



**Princeville High  
School**

**2011-2012  
CURRICULUM GUIDE**

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**PRINCEVILLE HIGH SCHOOL**  
**2010-2011**  
**CURRICULUM GUIDE**

This booklet has been prepared to aid students in the course selection process. Few decisions you will make as a student are as important as those concerning your high school program. Your future college and career plans are strongly influenced by the courses you take at Princeville High School. Because of this importance, you are encouraged to plan carefully and to involve those who can help you in making course selections. Your counselor, teachers, and principal are available to assist you. Your parent(s) should also be involved in the courses you select. If you encounter any problems in selecting courses, do not hesitate to contact the counselor, any teacher, or the principal. Our function is to help you make wise decisions upon which you can build your future.

**STUDENT LOAD**

Because of the Block 8 Schedule, students will be enrolled in physical education and seven other subjects each semester. Only those students returning for a fifth year may enroll in fewer subjects.

**COUNSELOR/STUDENT INTERACTION**

The counselor works with student(s) in the areas of vocational/career, academic, and personal counseling. The motivation and needs of each individual student will determine the extent to which he/she will utilize counseling services beyond the standard program.

All students will have individual conferences with the counselor based on self-referral, parent-referral, teacher/principal referral, and Progress Reports (Deficiency/Proficiency).

**PRINCEVILLE COMMUNITY UNIT SCHOOL DISTRICT #326  
MISSION STATEMENT**

To use the resource of Princeville C.U.S.D. #326 to provide the highest quality educational opportunities and to prepare each student to be a productive, responsible member of society.

**PRINCEVILLE HIGH SCHOOL  
MISSION STATEMENT**

To provide every student with an equal opportunity to attend high school in a safe environment and to develop the knowledge and skills needed to meet the changing demands of our society – both local and global.

## GRADUATION REQUIREMENTS

### The following credits are required for graduation from PHS

- 4 – English Credits
- 3 or 4\* – Math Credits (\*depending on the courses taken)
- 3 – Science Credits
- 3 – Social Studies Credits
- 3½ – Physical Education Credits
- 1 – Health and Driver's Education Credit
- 1 – Software Applications and Introduction to Business and Technology Credit
- 1 – Art, Spanish, Band, Chorus, or Vocational Credit
- 7½ or 8½ – Elective Course Credits (\*depending on math)

### Required English Courses

- English I or Remedial English I (1 credit each)
- English II or Remedial English II (1 credit each)
- English III or Remedial English III (1 credit each)
- English IV or Contemporary Lit. or ICC English (1 credit each)

### Required Math Courses

- Algebra I (1 credit) or **Algebra I Block** (2 credits)
- Geometry or Geometry A (1 credit each)
- Algebra II or Algebra IIA (1 credit each)

Note: students taking Algebra Block will need 4 math credits to graduate, but receive 2 credits for successfully completing this course.

### Required Social Studies Courses

- U.S. History (1 credit)
- Consumer Education (½ credit)
- Civics (½ credit)

### Required Science Courses

- Biology or Biology A (1 credit each)
- Physical Science, Physical Science A, or Chemistry (1 credit each)

### Other Required Courses

- Software Applications and Introduction to Business (½ credit each)
- Health and Driver's Education (½ credit each)
- 3½ Credits of Physical Education (½ credit per semester)
- 1 Credit of Art, Spanish, Band, Chorus, or Vocational Courses

### STUDENTS MUST HAVE A MINIMUM OF 28 TOTAL CREDITS TO GRADUATE.

#### Additional Graduation Requirements

- A high school diploma will not be granted by Princeville High School for those students completing a General Education Program.
- A student is required to complete forty (40) hours of community service during his/her high school career. All hours must be completed and documented in the office by the determined date in May of the graduation year. Since community service is a graduation requirement, a student who does not meet this requirement **will not participate in the graduation ceremony and his/her diploma will be awarded upon completion of the hours**, unless otherwise prohibited by law.

## SCHEDULE CHANGES

Registration at Princeville High School begins in January and concludes in April. Schedules will be generated in May, and students will be able to make changes on their schedule through the last Friday in May and one week into the school year. Schedule changes are not guaranteed. Students should be confident with their choices, as their initial requests are what the master schedule is built around. Changes in requests may not be able to be accommodated due to the arrangement of the master schedule. The student needs to make an appointment with the guidance counselor to discuss and make changes.

1. **No schedule changes will be made after the last Friday in May**, with the following exceptions at the beginning of each semester:
  - a. Failure of required courses necessary for graduation
  - b. Enrollment in too few classes
  - c. School Error
  - d. Teacher Request
  - e. Administrative decision
2. Students failing the 1<sup>st</sup> semester of a year course will not automatically be dropped at the end of the semester. Teacher recommendations, achievement test scores, and other information will be used to determine if there is reasonable cause to drop a class. Requests must be made to the guidance department.
3. Requests to drop/add courses at the end of the 1<sup>st</sup> semester will not be granted except for reasons stated in #1 above.

## Credits

In determining the awarding of credits, all decisions are based upon the successful completion of a semester of course work.

Grade Classification (by credits):

Freshman status	0 - 6.75
Sophomore status	7 - 13.75
Junior status	14 - 20.75
Senior status	21 +

**Grade Point Average:**

Numerical basis for grade point average:

A = 4.000, B = 3.000, C = 2.000, D = 1.000, F = 0.000

## **COLLEGE INFORMATION**

### **COLLEGE ADMISSIONS REQUIREMENTS**

The Illinois Board of Higher Education has established statewide minimum admission standards for public colleges and universities in Illinois. The following high school subjects will be required of freshmen entering community college transfer programs and public universities:

4 credits	English	(emphasizing written and oral communications and literature)
3 credits	Social Studies	(emphasizing history and government)
3 credits	Math	(algebra, geometry, trigonometry)
3 credits	Science	(laboratory sciences – biology, chemistry, physics)
2 credits	Humanities	(foreign language, fine arts, vocational education)

Individual public universities and community colleges may have other subject requirements, as well as other requirements involving test scores and grade point averages. Applicants must contact each college or university individually for details about all of the admission requirements.

Admission requirements for private colleges and universities also vary. Each school must be contacted separately for information about the admission requirements.

### **INFORMATION FOR COLLEGE-BOUND STUDENTS**

Since specific requirements for college entrance vary widely, it is important to begin communicating with the guidance office about the potential school's requirements as soon as interest in a specific school is expressed.

Nearly every college or university is interested in its potential students having a strong background in English, Social Studies, Math, Science and Foreign Language. Changes for admission may increase as the number of credits and levels of performance in these areas increase.

Students planning to attend a college of liberal arts and sciences are generally required to have two (2) years of foreign language and many eastern schools ask for three or more credits in a foreign language.

Potential candidates in engineering should plan on four (4) years of math and should complete course work in chemistry, physics, and drafting.

Generally accepted guidelines for admissions purposes:

1. Graduation from an accredited (approved) high school. Princeville High School is accredited by the North Central Accrediting Association.
2. General Requirements
  - A. State of Illinois Colleges and Universities - See list above.
  - B. Junior Colleges
    1. Completion of college assessment test in English and Math.
    2. Specific subject requirements are generally not stipulated by a two-year junior college, but will be necessary if a student plans to transfer to a four-year college.
3. A combination of class rank, college entrance examinations, and high school subject requirements is used to determine admission for colleges. Colleges may vary in their entrance requirements, but the academic credits listed above will admit students to the majority of four-year colleges. If a student has selected a college, he/she must study the school's special requirements and plan his/her high school program accordingly.
4. In order to be certified eligible for college athletics, students must meet the following criteria:
  - A. Graduation from high school.
  - B. Grade point average of at least 2.0 in the core curriculum courses. (Please contact guidance for core course definitions.)
  - C. Sum of scores of at least 68 on the ACT or 920 on the SAT.

Information on National College Athletic Association (NCAA) requirements is available in the guidance office.

5. College visit days are available for juniors and seniors who need to visit colleges, universities, or trade and technical schools during the week. They may be taken from September through May 1, with the exception of the week(s) of final exams. Students must see a counselor for the appropriate paperwork, have it completed two days prior to the college visit, and have a parent/guardian contact the office for approval.

**Vocational Education and School** (trade, business, and vocational schools)

Selecting a vocational school – Keep the following in mind as you choose:

1. The school and its agents must be approved by the office of the superintendent of public instruction. Check with your guidance counselor.
2. The school must have the proper accrediting credentials.
3. Study the school catalog for information relating to curriculum and course study.
4. Visit the school to see for yourself the building, facilities, and activities.
5. Employers within our community can make suggestions and recommendations.
6. If you are considering more than one school, compare programs and cost.
7. When enrolling or signing a contract, be sure you understand the terms of the agreement or contract.

**Registration**

On the following pages you will find a short description of the courses offered at Princeville High School. If you have any questions, ask your guidance counselor or teachers.

Students should be aware of the importance of selecting courses in a realistic manner. Avoid confusion in the future by planning your program in advance. All classes are open to male and female students.

**CURRICULUM ROTATION SCHEDULE**

<b><u>Department</u></b>	<b><u>11-12</u></b>	<b><u>12-13</u></b>	<b><u>13-14</u></b>
Science	Anatomy and Phys.	Chemistry II	Anatomy and Phys.
Agriculture	Ag Mechanics I	Ag Mechanics II	Ag Mechanics I
Agriculture	Conservation/Floricult	BSAA/PSAA	Conservation/ Floricult
Agriculture	Landscape/Hort Prod.	Horticulture Science	Landscape/Hort Prod.
Industrial Arts	Construction I/II	Manufacturing I/II	Construction I/II
Family & Consumer	Foods I/II	International Food/ Food Science	Foods I/II

## **ENGLISH**

### **Remedial English I**

(Revised 96-97)

Offered to:	Freshmen
Length of course:	Two semesters
Credit Granted:	.5 per semester
Pre-req:	Teacher's consent

Remedial English I is a literature-based course intended to enable freshmen students, in a small-group setting, to develop as more sophisticated readers and more articulate writers. Students will explore a variety of novels, plays and short stories and respond to these works through classroom discussion and written responses. Additionally, the course will focus on developing the students' abilities as writers, reviewing basic grammar concepts and the fundamentals of composition. Enrollment in Remedial English I is limited to those who previously have shown a need for more individual attention in English.

