

# **MHS Course Description Guide**

2018-2019



# Course Description Guide

## Academic Opportunities

**College Courses:** A student may enroll in a community college for college credit as long as the student maintains their full time status at Morton High School. The student must have attained junior status, arrange their own transportation, and pay all fees directly to the college. Before enrolling in such courses, the student should meet with their counselor to check academic standing and scheduling possibilities.

**Early College (MHS & ICC credit):** Morton High School offers 8 Early College classes through ICC. These courses are taken at MHS. Please refer to the Course Description Guide for a more detailed description of these courses. The student assumes all responsibilities for fees. The student is also responsible for applying to ICC and taking the placement exam if needed. Not all colleges/universities will accept Early College classes. Please check with potential schools, or your counselor, for transferring options. Students may also take Early College-ICC courses through a separate program (pg. 37-38).

Morton High School (grades) credits	Illinois Central College (credit hours)
Expository Writing—Honors (12) .5	English 110 (3 credit hours)
Advanced Speech (12) .5	Communication 110 (3 credit hours)
AP Comparative Political Systems—Honors (12) .5	Comparative Political Systems 124 (3 credit hours)
AP Chemistry—Honors 1 <sup>st</sup> semester (12) .5	Chemistry 130 (4 credit hours)
Introduction to Astronomy-Honors (12) .5	Physical Science 114 (4 credit hours)
Earth Science/Intro to Geology—Honors (11-12) .5	Earth Science 116 (4 credit hours)
Music Theory (11-12) .5	Fundamentals of Music 136 (3 credit hours)
Economics 1 (11-12) .5	Economics 111 (3 credit hours)

**In order to take an Early College class, students must either score a 90 on the Reading Accuplacer Test (ICC Placement Test) OR score a 4-5 on the Writing Accuplacer OR score an 18 on the Reading portion of the ACT.**

**ICC Certified Nursing Assistant (CNA) Program/Health Occupations:** This opportunity allows students to earn their CNA certificate within a semester's time. A student will attend 4 classes per day at Morton High School and the other half doing ICC coursework and clinical experiences.

**\*Students must complete an ICC application and interview to be considered for the program. Since credit is earned through ICC, students are responsible for \$750 in tuition fees along with the additional cost of scrubs, a background check, and a drug screen.**

**ICC Psychology 110-:** This course is offered for ICC credit 2nd semester during "zero hour" (7-7:50am) on a MWF schedule. There is a minimum enrollment required for this course to be offered at MHS each year.

**Work-Based Learning (WBL):** Work-Based Learning is a hands-on learning experience offered in Tazewell and Peoria County. This program is presented by the Peoria PERFECT (education for employment). It is offered to juniors or seniors. A student will attend 4 classes per day at Morton High School and the other half at the site of their WBL classes. The following programs are available at this time: Construction.

**Additional information and applications are available at <http://www.perfectpeoria.com/wbl.html>**

**\*The application deadline for these programs is early. Listen for announcements for further information.**

**C.H.I.** is a cooperative work-study program designed for senior students interested in gaining skills and experience necessary for the world of work. Students are released from school for their paid cooperative education experience and participate in related classroom instruction. The course content includes further career education opportunities, planning for the future,

job-seeking skills, personal development, legal protection and responsibilities, economics and the job, organizations, and job termination.

Additional content is structured to meet the Consumer Education requirement for graduation.

This course content includes: financial literacy (banking, saving and investing, financing, budgeting), personal insurance, credit usage and problems, state and federal income taxes, transportation, housing, mortgages, and simple contracts. Decision-making principles will be emphasized in order to achieve maximum utilization and satisfaction from resources, to evaluate alternatives in the marketplace, and to understand the rights and responsibilities of the consumer interacting with agriculture, business, labor unions, and government.

**\*\*WILL FULFILL CONSUMER EDUCATION GRADUATION REQUIREMENT**

**Physical Education Exemption:** According to Illinois State Law, all students will be enrolled and participate in physical education except for doctor-diagnosed medical reasons. In addition, the Board of Education provides exemption from physical education for the following reasons:

1. The student may be exempt the semester he/she is enrolled in health class. This is a one-semester option only. Students that must repeat the health class will not be exempt.
2. The student may be exempt during competitive marching band season.
3. During junior/senior years, students may be exempt for the following reasons:
  - a. For ongoing participation in varsity interscholastic athletic program.
  - b. To enroll in academic classes that are required for admission to an institution for high learning provided that failure to take such classes will result in the pupil being denied admission to the institution of his/her choice.
  - c. To enroll in academic classes which are required for graduation from high school provided that failure to take such classes will result in the pupil being unable to graduate. A student may not have a study hall if they are exempted from PE.
  - d. To enroll in the CHI or Work-Based Learning programs.

**Transfer Credit:** While enrolled at Morton High School, a student may transfer in 2.0 credits (4 classes) from correspondence courses. These credits cannot be for courses required for graduation. These programs must be pre-approved by school personnel and must be from an accredited institution. The student assumes all responsibilities for fees and transportation.

**Academic Honors**

**Honor Roll:** To qualify for Honor Roll a student must carry at least 4 weighted classes equaling 2.0 credits per semester, and have a weighted GPA of 28.0-37.9. To qualify for High Honor Roll a student must carry at least 4 weighted classes, equaling 2.0 credits per semester, and have a weighted GPA of at least 38.0 or all A's. (P.E. grades excluded) Honor Rolls are computed each quarter. If a student has any incomplete grades, he/she will not be eligible for honor or high honor rolls.

**Recognition at Graduation:** A student who has a cumulative weighted GPA (WGPA) of 31.0 or above at the end of their final semester will have the honor of wearing a gold cord and recognition during graduation. Students who earn a cumulative WGPA 38.0 at the end of eight semesters will be given a medallion and special recognition at the graduation ceremony.

**Class Rank:** Morton High School eliminated individual class ranking beginning with the Class of 2013.

**National Honor Society:** The Morton Chapter of the National Honor Society requires that students must have maintained a cumulative grade average over a minimum of three semesters in order to be considered for membership in the chapter. The average required is a 93.0 unweighted GPA or a 35.0 weighted GPA. Those students, who are determined to be academically eligible, are then evaluated by the faculty to determine if the student meets additional criteria based on scholarship, service, character, and leadership.

**Student Information**

**Classification of students:** In order to achieve the designated status a student must have earned/completed:

<b>Sophomore</b>	4.0 credits	2 semesters
<b>Junior</b>	8.5 credits	4 semesters
<b>Seniors</b>	13.0 credits	6 semesters

### Daily Schedule:

Period 1	8:00-8:49
Period 2	8:54-9:42
Period 3	9:47-10:35
Period 4	10:40-11:28
Period 5	11:33-1:14
<i>A lunch</i>	11:33-12:03
<i>B lunch</i>	11:52-12:22
<i>C lunch</i>	12:24-12:54
<i>D lunch</i>	12:44-1:14
Period 6	1:19-2:07
Period 7	2:12-3:00

**Student Load:** To be considered full time a student must be enrolled in a minimum of 5 classes (2.5 credits) plus physical education and attend 7 class periods per day. Exceptions are made if a student is participating in the CHI program, Work-Based Learning, Strong Start, or seniors that have earned enough credit for Early Dismissal or Late Arrival.

## Additional Information

**MHS Activities:** Below is a list of some of the activities MHS offers to the student body. We strongly encourage students to get involved in an activity in order to build character, leadership skills, and their high school resume.

Student Athletic Training Program	Math Team
CHI—Co-op program	National Honor Society
Choir—Chamber, Concert, Show	Office runners/Library aides
Cheerleading	Orchestra/Prelude
Circle of Friends	Dance Team
Bands—Concert, Marching, Jazz, Symphonic	Scholastic Bowl
Fellowship of Christian Athletes (FCA)	Speech Team
Spring Musical	Interact
Student Council	Key Club
Yearbook Staff	Laws and Order Club
WYSE—Worldwide Youth in Science and Engineering	
Madrigals—Brass Ensemble, Singers	Marching Color

**Illinois High School Association (IHSA) Eligibility:** According to IHSA guidelines, students must pass twenty five (25) credit hours or high school work per week to be eligible. At Morton High School twenty five (25) credit hours is equal to four .5 credit courses and P.E. In addition, students must pass and receive credit toward graduation for twenty five (25) credit hours of high school work for the entire previous semester to be eligible during the next semester.

**NCAA Division I and Division II Student-Athletes:** To be considered eligible to receive financial assistance from a Division I or Division II institution a student must successfully complete 16 core courses and earn a minimum 2.0 GPA in those core courses. Additionally, the NCAA has a sliding scale for GPA and ACT results.

The following core classes are needed to qualify:

- 4 years of English (Broadcast English is not accepted)
- 3 years of math (Algebra with Career Applications is not accepted)
- 2 years of natural/physical science (one year must be a science lab - Earth's Physical Properties is not accepted)
- 2 years of social studies
- 1 year of additional English, math, or science
- 4 years of additional core courses (from any area listed above, Modern Language, nondoc-trinal religion, or philosophy)

For more details consult a counselor, coach, athletic director or go to [www.ncaa.org](http://www.ncaa.org)

## Graduation Requirements:

UNITS OF CREDIT	SUBJECTS
4	English (LA9, LA10, Speech, LA11)
3	Mathematics (Algebra 1 and Geometry/content)
2	Science
2	Social Studies (U.S. History, Civics – including Constitution Test, and Elective)
0.5	Health
0.25	Driver Education (classroom)
0.5	Consumer Education, Resource Management, or C.H.I.
1.75	Physical Education
1	Fine Arts, Vocational, or Modern Language
.5	Technology related course
Total: 20 credits required for graduation	<i>*All students must enroll in at least one of these courses for credit. No proficiencies out of the credit will be permitted.</i> Currently, those courses that meet these minimum requirements are: <ol style="list-style-type: none"><li>1. Communications (I.T. Dept.)</li><li>2. Multimedia Design (I.T. Dept.)</li><li>3. Computer Applications (Bus. Dept.)</li><li>4. Desktop Publishing (Bus. Dept.)</li><li>5. Advanced Computer Applications (Bus. Dept.)</li><li>6. PLTW classes – IED, POE, DE, CEA, and CIM. Student must complete the entire year long course.</li></ol>

Graduation Plan:

Birthdate: \_\_\_\_\_

Career/Major: \_\_\_\_\_

Career Cluster: \_\_\_\_\_

Colleges: \_\_\_\_\_

		Freshman Year		Sophomore Year		Junior Year		Senior Year	
		1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester
1	LA								
2	MATH								
3	SCIENCE								
4	SOCIAL STUDIES (or other elective)								
5	PE								
6	Elective								
7	Elective								
Required Electives:		Drivers Education		Technology		Social Studies		Consumer Education	

COURSE  
SELECTION IS  
SUBJECT TO  
CHANGE!  
Remember to request  
alternate courses.

This book contains any approved course in the MHS curriculum.  
Courses are subject to availability.

Note: Any F (below 70) grade for a semester means  
NO CREDIT is given for that course.

