

# *Newton Community High School*

## FRESHMAN CURRICULUM GUIDE

# 2011-2012

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NCHS

STATEMENT

Newton Community High School, a community of students, parents, staff, and citizens, will provide challenging educational and social experiences that instill within all students the desire for lifelong learning, responsible citizenship and the skills to:

- Solve complex problems using critical thinking.
- Work as a member of a team.
- Attain a cultural awareness of diverse peoples.
- Cultivate the flexibility to adapt to change.
- To build respect for themselves and others.
- Acquire the ability to apply knowledge.

NCHS

GRADING SYSTEM/CLASS RANK  
HONOR ROLL

All semester grades, with the exception of grades from physical education and driver education, are included in the computation of class rank. College preparatory courses receive the same weight as all other courses. The grades awarded and points assigned are indicated below:

A+/A	5.000	C+	3.250	D-	1.750
A-	4.750	C	3.000	P	1.010
B+	4.250	C-	2.750	F	1.000
B	4.000	D+	2.250		
B-	3.750	D	2.000		

HONOR ROLL

Students may qualify for the honor roll each quarter based on the following scale:

Highest Honors	5.000
High Honors	4.500-4.990
Honors	4.000-4.490

# QUESTIONS AND ANSWERS

Eighth grade students seem to have the same questions year after year. Consequently, we have prepared a list of questions commonly asked along with answers to those questions. Counselors encourage you to ask questions whenever you are in doubt about anything regarding your high school career.

## SHOULD I TAKE A FOREIGN LANGUAGE?

Since universities may change admission requirements in the future and because high school students are often uncertain about which university they may attend, we suggest that university-bound students complete two to three years of foreign language. For those students who plan to attend a community college such as OCC, LTC, WVC, FCC or Lake Land College to earn a vocational degree (a one-year certificate or a two-year degree), a foreign language is not required. However, if a student plans to transfer from a community college to a university, he/she may be required to successfully complete two semesters of the same foreign language before college graduation. For example, Eastern Illinois University requires two semesters of college foreign language prior to college graduation. If a student chooses to complete Spanish I and Spanish II in high school and he/she earns a grade of "C" or higher, he/she is not required to take a foreign language at EIU to meet this basic college graduation requirement. Please note that some universities do not specifically require a foreign language. Most colleges have this information posted on their website.

**Any student who plans to apply to the University of Illinois must complete two years of the same foreign language during high school.**

## WHO WILL BE MY COUNSELOR?

With the exception of special education students who have been assigned to Mrs. Powers, students are randomly assigned to a counselor.

## WHAT IS THE MINIMUM NUMBER OF CLASSES I MUST TAKE?

Students are required to enroll in courses equaling six credits. However, they may take an additional class each semester. If they choose to do so, they will not have a study hall.

### **MAY I PRE-REGISTER FOR DRIVER EDUCATION?**

You must be 15 years of age by (please see Driver Education description), in order to enroll in Driver Education during 2011-2012 school year. **State law requires that a student must pass a total of eight courses in the two semesters preceding enrollment in Driver Education.**

### **WHEN DO I FIND OUT WHAT MY SCHEDULE IS?**

Students will pick up their official schedule and pay their fees during registration that usually occurs in late July/early August. If the tentative schedules are ready, counselors will deliver a copy to 8<sup>th</sup> graders in late May.

### **DO I NEED A PHYSICAL EXAM?**

Yes, all incoming freshmen are required to have a physical examination completed by a physician. The completed exam form should be turned in to the main office during registration week. These physical exams will suffice for athletics; however, athletic physicals will not suffice for the school physical. All students will be required to have a Tetanus or Tdap shot. A dental exam is recommended.

### **HIGH SCHOOL COURSE RECOMMENDATIONS FROM ACT**

ACT's list of high school course recommendations can serve as a guide for planning your choices. Be sure to check with the colleges and universities you're interested in to compare the requirements. The ACT minimum recommendations are:

- English: four years
- Mathematics: three years (Algebra I, and I Geometry, and Algebra II)
- Natural Sciences: three years
- Social Studies: three years
- Additional courses: Some colleges and universities require other classes as prerequisites for admission, such as two or more years of the same foreign language or courses in the visual arts, music, theater, drama, dance, computer science, etc.

### **FIVE REASONS TO TAKE CHALLENGING COURSES**

As you register for your fall classes, here are five good reasons why you should take challenging courses:

1. Colleges look at the high school courses you've completed.
2. Tough courses give you the knowledge and skills you need to do college work.
3. Students who take challenging courses score higher on the ACT.
4. You'll be less likely to need remedial courses in college, which will save you both time and money.
5. You will have more for college and career options.

## Note to student

This handbook has been prepared for your use and reference as you plan your high school career. With help from your parents, counselor, and teachers, you will understand credits, learn about graduation and college requirements, and be able to make well-informed decisions when planning your high school education.

## REQUIREMENTS OF STATE UNIVERSITIES

### Minimum high school course requirements for admission to Illinois public universities:

- ▶ English: 4 credits
- ▶ Math: 3-4 credits (Practical Math not included)
- ▶ Science: 3 credits
- ▶ Social Studies: 3 credits
- ▶ Foreign Language: 2 credits are required at UIUC and UIC and some other highly selective universities.