### **English I**

Offered to:	Freshmen
Length of course:	Two semesters
Credit Granted:	.5 per semester
Pre-req:	None

English I is a literature-based course intended to enable freshmen students to develop as more sophisticated readers and more articulate writers. Students will explore a variety of novels, plays and short stories and respond to these works through classroom discussion and written responses. Additionally, the course will focus on developing the students' abilities as writers, reviewing basic grammar concepts and the fundamentals of composition.

### **Remedial English II**

Offered to:	Sophomores
Length of course:	Two semesters
Credit Granted:	.5 per semester
Pre-req:	Teacher's consent

Remedial English II focuses on building and strengthening basic reading and writing skills through the continued study of grammar, writing skills, and literature. The class includes short stories, plays, novels, and writing assignments. This course also introduces students to various forms of oral communication, including listening, interpersonal communication and mass media, with emphasis on public speaking. Students will be allowed to take this course based on performance in previous English classes and teacher recommendation.

## **English II**

Offered to: Sophomores  
Length of course: Two semesters  
Credit Granted: .5 per semester  
Pre-req: English I

English II incorporates the continued study of grammar, writing skills, and literature. The class includes short stories, plays and writing assignments, including a research paper. This course also introduces students to various forms of oral communication, including listening, interpersonal communication and mass media, with emphasis on public speaking.

## **Remedial English III**

Offered to: Juniors  
Length of course: Two semesters  
Credit Granted: .5 per semester  
Pre-req: Teacher's consent

Remedial English III focuses on building and strengthening basic reading and writing skills. The literature units focus on American literature short stories and a variety of novels. Additionally, the course will focus on developing the students' abilities as writers, reviewing basic grammar concepts and the fundamentals of composition. This English class also covers preparation for the English skills portion of the ACT test and job-writing skills needed when applying for a job. Students will be allowed to take this course based on performance in previous English classes and teacher recommendation

## **English III**

Offered to: Juniors  
Length of course: Two semesters  
Credit Granted: .5 per semester  
Pre-req: English II

English III is a concentration of American literature, writing, and grammar. The literature units cover the writings and lives of America's most important writers, including Mark Twain, Edgar Allan Poe, and F. Scott Fitzgerald. The writing and grammar components allow students to study and produce writing, and include a detailed research paper that is required, and must be written to receive credit in the class. This English class also covers preparation for the English skills portion of the ACT test, and job-writing skills needed when applying for a job.

### **English IV**

Offered to: Seniors  
Length of course: Two semesters  
Credit Granted: .5 per semester  
Pre-req: English III

English IV is intended to be a college-preparatory study of British Literature, focusing on the most significant writers in British history. Short stories, essays, poems, plays, and novels composed by such writers as Geoffrey Chaucer, William Shakespeare, Charles Dickens, Lewis Carroll, and Oscar Wilde will be studied. The students will have the opportunity to engage the various literary works through extensive class discussion, brief essays, and several more substantial writing assignments. In addition, films, music, and art will be used to supplement the literature studied in this course

### **Contemporary Literature**

(Added 96-97)

Offered to: Juniors, Seniors  
Length of Course: Two semesters  
Credit granted: .5 per semester  
Pre-req: English II

Contemporary Literature is a year-long, college-prep course primarily focused on the study and analysis of 20<sup>th</sup> and 21<sup>st</sup> century literature. During the year, the students will explore a variety of contemporary novels, poems, and short stories. The students will have the opportunity to engage the various literary works through extensive class discussion, brief essays, and several more substantial writing assignments. In addition, contemporary art, music, and films will be used to supplement the literature studied in this course.

### **Illinois Central College (ICC) English 110 & 111**

(Added 04-05)

Offered to: Seniors  
Length of Course: Two Semesters  
Credit Granted: .5 per semester  
Pre-req: English III & ICC Requirements

English 110 and 111 are dual-credit composition courses offered at Princeville High School in conjunction with Illinois Central College. English 110 and 111 are open to any Princeville senior who scored at least a 19 on the English portion of the ACT or who scores an 85 on the Reading portion of the Compass placement test at ICC. The ICC course descriptions of English 110 and 111 are as follows:

“English 110 progresses the student from writing expressive compositions (expressing the ideas of the writer) to writing referential compositions (explaining or analyzing the subject matter for the reader) to writing persuasive compositions (persuading an audience), through critical reading, discussion, exercises, conferences, and revision.”

“English 111 progresses the student from writing analysis of and inquiring about issues to writing argumentative and persuasive compositions using research, through critical reading, discussion, exercises, conferences, and revision. The majority of the writing is argumentative.”

## MATHEMATICS

### Algebra I Double Block

Offered to:	Freshmen
Length of course:	Two semesters, two block periods each semester
Credit Granted:	1 math credit per semester (2 math credits total)
Pre-req:	Teacher recommendation, previous math scores

This course is designed to help students acquire a better understanding of the structure of the real number system and its use in higher mathematics. It includes a formal study of set theory and complex operations on the real number line as well as the basic equation solving skills necessary for advancement to subsequent mathematics courses. This course meets every day of the week for two semesters during which time students learn all topics covered in Algebra I in a setting that allows them more time for review, guided practice, individualized attention, and development of study and organizational skills. This course is designed for students who learn math best at a slower pace with more time devoted to conceptual understanding under the direct guidance of the instructor.

### Algebra I

Offered to:	Freshmen, Sophomores, Juniors, Seniors
Length of Course:	Two semesters
Credit Granted:	.5 per semester
Pre-req:	Teacher recommendation

This course is designed to help students acquire a better understanding of the structure of the real number system and its use in higher mathematics. It includes a formal study of set theory and complex operations on the real number line as well as the basic equation solving skills necessary for advancement to subsequent mathematics courses.

### Geometry A (formerly Informal Geometry)

(Added 97-98)

Offered to:	Sophomores, Juniors, Seniors
Length of Course:	Two semesters
Credit Granted:	.5 per semester
Pre-req:	Algebra I Double Block, and Teacher's consent

This course has a focus on problem solving. Content represents both academic knowledge and career application of geometry. Topics will include congruence and similarity of plane figures, inductive and deductive reasoning, and an introduction to the study of trigonometry.

### **Geometry**

Offered to: Freshmen, Sophomores, Juniors, Seniors  
Length of Course: Two semesters  
Credit Granted: .5 per semester  
Pre-req: Algebra I, Algebra I Double Block

Geometry is a balance of theory and application using plane and solid constructions. The course will include inductive and deductive reasoning applied to formal direct and indirect proof forms. Congruence and similarity of plane figures as well as an introduction to the study of trigonometry will be covered.

### **Algebra II A**

Offered to: Sophomores, Juniors, Seniors  
Length of Course: Two semesters  
Credit Granted: .5 per semester  
Pre-req: Geometry A or Geometry with teacher recommendation

Algebra IIA is a study of the nature and structure of both the real and complex number systems by application of the formal real number properties and their extensions. This course will include the study of polynomial functions and relations and their graphs with emphasis on their application to problem solving. Topics will be supplemented with additional practice as needed.

### **Algebra II**

Offered to: Sophomores, Juniors, Seniors  
Length of course: Two semesters  
Credit Granted: .5 per semester  
Pre-req: Geometry or Algebra IIA

Algebra II is a study of the nature and structure of both the real and complex number systems by application of the formal real number properties and their extensions. This course will include the study of polynomial functions and relations and their graphs with emphasis on their application to problem solving.

### **Advanced Math**

Offered to: Juniors, Seniors  
Length of Course: Two semesters  
Credit Granted: .5 per semester  
Pre-req: Algebra II

Advance math is the study of various topics intended to prepare students for Calculus. Topics may include functions, trigonometry, graphs, vectors, analytic geometry, exponents, and logarithms.

**Calculus I AP**

(Added 96-97)

Offered to: Seniors  
Length of Course: Two semesters  
Credit Granted: .5 per semester  
Pre-req: Advanced Math

Calculus I will begin with a brief review of skills from Advanced Math and an introduction to limits and continuity. Topics covered during this course include differentiation, applications of the derivative, integration, and applications of the integral. Major emphasis will be placed on problem solving with practical applications. Students will have the opportunity to take the Advanced Placement Calculus AB exam in May.

**ICC Math 110 – Concepts of Mathematics**

(Added 05-06)

Offered to: Seniors  
Length of Course: One semester (Fall)  
Credit Granted: .5 high school credit hours  
3 semester hours at ICC (optional)  
Pre-req: Algebra II; placement test required for dual credit

The purpose of this course is to introduce the nature of mathematics through a study of elementary logic, set theory, statistics, geometry, and the mathematics of finance. The course will focus on mathematical reasoning and real-life problem solving. This course is offered for dual credit with Illinois Central College (optional). Students are required to pay tuition directly to ICC once the student has applied and registered to ICC. Tuition is on a semester basis.

**ICC Math 111 – General Education Statistics**

(Added 05-06)

Offered to: Seniors  
Length of Course: One semester (Spring)  
Credit Granted: .5 high school credit hours  
3 semester hours at ICC (optional)  
Pre-req: Algebra II; placement test required for dual credit

This course includes a study of frequency distribution, graphs (histograms, pie charts, etc.) measures of location (mean, median, mode, and percentile), measure of dispersion (variance, standard deviation), probability, estimating and predicting, normal distribution, binomial distribution and correlation. This course is offered for dual credit with Illinois Central College (optional). Students are required to pay tuition directly to ICC once the student has applied and registered to ICC. Tuition is on a semester basis.

