisite: None

**American Civics and Government** is required of all seniors. The purpose of the course is to enable the student to gain a better understanding of the principles and practices of the American republic including state and local government and flag etiquette. The course is problem-oriented, concentrating on the problems of our governmental system, why they arise, and how they can be solved. This one-semester course meets the state requirement for civics.

To earn a diploma in the state of Illinois, students are required to pass a course on American civics as well as a test on the U.S. Constitution, the Illinois Constitution, the Declaration of Independence, and flag etiquette. This test is part of the curriculum in Glenwood High School's American Civics and Government classes. Students will be given three opportunities to pass the test. Should a student fail the test three times, he/she will receive an "F" in the course and be required to retake the entire course.

### **World Affairs**

Course No.: 121

Credit: 0.5 / Semester

Grades: 12

Prerequisite: None

**World Affairs** examines major global events in recent history in order to attain a better understanding of events that are presently unfolding. Given the dynamic nature of world events, the topics and foci for the course will vary from year to year. Students will need access to various media in order to

be informed, contributing members of the class. The students can expect to conduct independent research and present their findings as assigned.

### **Economics**

Course No.: 122

Credit: 0.5 / Semester

Grades: 10, 11, 12

Prerequisite: None

**This course fulfills the consumer education requirement for high school graduation for 11th and 12th grade students.**

**Economics** is for sophomores, juniors, and seniors who have fulfilled the World History requirements. The course is designed to prepare students for college-level economics. The principles and practices of micro-and macro-economics will be studied in depth. The primary focus of the course will be the American economic system and how it compares to the other economic systems of the world. There will also be an emphasis on current economic problems, their causes, and possible solutions. The student's grade will be determined by regular unit tests, quizzes, and various written projects assigned by the instructor.

### **Advanced Placement Microeconomics**

Course No.: 103

Credit: 1.0 / Full Year

Grades: 10, 11, 12

*Recommendation: Students choosing to enroll in this course should be 1. Fluent in numeracy, specifically possessing the ability to manipulate algebraic equations; 2. Prepared to analyze, interpret, and extrapolate data from graphs and charts; and 3. Accustomed to the rigors of honors level academic coursework. Highly suggested for students to have successfully completed or concurrently enrolled in Algebra II.*

**This course fulfills the consumer education requirement for high school graduation for 11th and 12th grade students.**

AP Microeconomics is a college-level year-long 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. Students are expected to take the Advanced Placement Exam for this course in May.

Students who successfully complete an Advanced Placement exam may qualify for college credit subject to the discretion of the institute of higher education. Students are responsible for investigating the acceptance policy at each institution.

### **Advanced Placement Macroeconomics**

Course No.: 104

Credit: 1.0 / Full Year

Grades: 10, 11, 12

*Recommendation: Students choosing to enroll in this course should be 1. Fluent in numeracy, specifically possessing the ability to manipulate algebraic equations; 2. Prepared to analyze, interpret, and extrapolate data from graphs and charts; and 3. Accustomed to the rigors of honors level academic coursework. Highly suggested for students to have successfully completed or concurrently enrolled in Algebra II.*

*Students are strongly encouraged to successfully complete AP Microeconomics before enrolling in AP Macroeconomics.*

***This course fulfills the consumer education requirement for high school graduation for 11th and 12th grade students.***

**AP Macroeconomics** is a college-level year-long 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. Students are expected to take the Advanced Placement Exam for this course in May.

Students who successfully complete an Advanced Placement exam may qualify for college credit subject to the discretion of the institute of higher education. Students are responsible for investigating the acceptance policy at each institution.

### **United States History I**

Course No.: 126

Credit: 0.5 / Semester

Grades: 11

Prerequisite: None

**United States History I** is organized on a chronological basis with emphasis on American political and cultural development. Course content includes the origins and history of the American colonial settlement, the American Revolution, the birth of the American Republic, the antebellum era, the Civil War, Reconstruction, westward expansion, the Second Industrial Revolution, the Gilded Age, and reform movements of the late 19th and early 20th centuries. The course fulfills half of the United States History requirement for graduation. Students who enroll in this course must also take United States History II.

### **United States History II**

Course No.: 127

Credit: 0.5 / Semester

Grades: 11

Prerequisite: None

**United States History II** is organized on a chronological basis with emphasis on American political and cultural development. Course content includes American imperialism, World War I, the Roaring Twenties, the Great Depression, World War II, the Cold War, and the role of the United States in the post-Cold-War world. This course fulfills half of the United States History requirement for graduation. Students who enroll in this course must also take United States History I.

### **Basic World History I**

Course No.: 131

Credit: 0.5 / Semester

Grades: 9, 10

Prerequisite: Determination of placement by individual IEPs

**Basic World History I** is a semester-long course that exposes students to events in World History starting with Ancient Greece, the Roman Republic and Empire, the New World, the Middle Ages, Renaissance, and Reformation are also studied in this course. One semester of world history I or II meets graduation requirements for students on track for a diploma in the area of social studies.

### **Basic World History II**

Course No.: 132

Credit: 0.5 / Semester

Grades: 9, 10

Prerequisite: Determination of placement by individual IEPs

**Basic World History II** is a semester long course designed to expose students to events starting with the Age of Reason. The course moves through the Industrial Revolution, Nationalism, Imperialism, WWI, WWII and the Cold War. One semester of world history I or II meets graduation requirements for students on track for a diploma in the area of social studies.

**Basic U.S. History**

Course No.: 134

Credit: 1.0 / Full Year

Grades: 11

Prerequisite: Determination of placement by individual IEPs

**Basic U.S. History** is a year-long course required for graduation. This course is organized on a chronological basis with emphasis on the development of American political and cultural development. This course is a condensed format with emphasis on the most important events and concepts in US history and their effect upon the present day spanning from the indigenous people to World War II and beyond in the area of social studies.

**Basic American Civics and Government**

Course No.: 135

Credit: 1.0 / Full Year

Grades: 11

Prerequisite: Determination of placement by individual IEPs

**Basic American Civics and Government** is a semester long class required for graduation and required for all senior level students. The course enables students to gain a better understanding of his/her local, state, and federal government. The course focuses on how the government was formed, its changes, and how citizens function within its structure. To earn a diploma in the state of Illinois, students are required to pass a course on American civics as well as assessment on the US Constitution, the Illinois Constitution, the Declaration of Independence, and flag etiquette. Students are given three opportunities to pass the test(s). Should a student fail three times, he/she/they will receive an "F" in the course and be required to retake the course in its entirety.

**Social Studies**  
**3 Years—Graduation Requirement    4 Years— Recommended**  
**(P) = Pre-requisite for another course; (R) = Graduation Requirement**

**Typical College Prep Sequences**

9th Grade	10th Grade	11th Grade	12th Grade
World History I and/or World History II (R)	Current Events	U.S. History I and II D.C U.S. History (R)	American Civics and Government (R)
	World Geography	Psychology	Economics
	World History I and/or World History II (R)	Sociology	World Affairs

**Typical Honors / Advanced Placement Sequences**

Honors World History I and/or Honors World History II (R)	AP European History	AP U.S. History (R)	American Civics and Government (R)
	Current Events	Psychology	Psychology
	World Geography	Sociology	World Affairs
	Economics	Economics	Economics
	AP Microeconomics	AP Microeconomics	Sociology
	AP Macroeconomics	AP Macroeconomics	AP Microeconomics
			AP Macroeconomics

**Pathways are not all-inclusive. Confer with your Guidance Counselor for additional options.**

**Refer to the Course Description for details on course.**

# TECHNOLOGY EDUCATION

## **Wood Production and Marketing**

Course No.: 417

Credit: 0.5 / Semester

Grades: 9, 10, 11, 12

Prerequisite: None

**Wood Production and Marketing** Be prepared to work as a team in a simulated workplace environment to enhance your soft skills. You will create a business, then market, sell, and mass-produce a product(s) the team decides to create. Experiences will include product pricing, design and engineering, industrial materials and processes, tools and equipment, safety procedures, types of production, and common small business practices along with designing, marketing, tooling-up for production, and producing a product. Units of study will include Manufacturing Engineering, Marketing, Management Processes, and Production Processes of Designing and Engineering and Production Systems. Related Occupations Include - Management, Product Designers, Model Makers, Technical Illustrators, Marketing Specialists, Financial Managers, Design Engineers, Technical Draftsman, Manufacturing Engineers, Process Planners, Manufacturing Programmers, Process Inspectors, and Safety Officers.