**Grades are reported at the end of each quarter.**  
Semester grades are computed using quarter grades and the semester exam.  
Use the following equation:

$$\frac{(1^{\text{st}} \text{ quarter grade} \times 40) + (2^{\text{nd}} \text{ quarter grade} \times 40) + (\text{semester exam} \times 20)}{100}$$

WGPA	4.0 conversion
45	5.00
44	5.00
43	5.00
42	5.00
41	5.00
40	5.00
39	5.00
38	4.875
37	4.750
36	4.625
35	4.500
34	4.375
33	4.250
32	4.125
31	4.000
30	3.875
29	3.750
28	3.625
27	3.500
26	3.375
25	3.250
24	3.125
23	3.000
22	2.875
21	2.750
20	2.625
19	2.500
18	2.375
17	2.250
16	2.125
15	2.000
14	1.875
13	1.750
12	1.625

Numeric al Average	Letter Grade	Unweighted GPA
100	A	4.0
99	A	4.0
98	A	4.0
97	A	4.0
96	A	4.0
95	A	4.0
94	A	3.875
93	A	3.750
92	B	3.625
91	B	3.500
90	B	3.375
89	B	3.250
88	B	3.125
87	B	3.000
86	B	2.875
85	B	2.750
84	C	2.625
83	C	2.5000
82	C	2.325
81	C	2.275
80	C	2.125
79	C	2.000
78	C	1.875
77	C	1.750
76	D	1.625
75	D	1.500
74	D	1.325
73	D	1.250
72	D	1.125

## Comparative Freshman Course Requirements

	Total	English	Social Studies	Mathematics	Laboratory Sciences	Electives/Other
Chicago State University	15	4 <sup>1</sup>	3 <sup>2</sup>	3 <sup>3</sup>	3 <sup>12</sup>	2 foreign language, music, vocational education, or art *
Eastern Illinois University	15	4 <sup>1</sup>	3 <sup>4</sup>	3 <sup>5</sup>	3	2 years of academic or vocational electives
Governors State University	15	4 <sup>1</sup>	2	3 <sup>10</sup>	2	2 years of one foreign language or fine arts; and 2 years of electives
Illinois State University	15	4	2	3 <sup>10</sup>	2	2 years of one foreign language or fine arts; and 2 years of electives.
Northeastern Illinois University	15	4 <sup>1</sup>	3 <sup>4</sup>	3 <sup>6</sup>	3	2 years of foreign language (FL), or 2 years of fine arts (FA) or a combination of 1 year FA/FL and 1 year of vocational education.
Northern Illinois University	15	4 <sup>1</sup>	3 <sup>4</sup>	3 <sup>6</sup>	3 <sup>12</sup>	2 units (one must be foreign language, art, or music); Up to three units of the required fifteen units may be distributed throughout any of the five categories of course work. Vocational education may satisfy up to three of the units.
Southern Illinois University, Carbondale	15 or 16	4 <sup>1</sup>	3 <sup>4</sup>	3 or 4 <sup>10</sup>	3 <sup>12</sup>	2 years of electives in foreign language, art, fine arts, music or vocational education; if a foreign language is taken, it must include two semesters of the same language.
Southern Illinois University, Edwardsville	15	4 <sup>1</sup>	3 <sup>4</sup>	3 <sup>10</sup>	3	2 years chosen from foreign language, music, the visual arts, theatre, dance and/or vocational education.
University of Illinois at Chicago	16	4	3	3	3	2 years of foreign language (recommended); 1 year of electives.
University of Illinois at Springfield	15	4 <sup>1</sup>	3 <sup>4</sup>	3 <sup>10</sup>	3 <sup>12</sup>	2 years of one foreign language or 2 years of fine arts, selected from art, music, dance and theatre are required.
University of Illinois at Urbana-Champaign	15/15.5	4 <sup>1</sup>	2 <sup>7</sup>	3 or 3.5 <sup>11</sup>	2 <sup>12</sup>	2 years of one foreign language are required; and 2 years (flexible academic units) from any of the five subject categories. Approved art, music, or vocational education courses may be counted in the flexible academic units category.
Western Illinois University	15	4 <sup>1</sup>	3 <sup>4</sup>	3 <sup>6</sup>	3	2 years of foreign language, music, vocational education, art, theatre, film, religion, philosophy, speech or journalism*

### NOTES:

\* Suggested electives - includes other academic courses.

1) Emphasizing written and oral communication and literature.

2) Three units of English must be courses emphasizing written and oral communication and literature.

3) Studies in language, composition, and literature requiring practice in expository writing in all such work. Coursework should emphasize reading, writing, speaking, and listening.

4) Emphasize history and government.

5) One unit must be U.S. history or a combination of U.S. history and government.

6) At least 2 years of history and/or government, other acceptable subjects are anthropology, economics, geography, psychology, and sociology.

7) History and government are preferred. Additional acceptable social studies include anthropology, economics, geography, philosophy, political science, psychology, and sociology.

8) Introductory through advanced algebra, geometry, trigonometry, or fundamentals of computer programming.

9) College preparatory mathematics, including one year of geometry and one year of advanced algebra and/or trigonometry.

10) Algebra I & II, and a proof-based geometry course. A fourth unit is highly recommended: trigonometry and pre-calculus, or statistics, depending on the student's area of interest.

11) Algebra, geometry, advanced algebra, trigonometry. Typically, such courses as career/occupational mathematics, consumer mathematics, applied business

mathematics, pre-algebra, and computer courses are not acceptable. 3.5 years of mathematics including trigonometry are required in the following curricula: Agricultural, Consumer and Environmental

Sciences - agricultural engineering, Business - all curricula; Engineering - all curricula; Fine and Applied Arts - architectural studies; Liberal Arts and Sciences-specialized curricula in biochemistry,

chemical engineering, chemistry, geology, and physics.

12) Laboratory courses in biology, chemistry, or physics are preferred. Laboratory courses in astronomy and geology are also acceptable. General science will not be acceptable.

13) Two units must be courses in the physical or biological sciences. One unit must be a laboratory science.

<u>Grade</u>	<u>%</u>	<u>Honors</u>	<u>Standard</u>
A	100	45	38
	99	44	37
	98	43	36
	97	42	35
	96	41	34
	95	40	33
	94	39	32
	93	38	31
B	92	37	30
	91	36	29
	90	35	28
	89	34	27
	88	33	26
	87	32	25
	86	31	24
	85	30	23
C	84	29	22
	83	28	21
	82	27	20
	81	26	19
	80	25	18
	79	24	17
	78	23	16
	77	22	15
D	76	21	14
	75	20	13
	74	19	12
	73	18	11
	72	17	10
	71	16	9
	70	15	8
F	69-0	0	0



# MORTON HIGH SCHOOL CURRICULUM AT A GLANCE

1/2 WRITING INTENSIVE EARLY COLLEGE COURSE (EC)



	CREDIT	YR.		CREDIT	YR.
<b>AGRICULTURE</b>					
Intro. to Agricultural/Horticulture	1	9-12			
Agricultural Science	1	10-12	<b>COMPUTER SCIENCE</b>		
Bio. Sci. App. <del>Agriculture</del>	1	11-12	AP Computer Science	1	10-12
			Principles-Honors		
Greenhouse Prod. & Floral	1	10-12			
Agriculture Bus. Mgmt.	1	11-12			
<b>ART</b>			<b>TECHNOLOGY EDUCATION and ENGINEERING</b>		
Art 1	1/2	9-12	Communication	1/2	9-12
Art 2	1/2	9-12	Energy/Home Repair (even yrs.)	1/2	9-12
2-D Art	1/2	9-12	Graphic Design	1/2	9-12
3-D Art	1/2	9-12	Multimedia Design	1/2	9-12
Ceramics & Sculpture	1/2	9-12	Production	1/2	9-12
Drawing	1/2	9-12	Transportation	1/2	9-12
Photography	1/2	10-12	Auto Mechanics I	1	11-12
Independent Study	1/2 or 1	12	Broadcast Comm.-IT	1/2	11-12
<b>BUSINESS EDUCATION</b>			Construction I	1	11-12
Basic Computer Applications 1	1	9-12	Fabrication	1/2	11-12
Basic Computer Applications 2	1	9-12	Independent Study	1/2 or 1	12
Computer Applications	1/2	9-12	<b>Project Lead The Way Courses:</b>		
Information Processing	1/2	9-12	Intro to Eng. Design-Honors	1	9-12
Advanced Computer App.	1/2	9-12	Digital Electronics	1	10-12
Desktop Publishing	1/2	9-12	Civil Eng. & Arch.	1	10-12
Intro to Business	1/2	9-10	Principles of Engineering	1	10-12
Business Entrepreneurship	1/2	9-12	(even yrs.)		
Recordkeeping	1/2	9-12	Computer Integrated Manuf.	1	10-12
Comp Accounting I	1/2	10-12	(odd yrs.)		
Comp Accounting II	1	11-12	Engineering Design & Dev.	1	12
Sports & Ent. Marketing	1/2	10-12			
Business Law (EC)	1/2	11-12	<b>LANGUAGE ARTS</b>		
			1/2 Lang. Arts 9	1	9
Computer Programming-Honors	1/2	11-12	1/2 Lang. Arts 9-Honors	1	9
Consumer Ed	1/2	11-12	Lang. Arts 10	1/2	10
Economics 1 (EC)	1/2	11-12	Lang. Arts 10-Honors	1/2	10
Economics 2	1/2	11-12	Speech Comm.	1/2	10
C.H.I. / <del>Co-op</del>	2	12	1/2 Lang. Arts 11	1	11
			1/2 American Studies-Honors	1	11
<b>FAMILY &amp; CONSUMER SCIENCE</b>			Advanced Speech (EC)	1/2	12
Creative Fashions 1	1/2	9-12	1/2 Broadcast Comm. LA	1/2	11-12
Creative Fashions 2	1/2	9-12	1/2 Creative Writing	1/2	12
Foods & Nutrition 1	1/2	9-12	Drama	1/2	12
Foods & Nutrition 2	1/2	9-12	1/2 Expository Writing-H (EC)	1/2	12
Parenting/Child Dev.	1/2	10-12	1/2 Journalistic Writing	1/2	12
Child/Adult Care <del>Occup.</del>	1	11-12	Novels	1/2	12
Housing & Int. Design	1/2	10-12	1/2 Novels-Honors	1/2	12
Human Relationships	1/2	11-12	World Literature	1/2	12
Resource Management	1/2	11-12	1/2 College Prep English-Honors	1	12
Independent Study	1/2 or 1	12			

# MORTON HIGH SCHOOL CURRICULUM AT A GLANCE CONT.

1/2 WRITING INTENSIVE EARLY COLLEGE COURSE (EC)