*Keep in mind that these are minimum requirements and that each student is responsible for checking with a counselor for the admission requirements of particular institutions. Students planning to attend a community college for a one-year certificate or a two-year applied science degree are not usually required to follow these requirements.*

***Please refer to college catalogs or websites for specific admission requirements.***

## GRADUATION REQUIREMENTS

### CLASS OF 2015

- Science – 2 credits
- Mathematics – 3 credits
- Social Studies – 2 credits
  - Required :
    - American History – 1 credit
    - Government - .5 credit
    - Economics or Resource Management - .5 credit
- English – 4 credits (2 years of writing)
- Computer Concepts - .5 credit
- Driver Education - .5 credit
- Health Education - .5 credit
- Physical Education – 3 credits
- Art, music, foreign language, or vocational education – 1 credit  
(Proficiency in American Sign Language shall be considered an alternative to a foreign language.)
- Prairie State Achievement Examination (PSAE)

**All graduation requirements must be met before participating in commencement.**

# State Universities in Illinois — At a Glance

## Summary of Minimum High School Course Requirements for Admission of Freshman to Illinois Public Universities — Effective 2010 —

	Total	English	Social Studies	Mathematics	Science	Electives and Other Requirements
Chicago State + Eastern Illinois Northeastern Illinois	15	4 <sup>1</sup>	3 <sup>6</sup>	3 <sup>13</sup>	3 <sup>15</sup>	2 years of foreign language, music, vocational education or art; 2 years of academic or vocational electives.
Western Illinois +	15	4 <sup>1</sup>	3 <sup>6</sup>	3 <sup>10</sup>	3 <sup>6</sup>	2 years of foreign language (FL) or 2 years of fine arts (FA) or a combination of 1 year FA/FL and 1 year of vocational education; 2 years of foreign language, music, vocational education, art, theatre, film, religion, philosophy, speech or journalism.
Illinois State	15	4	2	3 <sup>13</sup>	2 <sup>15</sup>	2 years of one foreign language or fine arts; and 2 years of electives.
Northern Illinois	15	4 <sup>2</sup>	3 <sup>12</sup>	3 <sup>12</sup>	3 <sup>12</sup>	2 units (one must be foreign language, art, or music); 3 units of the required 15 units may be distributed by deducting no more than one unit from the categories of social studies, sciences, and electives and completing those 3 units in any of the 5 categories of coursework.
<b>Southern Illinois University</b>						
Carbondale	15 or 16	4 <sup>1</sup>	3 <sup>8</sup>	3 or 4 <sup>12</sup>	3 <sup>15</sup>	2 years of electives in foreign language, art, fine arts, music or vocational education; if a foreign language is taken, it must include two semesters of the same language.
Edwardsville	15	4 <sup>1</sup>	3 <sup>5</sup>	3 <sup>12</sup>	3 <sup>10</sup>	2 years chosen from foreign language, music, the visual arts, theatre, dance and/or vocational education.
<b>University of Illinois</b>						
Chicago	16	4 <sup>4</sup>	3	3	3 <sup>14</sup>	2 years of foreign language; 1 year of an elective.
Springfield	15	4 <sup>2</sup>	3 <sup>7</sup>	3 <sup>15</sup>	3 <sup>10</sup>	2 years of one foreign language or 2 years of fine arts, selected from art, music, dance and theatre are required.
Urbana-Champaign	15 or 15.5	4 <sup>1</sup>	2 <sup>5</sup>	3 or 3.5 <sup>14</sup>	2 <sup>13</sup>	2 years of one foreign language are required; and 2 years (flexible academic units) from any of the five subject categories. Approved art, music, or vocational education courses may be counted in the flexible academic units category.

### NOTES:

- Suggested electives - includes other academic courses.
- Emphasizing written and oral communication and literature.
- Three units of English must be courses emphasizing written and oral communication and literature.
- Emphasizing grammar, composition, written and oral communication, and literature; may include not more than 1 year of creative writing or journalism.
- Studies in language, composition, and literature requiring practice in expository writing in all such work. Coursework should emphasize reading, writing, speaking, and listening.
- Emphasize history and government.
- One unit must be U.S. history or a combination of U.S. history and government.
- At least 2 years of history and/or government; other acceptable subjects are anthropology, economics, geography, psychology, and sociology.
- History and government are preferred. Additional acceptable social studies include anthropology, economics, geography, philosophy, political science, psychology, and sociology.
- One unit must be American History plus 1 unit of history, government, psychology, economics or geography.
- Introductory through advanced algebra, geometry, trigonometry, or fundamentals of computer programming (Computer programming not applicable at ISU).
- Three to four units of college preparatory mathematics, including one year of geometry and one year of advanced algebra and/or trigonometry.
- Algebra I & II and a proof-based geometry course. A fourth unit is highly recommended: trigonometry and pre-calculus, or statistics, depending on the student's area of interest.
- One year of introductory algebra, 1 year of geometry, 1/2 year of algebra beyond the introductory year, and 1/2 year of more advanced mathematics or fundamentals of computer programming.
- Algebra, geometry, advanced algebra, trigonometry. Typically, such courses as career/occupational mathematics, consumer mathematics, applied business mathematics, pre-algebra, and computer courses are not acceptable. 3.5 years of mathematics including trigonometry are required in the following curricula: Agricultural, Consumer and Environmental Sciences - agricultural engineering; Business - all curricula; Engineering - all curricula; Fine and Applied Arts - architectural studies; Liberal Arts and Sciences-specialized curricula in biochemistry, chemical engineering, chemistry, geology, and physics.
- Algebra, geometry, advanced algebra, trigonometry.
- Laboratory sciences.
- Two units must be courses in the physical or biological sciences. One unit must be a laboratory science.
- One year of biology, 1 year of chemistry, and 1 additional year of earth science, physics, biology, or chemistry. (All must be laboratory sciences.)
- Laboratory courses in biology, chemistry, or physics are preferred. Laboratory courses in astronomy and geology are also acceptable. General science will not be acceptable.