## **Digital Photography II**

Course No.: 426

Credit: 0.5 / Semester

Grades: 9, 10, 11, 12

Prerequisite: Successful completion of Digital Photography I

**Digital Photography II** allows students to take their photography skills to the next level by developing their own style and enhancing skills from Digital Photography I. This more in-depth course will teach the track to being a professional photographer. Prepare logos, business cards and create artwork from prints and market finished products. Learn Adobe Photoshop and Lightroom. Assignments can be outside of class. Students must provide their own digital camera and means to upload photos. A final portfolio of photos and an artwork show will be presented.

## **Digital Photography I**

Course No.: 427

Credit: 0.5 / Semester

Grades: 9, 10, 11, 12

Prerequisite: None

**Digital Photography I** teaches students to take better photos and eliminate the guesswork out of shooting a digital camera. Students master exposure settings, composition techniques, and Adobe Photoshop to create powerful shots! Shoot action, portraits, commercial, architecture, and nature themes. Some assignments are outside of class time. Students must provide their own digital camera, a means to upload photos, and a file storage device/memory stick. This course is strongly recommended if students are interested in enrolling in Yearbook.

## **Graphic Design I**

Course No.: 430

Credit: 0.5/Semester

Grades: 9, 10, 11, 12

Prerequisite: None

**Graphic Design I** offers the beginning basics and understanding of becoming a Graphic Designer. Including the design skills, use of the professional Adobe software, and Desktop/Printing publishing skills. Students will work with a focus in Adobe Illustrator and Adobe Photoshop and create an array of visuals that use pictures, created graphics, and text. This course is strongly recommended if students are interested in enrolling in Yearbook to gain computer skills. Students must provide their own FlashDrive/Memory Stick. Students will be able to take Graphic Design II if this course is passed.

## **Graphic Design II**

Course No.: 450

Credit: 0.5/Semester

Grades: 9, 10, 11, 12

Prerequisite: Graphic Design I

**Graphic Design II** will expand upon the skills and knowledge students gained from Graphic Design I. Allowing for a more in-depth look into designing, working with InDesign along with what was used in the previous course and more. Students will create more professional looking digital and printed items. Included but not limited to Logo, Business

cards, Sell Sheets, Informational posters, and more. All while understanding the business side of being a Graphic Designer. Students will complete this semester with designing and creating their own business and related design items for said business.

### **Video Production I**

*Course No.: 433*

*Credit: 0.5 / Semester*

*Grades: 9, 10, 11, 12*

*Prerequisite: None*

**Video Production I** allows the student to shoot and enhance their video packages using professional cameras and Adobe software – After Effects, Photoshop, and Premier Pro. Produce and promote themselves and GHS by sharing work through social media. Some work outside of the classroom is required. Cameras can be checked out, but students will need to provide a memory card, a means to upload photos, and a file storage device/memory stick. This course is strongly recommended if students are interested in enrolling in Yearbook or a freelance videography.

### **Video Production II**

*Course No.: 434*

*Credit: 0.5 / Semester*

*Grades: 9, 10, 11, 12*

*Prerequisite: Video Production I*

**Video Production II** is a continuation of Video Production I and further enhances the students' skills using Adobe software - After Effects, Photoshop, and Premier Pro. Produce and promote work and GHS by creating commercials, PSAs, and sports highlights and share work on social media. Cameras can be checked out, but students will need to provide a memory card. Some assignments are outside of class time. This course is strongly recommended for students interested in being the media director of Yearbook. Upon completion, the student can take the Adobe certification test and market skills for freelance jobs.

### **Yearbook I**

*Course No.: 435*

*Credit: 1.0 / Full Year*

*Grades: 9, 10, 11, 12*

*Prerequisite: Contract with teacher*

*Recommendation: Media Design, Digital Photography or Video Production*

**Yearbook I** produces the Glenwood High School yearbook and is designed to combine English communication skills with graphic art, design, and computer skills. Students will learn the skills of effective verbal and visual communication, as well as time, personnel, and money management. Students will

use Adobe InDesign and Photoshop to design the yearbook. A great deal of work outside of class is a requirement, i.e., attending school functions, taking pictures, soliciting advertisements, and meeting deadlines. Students in this course will learn responsibilities including editing, writing, planning, designing, organizing, and managing the production of the yearbook publication.

### **Yearbook II**

*Course No.: 436*

*Credit: 1.0 / Full Year*

*Grades: 10, 11, 12*

*Prerequisite: Contract with teacher*

*Recommendation: "C" or higher in Yearbook I*

**Yearbook II** increases the students' responsibility for yearbook projects. The likelihood of these students serving in an editorial capacity is enhanced. The purpose of this course is to produce the Glenwood High School yearbook. This course is designed to combine English communication skills with graphic art, design, and computer skills. Students will learn the skills of effective verbal and visual communication, as well as time, personnel, and money management. They will use Adobe InDesign and Photoshop software programs. A great deal of work outside of class is a requirement, i.e., attending school functions, taking pictures, soliciting advertisements, and meeting deadlines. Students in this course will learn responsibilities including editing, writing, planning, designing, organizing, and managing the production of the yearbook publication.

### **Yearbook III**

*Course No.: 437*

*Credit: 1.0 / Full Year*

*Grades: 11, 12*

*Prerequisite: Contract with teacher*

*Recommendation: "B" or higher in Yearbook II*

**Yearbook III** continues to increase responsibility for students. The likelihood of these students serving in an editorial capacity is enhanced. Students will serve as editors for other student's work. The purpose of this course is to produce the Glenwood High School yearbook. This course is designed to combine English communication skills with graphic art, design, and computer skills. Students will learn the skills of effective verbal and visual communication, as well as time, personnel, and money management. They will use Adobe InDesign and Photoshop software programs to design the yearbook. A great deal of work outside of class is a requirement, i.e., attending school functions, taking pictures, soliciting advertisements, and meeting deadlines. Students in this course will learn responsibilities including editing, writing, planning, designing, organizing, and managing the production of the yearbook publication.

### **Yearbook IV**

Course No.: 438

Credit: 1.0 / Full Year

Grades: 12

Prerequisite: Contract with teacher

Recommendation: "B" or higher in Yearbook I

**Yearbook IV** continues to increase responsibility for students. Students will assist with curriculum lessons. The likelihood of these students serving in an editorial capacity is enhanced. Students will serve as editors for other student's work. The purpose of this course is to produce the Glenwood High School yearbook. This course is designed to combine English communication skills with graphic art, design, and computer skills. Students will learn the skills of effective verbal and visual communication, as well as time, personnel, and money management. They will use Adobe InDesign and Photoshop software programs to design the yearbook. A great deal of work outside of class is a requirement, i.e., attending school functions, taking pictures, soliciting advertisements, and meeting deadlines. Students in this course will learn responsibilities including editing, writing, planning, designing, organizing, and managing the production of the yearbook publication.