	CREDIT	YR.		CREDIT	YR.
<b>DRIVER EDUCATION</b>	1/4		<b>SCIENCE (cont)</b>		
(according to birthday)			Conceptual Physics	1	11-12
<b>HEALTH</b>	1/2	9	AP Physics 1 – Honors	1	11-12
			AP Physics 2 – Honors	1	11-12
<b>MATHEMATICS</b>			AP Chemistry – H (EC)	1	12
Algebra IA	1	9-12	AP Biology – Honors	1	12
Algebra I	1	9-12	<b>Project Lead The Way Course:</b>		
Informal Geometry	1	10-12	Biotechnical Eng.	1	11-12
Geometry	1	9-12			
Geometry - Honors	1	9-12	<b>SOCIAL SCIENCE</b>		
Algebra with Career App.	1	11-12	Elements of Geog.	1/2	9-11
Algebra II	1	10-12	American Problems	1/2	11-12
Algebra II-Honors	1	11-12	Civics	1/2	10-12
AP Statistics - Honors	1	11-12	Civics-Honors	1/2	10-12
Pre-Calculus-Honors	1	11-12	Sociology	1/2	10-12
AP Calculus AB-Honors	1	12	World Geography	1/2	9-12
<b>MODERN LANGUAGE</b>			World History 1 and/or 2	1/2	9-12
French I, II, III	1	9-12	AP World History-Honors	1	11-12
Spanish I, II, III	1	9-12	Amer. Studies Hist.-Honors	1	11
(I and II are standard, III & IV are honors)			Economics I (EC)	1/2	11-12
French Lang & Culture 4-Honors	1	12	Economics II	1/2	11-12
AP Spanish Lang & Culture 4-Honors	1	12	U.S. History	1	11-12
<b>MUSIC</b>			Political Science I	1	12
Band	1	9-12	AP Comp. Political Sys.-Honors	1/2	12
Choir	1	9-12	(EC)		
Music Theory (D)	1	11-12	<b>WORK EXPERIENCE PROGRAMS (MHS)</b>		
Orchestra	1	9-12	C.H.I. PROGRAM		
<b>PHYSICAL EDUCATION</b>			Applications are available in the Counseling Office		
Physical Ed.	1/4	9-12	<b>WORK-BASED LEARNING/REGIONAL CTE PROGRAMS and EARLY COLLEGE-CNA</b>		
Physical Education Partners	1/4	10-12	Construction		11-12
Strength & Conditioning	1/4	10-12	Health Occupations (EC)		11-12
<b>SCIENCE</b>			Applications are available in the Counseling Office		
Environmental Chemistry	1/2	9	<b>EARLY COLLEGE-ICC PROGRAM</b>		
Earth's Physical Properties	1/2	9	Strong Start – See your counselor for details		
Biology	1	9-10	<b>SPECIAL EDUCATION</b>		
Biology-Honors	1	9-10	Collaborative classes and, in some cases, resource classes are available through the Special Education program for students who qualify. For additional information see your counselor.		
Chemistry	1	10-12			
Chemistry-Honors	1	10-12			
Earth Science/Geology	1/2	10-12			
Earth Science/Intro to Geology – H (EC)	1/2	11-12			
Meteor & Space Science	1/2	10-12			
Intro to Astronomy – H (EC)	1/2	10-12			
Bio. Sci. App. Agriculture	1	10-12			

# Agriculture

## INTRODUCTION TO AGRICULTURAL/HORTICULTURE 9-10-11-12 (1 CREDIT)

Prerequisite: None

This orientation course provides an opportunity for students to learn how the agriculture industry is organized; its major components; the economic influence of agriculture at state, national and international levels; and the scope and types of career opportunities in the agricultural field. Basic concepts in animal sciences, plant sciences, soil sciences, horticulture, natural resources, agribusiness management, agricultural biotechnology, food science technology, and environmental science will be presented. In addition, students will develop leadership, employability and communication skills above and beyond the classroom setting. FFA and Supervised Agricultural Experience (SAE) Programs are integral parts of this course.

## AGRICULTURAL SCIENCE 10-11-12 (1 CREDIT)

Prerequisite: Introduction to Agricultural/Horticulture

If you are interested in Food Science then this course is for you! In the fall, students will begin with units in plant identification and soil science. Food Science is then emphasized through the study of seeds (cereal grains, vegetables, oil crops, etc.), dairy foods, and quality of grains. Food science technology and biotechnology is emphasized by studying the uses of corn and soybeans not only as a food, but also as a bi-product such as plastics, candles, crayons, etc. In the spring, the course's focus will be on animal production where food science is emphasized through the study of meat science and livestock evaluation. The care of animals in production will also be a focus, which is a good area for those who are interested in becoming a veterinarian. The FFA and Supervised Agricultural Experience (SAE) Programs are integral parts of this course.

## BIOLOGICAL SCIENCE APPLICATIONS IN AGRICULTURE (BSAA) 11-12 (1 CREDIT)

Prerequisite: Biology Fall=Plant Science Spring=Animal Science

This course is designed to reinforce and extend students understanding of science by associating basic scientific principles and concepts with relevant applications in agriculture. Students will examine major phases of plant and animal growth and management in agriculture and the specific biological science concepts that govern management decisions. In the fall, students will study sustainable agriculture practices, hydroponics, plant germination, sensory mechanisms, and managing plant growth such as photosynthesis, respiration, translocation, metabolism, and growth regulation. In the spring, students will study growth and development of animals including embryology, artificial insemination, genetics, nutrition, and immunity systems and processing of animal products such as preservation of meat. This course is a science credit and is accepted by most universities in Illinois and the University of Wisconsin – Platteville and the NCAA as a lab science credit to meet entrance requirements. The FFA and Agriculture Science Fair is an integral part of this course.

## GREENHOUSE PRODUCTION AND FLORAL DESIGN 11-12 (1 CREDIT)

Prerequisite: Instructor's approval for grade 10

This course offers instruction in both the floriculture and landscape areas of horticulture. Units of study include plant identification, greenhouse management, culture of greenhouse crops, care and handling of cut flowers, and floral design. Included are landscape design, installation, maintenance, horticulture mechanics, nursery management, and turf production. Agribusiness units will cover operating a horticultural business, pricing work, advertising, and sales. Participation in FFA student organization activities and Supervised Agricultural Experience Projects (SAEP) is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

## AGRICULTURE BUSINESS MANAGEMENT 11-12 (1 CREDIT)

Prerequisite: Introduction to the Agricultural/Horticulture

This course focuses on the business and marketing aspects of agriculture. Math will be an emphasis in this course as students study the markets on the Chicago Board of Trade, keep accurate record books, manage their own ag business, learn how to apply for a job through mock interviews, learn how to promote their products through ag sales and create their own inventions to help improve agriculture. Agriculture products will be discussed and emphasized. This course is highly recommended for students continuing their education at a college or university. The FFA organization and record keeping will be integral parts of this course. Students will be required to maintain a Supervised Agricultural Experience (SAE) projects.

# Art

## Art 1 9-10-11-12 (1/2 credit)

Prerequisite: none

This course is the introductory art course for high school students. It offers something for students that have never taken an art course before, and students that have extensive experience with art practice. This course will cover a variety of art practices including fundamental drawing principles, applied through the use of graphite, paint, ink, and various other two-dimensional media. Exploration in the elements and principles of design, composition, and perspective will be covered during the first semester. Art history is covered throughout the semester, and the students are required to keep a sketchbook that will be provided them.

## Art 2 9-10-11-12 (1/2 credit)

Prerequisite: Art 1

Art II serves as a compliment to Art I, and is best taken immediately following Art I (although not required). This course will include a comprehensive study in color, color theory, ceramics, three-dimensional design, and painting. It will also provide a review of important concepts, such as the elements and principles of design. Art history is also covered throughout the semester, and the students are required to keep a sketchbook that will be provided them. Students must complete Art I and Art II to take other art classes, including 2-Dimensional and 3-Dimensional Art.

## Drawing 10-11-12 (1/2 credit)

Prerequisite: Art 1 and Art 2

This course will focus mostly on the advanced fundamentals of drawing. Students will explore various mediums and techniques that lend themselves to the exploration of drawing. This course will emphasize observational drawing, composition, and utilizing drawing mediums. Projects will be centered on the study of these mediums, including graphite, charcoal, pastels, conte, and ink. Students must complete Art I and Art II to take other art classes, including 2-Dimensional and 3-Dimensional Art.

## Two Dimensional Art 10-11-12 (1/2 credit)

Prerequisite: Art 1

This course will give advanced training in 2-dimensional design. Students will be introduced to the world of 2-dimensional art with an emphasis on different techniques and subject matters. Various mediums will be used to create two-dimensional pieces, including collage, painting (watercolor, acrylic, and oil), printmaking, and other multi-media.

## Three Dimensional Art 10-11-12 (1/2 credit)

Prerequisite: Art 1

This course is recommended for students that enjoyed ceramics and sculpture in Art II. Three Dimensional Art gives advanced training in producing three-dimensional art with various mediums and practices. Students will produce art in the areas of ceramics, sculpture, object assemblage, and abstract construction.

## Photography 10-11-12 (1/2 CREDIT)

Prerequisite: Art 1 and Art 2

Digital Photography provides students with basic art and photography skills. Students will learn how to take compositionally artistic photographs, analyze their own photographs, and present their photographs in a professional manner. Students will be taught how to use shutter speeds and apertures, file formats, photo resolution, and digital cameras. They will also learn how to artistically manipulate a photograph using the same equipment that professional photographers and graphic designers use today. Ownership of a digital camera or digital SLR camera is recommended, but not required.

## Ceramics & Sculpture 10-11-12 (1/2 CREDIT)

Prerequisite: Art 1 and Art 2

This course gives advanced training in producing three-dimensional art. Students will improve their basic technical skills using a wide variety of media. Through the different areas of 3D art, students will apply the concepts of the elements and principles of design. They will produce art in the areas of ceramics, sculptures in clay, object construction, and abstract art.

This course prepares students for the course of Independent Study in Art.

## Painting 9-10-11-12 (1/2 CREDIT)

Prerequisite: Two Dimensional Art

This course allows students to investigate the different media and techniques in painting. Students will improve their basic technical skills using different painting media. Through the different areas of painting, students will apply the concepts of the elements and principles of design. They will produce art in the areas of watercolor, acrylic, and printmaking.

This course prepares students for the course of Independent Study in Art.

## Independent Study in Art 12 (1/2 OR 1 CREDIT)

Prerequisite: 2-D Art, Drawing, Painting, 3-D Art, and Ceramics/Sculpture, Teacher Approval

This course is to prepare the student for further education in art or a career in art by developing the student's portfolio. Students are allowed to experience different art media, subject matters, and skills of their choice and at their own pace, with much more freedom of creativity. This course prepares the students for courses in college or to start a career in art. This course may be repeated more than one semester.

# Business Education

## BASIC COMPUTER APPLICATIONS 1      9-10-11-12 (1 CREDIT)    *Meets Technology Credit*

Prerequisite: None

This course introduces students to five basic areas of computer technology: keyboarding, word processing, spreadsheet, database, and PowerPoint. Students will use Microsoft Office to prepare letters, memos, reports, tables, spreadsheets, databases, and presentations. Touch typing skills, correct technique, proofreading, editing, and following directions are emphasized. The course provides a foundation for students. This one-year course is designed for students who would benefit from a slower pace. More time is spent learning the keys and basic computer operations.

## BASIC COMPUTER APPLICATIONS 2      9-10-11-12 (1 CREDIT)    *Meets Technology Credit*

Prerequisite: Basic Computer Applications 1

This one-year course offers a hands-on approach to learning the different applications of the computer. Most of the assignments will be completed on the computer; giving students as much experience as possible. Emphasis is placed on learning and or expanding on the student's knowledge of word processing, database, spreadsheet and PowerPoint procedures. A Computer Literacy unit will be presented. Microsoft Office software will be used. This one-year course is designed for students who would benefit from a slower pace with the yearlong curriculum to master advanced computer skills.

## COMPUTER APPLICATIONS      9-10-11-12 (1/2 CREDIT)    *Meets Technology Credit*

Prerequisite: None

This one semester course introduces students to five basic areas of computer technology: keyboarding, word processing, spreadsheet, and database, and PowerPoint. Students will use Microsoft Office to prepare letters, reports, tables, spreadsheets, databases and presentations. Touch typing skills, correct technique, proofreading, editing, and following directions are emphasized. The course provides a foundation for further coursework.