## SCIENCE

### Biology A

Offered to: Freshmen, Sophomores, Juniors, Seniors  
Length of course: Two semesters  
Credit Granted: .5 per semester  
Pre-req: None

This course introduces the basic concepts and principles of life. Animal organization and classification will be examined with some dissections possible. Human anatomy and genetics will be investigated. A leaf collection may be conducted along with the completion of various in-class projects.

### Biology I

Offered to: Freshmen, Sophomores, Juniors, Seniors  
Length of course: Two semesters  
Credit Granted: .5 per semester  
Pre-req: None

This course is a study of life and living systems. The nature of life and the activities associated with life are surveyed. Different life forms from unicellular organisms through plants and animals are studied. An insect collection will be made during first semester. During second semester various models may be constructed.

### Physical Science A

Offered to: Sophomores, Juniors, Seniors  
Length of Course: Two semesters  
Credit Granted: .5 per semester  
Pre-req: None

This course combines concepts found within both chemistry and physics, which study matter and energy. Specifically covered topics include the basic principles of measurement and motion, study of matter, applied chemistry, and forms of energy. This course is designed to be a more deliberate paced course with a hands-on approach.

### **Physical Science**

Offered to: Sophomores, Juniors, Seniors  
Length of Course: Two semesters  
Credit Granted: .5 per semester  
Pre-req: None

This course is a combination of concepts studied within both chemistry and physics. This course will cover topics such as the importance of measurement within science, motion, forces and energy, matter and its changes, and applied chemistry. This course is designed to stress descriptive chemistry and physics. Physical Science provides a background for those who intend to take chemistry or physics.

### **Chemistry I**

Offered to: Sophomores, Juniors, Seniors  
Length of course: Two semesters  
Credit Granted: .5 per semester  
Pre-req: Biology I, good math ability, and teacher's recommendation

This course is the study of basic concepts of the structure, composition and properties of matter and the energy relationships involved. This course is designed to stress descriptive chemistry and deals with the mechanics of chemistry, the mole concept, the structure of matter, and the behavior of matter. Skills such as being able to manipulate fractions, calculators and interpret percents; setting up and solving ratio and proportion problems; setting up and solving simple formulas involving algebra; and expressing and manipulating large numbers utilizing scientific notation are used within the course. The laboratory investigations are used to reinforce principles.

### **Biological Science Applications in Agriculture (BSAA) (A320)**

(Added 95-96)  
(Offered 12-13)

Offered to: Juniors, Seniors  
Length of Course: One semester  
Credit Granted: .5 per semester  
Pre-req: Agri-Science and Biology I

Biological Science Applications in Agriculture I is designed to extend the students learning of science by associating basic scientific principles and concepts with relevant applications in agriculture. Topics covered will include hydroponics, plant propagation, seed inoculation, absorption, diffusion, germination, photosynthesis, nutrient management and many other science concepts. Laboratory exercises will be used extensively during the course. In addition to technical skills, course content will reflect the integration of academic and workplace skills.

**Physical Science Applications in Agriculture (PSAA) (A325)** (Added 95-96)  
 Offered to: Juniors, Seniors (Offered 12-13)  
 Length of course: One semester  
 Credit Granted: .5 per semester  
 Pre-req: Agri-Science and Biology I

Physical Science Applications in Agriculture I is designed to reinforce and extend the student's understanding of science and the scientific process by associating scientific principles and the concepts with relevant applications in agriculture. Topics covered will include Environmental/Natural Resource Systems, Agricultural Production Systems, Agricultural Structures, Agricultural Power Systems and Agricultural Processing Systems. In addition to technical skills, course content will reflect the integration of academic and workplace skills.

**Comparative Zoology** (Added 96-97)  
 Offered to: Juniors, Seniors  
 Length of course: One semester  
 Credit Granted: .5 per semester  
 Pre-req: 2 yrs. of Science credits

Take a walk on the wild side as this course surveys the animal kingdom with greater depth submerging into aspects of marine biology. Man's effect on food chains will be observed through examinations of owl pellets. In comparing invertebrate and vertebrate anatomy, several dissections will be performed.

**Human Anatomy & Physiology** (Added 96-97)  
 Offered to: Juniors, Seniors (Offered 11-12)  
 Length of course: Two semesters  
 Credit Granted: .5 per semester  
 Pre-req: Biology I

This course includes a review of the major biological principles and the introduction of both the basic anatomical terminology of the human body and the physiological functions of cells, tissues, and organs. The students study each system of the human body and the normal or abnormal functioning of each system with regards to the health of an individual. There will be a cat dissection and many hands-on activities that correlate to the area of study.

**Biology II**

(Revised 96-97)

Offered to: Juniors, Seniors  
Length of course: One semester  
Credit Granted: .5 per semester  
Pre-req: 2 yrs. of Science credits

Cell splitting fundamentals lead into the study of genetics. Bacteriology and virology will be a focus. Students will engage in debates, discussions and activities involving biotechnology, genetic engineering and bioethics. This class includes hands-on activity as well as microscopic studies.

**Chemistry II**

(Revised 96-97)

Offered to: Juniors, Seniors  
Length of course: Two semesters  
Credit Granted: .5 per semester  
Pre-req: Chemistry I

(Offered 12-13)

This course continues to study the principles of chemistry and will expand on topics covered within Chemistry I. Besides expanding on topics that were covered within Chemistry I, additional topics covered will include equilibrium, thermodynamics, redox reactions, acid/base chemistry, and electrochemistry. This course is intended to build upon previous chemistry knowledge and provide a foundation for college level chemistry. Laboratory investigations will be used to reinforce and expand on topics discussed within class.

**Physics**

(Revised 96-97)

Offered to: Juniors, Seniors  
Length of course: Two semesters  
Credit Granted: .5 per semester  
Pre-req: Algebra I & II, or be in Algebra II

Physics is the science that examines the relationships of matter energy. This course is a combination of traditional and newer analytical approaches to Physics. Physics is the study of energy in all its forms and serves as an excellent example for the application of mathematics. Some basic trigonometric concepts are taught relative to the vector nature of physical phenomena. Dimension analysis and algebra skills are stressed due to the importance of these skills within college science and engineering courses. Within the course, emphasis will be placed upon problem solving. Lab investigations and class activities are used to reinforce concepts.

**Environmental Science**

(Added 09-10)

Offered to: Juniors, Seniors  
Length of Course: Two semesters  
Credit Granted: .5 per semester  
Pre-req: 2 yrs. of Science credit

This course will apply different sciences to extend student knowledge of both the world and its inhabitants. The course focuses on concepts that are real-life issues. It promotes awareness and understanding of practical every day problems that affect our lives. It also relates important environmental issues to the lives of the students and their families. This course will explore the interrelationships between human populations and the natural environment. Some of the issues analyzed from a scientific, economic, political, and ethical basis include human population trends, pollution, natural resource use, and environmental protection. Current scientific literature and research will be supplemented into class discussion of controversial topics and environmental challenges.

## **SOCIAL SCIENCE**

### **United States History**

Offered to:	Juniors
Length of course:	Two semesters
Credit Granted:	.5 per semester
Pre-req:	None

This course is designed to study the scope of U.S. History from the first contact through the Civil War. Some of the basic concepts taught and studied are: 1) identifying ourselves with the institutions and traditions of the past and relating them to the present, 2) discovering ideas and principles that can be used in solving present problems, 3) understanding our responsibilities as American and world citizens. Students will critically read from histories written from different ideological perspectives. Primary source reading will be done with special focus on the Declaration of Independence, the Gettysburg Address and Martin Luther King, Jr.'s I have a Dream speech.

### **World Geography**

Offered to:	Freshmen, Sophomores, Juniors, Seniors
Length of course:	Two semesters
Credit Granted:	.5 per semester
Pre-req:	None

World Geography is designed to give students a conceptual frame of reference and a basic understanding of 1) topography and climatic conditions of the world; 2) the role that environment plays in the development of man's social, economic, and political institutions throughout the world; 3) wide and varied economic patterns that exist and are developing in today's world, 4) cultural background of major nationality and ethnic groups, and 5) interaction of man with the environment and the effects.

### **Introduction to Human Behavior I**

Offered to:	Sophomores, Juniors, Seniors
Length of course:	One semester
Credit Granted:	.5 per semester
Pre-req:	None

This course is intended for students to learn something about the field of psychology and to gain an understanding of why we behave as we do. Life is a building block of human relationships. We must get along to survive and grow. Psychology is the tool we will use to make this happen. It is the tool to study human behavior. Biological aspects of behavior are studied along with an introduction to learning, memory, personality, and abnormal psychology.

## **Human Behavior II**

Offered to: Sophomores, Juniors, Seniors  
Length of Course: One semester  
Credit Granted: .5 per semester  
Pre-req: Introduction to Human Behavior

This course is designed for the students to look at what happens when personality and the individual break down. The student looks at how everyday stress and health lead to different types of disorders. The student will also look at the social implications of individual behavior through the use of Psychology. Also, we will look at Psychology as a career choice.

## **World History**

Offered to: Sophomores, Juniors, Seniors  
Length of course: Two semesters  
Credit Granted: .5 per semester  
Pre-req: None

This course can be taken as a semester course or for the entire year. It will consist of a survey of western civilization with some aspects of eastern culture in the course. Students will read primary sources. The first semester will focus on the beginning of human history until the fall of the Roman Empire. The second semester will focus on the Byzantine Empire through the Age of Discovery. Students will be exposed to different cultures of the world in hopes of appreciating those who are different from us.

## **Modern History**

Offered to: Freshmen, Sophomores, Juniors, Seniors  
Length of course: Two semesters  
Credit Granted: .5 per semester  
Pre-req: None

This course is designed for those students who meet the basic requirements necessary to pass Modern U.S. History. Students will read from a variety of historical sources. They will relate how the founders vision for America has been attained or has not been attained. The course will focus on the Reconstruction era to the present. Students will be exposed to a variety of activities which will help them master skills in reading, writing, listening, and critical thinking.