### **Film Photography**

Course No.: 470

Credit: 0.5 / Semester

Grades: 9-12

Prerequisite: none

**Film Photography** is a studio-based course that is designed to introduce and develop basic black and white film photography skills. The technical and aesthetic aspects of photography will all be touched on. The basic elements of design and composition will be taught with an emphasis on developing the student's own creative point of view. Students will be instructed on a variety of hands-on exercises, assignments, and techniques to develop a body of work demonstrating their course knowledge. Written exams along with verbal and written criticisms will also be evaluated.

### **Honors Media Internship**

Course No.: 441

Credit: 1.0 / Full Year

Grades: 11, 12

Prerequisite: Contract with teacher; Yearbook II or Video Production II

**Honors Media Internship** allows students to serve as Mnemosyne Editor-in-Chief; Mnemosyne Business Manager; Mnemosyne Photography Editor; GPUBS Editor; or Multimedia Podcast Editor. They will be responsible for organizing and managing the students in Media Internship and Multimedia Design or Yearbook I, II, III, IV so that various aspects of the yearbook, webpage, and podcasts are

functioning according to standards. They will give final approval for coverage, editors, and evaluators of projects. Internship time allows for planning and organization and evaluation time with the instructor. For Mnemosyne (yearbook) positions, students are required to be enrolled in Yearbook III or IV in addition to Honors Media Internship. Positions must be applied for and teacher approved. A significant amount of work outside of class will be required, including, but not limited to, attending school functions, taking photos and videotaping school events, and completing deadlines.

### **PLTW - Introduction to Engineering Design (IED)**

Course No.: 471

Credit: 1.0 / Full Year

Grades: 9-12

Prerequisite: none

**PLTW-Introduction to Engineering Design (IED)** In this course, students use 3D solid modeling design software to help them design solutions to solve proposed problems. Students will learn how to document their work and communicate solutions to peers and members of the professional community. The major focus of the IED course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. In May, students will take the EOC, End of Course Assessment. Students that score a minimum of 350/600 on the EOC will receive Honors credit.

### **PLTW - Computer Science Essentials (CSE)**

Course No.: 472

Credit: 1.0 / Full Year

Grades: 9-12

Prerequisite: Currently enrolled in CP Math and Science

Computer Science courses will count as elective math credit only, not towards math graduation requirements.

**PLTW-Computer Science Essentials** is a year-long course that will introduce students to a diverse set of computational thinking concepts, fundamentals, and tools, allowing them to gain understanding and build confidence. In this course, students will use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python to create apps and develop websites, and learn how to make computers work together to put their design into practice. They'll apply computational thinking practices, build their vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them. In May, students will take the EOC, End of Course Assessment. Students that score a minimum of 350/600 on the EOC will receive Honors credit.

### **Advanced Placement Computer Science Principles**

*Course No.: 324*

*Credit: 1.0/Full Year*

*Grades: 10, 11, 12*

*Prerequisite: Successful completion of Geometry or Geometry Concepts*

*Recommendation: Successful completion or concurrent enrollment of Algebra II, Algebra II/Trigonometry, or Honors Algebra II/Trigonometry*

*Computer Science courses will count as elective math credit only, not towards math graduation requirements.*

**Advanced Placement Computer Science Principles** is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet-work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. Students can receive high school credit for completion of both AP Computer Science Principles and AP Computer Science A.

Students who successfully complete an Advanced Placement exam may qualify for college credits subject to the discretion of the institute of higher education. Students are responsible for investigating the acceptance policy at each institution.

### **Advanced Placement Computer Science A**

*Course No.: 323*

*Credit: 1.0 / Full Year*

*Grades: 11, 12*

*Prerequisite: Successful completion of Algebra II, Algebra II/Trigonometry, or Honors Algebra II/Trigonometry*

*Computer Science courses will count as elective math credit only, not towards math graduation requirements.*

**Advanced Placement Computer Science A** emphasizes object-oriented programming methodology with a concentration on problem-solving and algorithm

development and is meant to be the equivalent of a first-semester college-level course in Computer Science. It also includes the study of data structures, design, and abstraction. Because the development of computer programs to solve problems is a skill fundamental to the study of computer science, a large part of the course is built around the development of computer programs or parts of programs that correctly solve a given problem. Students will develop the skills necessary to allow them to code fluently in an object-oriented paradigm using the programming languages Alice and Java.

Students who successfully complete an Advanced Placement exam may qualify for college credits subject to the discretion of the institute of higher education. Students are responsible for investigating the acceptance policy at each institution.



# Technology Education

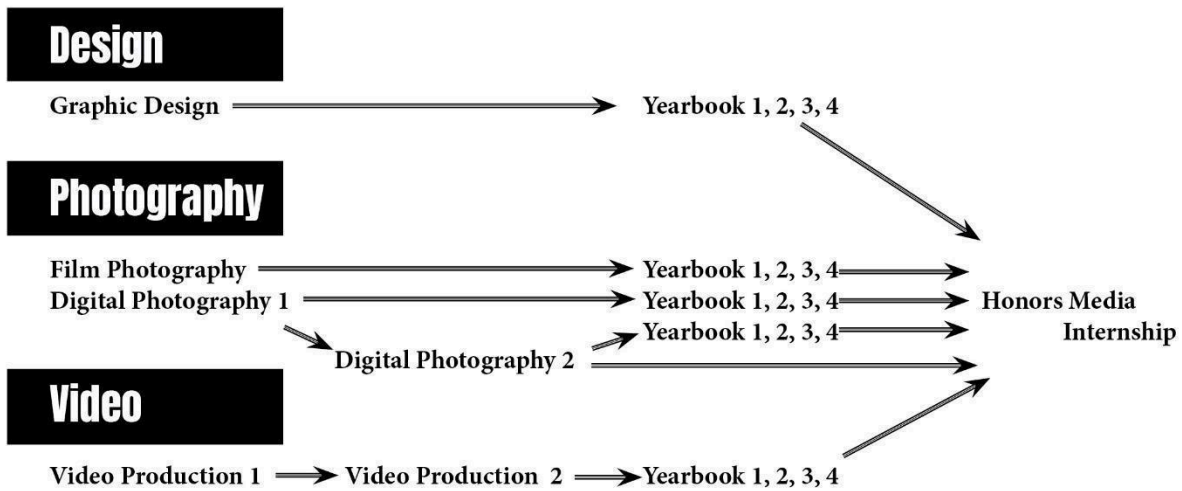
## Sequences and Pathways

Experience amazing electives that prepare you for a career with technical and employable skills or simply gain skills you can apply to everyday life for the rest of your life.

### MEDIA

All beginning Media classes lead to the award winning *Mnemosyne* - GHS' award winning yearbook. Learn skills focused on using the professional Adobe Softwares - Photoshop, InDesign, After Effects, Premiere, Audition and Illustrator - to gain education toward becoming Adobe Certified.

Career Pathways: Media and communications work in film, television, radio and other types of journalism. Working in publishing, local government, marketing, public relations, theatre and teaching and education. A few specific careers include: Graphic Designer, Web Designer, Professional Photographer, Professional Videographer, Electronic Media, Broadcaster, Community Relations Director, News Writer, Advertising Sales Coordinator, Market Researcher, Social Media Marketer, Social Media Researcher. Journalism (Print or Electronic): Reporter, Editor, Script Writer, News Service Researcher, Technical Writer.



### ENGINEERING

- Project Lead The Way = PLTW

Wood Production and Marketing

PLTW - Intro to Engineering Design → Wood Production and Marketing

PLTW - Computer Science

Be sure to check the course descriptions for more details for all Tech Ed classes!

# BASIC EDUCATION

## **Basic Independent Living**

Course No.: 663

Credit: 0.5 / Semester

Grades: 12

Prerequisite: Determination of placement by individual IEPs

**Basic Independent Living** is an introductory course to prepare students for independence after high school. Topics include but not limited to: Using the library, applications (work, loans, housing), budgets, upkeep for the home (cleaning and small repairs, laundry), making appointments, (doctors, car maintenance), using public transportation, using the bank (checking/savings accounts, car loans), contracts (cell phone, rent to own, payday loans, etc.).