## INFORMATION PROCESSING      9-10-11-12 (1/2 CREDIT)

Prerequisite: Computer Applications

This one semester course places emphasis increasing the student's skill in preparing many different kinds of complex documents. Students are also introduced to desktop publishing procedures through the use of assignments and projects. Attention is given to increasing the student's speed in processing information using the keyboard. Student's progress is measured using a combination of speed and accuracy in completing assigned work. Students with a grade less than a C in Keyboarding Technology 1 and a speed less than 40-wpm may find it difficult to successfully complete the coursework.

## ADVANCED COMPUTER APPLICATIONS      9-10-11-12 (1/2 CREDIT)    *Meets Technology Credit*

*Credit*

Prerequisite: Computer Applications

This one semester course offers a hands-on approach to learning the various software applications. Emphasis is placed on expanding on the student's knowledge of word processing, database, spreadsheet, and presentation procedures. Real-world project based instruction will be used. Students will work as part of a team to interpret, draw, and present conclusions using the different software.

## DESKTOP PUBLISHING      9-10-11-12 (1/2 CREDIT)    *Meets Technology Credit*

Prerequisite: None

This one-semester course provides skill development in the electronic procedures of producing and editing publications. Students will create, format, illustrate, design, edit/revise, and print publications. Improved productivity of electronically produced newsletters, flyers, brochures, reports, advertising materials, and other publications are emphasized. Principles of layout and design, graphic design techniques, and publishing terminology are stressed. Proofreading, composition, and communication competencies are also included.

## CAREER EXPLORATION      9-10 (1/4 CREDIT)    *This class meets opposite Drivers Ed*

Prerequisite: None

This course is to provide the student with an opportunity to explore a career of interest. Topics to be covered include employability skills, personal awareness of values, wants and needs relative to their career choice, using decision making steps for career planning, education search for their career, career expectations, resumes, cover letters, thank you letters, job applications, and job interviews. Students will leave the course with a career portfolio.

## INTRODUCTION TO BUSINESS      9-10 (1/2 CREDIT)

Prerequisite: None

This introductory level course is designed to help students understand business concepts and the economic environment in which we assume our role of consumer, worker, and citizen. This beginning business course will introduce the student to basic business principles. Students will study the following: Basic business and economic principles, types of business ownership, organization and use of financial data, business decision-making principles, and development of skills in business communications and computations.

## BUSINESS ENTREPRENEURSHIP      9-10-11-12 (1/2 CREDIT)

Prerequisite: none

Business Entrepreneurship is designed for the study of all aspects of starting and operating a business. Students identify their potential for creating a business or marketable product/idea.

The main areas of focus are to:

- Learn basics for ownership and operation of a business
- Develop a business plan for starting and financing a small business
- Create and run a business



- Learn from community small business owner relationships.

This course helps students gain an understanding of the business/marketing principles necessary to start and operate a business. Basic economic principles related to business ownership are emphasized. Students will identify and assess common traits and skills found in entrepreneurs, explore business opportunities, and compare the risks and rewards of owning a business. The primary focus of the course is understanding the process of analyzing a business opportunity, determining feasibility of an idea utilizing research, developing a plan to organize and promote the business and its products/services, and finally, to understand the capital required and the potential for profit.

#### RECORDKEEPING 9-10-11-12 (1/2 CREDIT)

Prerequisite: None

This introductory level course is intended to acquaint students with a variety of entry-level jobs in office and sales occupations. Clerical and computational skills are developed. Students acquire an understanding of various business forms and procedures. Work habits and attitudes that will lead to success on the job are discussed. Personal business skills are developed for everyday use.

#### COMPUTERIZED ACCOUNTING I 10-11-12 (1/2 CREDIT)

Prerequisite: None

Accounting I is a one semester course in which students learn the double entry system of keeping financial records for a business. Students learn and apply accounting procedures used in a sole proprietorship, partnership, and a corporation. Students will work with and complete various journals and other financial statements. Students will analyze financial statements and use problem solving in making business decisions affected by accounting procedures. Some assignments and projects are done with the assistance of accounting software. This course is highly recommended for any student who wishes to pursue a college degree in a business field such as: marketing, management, finance, information systems, and of course, accounting.

#### COMPUTERIZED ACCOUNTING II 11-12 (1 CREDIT)

Prerequisite: Computerized Accounting 1

Computerized Accounting II is a full year course in which students extend their knowledge of the double entry system procedures that are used in keeping records for a business. The course begins with a review of all accounting cycle procedures using a departmentalized business. Students also learn procedures for accounting control systems, accounting adjustments, management and cost accounting, and not-for-profit accounting. Most assignments and projects are done with the assistance of accounting software.

#### SPORTS & ENTERTAINMENT MARKETING 10-11-12 (1/2 CREDIT)

Prerequisite: None

Why take Sports & Entertainment Marketing? Because you will develop a fundamental knowledge of marketing that relates sports and entertainment industries, and career possibilities available in the industries. You will also develop the necessary entry skills for a career in the sports and entertainment fields. Sports & Entertainment Marketing is a course designed to teach marketing concepts through (applied to) the sports and entertainment industry. Marketing is a tool that has allowed the U.S. economy to become highly successful internationally. The basic functions of marketing- product/service management, distribution, selling, marketing information management, financing, pricing, and promotion-will be covered. In addition to marketing overview, this course is designed to show how advertising, sales, event marketing and communications are important.

#### BUSINESS LAW 11-12 (1/2 CREDIT)

This course provides the student with an overview of the legal environment within which business must operate. Appropriate public and private law topics are explored. Legislative and administrative processes are discussed as well as public and private litigation procedures. Specific topics include: constitutional law, torts, contracts, social and ethical responsibilities, employment law, administrative procedures and rules, antitrust, products liability, consumer protection, and environmental issues.

#### COMPUTER PROGRAMMING - HONORS 11-12 (1/2 CREDIT)

Prerequisite: Algebra I with a grade of 85 or above

This one-semester course is more than a traditional programming course. A significant portion of this course is built around the development of computer programs that correctly solve a given problem. The emphasis is on procedural and data abstraction, programming methodology, algorithms, and data structures. This course builds upon a foundation of mathematical reasoning. Competence in written communication also deserves special attention; documentation plays a central role in the programming methodology. Students should have acquired such competencies before entering this course.

#### CONSUMER EDUCATION 11-12 (1/2 CREDIT)

Prerequisite: None

This course is designed to empower students with the survival skills needed to cope in today's society. Decision-making principles will be emphasized in order to achieve maximum utilization and satisfaction from resources, to evaluate alternatives in the marketplace, and to understand the rights and responsibilities of the consumer interacting with agriculture, business, labor unions, and government. Course content includes: financial literacy (banking, saving and investing, financing, budgeting), personal insurance, credit usage and problems, state and federal income taxes, transportation, housing, mortgages, and simple contracts.

**\*\*WILL FULFILL CONSUMER EDUCATION GRADUATION REQUIREMENT**

#### ECONOMICS 1 11-12 (1/2 CREDIT)

Prerequisite: Minimum of 480 EWR SAT score **OR** 18 ACT score **OR** required Accuplacer Reading (90 or above)/Writing (4 or above) score. Minimum of 520 Math SAT score **OR** Algebra 1 grade of a C or higher.

(This course should not be confused with Consumer Education)

**Students will receive a Social Science credit.**

The course is a study in microeconomics which provides an understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. Primary emphasis is placed on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

***This is an Early College-MHS class with Economics 111 at Illinois Central College (three credit hours).***

#### ECONOMICS 2 11-12 (1/2 CREDIT)

Prerequisite: Economics 1 or instructor's permission

**Students will receive a Social Science credit.**

It is strongly recommended that the student interested in Economics 2 register for this course at the same time he/she registers for Economics 1. This will help insure that an Economics 2 course will be offered.

The purpose and objectives for the second semester course will be identical extensions to those cited in Economics 1. However, this course will be a study of economic principles emphasizing Fundamental and Macroeconomics and International Economic Concepts.

C.H.I. 12 (2 CREDITS: 1 CREDIT CLASSROOM; 1 CREDIT JOB)

Prerequisite: Course work related to area of interest is recommended

C.H.I. is a cooperative work-study program designed for senior students interested in gaining skills and experience necessary for the world of work. Students are released from school for their paid cooperative education experience and participate in related classroom instruction.

The course content includes the following broad areas of emphasis: further career education opportunities, planning for the future, job-seeking skills, personal development, legal protection and responsibilities, economics and the job, organizations, and job termination. Classroom instruction is also given in consumer related issues.

Students must enroll in 4 classes each semester of their senior year to be eligible for this program.

Physical education could count as one of these classes. Interested students will apply for CHI during 2<sup>nd</sup> semester of their junior year and must be on time for graduation. Selection is based on attendance, discipline record, teacher recommendation, personal interview and academic record.

Credit for this course is not given until the student has completed the full year of on-the-job training and the related class.

**\*WILL FULFILL CONSUMER EDUCATION GRADUATION REQUIREMENT**

# Computer Science

## AP COMPUTER SCIENCE PRINCIPLES– HONORS 10-11-12 (1 CREDIT)

Prerequisite: Geometry Standard with a C or higher or consent of department.

AP Computer Science Principles is a rigorous course designed to teach students the fundamentals of computer science. Topics include protocols of the internet, big data, privacy, algorithms, and programming. This course is aligned with the AP Computer Science Principles curriculum with the intent of preparing students for the through-course and end-of-year AP assessments.

**Proficiency on the AP Computer Science Principles exam is the equivalency of CMPSC 115 at ICC.**

# Family and Consumer Science

## CREATIVE FASHIONS 1                      9-10-11-12 (1/2 CREDIT)

Prerequisite: None

This course is designed to develop skills in wardrobe planning, buying and care of clothing, basic sewing techniques, the study of textiles, and awareness of careers associated with textiles and clothing. Experiences with basic and/or intermediate learnings are to be completed. Projects are chosen based on individual skill level and will include working with a computerized embroidery machine.

## CREATIVE FASHIONS 2   9-10-11-12 (1/2 CREDIT)

Prerequisite: Creative Fashions 1 or permission of instructor

This course will increase the level of knowledge and skills of students as they construct, purchase, care for, and work with apparel and accessories. Students will complete certain advanced construction techniques while assessing interests and abilities in terms of further study/employment in the area of clothing and textiles. Advanced embroidery machine techniques will be introduced while pursuing Entrepreneurship possibilities.

## FOODS AND NUTRITION 1                      9-10-11-12 (1/2 CREDIT)

Prerequisite: None

This course includes basic lab experiences needed to develop knowledge and understanding of nutrition and food preparation. Students will study nutrition in-depth and apply their knowledge with food preparation. Subjects covered in this course include nutrition, quick breads, grains, eggs, dairy, fruits, vegetables, and other food topics.

## FOODS AND NUTRITION 2                      9-10-11-12 (1/2 CREDIT)

Prerequisite: Foods and Nutrition 1

This course is a continuation of Foods and Nutrition 1. Students will build on previous knowledge through lab experiences in order to accomplish more advance cooking techniques. Subjects covered in this course include nutrition, food safety, yeast breads, cakes, pies, soups, sauces, meats, international foods, and a restaurant simulation.

## PARENTING/CHILD DEVELOPMENT                      10-11-12 (1/2 CREDIT)

Prerequisite: None

In this orientation-level course, the development of children from conception through adolescent is studied. Students will have some laboratory experiences with children. It is also a course designed to help students think through the responsibilities, satisfactions and stresses of parenthood. Many types of parenting situations are examined. Special attention is given to the importance of readiness for and responsibilities associated with parenthood.