### **Consumer Education**

Offered to: Seniors  
Length of course: One semester  
Credit Granted: .5 per semester  
Pre-req: None

Consumer Education Instruction centers on the importance of making intelligent informed choices. Emphasis is on our economic system and the relationships between individual, business, labor, government, and foreign trade. Basic economic concepts are introduced in the context of daily living skills. The use of credit, budgeting, and buying decisions are examined. Students who pass the Consumer Education Proficiency Test will not be required to take Consumers Ed., but will be required to have 3 social studies credits to graduate. The Consumer Education requirement is waived for students who are successfully enrolled in the Cooperative Program (class and OJT).

### **Civics**

Offered to: Seniors  
Length of Course: One semester  
Credit Granted: .5 per semester  
Pre-req: None

The objective of this course is to develop in the students a desire to participate in their governmental system. To be able to participate knowledgeably, they must first become aware of how our government came into being, upon what it is based, and how it functions. To accomplish this, emphasis will be placed on the Constitutional Principles, Democratic Standards, and Democratic Principles. A test on the United States and Illinois Constitution must be passed to complete this class.

### **Current Issues**

(Added 96-97)

Offered to: Sophomores, Juniors, Seniors  
Length of Course: Two semesters  
Credit Granted: .5 per semester  
Pre-req: None

This course will use both local and regional news sources to study current issues and their effects on society. Students will discuss and debate topical social issues so they can build upon what they presently know.



# ***ILLINOIS***

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# ***TECH PREP***

## ***ARTS AND COMMUNICATION***

*The communications area includes telegraph, telephone, printing, publishing and broadcast media. The communications area also includes interpreters for the hearing impaired and foreign language interpreters or those that use foreign language on a regular basis in their careers. Those who do specialized reporting or are employed in emergency services such as 911 responders are also included. Communications media are in a sense the nervous system of our society. People in these fields facilitate communications between people and over long distances. Efficient electronic methods have replaced people in some areas. In addition, the areas of television reporting and commercial photography are overcrowded, and jobs in these areas will go to the most talented.*

### ***Do you enjoy....***

- working both independently in self-directed situations and with other people?
- expressing your feelings/ideas visually, in writing or by performing?
- artistic or musical activities?
- making speeches, debating, or participating in forensics?
- solving problems and manipulating electronics equipment?
- helping other people communicate better through speech or music?

***If you have answered “yes” to more than half of these questions, this path may have a career for YOU!!***

## ART

### Art I: Introduction to Art

(Revised 04-05)

Offered to: Freshmen, Sophomores, Juniors, Seniors  
Length of course: Two semesters  
Credit Granted: .5 per semester  
Pre-req: None

This course is designed to be a foundation course for all major areas of visual art. It is an introductory study of the visual arts with an emphasis on developing student awareness and appreciation of art elements, principle, concepts, media and technique through the production of art and study of art history. Emphasis will be placed on basic drawing techniques. Lecture/discussion and studio experiences are involved.

### Art 2-D: Two-Dimensional Art

(Added 97-98)

Offered to: Sophomores, Juniors, Seniors  
Length of course: Two semesters  
Credit Granted: .5 per semester  
Pre-req: Art I or teacher's approval

This course involves an exploration of two-dimensional mediums including drawing, painting, collage, and printmaking. Students will study a variety of media, principles, concepts and techniques involved in the production of two-dimensional art. A study of select periods of art history as well as contemporary art will be included. Lecture/discussion and studio experiences are involved.

### Art 3-D: Three-Dimensional Art

(Added 97-98)

Offered to: Sophomores, Juniors, Seniors  
Length of course: Two semesters  
Credit Granted: .5 per semester  
Pre-req: Art I or teachers' approval.

This course involves and exploration in the study and production of three-dimensional art. Students will study a variety of media, principles, concepts and techniques involved in the production of three-dimensional art. A study of select periods of art history as well as contemporary art will be included. Lecture/discussion and studio experiences are involved.

**Art III: Advanced Art**

(Added 98-99)

Offered to: Juniors, Seniors  
Length of course: Two semesters  
Credit Granted: .5 per semester  
Pre-req: Art 2D or Art 3D

Advanced Art is designed for students serious about the production of visual art. Two-dimensional and three-dimensional experiences will be involved. This course will further explore the media, concepts, and techniques in the production of art. Art history and art movements will be studied at a deeper level. A mural is designed and painted by the students in this course. Second semester enrollment is by permission of instructor or administration. Students will provide some materials needed for class.

**Independent Study – Art**

(Added 98-99)

Offered to: Seniors  
Length of Course: Two semesters  
Credit Granted: .5 per semester  
Pre-req: Art 2D or 3D, or approval of teacher, principal, and guidance counselor

Independent study is an individualized art course designed for the serious art student. Although students may choose the medium they will work in, a conference with the teacher is required and a plan for each semester is written out and adhered to. Independent study students are seniors working on a portfolio for submission to the colleges of their choice. (Student will provide materials).

## MUSIC

### Band

Offered to:	Freshman, Sophomores, Juniors, Seniors
Length of course:	Two semesters (Meets during Home Room period)
Credit Granted:	.25 per semester
Pre-Req:	Prior study of an instrument

In Band, students will learn music and aspects of different types of bands, and they will perform music in the following settings: Concert Band, Marching Band, Pep Band, and Solos/Small Ensembles. Optional ensembles include Jazz Band (if enough student interest). Schedules of performances at various games, contests, and other trips will be made available as they are planned.

Required performances for band members are School Concerts, football games, homecoming parade, Holiday Homecoming, IHSA contest(s), selected basketball games, and any other planned trips. Excused absences from an event can be made up for points with an alternative assignment.

Students will expand their knowledge of rhythmic reading, note-reading, scales, expression markings, and various genres and styles of literature. Playing and/or written quizzes may be administered. There is also a group project requirement for every ensemble member. A written final will be available for any students not exempt from finals.

### Chorus

Offered to:	Freshman, Sophomores, Juniors, Seniors
Length of course:	Two semesters (Meets during Home Room period)
Credit Granted:	.25 per semester

In Chorus, students will learn music and aspects of different types of vocal performing ensembles, and they will perform music in the following settings: Accompanied Chorus, A Cappella Chorus, and Solos/Small Ensembles. Schedules of contests and other trips will be made available as they are planned.

Required performances for chorus are School Concerts, Lincoln Trail Conference Festival, Holiday Homecoming, Madrigal Dinner/Musical, and IHSA contest(s), and any other planned trips. Excused absences from an event can be made up for points with an alternative assignment.

Students will expand their knowledge of rhythmic reading, note-reading, ear-training/sight-reading, expression markings, and various genres and styles of literature. Singing and/or written quizzes may be administered. There is also a group project requirement for every ensemble member. A written final will be available for any students not exempt from finals.

## **SPANISH**

### **Spanish I**

Offered to:	Freshmen, Sophomores, Juniors, Seniors
Length of course:	Two semesters
Credit Granted:	.5 per semester
Pre-req:	None

The goal of this course is communication in Spanish. The emphasis in the beginning course is on the basics of Spanish grammar to enable the student to listen, speak, read, and write. The student is exposed to the history and culture of Spain, Mexico, and Latin America.

### **Spanish II**

Offered to:	Sophomores, Juniors, Seniors
Length of Course:	Two semesters
Credit Granted:	.5 per semester
Pre-req:	Spanish I

The student's knowledge of basic grammar and vocabulary are increased through reading, writing, conversation, and culture projects. Knowledge of the Spanish-speaking world is expanded by exploration of its literature, history, and communication with other Spanish-speaking students.

### **Spanish III**

Offered to:	Juniors, Seniors
Length of course:	Two semesters
Credit Granted:	.5 per semester
Pre-req:	Spanish II

The student further develops the four basic skills involved in language learning: listening, speaking, reading, and writing. The history and culture of Spain and other Spanish-speaking countries are explored by reading modern and classical Spanish-language literature. The student develops communication through creative projects using the Spanish language.

### **Spanish IV**

Offered to:	Seniors
Length of course:	Two semesters
Credit Granted:	.5 per semester
Pre-req:	Spanish III

In the fourth year, language-based vocations will be explored along with the refinement of points of grammar to enhance the student's skills in the Spanish language. Electronic tools like "internet" will be explored to put the student into direct communication with Spanish speaking cultures, enhancing cultural awareness and communication. Classical and modern Spanish-language literature will be read and discussed, including Don Quixote.



# ***ILLINOIS***

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# ***TECH PREP***

## ***AGRICULTURE/NATURAL RESOURCES***

Agribusiness, agri-science, and natural resources/recreation have always been and will continue to be very important industries to Illinois. The industries include such things as farms, dairies, greenhouses, fruit orchards, nurseries, the production of crops, plants, or trees, and the keeping, feeding, or grazing of livestock including poultry, rabbits and bees. They also include such things as tree farms, forest nurseries, fish and game preserves, and companies involved in research, service, supply, and production as well as processing, marketing, and advertising. Demand for employees in the area of agribusiness, agri-science, and natural resources/recreation will continue to exceed supply.

### ***Do you enjoy....***

- planning and directing projects?
- working with animals, soils, or plants?
- working in agriculture?
- being in charge of activities and people?
- sciences such as biotechnology, aquaculture, or chemistry?
- caring for pets, sick or injured animals, or training animals?
- doing mechanical or physical tasks?
- working outdoors?
- computer work?