## **Basic Social Development I-IV**

Course No.:

Credit: 0.5/Semester

Grades: 9, 10, 11, 12

Prerequisite: Determination of placement by individual IEPs

**Basic Social Development I-IV** focuses on problem solving and decision making skills as students navigate high school and prepare for post-secondary life. Other areas of focus include but are not limited to: developing motivation, increasing self-esteem, conflict resolution, and career choices. Enrollment in this class is determined by individual IEPs and students are allowed to take this credited course multiple semesters/years for credit as needed and determined by the IEP team.

## **Basic Resource Study Skills**

Course No.: 677

Credit: 0.50 / Semester

Grades: 9, 10, 11, 12

Prerequisite: Determination of placement by individual IEPs

**Resource Study Skills** is a course specifically designed for students with IEPs. The course provides individualized interventions based on each student's individual IEP goals. Students will also work on secondary-transition planning with a special education teacher to help students with disabilities prepare for life after high school. Along with interventions, progress monitoring of IEP goals and continual monitoring of grades by student and teacher are integral parts of this class. Resource Study Skills is a credited class where students earn a pass/fail grade for each semester they are enrolled based on task completion and participation. Enrollment in this class is determined by individual IEPs and students are allowed to

take this credited course multiple semesters/years for credit as needed and determined by the IEP team.

## **Structured Daily Living Skills**

Course No.: 687

Credit: 0.5/Semester

Grades: 9, 10, 11, 12

Prerequisite: Determination of placement by individual IEPs

**Structured Daily Living Skills** is designed to give students exposure to a variety of skills needed for independence, health and safety, homecare, personal hygiene, navigating the community and communication. These important life skills are used as a backdrop to practice critical problem solving and social skills.

# ON CAMPUS COURSE OPPORTUNITIES

## **Teacher Internship Program**

Course No.: 758

Credit: 0.5 to 1.5 / Semester

Grades: 12

*Prerequisite: Application process includes an essay and requires administrative approval. Grades, attendance (no unexcused absences), and discipline records will be reviewed. Students must be on track for graduation. Students must meet with their School Counselor prior to the application process. Students must provide their own transportation.*

*Note: This course is pass/fail*

**Teacher Internship Program** is offered for students that are seriously considering a career in teaching. Students will be paired with a teacher in the district and will be mentored by a GHS School Counselor or Administrator. The goal of the internship experience will be centered on daily student contact in the classroom. Students will be required to keep a daily log of activities, a portfolio of work, and meet with their mentor on a weekly basis. The GHS mentor will check in with the cooperating GHS teacher on a regular basis and an on-site observation may be included. Students applying should have an outstanding character, great work ethic, and have a professional manner. The application process includes:

1. Written Essay on what the GHS student's future goals are and how the teaching internship program will allow them to achieve those goals
2. Interview with the GHS mentor
3. Teacher recommendations
4. Initial interview with the cooperating teacher and then the corresponding administrator

## **Titan Ambassador**

Course No.: 759

Credit: 0.5/class period, max. of 2 credits/year

Grades: 12

*Prerequisite: Application required and will need GHS administration and parent/guardian approval. Grades, attendance (no unexcused absences), and discipline will be reviewed. Students must meet with their School Counselor prior to applying. Students applying should have outstanding character, great work ethic, and have a professional manner. Students must provide their own transportation.*

*Note: This course is pass/fail*

**Student Ambassador Program** is designed as a mentorship program where vetted seniors who are interested in a career in a helping field are paired with grade 1-12 students who may need academic and/or emotional support. Students who successfully complete this P/F class (maximum 2 class periods per semester) will earn a maximum of 2 credits per year (½ credit per class period). Responsibilities of the senior student may include, but not limited to academic tutoring;

confidence/self-esteem building; social cue skills; organization; note taking skills; test taking strategies; as well as assisting with social/emotional events/activities. The focus at the high school level will be tutoring.

## **Peer Partner Program**

Course No.: 040

Credit: 1 / Full Year

Grade: 11,12

*Prerequisite: Students will be required to fill out an application form and provide 3 teacher recommendations. Grades, attendance, and discipline will be taken into consideration in the selection process. Entry in the program will be based on approval from the Special Education Coordinator, Administrator, Counselor, and Department Chair.*

*Note: This course is pass/fail*

**Peer Partner Program** pairs a special education student with a general education peer for one-on-one assistance to enhance the participation experience across the curriculum. General education students will be required to motivate, encourage, and aid their peer partner in a variety of courses, depending on the need of the peer partner.

## **Study Hall**

Course No.: 850

Credit: 0 / Semester

Grades: 9, 10, 11, 12

*Prerequisite: None*

**Study Hall** is designed to be a positive, work environment where students have time to complete work for classes. The class is a vital part of the GHS Response to Intervention system. Resources available for general study hall students include access to the Learning Resource Center, tutoring services in math and science, and social-emotional support. Study Hall may be taken all year or for one semester. Study Halls do not receive a grade or credit. Students are allowed one Study Hall per semester.

# OFF CAMPUS COURSE OPPORTUNITIES

## COLLEGE NOW

- **College Now Program:** 2-year model of transfer courses with General Education Core Courses geared towards an Associate Degree. Students with successful completion of courses in this program would earn a total of 24 credits. College Now Program is for juniors and seniors only. Prerequisites: Students must make an appointment with their School Counselor to enroll. Administration and parent approval are required. Current grades/attendance/discipline records will be reviewed. Students must be able to supply their own transportation.
- These are dual credit courses and students will earn high school and college credits. Withdraw or failing grades will be placed on the high school AND college transcript.
- Students will need to provide their own transportation to and from LLCC.
- Please visit <https://www.llcc.edu/academics/high-school-programs/college-now-2/> for more information.
- Students interested in applying for the College Now Program will meet with their GHS counselor for application.
- Registration and fee payment for the College Now Program will be completed through LLCC. Cost is dependent upon LLCC tuition.

### LLCC Educational Pathways Program (Dual Credit)

Lincoln Land Community College Educational Pathways Program is a 2 year program offered to juniors and seniors who are interested in Early Childhood, Elementary, Middle or High School endorsements, the opportunity to earn high school credit and college credit. This is an online program with 2 on-site requirements per class. Each class is 16 weeks long, plus a finals week. Students must complete 30 contact hours in a district classroom to be worked into the schedule when the student is not attending LLCC classes. Students must communicate with LLCC to verify that their college credits will transfer to the college they will be attending. Visit [www.llcc.edu](http://www.llcc.edu) or contact Dr. Scott Doerr at [Scott.Doerr@llcc.edu](mailto:Scott.Doerr@llcc.edu) for more information.

- 4 courses taken in sequence, beginning semester 1 of junior year
- It is recommended for any student enrolled in Teacher Internship Program
- Courses will be taught online
- Students may take course(s) concurrent with College Now Program

### **Instructional Technology‡**

Course No.: 897

Credit: 0.5/Semester

Grades: 11, 12

Fees: Cost of textbook(s)

Dual Credit: EDU 210 (3 credit hours from LLCC)

**Instructional Technology** course is designed to introduce current and future educators and trainers to the use of instructional technologies. Students are exposed to a wide variety of teaching tools and techniques that can be incorporated into the classroom. Emphasis is given to provide students with actual experiences in the use of these tools and techniques.

### **Students with Disabilities‡**

Course No.: 898

Credit: 0.5/Semester

Grades: 12

Fees: Cost of textbook(s)

Dual Credit: EDU 215 (3 credit hours from LLCC)

Prerequisite: EDU 201 and 210

**Students with Disabilities** is a survey course that presents the historical, philosophical and legal foundations of special education. An overview of the characteristics of individuals with disabilities, the programs that serve them under the Individuals with Disabilities Education Act and the diversity of the populations of individuals with disabilities is also given.