## CHILD/ADULT CARE OCCUPATIONS I                      11-12 (1 CREDIT)

Prerequisite: Child/Parenting Development; Two periods, one semester

This course is designed to provide students interested in a career in child and day care occupations with information and practical experiences needed for the development of job-related competencies. Students will be provided laboratory experiences in a school-based facility. Classroom study is concerned with the philosophy and management of care centers and the state and local regulations governing caregiving operations. The main learning experiences will involve preparations for activities and actual work with children/adults in situations that simulate those found in business and industry. Broad areas of emphasis include: career opportunities in child/adult care, care-giving facilities and equipment, health and safety regulations and practices, nutrition and food in a group setting, educational and creative activities, assisting in the care facility, caring for the special needs child/adult, communicating with parents/guardians, and administering the care facility.

## HOUSING AND INTERIOR DESIGN                      10-12 (1/2 CREDIT)

Prerequisite: None

This course includes an in-depth study of housing styles, design elements and principals, furniture arrangement, room planning, floor plan, and home selection. This is a hands-on course which includes real life design problems. Students use a computer design program to create their unique designs.

## HUMAN RELATIONSHIPS 11-12                      (1/2 CREDIT)

Prerequisite: None

Human relationships are about you as a person. It is about the way people grow and develop in the context of family life. Broad areas of emphasis include: life stages, values, goals and decision making; communication; choosing a life partner; changing relationships and roles; handling stress; conflict and crisis; health maintenance; social concerns relating to marriage; and planning for families.

## RESOURCE MANAGEMENT                      11-12 (1/2 CREDIT)

Prerequisite: None

The active role of consumers in today's economic world is the purpose of this problem-solving, action-packed course. Students will be exposed to budgeting, saving and investing; credit usage; credit problems; consumer laws and responsibilities; and acquiring insurance. Other major decision-making issues such as housing, clothing, automobile, food, careers, and checkbook balancing will be covered. Students will learn to evaluate sales and advertising and ways to guard themselves from fraudulent or deceptive gimmicks and scam artists.

**\*WILL FULFILL CONSUMER EDUCATION GRADUATION REQUIREMENT**



INDEPENDENT STUDY 12 (1/2 OR 1 CREDIT)

Prerequisite: Must have completed the highest-level course in sequence of choice and have Instructor's approval.

The Independent Study courses are designed for seniors who have completed the highest-level course offered in any area of Family and Consumer Science. The student must apply for this course by completing an application form and be accepted into the program by the instructor.

# Driver Education

## DRIVER EDUCATION (1/4 CREDIT)

Prerequisite: Open to a student on or near his/her 16<sup>th</sup> birthday

The classroom phase places emphasis on traffic safety, traffic laws, natural laws affecting car and driver, physical and emotional qualities of the driver, traffic and highway engineering, law enforcement, insurance, safe car design, defensive driving techniques, emergency procedures, and motorcycle/railroad/school bus safety rules. Concurrent with the classroom phase each student will drive every other day. The behind-the-wheel phase includes operational skills, defensive driving techniques, and visual perception procedures. Students will be prepared to pass the Illinois Driver license exam when the course is completed.

Beginning January 1, 1994, Illinois law requires that a student under the age of 18 must pass a minimum of 8 one-half credit courses during the 2 previous semesters before enrollment in Driver Education. Due to enrollment limitations, make-up time for students failing behind-the-wheel (BTW) may not be available until the subsequent summer school session.

Beginning July 1, 2006, no graduated driver's license or permit will be issued to any applicant who is under the age of 18 years and who has been certified to be chronic and habitual truant, as defined in Section 26-2a of the School Code.

# Health and Physical Education

## HEALTH 9 (1/2 CREDIT)

Prerequisite: None

Health emphasizes the importance of responsible decision making to a student's overall well-being. This class provides up-to-date information about critical health issues, and a wealth of decision-making models for study. Students sharpen their judgment as they consider health issues and learn how to apply decision-making skills to their own lives.

## ADAPTIVE PHYSICAL EDUCATION (APE) 9 – 12 (1/4 CREDIT PER SEMESTER)

Prerequisite: None

Adaptive Physical Education is a developmentally appropriate physical education class that involves differentiating instruction so students with a disability can be active. It is physical education which may be adapted or modified to address the individualized needs of children and youth who have gross motor developmental delays. This course will provide a variety of activities ranging from individual skills, team skills, personal fitness and cooperative activities. This class will utilize a peer mentoring program called PE Partners.

## PHYSICAL EDUCATION PARTNERS 10 – 12 (1/4 CREDIT PER SEMESTER)

Prerequisite: None

The goal of Physical Education Partners is to allow peers to work with students with a disability in the physical education setting. These students develop their own fitness and assist those with disabilities to develop into physically fit students. They assist in motivating students with disabilities, along with aiding them in physical activities. They will serve as teachers/aides/friends to the students in the APE class.

## PHYSICAL EDUCATION 9-10 (1/4 CREDIT PER SEMESTER)

Prerequisite: None

The ultimate goal of physical education is to develop physically fit students who demonstrate effective communication and sound decision making skills. Over time, these students will take what they get from MHS physical education and become physically active adults who pursue fit lifestyles.

Freshmen/sophomore physical education's primary focus is on cardiovascular endurance. Students will leave this course understanding that cardiovascular endurance is the most important component of health related fitness. Freshmen/sophomore physical education emphasizes aerobic exercise and fitness activities that lead to improved cardiovascular endurance. Students learn the concepts of frequency, intensity, and time and how they relate to cardiovascular fitness. Students learn that when they do an aerobic activity that gets their heart beating in their training zone for twenty minutes or more at least three times per week, their level of cardiovascular fitness will improve. Freshmen/sophomore physical education also incorporates a variety of team sports, individual sports, and recrea-

tional games/activities to keep students active. While the core focus of physical education is physical well-being, freshmen/sophomore physical education reinforces the fact that physical activity promotes mental, social, and emotional well-being.

## PHYSICAL EDUCATION 11-12 (1/4 CREDIT PER SEMESTER)

Prerequisite: None

The ultimate goal of physical education is to develop physically fit students who demonstrate effective communication and sound decision making skills. Over time, these students will take what they get from MHS physical education and become physically active adults who pursue fit lifestyles.

Junior/Senior physical education's primary focus continues to emphasize cardiovascular endurance. Students participate in a variety of team sports, individual sports, recreational games/activities, and fitness workouts. All students should be able to find a few activities they enjoy and therefore, pursue fit lifestyles. Junior/Senior physical education reinforces the notion that a healthy diet combined with strength training and cardiovascular exercise is the best way to improve body composition. While the core focus of physical education is physical well-being, Junior/Senior physical education reinforces the fact that physical activity also promotes mental, social and emotional well-being.

## STRENGTH AND CONDITIONING 10-11-12 (1/4 CREDIT PER SEMESTER)

Prerequisite: At least 1 semester of regular PE class

Strength and Conditioning is a training based class. Students enrolled in this class will participate daily in activities such as weight, core, flexibility, and cardiovascular endurance training. An emphasis will be placed on building muscle. Students enrolled in this class will be expected to do many different types of resistance training.

# Technology Education and Engineering

## COMMUNICATION      9-10-11-12 (1/2 CREDIT)    *Meets Technology Credit*

Prerequisite: None

This course is an overall preview of present-day communication systems and how these systems affect our lives. The course consists of the study of broadcasting, computer imaging, desktop publishing, digital photography, pre-graphic arts, pre-graphic design, image transfer printing, animation, basic photography, and screen-printing. Activities include: scanning and manipulating images, frame-by-frame animation, fluid animation, simple page layout, PDF assembly and creation, t-shirt designing and production, digital photography, and advertisement design. This course is designed to meet the needs of the student who may be interested in a career in computer graphics, desktop publishing, digital photography and imaging, offset printing and management, advertising designer, web page developer, and many other related fields. This course is open to all students.

## ENERGY/HOME REPAIR      9-10-11-12 (1/2 CREDIT-EVEN YEARS)

Prerequisite: None

This course is an overview of energy and its relationship to our lives, homes, and the world around us. The course is a HANDS ON approach to Energy and Home Repair. The labs are designed for lifelong learning skills to become a responsible energy efficient homeowner. Activities include 9 weeks of wiring household circuits (switches, receptacles, light fixtures, etc.). Other activities involve electrical systems, energy systems, motors, security systems, and basic electrical repair. Home repair activities also include insulating, wall coverings, and estimating jobs.

## GRAPHIC DESIGN      9-10-11-12 (1/2 CREDIT)

Prerequisite: Communication or Multimedia

This course is an introduction to electronic design and digital illustration. The course emphasis is directed toward single and multi-color mechanical production. Computer use, file management, file formats, color generation, color correction, signage equipment will be covered. Students will learn illustration techniques used in advertising, sign manufacturing, newspaper, web design, in-house printing, and commercial printing applications. Students will gain practical skills in digital illustration using the Macintosh platform. Software applications will include Adobe Illustrator and Adobe In Design. This course is open to all students.

## MULTIMEDIA DESIGN      9-10-11-12 (1/2 CREDIT)    *Meets Technology Credit*

Prerequisite: None

This course is divided into two sections. One section teaches you how to design websites with creative interfaces, strong graphic images, functional site organization and logical navigation. You will concentrate on the design of web pages and the technical issues impacting your design. You will be using web-authoring software to create your pages, with some need to program in HTML. Our goal is to link technical proficiency and creative comprehension. The class will explore a variety of other computer-based media, such as screen savers, wallpapers, Games, Video

and Audio Editing and Streaming. The objectives of this course is to learn about the crucial role of design in developing, processing, and creating a well designed website or computer presentation. Programs included Adobe, Macromedia, and Microsoft products.

## PRODUCTION      9-10-11-12 (1/2 CREDIT)

Prerequisite: None

This course is designed for the student who wishes to pursue a career in a woodworking or metalworking production trade. The student will be introduced to assembly procedures through a mass production project. All phases of mass production will be discussed and the students will design a flow chart, complete a materials list, and develop job descriptions. Social skills as well as production skills will be introduced. Safety rules and machine operation techniques will be stressed throughout the course. Workbook exercises will be used to help the student become knowledgeable in woodworking and metalworking terminology. The mass production project will be the main emphasis of the course and the students will evaluate each other on the efficiency of their roles and their contributions to the project. The students will also be responsible for the marketing of the mass production project.

## TRANSPORTATION      9-10-11-12 (1/2 CREDIT)

Prerequisite: None

This course is an overall look at modern transportation systems, how they affect our lives, and how they will play an important role in mankind's future. Our course of study will include land, water, air, and space travel as well as material transportation systems. Student activities will include:

- ◆ Designing a personal transportation vehicle of the future
- ◆ Building a material transportation system to carry a product
- ◆ Designing and building a water craft
- ◆ Constructing and testing a small airplane, and becoming familiar with piloting an aircraft
- ◆ Building and testing model rockets
- ◆ Tearing down and reassembling a 4-stroke cycle engine
- ◆ Testing various engines with a dynamometer
- ◆ Building and testing a simulated car

## AUTO MECHANICS I (not currently available)      11-12 (1 CREDIT)

Prerequisite: Grade of 77 in Transportation, a valid driver's license, and access to a motor vehicle for use during class; One Semester, Two Semesters

Auto Mechanics I is a course, which includes a study of the operation, maintenance, and repair of the automobile engine, engine systems, transmission, drive train, and electrical systems. A study of the types of engines, engine components, engine service procedures, engine support systems, transmissions, drive train components, batteries, starters, charging systems, ignition systems, emission control systems, and engine testing will be covered prior to

lab work in each of these areas. Lab work will consist of “LIVE” work on various automobiles, which will include the correct testing and/or repair procedures. Test equipment, machining tools, and hand tools will be used by the students to perform required lab assignments. An emphasis will be placed on quality workmanship, trade-like work procedures, proper use of tools and equipment, and good, safe work habits. Students will be evaluated by quiz scores, lab assignment completion, lab work quality, and overall class participation.