# NCAA CLEARINGHOUSE



## NCAA FRESHMAN-ELIGIBILITY STANDARDS QUICK REFERENCE SHEET

### KNOW THE RULES:

#### Core Courses

- **NCAA Division I requires 16 core courses as of August 1, 2008.** This rule applies to any student first entering any Division I college or university on or after August 1, 2008. See the chart below for the breakdown of this 16 core-course requirement.
- **NCAA Division II requires 14 core courses.** See the breakdown of core-course requirements below. Please note, Division II will require 16 core courses beginning August 1, 2013.

#### Test Scores

- **Division I** has a sliding scale for test score and grade-point average. The sliding scale for those requirements is shown on page two of this sheet.
- **Division II** has a minimum SAT score requirement of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **sum** of the four sections on the ACT: English, mathematics, reading and science.
- **All SAT and ACT scores must be reported directly to the NCAA Eligibility Center by the testing agency. Test scores that appear on transcripts will not be used. When registering for the SAT or ACT, use the Eligibility Center code of 9999 to make sure the score is reported to the Eligibility Center.**

#### Grade-Point Average

- Only core courses are used in the calculation of the grade-point average.
- **Be sure** to look at your high school's list of NCAA-approved core courses on the Eligibility Center's Web site to make certain that courses being taken have been approved as core courses. The Web site is [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net).
- **Division I** grade-point-average requirements are listed on page two of this sheet.
- **The Division II** grade-point-average requirement is a minimum of 2.000.

#### **DIVISION I 16 Core-Course Rule**

##### 16 Core Courses:

- 4 years of English.
- 3 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 1 year of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or non-doctrinal religion/philosophy).

#### **DIVISION II 14 Core-Course Rule**

##### 14 Core Courses:

- 3 years of English.
- 2 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 2 years of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 3 years of additional courses (from any area above, foreign language or non-doctrinal religion/philosophy).

**PLEASE NOTE:** Beginning August 1, 2013, students planning to attend an NCAA Division II institution will be required to complete 16 core courses.

### OTHER IMPORTANT INFORMATION

- Division II has no sliding scale. The minimum core grade-point average is 2.000. The minimum SAT score is 820 (verbal and math sections only) and the minimum ACT sum score is 68.
- 14 core courses are currently required for Division II. However, beginning 2013, students will be required to complete 16 core courses.
- 16 core courses are required for Division I.
- The SAT combined score is based on the verbal and math sections only. The writing section will not be used.
- SAT and ACT scores must be reported directly to the Eligibility Center from the testing agency. Scores on transcripts will not be used.
- Students enrolling at an NCAA Division I or II institution for the first time need to also complete the amateurism questionnaire through the Eligibility Center Web site. Students need to request final amateurism certification prior to enrollment.

For more information regarding the rules, please go to [www.ncaa.org](http://www.ncaa.org). Click on "Academics and Athletes" then "Eligibility and Recruiting." Or visit the Eligibility Center Web site at [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net).

Please call the NCAA Eligibility Center if you have questions:

Toll-free number: 877/262-1492.

NCAA Eligibility Center  
05/07/08 LK:cr

NCAA DIVISION I SLIDING SCALE CORE GRADE-POINT AVERAGE/ TEST-SCORE New Core GPA / Test Score Index		
Core GPA	SAT Verbal and Math ONLY	ACT
3.550 & above	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	59
2.700	730	60
2.675	740-750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840-850	70
2.425	860	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	80
2.125	960	81
2.100	970	82
2.075	980	83
2.050	990	84
2.025	1000	85
2.000	1010	86

**NCAA, continued**

The following courses are NCAA Approved Core Courses.

**ENGLISH**

English I  
 English II  
 Pre-College English III  
 Pre-College English IV  
 Speech

**MATHEMATICS**

Honors Math I  
 Honors Math II  
 Algebra I  
 Algebra II  
 Calculus  
 Geometry  
 Liberal Arts Math  
 Intro to Statistics  
 Trigonometry

**SOCIAL SCIENCE**

American History  
 Current Events  
 Economics  
 Geography  
 Government  
 Psychology I  
 World History  
 History of World War II

**NATURAL/PHYSICAL SCIENCE**

Biology I (Lab)  
 Biology II (Lab)  
 Bio Sci App Ag (Lab)  
 Chemistry I (Lab)  
 Chemistry II (Lab)  
 Earth Science (Lab)  
 Physics (Lab)

**ADDITIONAL CORE COURSES:** Spanish I, Spanish II, and Spanish III

NCAA legislation permits a student to receive credit for a core course only one time. As a result, if a student repeats a core course, the student will only receive credit one for the core course and the highest grade earned in the course will be included in the calculation of the student's core-course grade-point average. Likewise, if a student completes a course that is duplicative with another core course, the student will only receive credit once for the core course and the highest grade earned in the course will be included in the calculation of the student's core-course grade-point average.

For more information log on to: [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net)

# NCHS CURRICULUM

The State Board of Education has added new components to our local curriculum. In the curriculum you will view the local course name, course code, credit, local course description and prerequisite (if applicable). You will also see the federal course name, federal code, federal subject area, course description and course rigor. Listed below is the key to the course rigor:

R – Remedial

G – General

E - Enriched

H - Honors

## ENGLISH DEPARTMENT

### English I

#### **ENGLISH I (ENG100A/ENG100B)**

Length of course: 2 semesters

Credit: 1

*English/Language Arts I (9<sup>th</sup> grade) Rigor: G*

*Subject Area: ENGLISH/LANGUAGE ARTS*

*State Code: 01001A000*

#### **COURSE DESCRIPTION**

This course presents traditional literature (short stories, poetry, AR reading, Romeo and Juliet, and The Odyssey). Emphasis will be placed on grammar, a focus on vocabulary study, and continuing writing (improving the single paragraph and introducing multi-paragraph).