### **Diversity of Schools and Society‡**

Course No.: 899

Credit: 0.5/Semester

Grades: 12

Fees: Cost of textbook(s)

Dual Credit: EDU 220 (4 credit hours from LLCC)

Prerequisite: EDU 201 and 210

**Diversity of Schools and Society** addresses the social context in which education occurs, from multicultural and global contexts. Issues related to race, ethnicity, class, gender, sexual orientation, religion, culture and other core concepts are examined through empirical and normative approaches to explore how schooling might be structured in ways that build equity and justice. The politics, policies, practices and impact of education on students of diverse backgrounds are examined, with particular focus on multi-cultural

understandings and strategies for improving the effectiveness of educational practices.

**MC3 Class in Partnership with Local 137**

Course No: 040

Credit 1 / Full Year

Grades: 11, 12

*Prerequisite: Students will be required to complete an application and provide 3 teacher recommendations. Applications need GHS administrator approval. Grades, attendance, and discipline will be reviewed. Students must meet with their School Counselor prior to applying. Students must provide their own transportation.*

**MC3 Class in Partnership with Local 137** is affiliated with the North America's Building Trades Union, students will have the opportunity to experience a comprehensive pre-apprenticeship-readiness program designed for students to gain access to Building Trades registered programs. The students will dive into the Multi-Craft Core Curriculum (MC3) which is a nationally-recognized comprehensive apprenticeship-readiness training curriculum created to provide high-quality, apprentice-level content to high school students. The MC3 Curriculum includes the following topics: Construction Industry Orientation; Tools & Materials; Construction Health & Safety (including OSHA 10 & CPR); Blueprint Reading; Basic Math for Construction; Heritage of the American Worker; Diversity in the Construction Industry; Green Construction; and Financial Literacy. The program consists of 120 hours of coursework, including online instruction and hands-on integrated projects (i.e., potential school construction/renovation projects which are made possible through the School Facilities Tax.) Students will earn certificates in CPR, OSHA, and Lift. Students will be guaranteed an interview with the trades with the potential for direct entry into the apprenticeship program the following year of high school. College credit may also be offered upon completion of the program. Courses are taught by certified teachers who have undergone the required training. Dual credit may be offered through LLCC. **Classes will meet in the LLCC Workforce Development Center; Monday, Wednesday, Friday from 7:30 to 8:30 a.m.**

# CAPITAL AREA

# CAREER CENTER

High school juniors and seniors may elect to attend the Capital Area Career Center (CACC). CACC offers a variety of career preparation programs. Students enrolling at CACC attend one-2 hour and 20-minute class and spend the remainder of the school day at the home school. Transportation and tuition are provided by the School District. Students earn 1 ½ credits per semester - 3 credits per year - in the programs they take at CACC. These credits apply toward the total needed for high school graduation. College credit may be earned through Lincoln Land Community College. (See CACC Program Catalog.)

## **CACC- Audio/Video Production I**

*Course No.: 943*  
*Credit: 1.5/Full Year*  
*Grades: 11, 12*  
*Dual credit: No*  
*Certification: No*  
*Prerequisite: None*

**Audio/Video Production I** course is designed to provide students with the skills needed for a career in the technical aspects of radio and television broadcasting. Instruction includes camera operations, basic audio and video editing, sound and lighting techniques, and sound mixing. Students learn the operation, maintenance, and repair of video and DVD recording equipment, video/digital cameras, microphones, computers, lighting/grip equipment, and other production equipment used in the video and audio production of television programs. Students also learn to use, maintain, and repair various types of audio recorders, amplifiers, transmitters, receivers, microphones, and sound mixers to record and broadcast radio programs.

## **CACC- Audio/Visual Production II**

*Course No.: 944*  
*Credit: 1.5/Full Year*  
*Grades: 12*  
*Dual credit: No*  
*Certification: No*  
*Prerequisite: Completion of Audio/Video Production I*

**Audio/Video Production II** course is for students who have completed Audio/Video I. In addition to expanding on the activities explored in the first course, students work in a team-based environment to create a variety of video and audio related broadcasts. Instruction includes single and multi-camera operations, linear and nonlinear video editing, production and post-production processes, animation graphics, sound mixing, multi-track production, audio editing,

and special effects. Students learn how to use digital editing equipment and software to electronically cut and paste video and sound segments together, as well as how to regulate and monitor signal strength, volume, sound quality, brightness, and clarity of outgoing signals. This course also provides students with an understanding of the FCC and other governmental agencies' regulations related to radio and television broadcasting.

## **CACC – Automotive Technology and Servicing I**

*Course No.: 906*  
*Credit: 1.5 / Full Year*  
*Grades: 11, 12*  
*Dual credit: LLCC AUT 101 Fundamentals of Automotive Technologies*  
*Certification: ASE Student Certifications*  
*Prerequisite: None*

**Automotive Technology and Servicing I** introduces students to the basic skills needed to inspect, maintain, and repair automobiles and light trucks that run on gasoline, electricity, or alternative fuels. Instructional units include engine performance, automotive electrical system, integrated computer systems, lubrication, exhaust and emission control, steering and suspension, fuel systems, cooling system, braking and powertrain.

## **CACC – Automotive Technology and Servicing II**

*Course No.: 907*  
*Credit: 1.5 / Full Year*  
*Grades: 12*  
*Dual credit: LLCC AUT 106 Brake Systems*  
*Certification: ASE Student Certifications*  
*Prerequisite: Automotive Technology and Servicing I*

**Automotive Technology and Servicing II** course is a continuation of and builds on the skills and concepts introduced in Automotive Technician I. This course includes instructional units in alternative fuel systems, computerized diagnostics, new vehicle servicing, automotive heating and air conditioning, transmissions, testing and diagnostics, drive train and overall automobile performance.

## **CACC- Barbering I**

*Course No.:*  
*Credit: 1.5/Full Year*  
*Grades: 11, 12*  
*Dual Credit: No*  
*Certification: Hours toward IL State Barbering License*  
*Prerequisite: None*

**Barbering I** is the first year of a two year program in Barbering. The barbering program must be approved and licensed by the Illinois Department of Financial and Professional Regulations, Division of Professional Regulation and meet all state and federal regulations. This course offers

students curriculum in both theory and practice in the following areas as they relate to the practice of barber science and art: anatomy; physiology; skin diseases; hygiene and sanitation; barber history; barber law; hair cutting and styling; shaving, shampooing, and permanent waving; massaging; and barber implements as they relate to the Barber, Cosmetology, Esthetics, and Nail Technology Act. Knowledge, skills, and activities completed in this course will help prepare students for Barbering II, while earning hours towards licensure.

### **CACC - Building Trades I**

*Course No.: 910*

*Credit: 1.5 / Full Year*

*Grades: 11, 12*

*Dual credit: BDM 102 and BDM 106*

*Certification: NCCER*

*Prerequisite: None*

**Building Trades I** course provides experiences related to the erection, installation, and maintenance of residential buildings and related fixtures. Planned learning activities allow students to understand fundamental principles and methods, and develop technical skills related to masonry, carpentry, and finish work. Instruction includes safety principles and practices, recognition of standard lumber sizes, foundation layout methods, building concepts and procedures, local, state, and national codes, cost estimating, and blueprint reading.