CONSTRUCTION I 11-12 (1 CREDIT)  
Prerequisite: Grade of 77 in Production class or Instructor’s approval; two periods, one semester

This course is designed for the student who is pursuing a career in carpentry or woodworking. The student will be introduced to the technical knowledge and skills related to the construction of a structural building made from lumber. Knowledge of wood and reconstructed wood products used in the industry will be identified. Safety rules and machine operation techniques will be stressed throughout the course. The students will be divided into crews and will formulate a team approach to the completion of a 12-foot by 8 foot shed. Workbook exercises will be used to help the student become knowledgeable in woodworking and metalworking terminology.

FABRICATION (Welding) 11-12 (1/2 CREDIT)  
Prerequisite: None

This course will provide the student with a knowledge of welding procedures and equipment, which are used today in industry, in agricultural applications, and for the general consumer. The student will gain a practical knowledge in Oxy-Acetylene welding and cutting, Arc welding, Mig welding, Tig welding, and Plasma cutting. In addition to the welding processes the student will gain knowledge in general fabrication through cutting, drilling, grinding, and mechanical fastening.

WORK BASED LEARNING/Regional Career & Technical Education Programs 11-12 (1 – 3 CREDITS)  
Prerequisite: Preliminary coursework in the area of application/Application process through counselor

Morton High School offers junior and senior students the opportunity to participate in different work-based learning/extended day programs. Students are selected by an application and interview process. The work-based learning programs offer educational opportunities, career skills, and experiences in career interest areas. In most cases, students attend Morton high School part-time and attend classes or engage in on-site work experiences in locations within the area. Students apply for the work-based learning/extended day programs in the spring of their sophomore or junior year. The following are the programs currently offered:

Construction		

INDEPENDENT STUDY 12 (1/2 OR 1 CREDIT)  
Automotive, Broadcasting, Drafting, Electronics, Fabrication, or Graphics.  
Prerequisite: Must have completed the highest-level course in sequence of choice and have Instructor’s and Principal’s approval.

The Independent Study courses are designed for students who have completed the highest-level course offered in any area of Industrial Technology. The student must apply for this course by completing an application form, course proposal, and agreed upon by the program instructor.

**PROJECT LEAD THE WAY COURSES**  
The PLTW Engineering programs offer students an array of advantages, from career readiness and hands-on experience to college preparatory–level classes, labs, and creative exercises. Our programs are designed to appeal to all students, from those already interested in STEM-related fields, to those whose experience in the sciences and math has been less comprehensive or who find themselves uninterested in traditional STEM curricula. PLTW classes are hands-on, based in real-world experience, and fun for students and teachers. We set the highest standards for rigorous, focused, and engaging study, developing students’ innovative, collaborative, cooperative, and problem-solving skills. Go to [www.ptlw.org](http://www.ptlw.org) for more information. Or watch the video at [mhs.morton709.org/MHS\\_Videos/Project Lead The Way](http://mhs.morton709.org/MHS_Videos/Project_Lead_The_Way).

INTRODUCTION TO ENGINEERING DESIGN - HONORS 9-10-11-12 (1 CREDIT) PLTW Course  
*Meets Technology Credit* (Potential College Credit)  
Prerequisite: None  
Designed for 9th or 10th grade students, the major focus of the **IED** course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technical documentation. Students use 3D solid modeling design software to help them design solutions to solve proposed problems and learn how to document their work and communicate solutions to peers and members of the professional community.

Digital Electronics 9-10-11-12 (1 CREDIT) PLTW Course  
*Meets Technology Credit* (Potential College Credit)  
Prerequisite: None

Digital electronics is the foundation of all modern electronic devices such as cellular phones, MP3 players, laptop computers, digital cameras and high-definition televisions. The major focus of the DE course is to expose students to the process of combinational and sequential logic design, teamwork, communication methods, engineering standards and technical documentation. This course is designed for 10th or 11th grade students.

CIVIL ENGINEERING AND ARCHITECTURE 10-11-12 (1 CREDIT) PLTW Course  
*Meets Technology Credit* (Potential College Credit)

The Civil Engineering and Architecture (CEA) course is a long-term project that involves the development of a local property site. As students learn about various aspects of civil engineering and architecture, they apply what they learn to the design and development of this property. The course provides freedom to the teacher and students to develop the property as a simulation or to students to model the real-world experiences that civil engineers and architects experience when developing property. Students learn about documenting their projects, solving problems, and communicating their solutions to their peers and members of the professional community of civil engineering and architecture.

Principles of Engineering 10-11-12 (1 CREDIT) PLTW Course  
*Meets Technology Credit* (Potential College Credit)

Principles of Engineering is a broad-based survey course to help students understand engineering and engineering technology and identify career possibilities. Theoretical and hands-on problem-solving activities are emphasized. Students will learn about types of engineering, communication and documentation, the design process, engineering systems (mechanics, thermodynamics, etc.), forces, strength of materials, reliability and kinematics.

Computer Integrated Manufacturing 10-12 (1 CREDIT) PLTW Course

*Meets Technology Credit (Potential College Credit)*

Prerequisite: Introduction to Engineering Design, Digital Electronics or Principles of Engineering

Students answer the questions: How are things made? What processes go into creating products? Is the process for making a water bottle the same as it is for a musical instrument? How do assembly lines work? How has automation changed the face of manufacturing? As students find the answers to these questions, they learn about the history of manufacturing, a sampling of manufacturing processes, robotics and automation. The course is built around several key concepts: computer modeling, Computer Numeric Control (CNC) equipment, Computer Aided Manufacturing (CAM) software, robotics and flexible manufacturing systems. This course is designed for 10th, 11th or 12th grade students.

**PLTW Capstone Course**

Engineering Design and Development 12 (1 CREDIT) PLTW Course

Prerequisite: Computer Integrated Manufacturing (Potential College Credit)

This is an engineering research course in which students will work in teams to research, design, test and construct a solution to an open-ended engineering problem. The product development life cycle and a design process are used to guide and help the team to reach a solution to the problem. The team presents and defends their solution to a panel of outside reviewers at the conclusion of the course. The EDD course allows students to apply all the skills and knowledge learned in previous Project Lead The Way courses. The use of 3D design software helps students design solutions to the problem their team has chosen. This course also engages students in time management and teamwork skills, a valuable set for students in the future. This course is designed for 12th grade students.



# Language Arts

## LANGUAGE ARTS 9 – STANDARD 9 (1 CREDIT)

Goals of literature for the standard level of freshman English grammar, composition, & literature include having the student understand and appreciate good literature, relate to and empathize with the works read, and develop a taste for quality literature. Major goals for composition and grammar include recognition and application of the eight parts of speech, phrases and clauses, punctuation, grammar rules, and sentence structure.

Directed discussion and analysis of each work read is designed to help the student understand what constitutes good literature. Vocabulary is taught as a composition and communication tool. Transfer of grammar knowledge and communication skills is stressed through paragraph construction. A primary concern at this level is the development of well-organized, supported paragraphs. Paragraph construction techniques include narration, description, and exposition.

In addition the students are introduced to the library facilities. Research tools are studied, and students are given “exploration assignments” to help acquaint them with the library. Book reports are required during the year.

## LANGUAGE ARTS 9 - HONORS 9 (1 CREDIT)

Goals of literature for the honors level of freshman English grammar, composition, and literature include having the student evaluate literature, relate to and evaluate the works read, and develop a taste for quality literature. Major goals for composition and grammar include recognition and application of the eight parts of speech, phrases and clauses, punctuation, grammar rules, and sentence structure. Students will also be expected to use these skills to create and to evaluate original compositions. Discussion and analysis of each work read is designed to help the student evaluate what constitutes good literature. Vocabulary is taught as a composition and communication tool. Transfer of grammar knowledge to communication skills is stressed in paragraph construction. Paragraph construction techniques are: narration, description, and exposition. Students will be expected to write formally, for a variety of purposes using the construction techniques. In addition the students are introduced to the library facilities and will study research tools and resources through research-based assignments. Book reports are required during the year.

## LANGUAGE ARTS 10 - STANDARD 10 (1/2 CREDIT)

The standard level of sophomore English is a study of grammar, short stories, nonfiction, and drama. Some general objectives are to help the student understand the writer’s purpose and develop an understanding of basic literary elements.

An important part of the course is the study of grammar and composition moving in a sequential order from what was taught during the freshman year. Grammar study includes verbals, dependent clauses, punctuation, agreement, and case of pronoun. Correct development of a paragraph is also reviewed. Students then organize and write narrative themes and five-part themes.

Book reports are required as prescribed by the teacher, which includes approximately four each semester.

## LANGUAGE ARTS 10 - HONORS 10 (1/2 CREDIT)

The honors level of sophomore English is a study of grammar, short stories, essays, biographies, and drama. Some general goals of the course are to help the student understand the writer’s purpose, analyze basic literary elements, and evaluate the effectiveness of various literary techniques. Individual research on areas of literature will be used to supplement class discussion.

An important part of the course is the study of grammar and composition moving in a sequential order from what was taught the freshman year. Grammar study includes verbals, dependent clauses, punctuation, agreement, case of pronouns, and sentence combining. Students then organize and write two-phrase themes and five-part themes. Book reports are required as prescribed by the teacher, which includes approximately four each semester.

## SPEECH COMMUNICATION – STANDARD 10 (1/2 CREDIT)

Some of the general purposes of sophomore speech communication are to provide a comprehensive treatment of all major topics in speech communication, including interpreting verbal and nonverbal messages, listening techniques, giving speeches, citation of information for speeches, and using feedback. Students will relate theory to practice by applying communication skills to everyday life. Areas of study include the communication process, interpersonal communication, intrapersonal communication, small group communication, public speaking, and persuasive speaking. This course will build and strengthen communication skills.

Time is spent on research skills, audience analysis, and adaptation and oral delivery of messages. Students receive performance grades, test grades, quiz grades, and grades for various written assignments. Some assignments are done on an individual basis; others are in co-operation with another student or group.

***Speech Communication is required for honors and standard levels for graduation.***

## LANGUAGE ARTS 11- STANDARD 11 (1 CREDIT)

Language Arts 11 is a year-long course that integrates the study of American writing from four centuries and writing instruction. The chronological survey of American literature begins with excerpts from the Colonial Period and continues through time to modern American prose, poetry, and drama. This course helps the student become aware of the changing values of Americans. Through renowned works of outstanding American authors, the student gains a mastery of a sufficient portion of our nation’s literary heritage to insure an appreciation of American literature as well as an awareness of our literature being an important reflection of our nation’s history. LA 11 is also an intensive writing course. Research based writing assignments may consist of compositions based on important features of selections read, literary analysis of works, blogging, etc. The course will include speaking and listening components that will assess students formally and informally in these areas.