#### **FEDERAL COURSE DESCRIPTION FOR ALL 9<sup>TH</sup> GRADE ENGLISH COURSES**

*English/Language Arts I (9th grade) courses build upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing and usually include the four aspects of language use: reading, writing, speaking, and listening. Typically, these courses introduce and define various genres of literature, with writing exercises often linked to reading selections.*

# MATH DEPARTMENT

Algebra I  
Geometry

*Freshman placement for math will be determined by the EXPLORE Test math scores administered during the student's eighth grade year. The student must test at the 89<sup>th</sup> percentile or higher in math on the EXPLORE Assessment Test to be placed in Geometry for grade 9. Students who have not completed Algebra I during their 8<sup>th</sup> grade year will be required to complete one year of Algebra I during grade 9, regardless of test score.*

## **ALGEBRA I (MAT100A/MAT100B)**

Length of course: 2 semesters

Credit: 1

*ALGEBRA I Rigor: E*

*Subject Area: MATHEMATICS*

*State Code: 02052A000*

### **COURSE DESCRIPTION**

This course is designed to prepare a student to succeed in higher level math. Students will be adding, subtracting, multiplying, and dividing signed numbers. They will also be solving equations and inequalities, graphing, factoring, simplifying expressions involving exponents and radicals, problem solving and exploring functions.

### **FEDERAL COURSE DESCRIPTION FOR ALGEBRA I COURSE**

*Algebra I courses include the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations.*

## **GEOMETRY (MAT200A/MAT200B)**

Length of course: 2 semesters

Credit: 1

Prerequisite: Algebra I

*GEOMETRY Rigor: E*

*Subject Area: MATHEMATICS*

*State Code: 02072A000*

### **COURSE DESCRIPTION**

This course is designed to prepare a student to succeed in higher-level math classes. Geometry knowledge is also necessary to perform well on college entrance exams (ACT) and math placement exams (to be admitted to college level math courses). The student will work with real number properties, measurement, logical reasoning (proof), synthetic and coordinate geometry, properties of angles, lines, planes, figures, and solids. Students will also work with area and volume, triangle trigonometry and algebra review.

# SCIENCE DEPARTMENT

Earth Science  
Biology I  
Ag Science

## **EARTH SCIENCE (SCI 100A/SCI 100B)**

Length of course: 2 semesters

Credit: 1

*EARTH SCIENCE Rigor: G*

*Subject Area: LIFE AND PHYSICAL SCIENCES*

*State Code: 03001A000*

### **COURSE DESCRIPTION**

This course incorporates lecture, class discussion, group activities and lab work as instructional methods. The course studies the following topics: foundations of earth science, air, weather, climate, rocks and minerals, exploring space, weathering of rock and soil, water on earth, plate tectonics, earthquakes and volcanoes. There will be one unit on physical science.

### **FEDERAL COURSE DESCRIPTION FOR EARTH SCIENCE COURSE**

*Earth Science courses offer insight into the environment on earth and the earth's environment in space. While presenting the concepts and principles essential to students' understanding of the dynamics and history of the earth, these courses usually explore oceanography, geology, astronomy, meteorology, and geography.*

## **BIOLOGY I (SCI 200A/SCI 200B)**

Length of course: 2 semesters

Credit: 1

*BIOLOGY Rigor: G*

*Subject Area: LIFE AND PHYSICAL SCIENCES*

*State Code: 03051A000*

### **COURSE DESCRIPTION**

This course has lecture, discussion, group activities and lab investigations as the course instructional methods. This course consists of: ecology, basic chemistry for living organisms, cell study, cell cycle, energy in a cell, genetics, human genetics, genetic technology, theory of evolution and overview of the kingdoms of living organisms.

### **FEDERAL COURSE DESCRIPTION FOR BIOLOGY I COURSE**

*Biology courses are designed to provide information regarding the fundamental concepts of life and life processes. These courses include (but are not restricted to) such topics as cell structure and function, general plant and animal physiology, genetics, and taxonomy*

## AGRICULTURAL SCIENCE (AG300A/AG300B)

Length of course: 2 semesters

Credit: 1

*Agriculture and Natural Resources-Comprehensive Rigor: G*

**Subject Area: AGRICULTURE AND NATURAL RESOURCES**

**State Code: 18003A001**

### COURSE DESCRIPTION

This course is a general overview of the scientific concepts of agriculture and our environment. Through classroom discovery and laboratory examples students will develop a generalized understanding of science in agriculture. Labs will be conducted in soils, plants and various animal concepts. This course qualifies for science credit at NCHS.

**FALL SEMESTER CONSISTS OF:** Identifying careers in agriculture and biotechnology, animal terminology and classification, soil science and fertility, understanding the world food and fiber chain, and ethics in livestock production (animal rights)

**SPRING SEMESTER CONSISTS OF:** Beef, swine, sheep, and dairy production and management, plant growth and reproduction, animal reproduction and nutrition, food science and technology, recognizing the role of research and technology in agriculture, and understanding the role of biotechnology in agriculture.

### FEDERAL COURSE DESCRIPTION FOR AGRICULTURE AND NATURAL RESOURCES-COMPREHENSIVE

*Agriculture and Natural Resources—Comprehensive courses cover a wide range of topics concerning agriculture and natural resources, including plant and animal science, production, and processing; environmental science and conservation; ecology; agricultural mechanics; agricultural construction; business operations and management; and the careers available in the agricultural/natural resources industry. They may also include topics such as chemical and soil science, forestry, agricultural marketing, and veterinary science.*

## BUSINESS DEPARTMENT

## COMPUTER CONCEPTS (BUS110A/BUS110B)

Length of course: 1 semester

Credit: .5

*Computer Concepts and Software Applications Rigor: G*

**Subject Area: COMPUTER AND INFORMATION SCIENCES**

**State Code: 10004A001**

Note: A proficiency test will be available for students who can demonstrate knowledge of skills learned in Computer Concepts. The half-credit for the course will not be earned; however, the student will have met the requirement for graduation.