***If you have answered “yes” to more than half of these questions, this path may have a career for YOU!!***

## **AGRICULTURE**

### **Introduction to Agriculture (A100)**

Offered to: Freshmen, Sophomores, Juniors, Seniors  
Length of Course: Two semesters  
Credit Granted: .5 per semester  
Pre-req: None

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. Both agribusiness and production applications are presented. Leadership skills and abilities are developed through an orientation to the FFA, parliamentary procedure, judging, and public speaking. Basic mechanics including safety, tool identification and use, selecting lumber and fasteners, planning a wood-working project and the completion of a project are included in this course. Microcomputer applications are introduced. In addition to technical skills, course content will reflect the integration of academic and workplace skills.

### **Agricultural Science (A206)**

Offered to: Sophomores, Juniors, Seniors  
Length of course: Two semesters  
Credit Granted: .5 per semester  
Pre-req: None

This course integrates basic biological and technological concepts with principles of production agriculture. Course content includes environmental technology, plant sciences, and integrated pest management, interior and exterior plantscape, animal sciences, food science and agribusiness. In addition to technical skills, course content will reflect the integration of academic and workplace skills.

### **Agricultural Mechanics I (A305)**

(Offered 11-12)

Offered to: Juniors, Seniors  
Length of course: Two semesters  
Credit Granted: .5 per semester  
Pre-req: None

This course is designed to provide learning activities and experiences in electrical wiring, electric motors, arc and oxyacetylene welding. Units of instruction will include selecting, troubleshooting, maintaining, and installing electrical wiring and materials; selection, use, care and maintenance on electric motors; safety and fundamental skills of arc and oxyacetylene welding. In addition to technical skills, course content will reflect the integration of academic and workplace skills.

**Agricultural Mechanics II (A405)**

(Offered 12-13)

Offered to: Juniors, Seniors  
Length of course: Two semesters  
Credit Granted: .5 per semester  
Pre-req: None

This course focuses on advanced power mechanics as well as agribusiness management skills. Major units of study include selection, overhaul, and trouble shooting of small engines, and selection and use of surveying equipment.

**Horticulture Sciences (A310)**

(Offered 12-13)

Offered to: Sophomores, Juniors, Seniors  
Length of course: Two semesters  
Credit Granted: .5 per semester  
Pre-req: None

This course is designed to develop knowledge and skills in the following areas: identification of horticulture plants, sexual and asexual propagation of horticulture plants, growing of horticultural plants in greenhouse and nursery settings, using plant growing structures, introduction to floral design, controlling plant environments, and operating, repairing, and maintaining equipment used in the horticultural field. In addition to technical skills, course content will reflect the integration of academic and workplace skills.

**Landscaping and Turf Management (A415)**

(Offered 11-12)

Offered to: Sophomores, Juniors, Seniors  
Length of course: One semester  
Credit granted: .5 per semester  
Pre-req: None

Landscaping and Turf Management are two major areas of horticulture. Units of study include establishing, maintaining, and designing landscape plantings; establishing and maintaining turf grass; managing horticultural businesses; merchandising, advertising and displaying horticultural products; and selling horticulture products and services. In addition to technical skills, course content will reflect the integration of academic and workplace skills.

**Horticultural Production (A410)**

(Offered 11-12)

Offered to: Sophomores, Juniors, Seniors  
Length of course: One semester  
Credit Granted: .5 per semester  
Pre-req: None

This course involves the growing of greenhouse and nursery crops and operation of a horticultural business. Emphasis will be placed on controlling the greenhouse environment for bedding and houseplant production and equipment and processes used in nursery crop production. Agribusiness units will be included in merchandising, advertising and displaying horticulture products, as well as selling horticulture products and services. In addition to technical skills, course content will reflect the integration of academic and workplace skills.

**Agribusiness Management (A400)**

Offered to: Seniors  
Length of course: Two semesters  
Credit Granted: .5 per semester  
Pre-req: None

This course is designed to develop student skills in the areas of advanced agricultural business procedures, establishment of agricultural businesses, managing and financing the agribusiness, marketing and advertising, and sales techniques and strategies. Product knowledge is stressed as it relates to the regional agricultural economic base. This course includes additional materials, which provide greater degrees of specialization in agribusiness operations. Also, included are recordkeeping skills including computer usage. Students will study farm accounting, agricultural taxes and law, depreciation schedules, insurance, and money management. In addition to technical skills, course content will reflect the integration of academic and workplace skills.

**Education to Careers – Agriculture (A475)**

(Added 96-97)

Offered to: Seniors  
Length of course: Two semesters  
Credit Granted: Variable  
Pre-req: 3.0 GPA, passed 2 years of courses, good attendance

This course provides students with a smooth transition from school to the world of work. Typically, Education to Careers starts at the junior year with job shadowing. During the senior year, students spend a minimum of one-half of their school day at a worksite under the supervision of a mentor. This course includes academic, technical, and workplace skills, which have been customized to the industry. This includes occupational skills and curriculum standards to help insure qualified employees. Education to Careers is closely articulated with ICC.

**Agricultural Resource Conservation (A318)**

(Added 99-00)

Offered to: Sophomores, Juniors, Seniors

(Offered 11-12)

Length of course: One semester

Credit Granted: .5 per semester

Pre-req: None

This course will give an in-depth view of the environmental problems that are most specific to agriculture. Major units will include the history and concepts of natural resource management, soil, water, forest, and energy management, and special emphasis will be placed on fish and wildlife management with the construction and management of a wildlife area during the course. Wherever possible, laboratory exercises will be used to supplement text materials.

**Floriculture (A312)**

(Added 99-00)

Offered to: Sophomores, Juniors, Seniors

(Offered 11-12)

Length of course: One semester

Credit Granted: .5 per semester

Pre-req: None

This course will give an introduction to floral design and merchandising. Units of instruction will range from flower growth to final design and merchandising. A variety of hands on exercises will be included in the course with students starting with small floral arrangement progressing to more complicated arrangements as their skills increase.

### **Interrelated Cooperative Education – Agriculture (C475A)**

Offered to:	Seniors
Length of course:	Two semesters
Credit Granted:	1.5 per semester (1 credit for Co-op on the job training OJT) .5 credit for Co-op related classes
Pre-req:	3 semesters of ag courses

Interrelated Cooperative Education is designed for senior students interested in pursuing careers in vocational occupations. Students are released from school for their paid cooperative education work experience and participate in 200 minutes per week of related classroom instruction. Classroom instruction focuses on providing students with job survival skills and career exploration skills related to the job and improving students' abilities to interact positively with others. For skills related to the job, refer to the skill development course outlines and the tasks of the desired occupational program. A qualified vocational coordinator is responsible for supervision. Written training agreements and individual student training plans are developed and agreed upon by the employer, student, and coordinator. Occupational task lists form the basis for training plans. The coordinator, student, and employer assume compliance with federal, state, and local laws and regulations.

The course content includes the following broad areas of emphasis: further career education opportunities, planning for the future, job-seeking skills, personal development, human relationships, legal protection and responsibilities, economics and the job, organizations, and job termination. Classroom instruction is based on the tasks in an occupation cluster. In addition to technical skills, course content will reflect the integration of academic and workplace skills.



# ***ILLINOIS TECH PREP***

## ***BUSINESS AND TECHNOLOGY***

New technology is changing the way people do business. Some jobs are disappearing; but not the office itself. The field of marketing and distribution comprises all the steps that bring countless products and services to consumers. These steps include marketing research, advertising, packaging, distribution, sales and merchandising. About one-tenth of the U.S. labor force is employed in some phase of marketing and distribution. The jobs and work settings are as varied as the thousands of products and services that are bought and sold every day. Education and specialized training in the fields of business and marketing are more important than ever. A high school diploma is required for most entry-level jobs. A community college or four-year college is essential for higher-level business jobs. In almost any area and at every level, computer training will be needed to keep up with the demand for immediate information. In the fast-changing world of business and marketing, retraining (continued education) will be essential to keep up with and adjust to new developments brought about by technology.

***Do you enjoy....***

- operating computers or other business machines?
- working with numbers, writing letters, filing records, or preparing reports?
- performing detailed work?
- making speeches, debating, or persuading other people?
- greeting people, answering questions or helping customers?
- your work to be structured?
- planning and directing the activities of other people?

***If you have answered “yes” to more than half of these questions, this path may have a career for YOU!!***

## **BUSINESS / INFORMATION SYSTEMS**

<b><u>Introduction to Business and Technology (Semester 1 or 2)</u></b>		(Added 99-00)
Offered to:	Freshmen (as required course), Sophomores, Juniors, and Seniors; or with administrator/teacher permission	(Revised 08-09)
Length of course:	One semester	
Credit Granted:	.5 per semester	
Pre-req:	None	

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 and social responsibility, as well as other workplace skills, are also integrated into this course.

This course incorporates the latest ideas in technology to adequately prepare the student for the 21<sup>st</sup> century. The latest information on the creation of digital stories, podcasts, and blogs is included; students also work through current computer simulations.

This course is not intended to meet the consumer education requirement, but rather to provide preparation for the skill level courses that make up the Business, Marketing and Management occupations programs.

### **Software Applications (B215) (Semester 1 or 2)**

Offered to:	Freshmen (as required course), Sophomores, Juniors, and Seniors; or with administrator/teacher permission	(Revised 08-09)
Length of course:	One semester	
Credit Granted:	.5 per semester	
Pre-req:	None	

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, and presentation software**. 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.

**Information Processing I (Word Processing)**

(Revised 08-09)

Offered to:	Sophomores, Juniors, Seniors
Length of course:	One semester
Credit Granted:	.5 per semester
Pre-req:	The grade of "C" or higher in Software Applications

Information Processing I is a course that includes the concepts and terminology related to the people, equipment, and procedures of information processing as well as skill development in the use of information processing equipment. Students will operate computer equipment to prepare memos, letters, reports, and forms. Students will create rough drafts and corrected copies; process incoming and outgoing telephone calls and mail; and transmit and receive messages electronically. Students will create and update databases and spreadsheets. Students will create data directories; copy, rename, move, and delete files; and perform backup procedures. In addition, students will merge files, as well as create mailing labels and envelopes from merge files. Students will learn to locate and retrieve information from electronic and other sources, and prepare masters for presentations using presentation software. Students will apply proper grammar, punctuation, spelling and proofreading practices. Accuracy will be emphasized. Workplace skills as well as communication skills (thinking, listening, composing, revising, editing and speaking) will be taught and integrated throughout this course. Students will also create and update the *Princes Perspective* (school newspaper) using the desktop publishing feature of a word processing package.