## AMERICAN STUDIES – HONORS 11 (2 CREDITS)

Writing Elective

Double period class everyday

1 credit United States History

1 credit Language Arts

The Honors American Studies course is a one-year elective for juniors surveying the American experience through the study of related historical-literary concepts and trends. The material is presented in a manner that helps students become aware of the changing values of America. Through renowned works of outstanding American authors, the student gains a mastery of a sufficient portion of our nation's historical and literary heritage to insure an appreciation of American literature and American history. American Studies English is combined with American Studies History to form a two-credit honors class. American Studies English is the honors level of the Language Arts 11 credit that is required for graduation. It is a college preparatory class that should equip students with the research, writing, and critical thinking skills necessary to be successful at the college level. Some activities for the American Studies course may include: exploring the influence of art and music; providing opportunities for small discussion groups; working on individual projects; and writing expository, creative, and position papers. Research reports and the research paper will be documented using the MLA format.

A student who withdraws from American Studies at the end of first semester and who is passing the English portion of the class will receive one semester of Language Arts 11. The student will still need to take the second semester of Language Arts 11. If the student who withdraws is passing U.S. History he/she will get credit for the 1st semester of U.S. History, but must still enroll in and pass the 2nd semester. This course is recommended for college-bound students.

## ADVANCED SPEECH – STANDARD 12 (1/2 CREDIT)

Prerequisite: Speech Communication and minimum of 480 EWR SAT score **OR** 18 ACT score **OR** required Accuplacer Reading (90 or above)/Writing (4 or above) score.

The main goal of Advanced Speech is the understanding and development of the skills in oral communication. Theory and concepts of the communication process will be analyzed. Content will cover the listening skills, problem-solving in group, expository speaking, and persuasive speaking.

Speaking assignments will emphasize:

1. Audience analysis
2. Research work, organizing and outlining, and source citation
3. Choosing attention-keeping material
4. Writing vivid, descriptive speech content
5. Creative formats

Basic speech experiences range from orientation speeches to discussion.

***This is an Early College-MHS class with Communication 110 at Illinois Central College (3 credit hours).***

## BROADCAST COMMUNICATIONS – STANDARD 11-12 (1 CREDIT)

Prerequisite: Speech Communication or permission of English Department

Double period class every day for one semester

½ credit in English

½ credit in Industrial Technology

The Broadcast Communications course is a one-semester, two-period elective for juniors and seniors. Students will learn the principles, forms, and techniques of writing news and sports copy, commercials, features and documentaries, music videos, variety and talk shows, dramas, and education and corporate programs.

This course offers an introduction to mass media, basic elements of radio and television production, format and style, plays, commercials and announcements, interviews and talk programs, news and sports, features and documentaries, music, variety and comedy acts, and professional opportunities. It is suggested that students have experience and competency in using word processors, as scripts will be done on computers.

**DOES NOT MEET NCAA REQUIREMENTS FOR AN ENGLISH CLASS.**

## CREATIVE WRITING – STANDARD 12 (1/2 CREDIT)

Writing Elective

Creative Writing is a one-semester course designed for senior students who have a true interest or ability in writing. The major objective of the course is for the student to develop a distinctive style and quality of writing by building from a general background of creative writing techniques to a specific study of individual genres and their disciplines.

Some of the projects for this course may include writing a children's book, a character sketch, an 800-1200 word short story, tall tale, a one-act play, TV script, a poetry project, word origin unit, comic book project, and research unit.

## DRAMA – STANDARD 12 (1/2 CREDIT)

Prerequisite: Speech Communication or permission of the English Department

The Drama course is designed to introduce students to the many forms of theater in the western world as well as the history of theater and playwrights. Plays, studied in chronological order, range from ancient tragedy to the modern musical. Basic drama projects include study of inner resources, movement, oral interpretation, character analysis, acting, make-up, costuming, directing, set and light design, production, and dramatic criticism. Activities may include both storytelling and/or dramatic productions.

## EXPOSITORY WRITING – HONORS 12 (1/2 CREDIT)

Writing Elective

Prerequisite: Minimum of 480 EWR SAT score **OR** 18 ACT score **OR** required Accuplacer Reading (90 or above)/Writing (4 or above) score.

Expository Writing is an honors, one-semester elective course for seniors. The course is offered as an early college class; participants may receive ½ credit at MHS as well as three semester hours of ICC credit upon successful completion of the course. Although grammar, mechanics, and vocabulary are vital parts of the course, the primary purpose is to give students practice in writing a variety of essays. The course presents standards-based instruction, which puts an emphasis on independent writing tasks and personal time management for students. Students will engage in reflective writing and create a project pathway that includes informative, analytical, and argumentative writing. Students are provided with individual feedback and move through the writing process with focus on critical reading, discussion, exercises, conferences, and revision. The majority of the writing is referential.

***This is an Early College -MHS class with Composition 110 at Illinois Central College (3 credit hours).***

## JOURNALISTIC WRITING – STANDARD 12 (1/2 CREDIT)

Writing Elective

Journalistic Writing is a one-semester course designed for senior students interested in writing various types of articles for a newspaper and a magazine.



Students will be required to write news stories, features, editorials, and sports articles. In addition, students will study writing types used in various types of journalistic articles by current journalists, both in the central Illinois area and at the national level.

Students in the class will automatically be a part of the The Kiln staff. Students will be required to submit articles for each issue of the newspaper. Students should have minimum keyboarding ability as stories for publication must be typed.

This class will NOT be an overview of all aspects of producing a newspaper. That is there will be no study of advertising, layout, headlines, or production problems related to producing a newspaper. The entire focus of study will be on writing and improving the students' journalistic writing.

An investigative article is also part of the class requirement. Students will pick a topic/issue to research and prove one way this news topic or issue had an impact.

#### NOVELS – STANDARD 12 (1/2 CREDIT)

Prerequisite: Language Arts 11/American Studies

The Novels course is an in-depth study of novels chosen from approximately 1800 to the present. Depending on the novels chosen, fifteen to seventeen novels may be covered during the semester, with an average of 50 pages assigned each day as homework.

The course consists of reading the novels, class discussion, in-class essays, quizzes, tests, presentations, and projects. The main focus of the class is on author and character analysis, symbolism, theme, and what the novel has to say about the human experience. Some novels which may be read for class study are:

<u>OLD MAN AND THE SEA</u>	<u>BRAVE NEW WORLD</u>	<u>FAHRENHEIT 451</u>
<u>ANIMAL FARM</u>	<u>LORD OF THE FLIES</u>	<u>1984</u>
<u>TO KILL A MOCKINGBIRD</u>	<u>LOST HORIZON</u>	<u>FLOWERS FOR ALGERNON</u>
<u>A FAREWELL TO ARMS</u>	<u>THE HOBBIT</u>	<u>JONATHON LIVINGSTON SEAGULL</u>
<u>A SEPARATE PEACE</u>	<u>THE GIVER</u>	<u>THE GOOD EARTH</u>
<u>UNCLE TOM'S CABIN</u>	<u>ETHAN FROME</u>	<u>ELLA MINNOW PEA</u>
<u>A CONNECTICUT YANKEE</u>	<u>HOLES</u>	

#### NOVELS – HONORS 12 (1/2 CREDIT)

Prerequisite: Language Arts 11/American Studies with 80% or higher

The Novels – honors course is an in-depth study of novels chosen from approximately 1800 to the present. Depending on the novels chosen, fifteen to seventeen novels may be covered during the semester, with an average of 50 pages assigned each day as homework.

The course consists of reading the novels, class discussion, in-class essays, quizzes, tests, presentations, and projects. **There will be at least one research paper, using MLA required writing.** The main focus of the class is on author and character analysis, symbolism, theme, and what the novel has to say about the human experience. Some novels which may be read for class study are:

<u>OLD MAN AND THE SEA</u>	<u>BRAVE NEW WORLD</u>	<u>HOLES</u>
<u>ANIMAL FARM</u>	<u>LORD OF THE FLIES</u>	<u>FAHRENHEIT 451</u>
<u>TO KILL A MOCKINGBIRD</u>	<u>LOST HORIZON</u>	<u>1984</u>
<u>A FAREWELL TO ARMS</u>	<u>THE HOBBIT</u>	<u>FLOWERS FOR ALGERNON</u>
<u>A SEPARATE PEACE</u>	<u>THE GIVER</u>	<u>JONATHON LIVINGSTON SEAGULL</u>
<u>UNCLE TOM'S CABIN</u>	<u>PRIDE AND PREJUDICE</u>	<u>PERELANDRA</u>
<u>INVISIBLE MAN</u>	<u>JANE EYRE</u>	<u>SLAUGHTERHOUSE FIVE</u>
<u>ELLA MINNOW PEA</u>		

#### WORLD LITERATURE – STANDARD 12 (1/2 CREDIT)

World Literature is a one-semester elective course that includes the study of short stories, myths, poetry, plays, and novels that originate from countries other than the United States. World Literature is a survey course concentrating on the diverse cultures of the world. Students will have the opportunity to develop an understanding of universal literary and cultural themes common to the human experience. Units of study may be selected from the following topics:

World Myths and Folktales, Literature of the Ancient World, The Classics and the Literary Canon, The African Literary Tradition, Greek and Roman Literature, Indian Literature, Chinese and Japanese Literatures, Persian and Arabic Literatures, The Middle Ages, Renaissance to the Enlightenment, Romanticism to Realism, and Contemporary World Literature.

COLLEGE PREP ENGLISH – HONORS 12 (1 CREDIT)

Prerequisite: LA11 or American Studies

Honors College Prep is a two-semester course for high school seniors with the main purpose of the class being to prepare students well for a junior college or a four-year college/university.

In this course students develop good composition skills for college. The process of writing is presented in a step-by-step analysis. The student progresses from discovering a subject and creating a limited thesis to prewriting, organizing, writing, and revising the final composition so that it contains a good introduction, body, and conclusion. An attempt is made to make lively, entertaining, and practical assignments in writing so that it becomes enjoyable and so that the student builds confidence in his/her writing style. Also included are critical thinking and problem-solving techniques.

One of the vital learning experiences in College Prep is studying correct research techniques and then writing a formal research paper that has accurate internal citations and a works cited/bibliography.

Some skills taught include: choosing an appropriate limited topic, preparing a working bibliography, paraphrasing, note-taking, critical thinking, outlining, and writing a first and final revised draft with correct documentation.

In addition, this course offers a very good opportunity for a review of the essentials of grammar, usage, mechanics, sentence variety, and sentence combining needed for college writing. Vocabulary study is included to help students to write more precisely and to comprehend well in reading.

Also, excellent preparation for college is the study of British literature. The student is introduced to writing of different centuries and types beginning with the epic war hero Beowulf as found in Anglo-Saxon times. In addition, students study and learn to appreciate selected works of great British authors such as Chaucer, Shakespeare, Milton, Wordsworth, Tennyson, Browning, Dickens, Shaw, and others.

Some enrichment activities may include field trips so students can attend good classic plays and/or spending part of a day in a large college library.

# Mathematics

Research indicates that students who learn mathematics through both graphical analysis and algebraic reasoning will be most successful. For this reason, the Mathematics Department requires all of our mathematics students to invest in a graphing calculator that can be used through their entire high school experience. Please refer to the department calculator guidelines, available on the high school website before purchasing a calculator.

## ALGEBRA IA – STANDARD 9-10-11-12 (1 CREDIT)

Prerequisite: None

Algebra is one of the fundamental branches of mathematics. A good background in algebra is needed for all other branches of mathematics and many other science-related courses such as chemistry, physics, electricity, and engineering. Algebra I is broken into four units: equations in one variable; equations in two variables; exponential and quadratic functions; and radicals and rational functions. Technology such as the TI-Nspire will be used to enhance student learning. Does not currently meet math requirements for NCAA Eligibility Center.