### **CACC - Building Trades II**

*Course No.: 911*

*Credit: 1.5 / Full Year*

*Grades: 12*

*Dual credit: BDM 108*

*Certification: OHS, NCCER*

*Prerequisite: Building Trades I*

**Building Trades II** course provides learning experiences related to the erection, installation, maintenance, and repair of building structures and related utilities. Student technical skill experiences include instruction and activities in safety principles and practices, performing maintenance control functions, joining pipes, building water distribution lines and drains, installing and maintaining plumbing fixtures and systems, installing switch and outlet boxes, light fixtures, service entrances, roughing in and trimming out electrical devices and appliances, preparing foundations and footings, constructing residential chimneys and fireplaces, laying, jointing, and pointing brick, and advanced building and construction methods and codes. All learning experiences are designed to allow the student to acquire job-entry skills and knowledge.

### **CACC – Cosmetology I**

*Course No.: 918*

*Credit: 1.5 / Full Year*

*Grades: 11, 12*

*Dual credit: No*

*Certification: Hours toward license*

*Prerequisite: None*

**Cosmetology I** introduces students to the requirements to become a licensed cosmetologist. It offers students instruction in both theory and practical application in the following areas: tools and their use, shampoo, understanding chemicals and use, types of hair, sanitation, hygiene, skin diseases and conditions, anatomy and physiology, electricity, ethics, nail technology and esthetics as they relate to the Barber, Cosmetology, Esthetics, and Nail Technology Act. Knowledge, skills, and activities completed in this course will help prepare students for Cosmetology II while earning hours towards licensure.

### **CACC – Cosmetology II**

*Course No.: 919*

*Credit: 1.5 / Full Year*

*Grades: 12*

*Dual credit: No*

*Certification: Hours toward license*

*Prerequisite: Cosmetology I*

**Cosmetology II** will build upon the knowledge and skills attained in Cosmetology I and will provide instruction, which may be a combination of classroom instruction and hands-on experience in the following areas: practical chemical application/hair treatment, hair styling/hairdressing, and shop management, sanitation and interpersonal relations as they relate to the Barber, Cosmetology, Esthetics, and Nail Technology Act, as well as labor and compensation laws. Instruction may also include instruction in nail technology, esthetics, individualized skill development, and career planning. This course offers a curriculum of advanced theoretical and practical skill development to prepare students for the cosmetology licensure examination and progression to obtain the 1500 hours of study in cosmetology.

### **CACC - Culinary Arts I**

*Course No.: 920*

*Credit: 1.5 / Full Year*

*Grades: 11, 12*

*Dual credit: No*

*Certification: ServSafe Food Handlers*

*Prerequisite: None*

**Culinary Arts I** provides terminology, culinary math, and practical experiences needed for the development of culinary competencies and workplace skills. Safety and sanitation instruction and classroom application will prepare students for an industry-recognized sanitation exam. Classroom experiences will develop skills to work in the front of the

house, back of the house, and work stations. Additional content may include: event planning, customer service and relations, food service styles, baking and pastry arts, hors d'oeuvres, and breakfast cookery. Students will be provided opportunity training experiences on commercial equipment.

### **CACC - Culinary Arts II**

*Course No.: 921*  
*Credit: 1.5 / Full Year*  
*Grades: 12*  
*Dual credit: LLCC CLA 131 Food Pro I*  
*Certification: ServSafe Food Handlers*  
*Prerequisite: Culinary Arts I*

**Culinary Arts II** places special emphasis for students to develop operational management skills- including design and organization of food service systems in a variety of settings, human relations, and personnel training and supervision. Additional topics include: food cost accounting; taking inventory; advertising; monitoring consumer and industry trends; and individualized mastery of culinary techniques. Training experiences involve equipment and facilities simulating those found in business and industry.

### **CACC - Early Childhood I**

*Course No.: 924*  
*Credit: 1.5 / Full Year*  
*Grades: 11, 12*  
*Dual credit: No*  
*Certification: CPR, ECE Level 1*  
*Prerequisite: None*

**Early Childhood I** prepares students to guide the development of young children in an educational setting through classroom and job shadowing experiences. Course content includes child development, care, and education issues. Project-based learning experiences include planning

### **CACC - Early Childhood II**

*Course No.: 924*  
*Credit: 1.5 / Full Year*  
*Grades: 12*  
*Dual credit: No*  
*Certification: CPR*  
*Prerequisite: Early Childhood I*

**Early Childhood II** course prepares students to guide the development of young children in an educational setting through classroom and job shadowing experiences. Course content includes child development, care, and education issues. Project-based learning experiences include planning and implementing developmentally appropriate activities, basic health and safety practices, and legal requirements of teaching young children. Students will research the requirements of early childhood education careers and

develop/expand their career portfolio.

### **CACC- Electronic and Engineering I**

*Course No.: 930*  
*Credit: 1.5/Full Year*  
*Grades: 11, 12*  
*Dual credit: No*  
*Certification: No*  
*Prerequisite: None*

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

### **CACC- Electronic and Engineering II**

*Course No.: 931*  
*Credit: 1.5/Full Year*  
*Grades: 12*  
*Dual credit: No*  
*Certification: No*  
*Prerequisite: Electronic and Engineering I*

**Electronic and Engineering II** provides planned learning activities designed to allow students to gain knowledge and skills in testing, maintaining, and repairing electronic equipment and systems used in the manufacturing industry. Learning activities in this course emphasizes the development of more advanced knowledge and skills than those provided in Industrial Electronic I. Skills introduced in this course include the identification and causes of equipment malfunctions, the repair and replacement of parts and equipment, the care and use of standard tools, equipment, and specialized instrumentation testing devices.

### **CACC- Emergency Medical Technician**

*Course No.: 916*  
*Credit: 1.5/Full Year*  
*Grades: 12*  
*Dual credit: Waiting Approval*  
*Certification: CPR, EMT-B (Must maintain 80 percent in course work and pass the state test)*  
*Prerequisite: None*  
*\*Note- Must pass a 10-panel drug test*

**Emergency Medical Technology** courses place a special



emphasis in the knowledge and skills needed in medical emergencies. Topics typically include clearing airway obstructions, controlling bleeding, bandaging, methods for lifting and transporting injured persons, simple spinal immobilization, infection control, stabilizing fractures, and responding to cardiac arrest. The courses should also cover the legal and ethical responsibilities involved in dealing with medical emergencies. The Illinois Department of Public Health approves EMT training programs in the State of Illinois. Approved EMT programs must meet or exceed the National Emergency Medical Services Education Standards for the Emergency Medical Technician and meet all other applicable requirements contained in 77 Illinois Administrative Code Part 515. To become licensed as an EMT-B in the State of Illinois or nationally certified, the student must be 18 years of age, complete a state-approved EMT program, have a current CPR-BLS for "Healthcare Provider" or equivalent credential, and pass the National Registry of Emergency Medical Technicians examination (required for national certification) or the Illinois Department of Public Health's EMT-B examination.

#### **CACC- Fire Science**

*Course No.: 903*

*Credit: 1.5/Full Year*

*Grades: 11, 12*

*Dual credit: Waiting Approval*

*Certification: No*

*Prerequisite: None*

**Fire Science** is designed to provide students with the skills needed to prevent and extinguish fires, maintain and repair fire service related equipment, provide basic emergency medical treatment, and prepare public service information concerning fires and hazardous materials. Instruction includes the physical characteristics of fire as well as general safety practices, basic fire behavior, and extinguishing principles. Students learn rescue and extrication procedures, types and use of ground ladders, proper ventilation techniques, and appropriate use of various water supply systems, and how to use ropes and tie knots. Students also learn basic emergency medical techniques and practices which include medical-legal considerations, terminology, airway management, patient assessment and transportation, and emergency treatment.

#### **CACC- Graphic Arts I**

*Course No.: 951*

*Credit: 1.5/Full Year*

*Grades: 11, 12*

*Dual credit: No*

*Certification: No*

*Prerequisite: None*

**Graphic Arts I** provides learning experiences common to all graphic communications occupations. Instruction should include use of color, balance and proportion in design; three-dimensional visualization; sketching; design procedures; layout; selection of type styles; selection of appropriate drawing tools and media; and the use of the computer as a communication tool. Planned learning activities will allow students to become knowledgeable of fundamental principles and methods and to develop technical skills related to the graphic arts industry.