### COURSE DESCRIPTION

An orientation-level course designed to develop awareness and understanding of application software and equipment. Students will explore the following: Word, slight Photo Shop, Excel, slight web building, PowerPoint, keyboarding (focus on typing technique), Publisher, and proofreading.

### FEDERAL COURSE DESCRIPTION FOR COMPUTER CONCEPTS AND SOFTWARE APPLICATIONS

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

# PHYSICAL EDUCATION

## Physical Education

### PHYSICAL EDUCATION (PEB100A/PEB100B/PEG100A/PEG100B)

Length of course: 1 semester

Credit: .5

*Physical Education Rigor: G*

*Subject Area: PHYSICAL, HEALTH, AND SAFETY EDUCATION*

State Code: 08001A000

*NOTE: 6 semesters required for high school graduation*

#### COURSE DESCRIPTION

This course is that phase of education that deals with the student's mental factors as well as the big muscle activities. While health is the cardinal principle for education, it is reasonable to assume that a healthy body should house a healthy mind. It promotes a well-rounded program that helps to develop the pupil for everyday living. Units are taught in the following areas: Aerobics, badminton, basketball, bowling, flag football, golf, pickle ball, soccer, social dancing, shuffleboard, speedball, table tennis, tennis, touch football, track activities, tumbling, volleyball, weights, individual exercise, mass games, and life fitness. Three "no dresses" per semester are allowed. **(Four "no dresses" result in failure for the semester.)**

#### FEDERAL COURSE DESCRIPTION FOR PHYSICAL EDUCATION

*Physical Education courses provide students with knowledge, experience, and an opportunity to develop skills in more than one of the following sports or activities: team sports, individual/dual sports, recreational sports, and fitness/conditioning activities.*

# HEALTH EDUCATION

### HEALTH EDUCATION (HEA100A/HEA100B)

Length of course: 1 semester

Credit: .5

*Health Education Rigor: G*

*Subject Area: PHYSICAL, HEALTH, AND SAFETY EDUCATION*

State Code: 08051A000

#### COURSE DESCRIPTION

This course provides students with general health practices and procedures. This includes: human ecology, environmental health, nutrition, facts regarding smoking, growth and development, disaster survival, mental health and illness, dental health, drug use and abuse, abstinence education, consumer health, Safe Haven law, personal health, violence/bullying, and disease and disease prevention.

#### FEDERAL COURSE DESCRIPTION FOR HEALTH EDUCATION

*Topics covered within Health Education courses may vary widely, but typically include personal health (nutrition, mental health and stress management, drug/alcohol abuse prevention, disease prevention, and first aid) and consumer health issues. The courses may also include brief studies of environmental health, personal development, and/or community resources.*

# DRIVER EDUCATION

## DRIVER EDUCATION (DRE100A/DRE100B)

Length of course: 1 semester

Credit: .5

Prerequisite: Student must be 15 years old by the following dates to be eligible for a specific driver education classroom session.

*Driver Education-Classroom and Laboratory Rigor: G*

*Subject Area: PHYSICAL, HEALTH, AND SAFETY EDUCATION*

*State Code: 08152A000*

### DEADLINES

Summer session.....06/10/2011

Fall session.....09/19/2011

Spring session.....02/03/2012

**NOTE: Incoming freshmen must wait until the fall semester to take driver education. They are not eligible for the summer session.**

### COURSE DESCRIPTION

Students will study traffic laws, rules and regulations, and basic fundamentals for safe operation of a motor vehicle. The student must have passed eight classes in previous two semesters to enroll in the course. The students can only be absent six days to be permitted to stay in the course (for the fall and spring semesters). If you are eligible to participate in the summer session, you will receive a letter clarifying the summer guidelines.

### FEDERAL COURSE DESCRIPTION FOR DRIVER EDUCATION

*Driver Education—Classroom and Laboratory courses provide students with the knowledge and experience to become safe drivers on America's roadways. Topics in these courses cover legal obligations and responsibility, rules of the road and traffic procedures, safe driving strategies and practices, and the physical and mental factors affecting the driver's capability (including alcohol and other drugs). Experience in driving a vehicle is an essential component of these courses.*

# ELECTIVES

## GEOGRAPHY (SOC100A/SOC100B)

**Length of course:** One semester

**Credit:** .5

**World Geography Rigor:** *G*

**Subject Area:** *SOCIAL SCIENCES AND HISTORY*

**State Code:** *04001A000*

### COURSE DESCRIPTION

This course will provide students with the opportunity to use maps to acquire, process, and report information, look at the earth's landforms and resources, and study the world's climates. The study of physical and cultural geography of the United States, Canada, South America, Europe, the Middle East, North Africa, and the Far East.

### FEDERAL COURSE DESCRIPTION FOR WORLD GEOGRAPHY

*World Geography courses provide students with an overview of world geography, but may vary widely in the topics they cover. Topics typically include the physical environment; the political landscape; the relationship between people and the land; economic production and development; and the movement of people, goods, and ideas.*

## WORLD HISTORY (SOC250A/SOC250B)

**Length of course:** 2 semesters

**Credit:** 1

**World History—Other Rigor:** *G*

**Subject Area:** *SOCIAL SCIENCES AND HISTORY*

**State Code:** *04099A000*

### COURSE DESCRIPTION

The student will learn of human beginnings and the rise of kingdoms and empires (early humans, Egyptians, Fertile Crescent, and Middle East kingdoms). The world's great and ancient civilizations (Greece, Rome, Christianity, India, China, Byzantium, Eastern slaves, Islamic, and Pre-Columbian Americas) and emergence of the modern world (Renaissance and Reformation, explorations, Asian Empires, Great European kings). Students will explore the enlightenment of the Age of Revolution (scientific, English and American, and the French Revolutions), industry, economic systems, and nationalism, world conflict (Imperialism, WWI, Soviet Union, WWII), post WWII (War in Asia and Europe, Vietnam, and the Korean War), and contemporary world (Middle East problems, Vietnam and southeast Asia, and Latin America).