This course will also prepare students to plan, design, create and maintain web pages and sites. Students will learn the fundamentals of web page design. In addition, students will work in a project-based environment to create a working website. The class will present information on creating pages, adding hyperlinks, making tables and frames, creating forms, integrating images, and setting styles. In addition to technical skills, course content will reflect integration of academic and workplace skills.

**Information Processing II (Desktop Publishing)**

(Revised 08-09)

Offered to:	Sophomores, Juniors, Seniors
Length of course:	One semester
Credit Granted:	.5 per semester
Pre-req:	The grade of "C" or higher in Software Applications

Information Processing II is a project-based course designed for students who have completed Information Processing I. Students will create and update documents using word processing and desktop publishing programs and put together slideshows, speaker notes and handouts using presentation software. Students will revise data in a stored database and use queries to create customized reports. Students will edit and utilize calculation functions in spreadsheets, integrate graphics, spreadsheets, tables, text and data into documents and reports, and create graphs and charts from spreadsheets. Students will learn to conduct research on the internet and/or intranet, prepare and answer routine correspondence, organize and maintain a filing system, maintain an appointment calendar, and make travel arrangements, prepare itineraries and expense reports, and prepare and process timesheets. In addition, students will maintain inventory, order equipment and supplies, and perform routine equipment maintenance. Students will also create and update the *Princes Perspective* (school newspaper) using desktop publishing software. Students will apply proper grammar, punctuation, spelling and proofreading practices to documents and reports. Accuracy will be emphasized. Workplace skills as well as communication skills will be taught and integrated throughout this course.

A simulation or work-related learning experience may be used to provide students with the experience of working in the environment of an information-processing center. Web page design is also a feature of this class.

**Accounting I (B300)**

(Revised 08-09)

Offered to:	Sophomores, Juniors, Seniors
Length of course:	Two semesters
Credit Granted:	.5 per semester
Pre-req:	None

This is a skill level course that is of value to all students pursuing a strong background in business, marketing, and management. This course includes planned learning experiences that develop initial and basic skills used in systematically computing, classifying, recording, verifying and maintaining numerical data involved in financial and product control records including the paying and receiving of money. Instruction includes information on keeping financial records, summarizing them for convenient interpretation, and analyzing them to provide assistance to management for decision making. In addition to stressing basic fundamentals and terminology of accounting, instruction should provide initial understanding of the preparation of budgets and financial reports, career opportunities in the accounting field. Processing employee benefits may also be included. Simulations will be used to emphasize actual business records management. In addition to technical skills, course content will reflect the integration of academic and workplace skills.

**Education to Careers – Business (B475)**

(Added 96-97)

Offered to:	Seniors
Length of course:	Two semesters
Credit Granted:	Variable
Pre-req:	3.0 GPA, passed 2 years of business courses, and good attendance

This course provides students with a smooth transition from school to the world of work. Typically, Education to Careers starts at the junior year with job shadowing. At the senior year, students spend a minimum of one-half of their school day, at a worksite under the supervision of a mentor. This course includes academic, technical, and workplace skills, which have been customized to the industry. This includes occupational skills and curriculum standards to help insure qualified employees. Education to Careers is closely articulated with ICC.

**Interrelated Cooperative Education – Business/Information System (C475BI)**

Offered to:	Seniors
Length of course:	Two semesters
Credit Granted:	Variable
Pre-req:	3 semesters of vocational courses [1 credit for Co-op On the Job Training (OJT) and .5 credit for Co-op Related Class]

Interrelated Cooperative Education is designed for senior students interested in pursuing careers in vocational occupations. Students are released from school for their paid cooperative education work experience and participate in 200 minutes per week of related classroom instruction. Classroom instruction focuses on providing students with job survival skills and career exploration skills related to the job and improving students' abilities to interact positively with others. For skills related to the job, refer to the skill development course outlines and the tasks of the desired occupational program. A qualified vocational coordinator is responsible for supervision. Written training agreements and individual student training plans are developed and agreed upon by the employer, student, and coordinator. Occupational task lists form the basis for training plans. The coordinator, student, and employer assume compliance with federal, state, and local laws and regulations.

The course content includes the following broad areas of emphasis: further career education opportunities, planning for the future, job-seeking skills, personal development, human relationships, legal protection and responsibilities, economics and the job, organizations, and job termination. Classroom instruction is based on the tasks in an occupational cluster. In addition to technical skills, course content will reflect the integration of academic and workplace skills.



# ***ILLINOIS TECH PREP***

## ***INDUSTRIAL, SCIENTIFIC, & ENGINEERING TECHNOLOGY***

Modern technology has an enormous effect on our lives. Technology makes life simpler. Scientist, engineers, technologists, and technicians all contribute to the wondrous development of technology. Environmental technology is a relatively new career area that will be greatly expanding the future. Jobs in science and engineering will continue to be important in the 21<sup>st</sup> century in Illinois. The manufacturing industry with its factories and suppliers helps keep America running and is expected to remain stable in the future. Construction with all its related fields is an enormous industry but one that is tied closely to the economy and is one of the first fields hit by recession and economic change. Jobs in construction will go to those who have obtained training and have up-to-date skills.

### ***Do you enjoy....***

- figuring out how things work
- operating or fixing machines?
- working with your hands, assembling, building or repairing things?
- Planning and supervising a project or completing a project or parts of a project?
- Working with metal, plastics, or wood materials?
- Being in charge of planned activities?
- Sorting products by size, weight, or quality?
- Working with other people to solve a real life problem?

***If you have answered “yes” to more than half of these questions, this path may have a career for YOU!!***

## **INDUSTRIAL TECHNOLOGIES**

### **Industrial Education Orientation I (I120)** (also known as IEO I)

Offered to: Freshmen, Sophomores, Juniors, Seniors  
Length of course: Two semesters  
Credit Granted: .5 per semester  
Pre-req: None

This course is a series of units in Production Technology, Transportation Technology, Communication Technology, and Energy Utilization Technology. Each unit will cover the resources, technical processes, industrial applications, technological impact and occupations encompassed by that system.

### **Wood Production Technology I (I215)**

Offered to: Sophomores, Juniors, Seniors  
Length of course: One semester  
Credit Granted: .5 per semester  
Pre-req: IEO I

This is a course designed to foster awareness and understanding of manufacturing and construction. It encompasses the resources, technical processes, industrial application and technological impact of the production system. It may include an introduction to machine woodworking, wood identification, wood finishing, and experimentation. Students will develop knowledge and good practice of safety in using tools and machines. In addition to technical skills, course content will reflect the integration of academic and workplace skills.

### **Metals Technology I (I220)**

Offered to: Sophomores, Juniors, Seniors  
Length of course: One semester  
Credit Granted: .5 per semester  
Pre-req: IEO I

This course will include an introduction to machine metalworking, common metals and metallurgy, welding, sheet metal fabrication, and casting and foundry processes. It may also include the use of numerical control machines and robotics. Individual and/or group production projects may be assigned. Students will develop knowledge and good practices in safety in using tools and machines. In addition to technical skills, course content will reflect the integration of academic and workplace skills.

### **Introduction to Engineering Design - Vocational Drafting I / Project Lead the Way (I205)**

Offered to:	Freshmen, Sophomores, Juniors, Seniors
Length of course:	Two semesters
Credit Granted:	.5 per semester
Pre-req:	Completed Algebra I and currently enrolled in a mathematics course

Introduction to Engineering Design will emphasize the development of a design. Students use computer software to produce, analyze and evaluate models of projects solutions. They study the design concepts of form and function, and then use state-of-the-art technology to translate conceptual design into reproducible products. This course teaches students to:

- Understand and apply the design process to solve various problems in team setting;
- Apply adaptive design concepts in developing sketches, features, parts and assemblies;
- Understand mass property calculations-such as volume, density, mass, surface area, moment of inertia, product of inertia, radii of gyration, principal axes and principal moments-and how they are used to evaluate a parametric model;
- Understand cost analysis, quality control, staffing needs, packing and product marketing;
- Explore career opportunities in design engineering and understand what skills and education these jobs require; and
- Develop portfolios to display their designs and present them properly to peers, instructors and professionals.

### **Architectural Drawing I / Project Lead the Way (I210)**

Offered to:	Sophomores, Juniors, Seniors
Length of course:	One semester
Credit Granted:	.5 per semester
Pre-req:	IEO I

This course involves the study of the various phases of residential construction and design. Using standard drafting practices, the students may discuss, analyze, and draw selected individual components of a set of house plans. Some of the other areas that may be covered are topography, contractual aspects, foundation, floor framing, roof framing, model building, and the use of a CAD system. In addition to technical skills, course content will reflect the integration of academic and workplace skills.

**Construction I (I305)**

(Offered 11-12)

Offered to: Juniors, Seniors  
Length of course: One semester  
Credit Granted: .5 per semester  
Pre-req: IEO I and Woods I

Construction I will provide students to gain skills and knowledge directly related to the construction and building trades. Instruction includes safety practices in using hand tools and power equipment. Planned learning experiences allow students to become more skilled in carpentry and building maintenance. Learning experiences may include constructing a project, wall framing, sheathing and siding buildings, estimating and figuring materials. Students will develop knowledge and good practices of safety procedures. All learning experiences are designed to allow the student to acquire job-entry skills and knowledge. In addition to technical skills, course content will reflect the integration of academic and workplace skills.