#### **CACC- Graphic Arts II**

*Course No.: 952*

*Credit: 1.5/Full Year*

*Grades: 12*

*Dual credit: No*

*Certification: No*

*Prerequisite: Graphic Arts I*

**Graphic Arts II** provides learning experiences related to the tools, materials, processes and practices utilized in the printing industry. Instruction is provided in industrial safety; stencil preparation and duplicating equipment operation; print screen preparation and printing; machine typesetting; ink and color preparation; assembly, binding, and trimming operations; layout, digital paste up and copy preparation. In addition, the course provides the student with learning experiences in the use of cameras and photographic equipment, development and processing of photographic negatives and prints, negative stripping and related platemaking procedures, photocomposition, photoengraving, lithography, and offset presswork. Use of the computer in graphic arts occupations should be emphasized.

#### **CACC - HVAC and Electrical System Technology I**

*Course No: 938*

*Credits: 1.5 / Full Year*

*Grades: 11, 12*

*Dual credit: Waiting approval*

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

*Prerequisite: None*

**HVAC and Electrical System Technology I** This course is an introduction to the principles and practices employed in the installation, maintenance, and repair of basic air conditioning, heating systems, and basic electrical systems. Instruction is provided in safety precautions related to electricity, heating units, rotating machinery, refrigerants, and the use of power tools. Instruction includes basic electrical concepts, circuits, transformers, motors and motor controls, and circuit protection devices. Emphasis is also placed on basic

refrigeration principles, gas laws, pressure, fluidics, heat and heat transfer, refrigerants, compressors, lubrication systems, electrical theory, and circuit design and operation. Activities include experiences in using hand tools, gauges, and test instruments used in both the HVAC and electrical fields. Other activities included reaming, flaring, swaging, bending, soldering, and brazing copper tubing; evacuating and charging refrigeration systems, and inspecting and testing electrical and air conditioning circuits and component parts.

### **CACC - HVAC and Electrical System Technology II**

*Course No.: 939*

*Credits: 1.5 / Full Year*

*Grades: 12*

*Dual credit: Waiting approval*

*Certification: OSHA, EPA 608 Certification, Employment readiness heat pump operation, Installation and service certification,*

*Employment readiness gas heating certification*

*Prerequisites: HVAC and Electrical Technology I*

**HVAC and Electrical System Technology II** This course builds on the foundational skills introduced in HVAC and Electrical System Technology I. Students learn the mechanics and electrical fundamentals needed to work as an HVACR technician and/or electrician. Installation, maintenance, and repair of residential forced-air heating systems, alternative energy sources, hydronic heating systems, heat pumps, and air conditioners are taught. The course will also cover advancing basic theory, multi-phase electricity, transmission and delivery systems, electronic and advanced motor controls, alarm and sensory systems, light commercial and industrial wiring, and advanced circuit design. Students continue to gain practical skills by working on trainers, mock-ups, and on-the-job projects.

### **CACC - IT Networking and Cybersecurity I**

*Course No: 946*

*Credits: 1.5 / Full Year*

*Grades: 11, 12*

*Dual credit: LLCC 142 Introduction to Ethics, Security and Networking*

*Certification: CompTIA-Security+*

*Prerequisite: None*

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

### **CACC - IT Networking and Cybersecurity II**

*Course No: 947*

*Credits: 1.5 / Full Year*

*Grades: 12*

*Dual credit: LLCC 241 Security Plus*

*Certification: GSEC-Global Security Essentials Certification*

*Prerequisite: IT Networking and Cybersecurity I*

**IT Networking and Cybersecurity II** is a skill-level course for students that have completed IT Networking and Cybersecurity I. Students will continue to build on the skills and concepts introduced in the first year. The course drives deeper into computer security topics and networks, with a focus on understanding the most common threat types and implementing basic protection systems for device, data, and network protection. Professional ethics in the computer field will also be examined. Units of instruction will include: the key components of a computer network along with their main functions, the main security threats on today's technology, and the different types of cybersecurity challenges that professionals are facing. Students will also learn best practices for a successful career in the field.

### **CACC - IT Operations and Programming I**

*Course No: 953*

*Credits: 1.5 / Full Year*

*Grades: 11, 12*

*Dual credit: Waiting approval*

*Certification: Python Entry-Level Programmer*

*Prerequisite: None*

**IT Operations and Programming I** is the first of two skill-level courses designed to develop computer programming and program design skills through the use of various programming languages such as Python, C#, Java, and other subject-oriented languages. Students will be exposed to the fundamentals of system analysis and design (e.g. flowcharting, diagramming, system design and planning), and the systems development life cycle. Instruction will include basic programming tools that are common to many programming languages. These may include items such as input/output statements, constants, assignment statements, string and numeric variable types, conditional processing, and branching and looping control structures. Students will learn programming techniques such as counting, averaging, rounding, and generation of random numbers to develop a good programming technique. Students will apply what they learn to create programs and applications that solve real-world business-related problems. Students will create programs to store, locate and retrieve data.

### **CACC - IT Operations and Programming II**

Course No.: 954

Credits: 1.5 / Full Year

Grades: 12

Dual credit: Waiting approval

Certification: Python Associate Programmer

Prerequisite: IT Operations and Programming I

**IT Operations and Programming II** is a skill-level course for students who have completed Computer Operations and Programming I. Students will use procedural and object-oriented programming languages such as Python, C# and Java. Students will learn programming concepts such as inheritance and polymorphism, advanced data handling (pointers, arrays, strings, and files), and common algorithms (recursion, searching and sorting). Students will be able to write, compile, run, test, debug and modify programs and applications that solve real world problems. Problem examples may include tracking inventory, scheduling rooms and facilities, accessing information and performing calculations.

### **CACC-Law Enforcement I**

Course No.: 932

Credit: 1.5 / Full Year

Grades: 11, 12

Dual credit: No

Certification: No

Prerequisite: None

**Law Enforcement I** is designed to prepare students to enter the fields of law enforcement and the criminal justice system. Instruction includes the history of law enforcement and the legal system, report writing and recordkeeping, criminal investigation techniques, and routine police procedures. Students learn how to use communications and dispatch equipment, perform proper search and seizure techniques, conduct basic criminal investigations, and execute correct pursuit and arrest procedures. Instruction also includes patrolling techniques, private security operations, traffic investigations, and community relations.

### **CACC-Law Enforcement II**

Course No.: 933

Credit: 1.5 / Full Year

Grades: 11, 12

Dual credit: No

Certification: No

Prerequisite: None

**Law Enforcement II** provides experiences for students in basic investigative techniques for crimes against people and property. Learning activities emphasize the development of more advanced knowledge and skill than those provided in

Law Enforcement I. Units of instruction include how to conduct a preliminary investigation and protect a crime scene, collect and preserve physical evidence including dusting latent prints, casting, fingerprint classification, and the use of portable crime laboratory equipment. Students learn how to conduct interviews, complete police reports, use police equipment, and testify in court. Instruction also includes traffic control, personal security, and law enforcement administration.