## **JOURNALISM I (ENG500A/ENG500B)**

**Length of course:** 2 semesters

**Credit:** 1

**Prerequisite:** Earning a grade of a C or higher in English

**JOURNALISM Rigor:** G

**Subject Area:** COMMUNICATION AND AUDIO/VISUAL

**State Code:** 11101A000

### **COURSE DESCRIPTION**

This course is designed to teach the foundations of scholastic, yearbook journalism. This class has a very limited role in actual yearbook production. Rather the course focuses on teaching the basic skills necessary in producing a yearbook publication. The following skills or concepts are covered: writing for the yearbook and newspaper (features, news writing, sports writing, editorial writing, captions, and headlines). Students will be designing page layouts (both on paper and the computer), taking photographs (sports, candid photos, and group photos), gathering information – interviews, surveys, beats, creating a properly formatted publication – themes, content, structure, and following work processes and working within teams.

### **FEDERAL COURSE DESCRIPTION FOR JOURNALISM COURSES**

*Journalism courses (typically associated with the production of a school newspaper, yearbook, or literary magazine) emphasize writing style and technique as well as production values and organization. Journalism courses introduce students to the concepts of newsworthiness and press responsibility; develop students' skills in writing and editing stories, headlines, and captions; and teach students the principles of production design, layout, and printing. Photography and photojournalism skills may be included.*

## **ART I (ART100A/ART100B)**

**Length of course:** 2 semesters

**Credit:** 1

**CREATIVE ART-COMPREHENSIVE Rigor:** G

**Subject Area:** FINE AND PERFORMING ARTS

**State Code:** 05154A000

### **COURSE DESCRIPTION**

This course is an introductory course in the study of the elements and principles of design through media exploration. Students will create a variety of artwork with pencils, oil pastels, chalk pastels, colored pencils, charcoal, acrylic paint, watercolor paint, clay, paper, linoleum, wood, etc. Students will gain knowledge of the methods and techniques required to create drawings, paintings, prints, collages, sculptures, and ceramics. Art I will offer an in-depth opportunity to develop creative problem solving skills and encourage personal expression.

## **SPANISH I (SPA100A/SPA100B)**

**Length of course:** 2 semesters

**Credit:** 1

**Prerequisites:** Student should possess strong English grammar skills and have earned a score of the 50<sup>th</sup> percentile on the most recent standardized achievement test in English.

**SPANISH I Rigor:** E

**Subject Area:** FOREIGN LANGUAGE AND LITERATURE

**State Code:** 06101A000

### **COURSE DESCRIPTION**

This course will develop the language skills: listening, understanding, speaking, reading, and writing. Students will recognize basic language patterns and respond appropriately to simple commands, follow directions, read simple passages, and infer meaning. Students will produce the language using proper pronunciation, intonation, inflection, the language using proper, and they will interact in oral and written contexts of the Spanish language including communication within and beyond the classroom setting.

### **FEDERAL COURSE DESCRIPTION FOR SPANISH I**

*Designed to introduce students to Spanish language and culture, Spanish I courses emphasize basic grammar and syntax, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. Spanish culture is introduced through the arts, literature, customs, and history of Spanish-speaking people.*

## **TO AGRICULTURAL INDUSTRY (AG100A/AG100B)**

**Length of course:** 2 semesters

**Credit:** 1

**Introduction to Agriculture and Natural Resources Rigor:** G

**Subject Area:** AGRICULTURE AND NATURAL RESOURCES

**State Code:** 18001A001

### **COURSE DESCRIPTION**

This orientation course provides an opportunity for students to learn how the agricultural industry is organized, and the influence of agriculture on the economy at the state, national, and international levels. Basic concepts in animal science, plant science, natural resources, agribusiness management, biotechnology, leadership, and job opportunities in agriculture will be presented. Students will be introduced to the FFA and Supervised Agricultural Experience Programs (SAE), as these are integral components of this course. Many hands-on lab activities will be conducted throughout the course.

**FALL SEMESTER CONSISTS OF:** The introduction and history of the food, fiber, and natural resources system, FFA organization, parliamentary procedure (conducting a meeting), agricultural communications, dairy science, and Supervised Agricultural Experience Programs. (SAE).

**SPRING SEMESTER CONSISTS OF:** Students will explore laboratory safety (shop and farm safety), introduction to agricultural mechanics (build carpentry project), plant science, business management, animal science (beff, swine, and sheep....), and agricultural math applications.

### **FEDERAL COURSE DESCRIPTION FOR INTRODUCTION TO AGRICULTURE AND NATURAL RESOURCES**

*This course provides an opportunity for students to learn how the agricultural industry is organized; its major components; the economic influence of agriculture at state, national and international levels; and the scope and types of job opportunities in the agricultural field. Basic concepts in animal science, plant science, soil science, horticulture, natural resources, agribusiness management, and agricultural mechanics, will be presented. Improving computer and workplace skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.*

## **BUSINESS AND TECHNOLOGY CONCEPTS (BUS120A/BUS120B)**

Length of course: 2 semesters

Credit: 1 credit

*Business and Technology Concepts Rigor: G*

*Subject Area: BUSINESS AND MARKETING*

*State Code: 12001A001*

**NOTE: Students may enter the course in the second semester if necessary, as long as they are not following a program sequence.**

### **COURSE DESCRIPTION**

This orientation-level course will provide an overview of all aspects of business marketing and management (general business). This course includes: concepts and skills of operating a business, forms of business ownership, finance, management, administration, production, career fields, using the computer, communication skills, business ethics, insurance, budgeting, personal finances, and marketing.