**Construction II (I306)**

(Offered 11-12)

Offered to: Juniors, Seniors  
Length of course: One semester  
Credit Granted: .5 per semester  
Pre-req: IEO I and Woods I

Construction II provides learning experiences for the development of skills and knowledge in the repair and maintenance area under the Construction Cluster in Vocational Education. Students may study basic architectural procedures in building a model to scale from a blueprint. Building concepts and procedures will follow state, local and national codes. Emphasis will be placed on standard sizes of lumber, windows, doors, and rooms. Students may be provided a unit of instruction in the areas of masonry, electrical wiring, plumbing, heating, home repair, and maintenance. As weather permits, students may do some general repair and maintenance in and around the school. All learning experiences are designed to allow the student to acquire job-entry skills and knowledge. In addition to technical skills, course content will reflect the integration of academic and workplace skills.

**Manufacturing I (I320)**

(Offered 12-13)

Offered to: Juniors, Seniors  
Length of course: One semester  
Credit Granted: .5 per semester  
Pre-req: IEO I and Metals I

This course is a study of tools, processes, and techniques used to manufacture products in modern industry. The class will involve an equal mix of hands-on shop work and study of related information from textbook, study guides, class lectures, and demonstrations. The primary focus will be on metalworking tools and processes, but other materials such as wood and plastic may be used in the production of projects. All the material studied will apply to future careers as machinists, tool & die makers, and industrial technicians of various types. Subjects studied will include: shop safety and specific safety procedures for each machine and process studied, layout and planning a job, linear measurement and basic shop mathematics, bench work using hand tools, saws and sawing, drills and drilling, the engine lathe, and layout, cutting, forming, and joining sheet metal. Course content will relate to manufacturing processes, material handling, input, output, formulation, and the team concept. Students will develop knowledge and good practices of safety procedures. All learning experiences are designed to allow the student to acquire job-entry skills and knowledge. In addition to technical skills, course content will reflect the integration of academic and workplace skills.

**Manufacturing II (I321)**

(Offered 12-13)

Offered to: Juniors, Seniors  
Length of course: One semester  
Credit Granted: .5 per semester  
Pre-req: IEO, Metals I, and Manufacturing I

This course is the second in the series of manufacturing classes. It will follow the same format as Manufacturing I, but will expand the content to include: the vertical and horizontal milling machines, abrasives and bench grinders, tool grinding, resistance (spot), oxyacetylene, and shielded metal arc welding, green sand foundry, and fabrication of multi-part jobs requiring precision alignment. Manufacturing I and II will stress custom one-of-a-kind production of the type performed in industrial research and development labs. Each machine and process will be studied in-depth so that manual operations can be done efficiently and accurately to produce the required product. Course content will relate to manufacturing processes, material handling, input, output, formulation, and the team concept. Students will develop knowledge and good practices of safety procedures. All learning experiences are designed to allow the student to acquire job-entry skills and knowledge. In addition to technical skills, course content will reflect the integration of academic and workplace skills.

**Education to Careers – Industrial (I475)**

(Added 96-97)

Offered to:	Seniors
Length of course:	Two semesters
Credit Granted:	Variable
Pre-req:	3.0 GPA, passed 2 years of industrial courses, and good attendance

This course provides students with a smooth transition from school to the world of work. Typically, Education to Careers starts at the junior year with job shadowing. During the senior year, students spend a minimum of one-half of their school day at their worksite, under the supervision of a mentor. This course includes academic, technical, and workplace skills, which have been customized to the industry. This includes occupational skills and curriculum standards to help insure qualified employees. Education to Careers is closely articulated with ICC.

**Interrelated Cooperative Education – Industrial/Construction (C475IC)**

Offered to:	Seniors
Length of course:	Two semesters
Credit Granted:	Variable [1 credit for Co-op on the Job Training (OJT) and .5 credit for Co-op Related Class]
Pre-req:	3 semesters of industrial courses

Interrelated Cooperative Education is designed for senior students interested in pursuing careers in vocational occupations. Students are released from school for their paid cooperative education work experience and participate in 200 minutes per week of related classroom instruction. Classroom instruction focuses on providing students with job survival skills and career exploration skills related to the job and improving students' abilities to interact positively with others. For skills related to the job, refer to the skill development course outlines and the tasks of the desired occupational program. A qualified vocational coordinator is responsible for supervision. Written training agreements and individual student training plans are developed and agreed upon by the employer, student, and coordinator. Occupational task lists form the basis for training plans. The coordinator, student, and employer assume compliance with federal, state and local laws and regulations.

The course content includes the following broad areas of emphasis: further career education opportunities, planning for the future, job-seeking skills, personal development, human relationships, legal protection and responsibilities, economics and the job, organizations, and job termination. Classroom instruction is based on the tasks in an occupational cluster. In addition to technical skills, course content will reflect the integration of academic and workplace skills.



# ***ILLINOIS***

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# ***TECH PREP***

## ***HUMAN SERVICES***

People in these jobs will be working in the hospitality and recreation field, public and community services, or family/consumer and personal service areas. The hospitality and recreation field is for those who like the idea of a career that helps people enjoy their free time and the time they spend away from home. The jobs of workers in public and community services are necessary to keep the nation and state running smoothly and efficiently. Public service employees ensure that school children learn; that taxes get collected; that heat, electricity light and water are available in homes, schools and work places; that waste is carted away and disposed of properly; and that people are safe on the streets and at home. Jobs in family/consumer and personal services provide several main functions. They help people feel and look better; they provide physical and emotional care to the young, the elderly and others who need such help as well as help people in times of crisis and/or change. They provide opportunities to people who find rewards in making a difference in the quality of people's lives. Opportunities in Illinois in the human service areas are varied and plentiful and will continue to grow.

***Do you enjoy....***

- helping people?
- helping other learn new things or acquire information?
- providing service to other people to give information, see to their comfort or enhance their appearance?
- sharing ideas with others?
- volunteering or serving your community, state or nation?
- being in charge of planned activities?

***If you have answered "yes" to more than half of these questions, this path may have a career for YOU!!***

## **FAMILY AND CONSUMER SCIENCES**

### **Introduction to Family and Consumer Sciences (H100)**

Offered to:	Freshmen, Sophomores, Juniors, Seniors
Length of course:	Two semesters
Credit Granted:	.5 per semester
Pre-req:	None

This is the suggested first course for all family and consumer sciences programs that presents subject matter in the six basic areas:

- 1) Clothing/Textiles/Fashion Apparel
- 2) Resource Management
- 3) Foods and Nutrition
- 4) Housing, Furnishings, and Equipment
- 5) Human Development, Interpersonal and Family Relationships
- 6) Introduction to the World of Work and Careers

Communication, math science, social sciences, art, health, computers and related technologies are integrated throughout the course. Learning experiences assist students in understanding themselves, their roles in today's society, the role of technology in the home and workforce, as well as other family and consumer science-related careers.

### **Child Development (H200)**

Offered to:	Sophomores, Juniors, Seniors
Length of course:	One semester
Credit Granted:	.5 per semester
Pre-req:	None

This course emphasizes learning experiences, which help students gain knowledge and understanding in physical, social/emotional, and intellectual development of children from conception through adolescence.

### **Foods I (H205)**

(Offered 11-12)

Offered to:	Sophomores, Juniors, Seniors
Length of course:	One semester
Credit Granted:	.5 per semester
Pre-req:	Intro to Fam/Cons. or Teacher's Permission

This course is designed for basic instruction in food preparation and nutrition for all ages and to provide for the exploration of careers in food service and hospitality.

**Foods II (H206)**

(Offered 11-12)

Offered to: Sophomores, Juniors, Seniors  
Length of course: One semester  
Credit Granted: .5 per semester  
Pre-req: Intro to Fam/Cons and Foods I

This course provides students with advanced food preparation skills and lab experiences. Labs will include quantity cooking service, food service equipment, and the application of nutrition to today's life styles. Safety, sanitation, microwave cookery and computer application experiences will be provided.

**Working with Young Children (H300)**

(Added 96-97)

Offered to: Sophomores, Juniors, Seniors  
Length of course: One semester  
Credit Granted: .5 per semester  
Pre-req: Child Development

This course continues to promote child development principles. Stress will be placed on providing experiences that encourage children to maximize their personal resources. Students will be placed in classroom with mentors to experience hands-on application of working with children principles

**Living Environments (H410A)**

Offered to: Sophomores, Juniors, Seniors  
Length of course: One semester  
Credit Granted: .5 per semester  
Pre-req: None

Experiences will be designed to provide students with the basic knowledge/skills needed to select, acquire, and maintain/manage living environments that meet the need of the occupants relating to social-economic conditions, individual tastes, psychological effects, aesthetic values, safety, and sanitation/energy conservation. A home improvement project will be included.

**International Foods**

(Offered 12-13)

Offered to: Juniors, Seniors  
Length of course: One semester  
Credit Granted: .5 per semester  
Pre-req: Intro to Fam/Cons (or teacher's recommendation)

This class will present foods from various nations and cultures and allow the opportunity to apply various food preparation techniques and skills.

**Adult Living (H420A)**

Offered to: Freshmen, Sophomores, Juniors, Seniors  
Length of course: One semester  
Credit Granted: .5 per semester  
Pre-req: None

This course is designed to assist individuals/families in achieving life satisfaction through responsible participation as adults in the home, community, and work place. Emphasis is placed on developing valuable life skills that include identity safety, food preparation, home maintenance and design.

**Relationships and Family Living (H425A)** (Also known as Parenting)

Offered to: Freshmen, Sophomores, Juniors, Seniors  
Length of course: One semester  
Credit Granted: .5 per semester  
Pre-req: None

This course is designed to help students explore the responsibilities, problems, and satisfactions involved with relationships from single living through the various stages of family life.