### **CACC- Medical Assistant**

Course No.: 917

Credits: 1.5 / Full Year

Grades: 11, 12

Dual credit: No

Certification: CPR, Certified Clinical Medical Assistant (must pass a national test)

Prerequisite: None

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

### **CACC – Nursing Assistant**

Course No.: 929

Credit: 1.5 / Full Year

Grades: 11, 12

Dual credit: No

Certification: CPR, CNA (Must maintain 80% in coursework, attend 40

*CACC clinical hours, and pass the state test)*

*Prerequisite: None (may require passing a basic skills test in reading and math)*

*Note: Must have flu shot to attend clinicals*

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

### **CACC- Photography I**

*Course No.: 940*

*Credit: 1.5/Full year*

*Grades: 11, 12*

*Dual credit: No*

*Certification: No*

**Photography I** course provides students with experiences related to the photography field including conventional and digital cameras. Planned experiences give students a clear and concise introduction in the following areas: safety and proper housekeeping of the photo studio, photography of visual and communicative discipline, constructing a usable cardboard camera and develop printing, learning basic terms, understanding how film/paperwork, proper exposure, working in the darkroom and knowing all necessary darkroom activities, safe use of photo chemicals, using dyes, and mounting and matting a completed photographic image. In addition, students are introduced to photographic terms, using light meters to measure natural and artificial lighting, using various lighting sources, manipulating basic backgrounds with different light sources, conducting shop operations, performing camera work, processing film and performing darkroom work on black and white color film, printing photographic images, purchasing equipment and supplies, and the selection and use of cameras, film, lenses, accessories, tripods and filters.

### **CACC- Photography II**

*Course No.: 941*

*Credit: 1.5/Full year*

*Grades: 12*

*Dual credit: No*

*Certification: No*

*Prerequisite: Photography I*

**Photography II** course provides learning experiences related to the tools, materials, processes and practices utilized in the photography industry including conventional and digital cameras. Instruction includes arranging photography sessions, selecting and using cameras, film, lenses, and accessories, calculating and setting shutter speed, preparing darkroom equipment, mixing chemicals, processing film both black and white and color, printing photographic images such as enlargements, sandwich negatives, and copying slides. In addition, Commercial Photography II provides students with a better understanding of photographic images and their application in design. Students shoot photographs specifically for design layouts and in the process develop a better visual language, enhancing photo selection and editing skills. Students learn to visualize not only the look of the design, but also the structure and form of the photographs they shoot.

### **CACC- Rapid Prototyping**

*Course No.: 959*

*Credit: 1.5/Full Year*

*Grades: 12*

*Dual Credit: Yes*

*Certification: No*

*Prerequisite: None*

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

### **CACC- Sangamon CEO**

*Course No.: 349*

*Credit:*

*Grades: 12*

*Dual Credit: Yes*

*Certification: No*

*Prerequisite: None*

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

**CACC- Social Media Marketing**

Course No.: 957  
Credit: 1.5/Full Year  
Grades: 11, 12  
Dual Credit: No  
Certification: No

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

**CACC- Welding I**

Course No.: 936  
Credit: 1.5 / Full Year  
Grades: 11, 12  
Dual credit: LLCC WEL 101 Basic Arc & Oxyacetylene Welding  
Certification: No  
Prerequisite: None

**Welding I** assists students in gaining knowledge and developing the basic skills needed to be successful in the welding industry. Units of instruction include stick, MIG and TIG welding; basic metallurgy, cutting metal using manual processes, plasma arc cutting, and oxy-acetylene cutting processes. Students in this class focus primarily on T-joints and lap welds in all positions. In addition, students learn the basics of blueprint reading, hand tools, precision measuring, layout, and basic shop operations.

**CACC- Welding II**

Course No.: 937  
Credit: 1.5 / Full Year

Grades: 12  
Dual credit: LLCC WEL 102 Welding Blueprint Reading, LLCC WEL 103 Shielded Metal Arc Welding  
Certification: OSHA  
Prerequisite: Welding I

**Welding II** course builds on the skills and concepts introduced in Welding Technology I and provides more in-depth skill development in various types of welding. Students will focus primarily on beveling, fit-up, and welding of groove welds in all positions using stick, TIG, and MIG welding processes. An introduction to spray transfer MIG, TIG aluminum, flux-core welding, open root processes, and the basics of pipe welding will be covered. Welding II students will be introduced to repair welding as well as basic fabrication techniques. Shop math will be covered more in-depth and will cover area, volume, material weight, and the use of the Pythagorean theory.



## Capital Area Career Center Dual Credit and Certifications offered

Course	Dual Credit	LLCC Course Title	Certifications or License
Ag and Industrial Mechanics	2 ESI credit Hours at LLCC AFO 208 Applied Skills in AG Mechanization	ESI 101 Employability Skills AFO 208 Intro to Ag Mechanization	
Automotive Technology and Servicing	Successfully completing 2 years of this program will fulfill 1 of the 2 years required for ASE Certification	ESI 101 Employability Skills	Pro-Cut Brake Lathe Certification Valvoline Oil Certification PB Products Penetrant and Lubricant Certification ASE Student Certification
Building Trades	2 ESI credit hours at LLCC	ESI 101 Employability Skills	National Center for Construction Education and Research (NCCER) Core
Information Technology Networking and Cybersecurity I & II	3 credit hours each for a total of 12 at LLCC and UIS Cisco ITM Cisco RSE Cisco SN Cisco CN	ESI 101 Employability Skills	Cisco CCENT: Upon completion of the first year Cisco CCNA, CCNA Security, CCNA Routing and Switching, Comp TIA Security+, BrainBench: Upon completion of the 2 <sup>nd</sup> year
Collision Repair	2 ESI credit hours at LLCC Auto Body 101 5 credit hours Auto Body 102 3 credit hours	AUB 101 Basic Auto Body Repair AUB 102 Auto Body Metal Finishing	ASE Student Certification OSHA 10
Cosmetology	2 ESI credit Hours	ESI 101 Employability Skills	300 hours per year completed go toward the 1500 hours needed for a license. Task card mark offs transfer to USCA Test taken at CACC transfer to USCA Lowers tuition and an earlier graduation at USCA
Culinary Arts	Dual credit at LLCC-Sanitation Course (requires acquiring the FSSMC License and the ESI Portfolio)	HSP 107 Food Service Sanitation ESI 101 Employability Skills	Servsafe Food Handlers Certificate: Students 16 and older Servsafe FSSMC Manager's License: Seniors Only ProStart Restaurant Association Certification and Scholarships with the educational foundation of the Restaurant Association
Early Childhood and Education	2 ESI credit hours at LLCC	ESI 101 Employability Skills	ECCE Level 1 Credential
Emergency Medical Services	2 ESI credit hours upon portfolio completion	ESI 101 Employability	CPR Certification, EMT-B License upon completion of course and passing State board exam

Graphic Arts	2 ESI credit hours at LLCC 12 credits in Graphic Design From Illinois Institute of Art, Schaumburg, Chicago, Detroit	ESI 101 Employability	Certifications obtained upon completion of the American Screen Printing Association Exam Possible certifications include: Graphic Artist- Screen Printing Screen Printing
Law Enforcement	2 ESI credit hours at LLCC	ESI 101 Employability Skills	N/A
Nursing Assistant	Seniors Only: 2 ESI credit hours at LLCC	ESI 101 Employability Skills	CPR-BLS certification Illinois CNA License
Health Science Careers	2 ESI credit hours at LLCC	ESI 101 Employability Skills	CPR certification
Photography	2 credit hours at LLCC	ESI 101 Employability Skills	Skills USA Adobe Photoshop Certification, Lynda.Com Adobe Photoshop Certification
Radio/TV Digital Media	2 ESI credits at LLCC	ESI 101 Employability Skills	N/A
Welding	ESI 101-19 Employability Skills ESI 101-20 Employability Skills WEL 101-07 Shielded Metal Arc Welding 1 WEL 101-08 Shielded Metal Arc Welding 1 WEL 103-08 Shielded Metal Arc Welding 2 WEL 103-09 Shielded Metal Arc Welding 2	ESI 101 Employability Skills WEL 101 Basic Arc & Oxyacetylene Welding WEL 102 Welding Blueprint Reading WEL 103 Shielded Metal Arc Welding I	American Welding Society SENSE Level 1. OSHA 10