### **FEDERAL COURSE DESCRIPTION FOR BUSINESS AND TECHNOLOGY CONCEPTS**

*This orientation-level course will provide an overview of all aspects of business marketing and management, including the concepts, functions, and skills required for meeting the challenges of operating a business in a global economy. Topics covered will include the various forms of business ownership, including entrepreneurship, as well as the basic functional areas of business (finance, management, marketing, administration and production). Students will be introduced to a wide range of careers in fields such as accounting, financial services, information technology, marketing, and management. Emphasis will be placed on using the computer while studying applications in these careers along with communication skills (thinking, listening, composing, revising, editing, and speaking), math and problem solving. Business ethics as well as other workplace skills will be taught and integrated within this course. This course is not intended to meet the consumer education requirement,*

## **TRANSPORTATION TECHNOLOGY (IND400A/IND400B)**

Length of course: 1 semester

Credit: .5 (Grades 9, 10, 11, and 12)

*Transportation Technology Rigor: G*

*Subject Area: TRANSPORTATION, DISTRIBUTION AND LOGISTICS*

*State Code: 20001A001*

### **COURSE DESCRIPTION**

This course explains basic engine theory, operation, and repair for small engines as well as automotive and industrial applications. Students learn about mechanical, fluid, and electrical power and will have the opportunity to bring in small engines from lawn mowers, motorcycles, ATVs and develop their skills in diagnosis and repair. Tool usage, part identification, and specifications are examples of the information gained from this course.

### **FEDERAL COURSE DESCRIPTION FOR TRANSPORTATION TECHNOLOGY**

*Transportation Technology is a course designed to foster an awareness and understanding of the various transportation customs that make up our mobile society. Through laboratory activities, students are exposed to the technologies of and career opportunities involved in material handling, atmospheric and space transportation, marine transportation, terrestrial transportation, and computer uses in transportation technology.*

## **ORIENTATION TO HEALTH OCCUPATIONS I (HEA200A)**

Length of course: 1 semester  
 Credit: .5 (Grades 9, 10, 11, and 12)  
*Orientation to Health Occupations Rigor: G*  
 Subject Area: **HEALTH CARE SERVICES**  
 State Code: 14001A001

### **COURSE DESCRIPTION**

This course introduces students to more than two hundred different health related occupations. It includes: job opportunities, educational requirements, salaries, personal qualifications, medical terminology, and resume preparation.

### **FEDERAL COURSE DESCRIPTION FOR ORIENTATION TO HEALTH OCCUPATIONS**

*The course should expose students to the variety of opportunities available within the health care industry (e.g., such as nursing, therapy, vision and dental care, administrative services, and lab technology) which should include classroom and community-based activities. The main purpose of this course is to assist students in further development of their self-concept and in matching personal abilities and interest to a tentative career choice. The suggested course content should provide in-depth information into health occupations careers and trends, the occupational and educational opportunities and the educational, physical, emotional and attitudinal requirements.*

## **ORIENTATION HEALTH OCCUPATIONS II (HEA300B)**

Length of course: 1 semester  
 Credit: .5 (Grades 9, 10, 11, and 12)  
*Health Occ Related Skills Rigor: G*  
 Subject Area: **HEALTH CARE SERVICES**  
 State Code: 14002A001

### **COURSE DESCRIPTION**

This course is designed to provide students with basic anatomy and physiology of the human body. It includes: integumentary, digestive, respiratory, sensory, circulatory, endocrine, muscular, reproductive, nervous, urinary, skeletal, and cardiovascular systems.

### **FEDERAL COURSE DESCRIPTION FOR HEALTH OCC RELATED SKILLS**

*The course provides students with a core of knowledge to the health care industry and helps refine their health care-related knowledge and skills. This core of knowledge will develop the students' cognitive and affective skills in formulating a strong foundation for entry-level skill development. Topics covered usually include (but are not limited to) an overview of health care delivery; patient care, including assessment of vital signs, body mechanics, and diet; anatomy and physiology; identification and use of medical equipment and supplies; medical terminology; hygiene and disease prevention; first aid and CPR procedures; laboratory procedures; and ethical and legal responsibilities.*

## **FOODS & NUTRITION I (FCS100A)**

Length of course: 1 semester

Credit: .5

*Nutrition and Culinary Arts I Rigor: G*

*Subject Area: HOSPITALITY AND TOURISM*

*State Code: 16054A001*

### **COURSE DESCRIPTION**

This course is designed as a prerequisite course for Foods and Nutrition II and as an orientation course for Food Service Occupations. The curriculum includes: kitchen safety, food sanitation, selection of nutritional foods, basic food preparation techniques using the food processor and microwave as well as traditional kitchen appliances, and preparation of pizza, vegetables, sauces, gravies, fruits, cookies, and healthy snack options.

### **FEDERAL COURSE DESCRIPTION FOR NUTRITION AND CULINARY ARTS I**

*This course includes classroom and laboratory experiences needed to develop a knowledge and understanding of culinary principles and nutrition for people of all ages. Course content encompasses food service and preparation management using the decision-making process; meeting basic needs by applying nutrition concepts; meeting health, safety, and sanitation requirements; maximizing resources when planning/preparing/preserving/serving food; applying hospitality skills; analyzing nutritional needs in relation to change; and careers in nutrition and culinary arts, including entrepreneurship investigation.*

## **FOODS & NUTRITION II (FCS110B)**

Length of course: 1 semester

Credit: .5

Prerequisite: Foods & Nutrition I

*Nutrition and Culinary Arts II Rigor: G*

*Subject Area: HOSPITALITY AND TOURISM*

*State Code: 16054A002*

### **COURSE DESCRIPTION**

This course is designed as an orientation course for Food Service Occupations. The curriculum continues to emphasize the safe nutritional and sanitary preparation of food items using modern equipment and techniques. Students will explore preparation of vegetables, fruits, quick breads, dinner rolls, basic cake decorating, bundt cakes, cake rolls, casseroles, cream and fruit pastries, stir-frying, braising and broiling.