**Fashion Apparel I (H310)** (Added 97-98)

Offered to: Sophomores, Juniors, Seniors  
Length of course: One semester  
Credit Granted: .5 per semester  
Pre-req: Intro to Fam/Cons (or teacher's recommendation)

Fashion Apparel I is designed for both the beginning and experienced sewers allowing students to work at an individual/group pace to create projects that are both fun and profitable. Areas of study include sewing skills, machine embroidery techniques, and handcrafts of crocheting, knitting, and embroidery.

**Fashion Apparel II (H310)** (Added 00-01)

Offered to: Sophomores, Juniors, Seniors  
Length of course: One semester  
Credit Granted: .5 per semester  
Pre-req: Fashion Apparel I

Fashion Apparel II is designed for experienced sewers to further develop clothing construction skills and practice entrepreneurship skills with both sewing and embroidery machines. Individual projects will be designed and business skills for salesmanship and development applied.

**Food Science (H207)**

Offered to: Sophomores, Juniors, Seniors

Length of course: One semester

Credit Granted: .5 per semester

Pre-req: Intro to Fam/Cons

(Added 97-98)

(Offered 12-13)

This course is designed for students to learn about the physical and chemical changes that occur during the processing, packaging, and preservation of foods, and careers related to this area. It integrates chemistry, biology, physics, nutrition, and psychology. It is designed to teach skills in scientific inquiry, and problem solving and to help students apply these theories to their everyday lives.



# ***ILLINOIS***

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# ***TECH PREP***

## ***HEALTH CARE***

The Health Care field is filled with numerous opportunities. Health Care, with its advanced technological changes and high degree of specialization, offers many individual challenges. The health services industry has responded to the trends toward low cost medical care with new market forces and changes in the delivery system, making this an exciting field. Anyone who is will to accept such changes will find that the health care field promises much as a career choice. There are a wide variety of positions in an assortment of settings with an expanding and challenging future.

### ***Do you enjoy....***

- working with people for a common cause?
- doing volunteer work in the community?
- a variety of duties and responsibilities?
- working with people who are injured, sick, or ill?
- promoting wellness lifestyles?
- working with the young, elderly, sick, or handicapped?
- talking to and relating to sick or handicapped people?

***If you have answered “yes” to more than half of these questions, this path may have a career for YOU!!***

## **HEALTH / DRIVERS ED / P.E.**

### **Health/Wellness**

Offered to: Freshmen, Sophomores  
Length of course: One semester  
Credit Granted: .5 per semester  
Pre-req: None

The purpose of this course is to teach students the importance of good health and to teach students ways to improve and maintain good health. Topics include: physical, mental, emotional health, relationships, fitness, nutrition, communicable and non-communicable diseases, body systems, first aid, drug and alcohol abuse

### **Drivers Education**

(Revised 08-09)

Offered to: Must be 15 years old at the beginning of the semester and meet state requirements  
Length of course: One semester  
Credit Granted: .5 per semester  
Pre-req: None

The purpose of this course is to teach students basic driving techniques and maneuvers. Students will also learn laws and rules related to driving. Students must pass a driver education course in order to obtain their driver's license at age 16. Students must complete 6 hours of behind-the-wheel (BTW) training with the instructor before obtaining a driver's license. Students must also complete 50 hours of behind-the-wheel (BTW) training with an adult age 21 or older with a valid driver's license.

### **P.E. 9-10-11-12**

Offered to: All students  
Length of course: Two semesters  
Credit Granted: .5 per semester  
Pre-req: None

The purpose of this course is to develop and maintain optimum health and fitness through various sport activities and fitness training. Students will participate in an individualized strength training program. Students will also participate in team and individual sport activities such as badminton, pickle ball, and flag football. Fitness tests will be used to assess physical fitness and monitor student progress. Written tests will be used to assess student knowledge of fitness and sport concepts.

### **Advanced Conditioning**

Offered to: Sophomores, Juniors, Seniors

Length of course: Two semesters

Credit Granted: .5 per semester

Pre-req: Teacher recommendation

The purpose of this course is to develop and maintain optimum health and fitness through various sport activities and fitness training. Students will participate in an individualized strength training program. Students will also participate in conditioning activities such as jogging, abdominal workouts and other aerobic workouts. Fitness tests will be used to assess physical fitness and monitor student progress. Written tests will be used to assess student knowledge of fitness concepts.

## ADDITIONAL OPTIONS

### **Teacher Assistant**

Offered to:	Seniors
Length of course:	Two semesters
Credit Granted:	.25 per semester (Pass/Fail)
Pre-req:	3.0 or above GPA, Graduation credit check, completed application and permission slip turned in by deadline set by the guidance office

This class is designed to provide real life experience in professions within the education field. The student will assist professionals in the school system in tasks that are required in today's education environment. Each student is responsible for completing the application process and having the paperwork turned in by the due date.

### **Class Audit**

Offered to:	Freshmen, Sophomores, Juniors, Seniors
Length of course:	One semester
Credit Granted:	None
Pre-req:	Permission from Guidance Counselor and Administration

At times a student may wish to experience a class without receiving credit for that class. The motivation of the student should be to build the necessary skills in a class being retaken before advancing to take the class for credit.

### **Communications Publications**

(Added 00-01)

Offered to:	Sophomores, Juniors, Seniors
Length of course:	One semester
Credit Granted:	.5 per semester
Pre-req:	None

Students in this class will be responsible for writing the district paper *The Prince*. Students will study news and feature writing and interviewing. Copy writing, headlines, captions, editing, and photography will also be covered in the class. The class will require that students attend some events held in the evening and on weekends so that coverage can be given to these district events. This class may be taken for credit more than once.

## **RESOURCE – PRE-REQ: I.E.P**

### **Math**

Offered to:	Freshmen, Sophomores, Juniors, Seniors
Length of course:	Two semesters
Credit Granted:	.5 per semester
Pre-req:	None

Individualized instruction is provided to each student. Basic math concepts and applications are taught, with an emphasis on developing pre-algebra skills.

### **English**

Offered to:	Freshmen, Sophomores, Juniors, Seniors
Length of course:	Two semesters
Credit Granted:	.5 per semester
Pre-req:	None

This course is designed to help students become better readers and writers using the *LANGUAGE! Comprehensive Literacy Curriculum*. The *LANGUAGE!* program places an emphasis on reading, writing, spelling, and speaking.

### **Study Skills**

Offered to:	Freshmen, Sophomores, Juniors, Seniors
Length of course:	Two semesters
Credit Granted:	.5 per semester
Pre-req:	None

Assistance is provided to students who need academic support in general education classes. An emphasis is placed on the development of effective organizational skills, note taking skills, strategies for test taking and developing good study habits. Students earn a passing grade by meeting daily organizational requirements in the classroom and by maintaining passing grades in all courses.

### **Civics**

Offered to:	Seniors
Length of course:	One semester
Credit Granted:	.5 per semester
Pre-req:	None

This course is a study of how our government came into being, upon what it is based, and how it functions. The U.S. Constitution is studied in depth. A test on the United States Constitution must be passed to complete this class.

### **Consumer Math**

Offered to: Seniors  
Length of course: One semester  
Credit Granted: .5 per semester  
Pre-req: None

This course places an emphasis on preparing students for their role as a consumer. Topics include budgeting, banking, credit, comparison buying, taxes and wages.

### **Career Education (General Orientation to Vocational Education)**

Offered to: Juniors  
Length of course: Two semesters  
Credit Granted: .5 per semester  
Pre-req: None

Students are introduced to the world of work. This course emphasizes exploration of career opportunities and setting realistic career goals. Units include job seeking skills, job applications, pocket resumes, interview skills and preparation for the Cooperative Vocational Education program offered senior year.

### **Interrelated Cooperative Education**

Offered to: Seniors  
Length of course: Two semesters  
Credit Granted: 1.5 per semester  
[1 credit for Co-op on the Job Training (OJT) and  
.5 for Co-op related class]  
Pre-req: None

Students are released from school for cooperative education work experience. On-the-job instruction will be done under the supervision of the employer and work coordinator/teacher and/or job coach. Written training agreements and individual student training plans are developed and agreed upon by the employer, student and coordinator.

In a related class consisting of a minimum of 208 minutes per week, students receive instruction on job skills, social skills in the workplace, employee/employer relations and job performance. Information is presented that will have an effect upon the student's success as an employee and as a valuable community member.

## WORK BASED LEARNING

Work-based learning links secondary and post-secondary education, business and industry, labor and government to provide high school students with a wide range of career opportunities and experiences, leading to a smooth transition from school to work. Work-based learning students come to realize the connection between school and living productive lives. Competency-based work-based learning experiences include paid and non-paid internships, occupational/technical labs, and related high school course work. Many work-based learning programs also include additional career exploration activities like job shadowing, speakers, field trips, and workshops. Benefits to work-based learning are numerous. Both educators and business sponsors provide students with the employability and career-related skills they need to be productive members of the workforce. Thus, work-based learning programs serve as a vital link between education and careers.

P.E.R.F.E.C.T., Tazewell County/Area Education for Employment, and the Central Illinois Vocational Education Cooperative (CIVVEC) have partnered to provide Central Illinois 11<sup>th</sup> and 12<sup>th</sup> grade high school students with region-wide work-based learning programs. Visit the high school guidance office for more information.

Work-based learning program **information and application forms** can be found in the high school guidance office or on the web at [www.perfectpeoria.com](http://www.perfectpeoria.com). **Deadline for applications vary from year to year. Check with the guidance counselor for deadline information.**

**There is a limit as to the number of students that Princeville High School will have participate in this program. No student is allowed more than one program during their high school career. Priority will go to senior students.**

### Work-Based Learning Programs

Automotive Fundamentals  
Construction Industry  
Cosmetology  
Criminal Justice  
Early Childhood Education and Career Exploration  
EMT-Basic  
Graphic Design  
Health Occupations  
Project Lead the Way (Pre-Engineering)

**See the guidance counselor at your high school for more information.**