### **FEDERAL COURSE DESCRIPTION FOR NUTRITION AND CULINARY ARTS II**

*Nutrition and Culinary Arts II provides principles of application into the hospitality industry, including nutrition, culinary, and entrepreneurial opportunities. Course content includes the following: selection, purchase, preparation, and conservation of food, dietary needs and trends, regional & international cuisine, safety and sanitation, and careers in food service industries. All of these concepts can be interpreted through laboratory experiences.*

## **CHILD DEVELOPMENT (FCS200A/FCS200B)**

Length of course: 1 semester

Credit: .5

*Child Development and Parenting Rigor: G*

*Subject Area: HUMAN SERVICES*

*State Code: 19052A001*

### **COURSE DESCRIPTION**

Students will study the development of children from 12 months to six years. Students will explore the study of the physical, social, emotional and intellectual development of toddler and preschool age children. Students are assigned observation time and interaction projects with the Pre-K classes. The course will include childcare career information where students may choose to have the opportunity to parent the "Baby Think It Over" and/or wear the empathy belly. This is an excellent course for both males and females.

### **FEDERAL COURSE DESCRIPTION FOR CHILD DEVELOPMENT AND PARENTING**

*Child Development and Parenting addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. The focus is on research-based nurturing and parenting practices and skills, including brain development research, that support positive development of children. Students will explore opportunities in human services and education-related careers and develop a career portfolio.*

## **MARCHING BAND (MUS100A)**

Length of course: 1 semester

Credit: .5

**Prerequisite:** Must be able to play a brass, woodwind or percussion instrument or director's approval

*Marching Band Rigor: G*

*Subject Area: FINE AND PERFORMING ARTS*

*State Code: 05103A000*

**Summer camps:** *Attendance at summer camps is vital to the success of the Marching Eagles.*

### **COURSE DESCRIPTION**

This course includes: marching and basketball (pep) band, preparations for the fall marching season, performance at all home football games, 5-7 marching competitions, local parades, all home basketball games, and selected girls' basketball games. There will be required attendance at 2 evening practices per week (conflicts between sports and band are worked out between coaches and directors)

### **FEDERAL COURSE DESCRIPTION FOR MARCHING BAND**

*Courses in Marching Band are intended to develop students' technique for playing brass, woodwind, and percussion instruments and cover appropriate band literature styles, primarily for marching performances.*

**NOTE:** *Due to the fact that the drill for marching band is written for an exact set of numbers, no student will be allowed to drop marching band after the last day of school. Any additions after that date will be handled on an individual basis.*

## **CONCERT BAND (MUS100B)**

Length of course: 1 semester

Credit: .5

*Concert Band Rigor: G*

*Subject Areas: FINE AND PERFORMING ARTS*

*State Code: 05102A000*

### **COURSE DESCRIPTION**

This course places emphasis on concert performing. This includes performances at remaining home basketball games, winter concert, and spring concert. Students will have the option to participate in honor bands, solo, and ensemble contest and jazz band.

### **FEDERAL COURSE DESCRIPTION FOR CONCERT BAND**

*Courses in Concert Band are designed to promote students' technique for playing brass, woodwind, and percussion instruments and cover a variety of band literature styles, primarily for concert performances.*

## **CHORUS (MUS200A/MUS200B)**

Length of course: 2 semesters

Credit: 1

*Chorus (first semester) Rigor: G*

*Drama-Acting/Performance (second semester) Rigor: G*

*Subject Area: FINE AND PERFORMING ARTS*

*State Code: 05110A001 (first semester)*

*State Code: 05055A000 (second semester)*

### **COURSE DESCRIPTION**

#### **FIRST SEMESTER**

The student will be preparing for a "Pops Concert" with a two-night performance. There will be an opportunity to audition for a solo to be performed at the "Pops Concert." The opportunity to audition for and become a member of the "Star Spangled Banner Club" which performs at various school and community functions will be another option for chorus members. Other opportunities include: auditioning for the Illinois Music Educators District chorus (if a junior or senior scores well, the student may be selected for the All-State Chorus), writing in a journal about class, other musical experiences, or critiquing a performance (both semesters), learning musical symbols in a choral music setting (both semesters), singing in solfeg (both semesters), and singing in three and four part music with a well-blended mature choral sound (both semesters).

### **FEDERAL COURSE DESCRIPTION FOR CHORUS**

*Chorus courses provide the opportunity to sing a variety of choral literature styles for men's and/or women's voices and are designed to develop vocal techniques and the ability to sing parts.*

#### **SECOND SEMESTER**

### **COURSE DESCRIPTION**

This semester students will have the opportunity to audition for the spring musical theatre production and to work with lights, costumes, stage craft, etc. for the spring musical theatre production. Other opportunities include: attending the Illinois High School Theatre Festival, traveling to professional musical theatre productions, and preparing and performing an end of the year Spring Concert of classical, pop, or musical theatre octavos with a progressive level of difficulty.

### **FEDERAL COURSE DESCRIPTION FOR DRAMA-ACTING/PERFORMANCE**

*Drama—Acting/Performance courses are intended to promote students' experience and skill development in one or more aspects of theatrical production, but they concentrate on acting and performance skills. Initial courses are usually introductory in nature, while the more advanced courses focus on improving technique, expanding students' exposure to different types of theatrical techniques and traditions, and increasing their chances of participating in public productions.*