## ALGEBRA I – STANDARD 9-10-11-12 (1 CREDIT)

Prerequisite: None

Algebra is one of the fundamental branches of mathematics. A good background in algebra is needed for all other branches of mathematics and many other science-related courses such as chemistry, physics, electricity, and engineering. Algebra I is broken into four units: equations in one variable; equations in two variables; exponential and quadratic functions; and radicals and rational functions. Technology such as the TI-Nspire will be used to enhance student learning.

## INFORMAL GEOMETRY – STANDARD 10-11-12 (1 CREDIT)

Prerequisite: Algebra I Standard or Algebra IA

Informal geometry is a standard level course designed for those planning to take Algebra with Career Applications. Major topics include congruent triangles, polygons, circles, similar triangles, perimeters, and areas. The topics emphasize basic geometric properties and reasoning but with less involvement of formal proof. Technology such as the TI-Nspire will be used to enhance student learning. Does not currently meet math requirements for NCAA Clearinghouse.

## GEOMETRY – STANDARD 9-10-11-12 (1 CREDIT)

Prerequisite: Algebra I Standard, or Algebra IA with an A, or consent of department

Geometry is a mathematics course that explores plane figures and their relationships. Emphasis is placed on reasoning through the use of deductive proof and problem solving. Major areas included are congruent and similar triangles, quadrilaterals, circles, and area. Technology such as the TI-Nspire will be used to enhance student learning.

## GEOMETRY – HONORS 9-10-11-12 (1 CREDIT)

Prerequisite: Teacher Recommendation

Geometry is a mathematics course that explores plane figures and their relationships. Emphasis is placed on reasoning through the use of deductive proof and problem solving. Major areas included are congruent and similar triangles, quadrilaterals, circles, and area. Topics will be covered in greater depth, and at a faster pace than in standard geometry. Tests are designed to assess both accuracy and efficiency, and thus no extra time is permitted. Technology such as the TI-Nspire will be used to enhance student learning.

## ALGEBRA WITH CAREER APPLICATIONS – STANDARD 11-12 (1 CREDIT)

Prerequisite: Successfully completed one year of Algebra and one year of Geometry.

The purpose of Algebra with Career Applications is to bridge the gap between Informal Geometry and Algebra II-Standard. Algebra II, by its very nature, is a course in advanced Algebra. Algebra with Career Applications allows students to explore complex mathematical concepts at a pace that encourages success. Additionally, the course will include a variety of mathematical skills crucial to success in the workforce. The course will focus on two major subcategories: algebraic concepts and applied mathematics. Both subcategories will include real-life applications. Technology such as the TI-Nspire will be used to enhance student learning. Does not currently meet math requirements for NCAA Clearinghouse.

## ALGEBRA II – STANDARD 10-11-12 (1 CREDIT)

Prerequisite: 1 credit in Geometry Standard or Algebra with Career Applications with an A, or consent of department.

This course is an extension of topics covered in Algebra I. The course covers topics of an advanced algebra class such as: functions, irrational numbers, quadratic equations and inequalities, polynomial relations and systems, trigonometry, exponential functions and logarithms, complex numbers, probability and basic statistics. Technology such as the TI-Nspire will be used to enhance student learning.

## ALGEBRA II – HONORS 10-11-12 (1 CREDIT)

Prerequisite: C or higher in Geometry H, or an A in Geometry Standard, with consent of department.

The course covers topics of an advanced algebra class such as: functions, irrational numbers, quadratic equations and inequalities, quadratic relations and systems, exponential functions and logarithms, complex numbers, and a thorough study of trigonometry, binomial expansions and probability. This course will give a more in-depth study of the advanced algebra topics. Technology such as the TI-Nspire will be used to enhance student learning.

AP STATISTICS – HONORS                      11-12 (1 CREDIT)

Prerequisite: C or better in Algebra II or consent of department.

Throughout the year, students will be exposed to four broad conceptual themes, Exploring Data, Planning a Study, Anticipating Patterns, and Statistical Inference. A designated Advanced Placement (AP) course, this class is aligned to an AP Statistics curriculum with the intent of preparing interested students for the AP Statistics exam (optional) and the potential of receiving college math credit. Written work and the ability to express one's mastery of a problem through words is a major component of this course. With this in mind, assignments and assessments require students to respond in context with more than the "correct answer". Students are expected to provide adequate justification for their work throughout the course. Technology such as the TI-Nspire will be used to enhance student learning.

**Proficiency on the AP Statistics exam is the equivalency of MATH 111 at ICC.**

PRE-CALCULUS – HONORS                      11-12 (1 CREDIT)

Prerequisite: Algebra II - Honors with a C or higher, Algebra II - Standard with an A, Statistics – Standard with a B or higher, or consent of department.

Pre-Calculus is a two-semester course with a review of advanced algebra and trigonometry. Since functions are the foundations of calculus, this course has been specifically designed to give the student an understanding of the so-called elementary functions. Thus polynomial, rational, exponential, logarithmic, and trigonometric (or circular) functions, as well as some of their properties, are discussed in detail. Other topics include: conics, permutations, combinations, binomial theorem, probability, vectors, polar coordinates and an intuitive concept of limits. Technology such as the TI-Nspire will be used to enhance student learning.

AP CALCULUS AB – HONORS                      12 (1 CREDIT)

Prerequisite: C or higher in Pre-Calculus – Honors (may be taken concurrently with consent of department)

Calculus is designed as any introductory course and is equal to a college level of Calculus I and part of Calculus II. The course follows an Advanced Placement (A.P.) outline, focusing on four topics: limits, derivatives, definite and indefinite integrals, and applications. Students may take the A.P. Calculus exam (optional) at the end of the year that can earn college credit if they earn the score required by the university. More emphasis is placed upon application than upon proof. Students find more success in college calculus with this course as a foundation. Technology such as the TI-Nspire will be used to enhance student learning.

# Modern Languages

## Department Policies:

- In STANDARD levels, students must earn a grade of 77 or above to continue into a STANDARD level course.
- A grade of 82 or above is required to continue into an HONORS level course (levels 3 and 4).
- No student failing the first semester will be allowed into the second semester of the same course.
- Auditing a course, for any reason, is up to the discretion of the instructor.

## FRENCH I, SPANISH I – STANDARD 9-10-11-12 (1 CREDIT)

Prerequisite: None

Level I French/Spanish is a foundation course with the purpose of developing the fundamentals of language acquisition. Study covers language skills (listening, speaking, reading and writing), grammar, vocabulary and culture. Level 1 helps the student begin to develop the ability to communicate effectively, using the target language. The integration of various supplemental learning aids and technology tools (audio, video and computer programs) help stimulate and encourage learning. Level I lays the foundation for study in Level II.

## FRENCH II, SPANISH II – STANDARD 10-11-12 (1 CREDIT)

Prerequisite: Language I or equivalent

Level II French/Spanish is a continuation of the program started in Level I, with greater emphasis on the acquisition of additional verb tenses and more complex grammatical structures. Level II strives to develop greater proficiencies in communication and cultural awareness, enhancing the student's effectiveness and function as a citizen of the global community. Level II prepares the student for Level III content and skills expectations.

## FRENCH III, SPANISH III – HONORS 11-12 (1 CREDIT)

Prerequisite: a high C or above in Level II or approval of the instructor

Level III French/Spanish is an honors course, which incorporates the previously acquired knowledge and skills into the beginnings of a whole-language communication tool. Greater emphasis is put on development of reading and writing in addition to the listening and speaking skills targeted in Levels I and II. Level III sets the stage for communication, strengthens proficiency through meaningful communicative contexts, builds vocabulary for success from recognition to production, follows a clear lesson progression to build in success, presents grammar concepts visually to improve comprehension and retention, improves students' reading skills, provides opportunities for students to experience different cultures, follows each unit of study with diagnostic reviews and cultivates better writers through a developed writing process. This course involves research activities, which generally have cultural themes.

## FRENCH IV: AP French Language and Culture -Honors (Pending Approval) 12 (1 CREDIT)

Prerequisite: a high C or above in Level III or approval of the instructor

Level IV French is an Honors course which refines and polishes language skills developed in the first - three levels, and provides a more intensive study of additional language topics. AP French Language and Culture course is an Honors course approved by the College Board. Advanced Placement language courses prepare students for an AP Examination which provides the opportunity to earn college credit. Students are expected to possess a strong command of grammar, vocabulary and syntax. Development of reading, writing, listening, and speaking skills is contextualized in thematic units which include an examination of cultural traditions and current events. Class will be conducted entirely in the target language.

For the full description of the course see [www.apcentral.collegeboard.com](http://www.apcentral.collegeboard.com)

AP Language Courses are aligned to Stage Four and Five (Advanced Intermediate to Advanced) State Standards, Objectives, and Performance Assessments. These can be found at [http://www.isbe.state.il.us/ils/foreign\\_languages/standards.htm](http://www.isbe.state.il.us/ils/foreign_languages/standards.htm)

## SPANISH IV: AP SPANISH LANGUAGE AND CULTURE - HONORS 12 (1 CREDIT)

Prerequisite: Spanish III Honors

AP Spanish Language and Culture course is an Honors course approved by the College Board. Advanced Placement language courses prepare students for an AP Examination which provides the opportunity to earn college credit. Students are expected to possess a strong command of grammar, vocabulary and syntax. Development of reading, writing, listening, and speaking skills is contextualized in thematic units which include an examination of cultural traditions and current events. Class will be conducted entirely in the target language.

For the full description of the course see [apcentral.collegeboard.com](http://www.apcentral.collegeboard.com).

AP Language Courses are aligned to Stage Four and Five (Advanced Intermediate to Advanced) State Standards, Objectives, and Performance Assessments. These can be found at [http://www.isbe.state.il.us/ils/foreign\\_languages/standards.htm](http://www.isbe.state.il.us/ils/foreign_languages/standards.htm)

## AP SPANISH LITERATURE AND CULTURE: Independent Study 12 (1 CREDIT)

Pre-Requisite: AP Spanish IV (Language and Culture)

For advanced students who have completed four years of Spanish, an independent study is available to survey the literature covered in advanced university-level Spanish literature courses. The reading list will mirror the AP Spanish Literature and Culture course for fifth year students. Independent study will take place in the library and will include a weekly discussion of the literature assigned.

# Music

## MORTON HIGH SCHOOL BAND PROGRAM

The Morton High School Band Program has a variety of opportunities and options available to the student, depending on their time availability and interest. Students may opt to play in the concert program only or explore many types of performance opportunities. The program has an outstanding tradition of excellence and awards that will provide the student excellent opportunities for development of their talents and interests.

***Expenses for activities beyond the school activity fee may be incurred by parents and/or students who participate in these course offerings.***

## COURSE OFFERINGS

### MARCHING BAND WOODWINDS AND BRASS 9-10-11-12 (FALL SEMESTER ½ CREDIT)

The Marching Band Winds is open to all **brass and woodwind** students who have at least some grade school band experience or have proven competency equal to the beginning band program. Students that don't want to participate in Marching Band should enroll in Concert Band 1. Marching band members must also be members of the extra-curricular marching program, which includes rehearsals and performances outside of the school day. Students will audition and be divided into Concert Band, Symphonic Winds, and Wind Ensemble at the end of the marching season.

### MARCHING BAND GUARD AND PERCUSSION 9-10-11-12 (FALL SEMESTER ½ CREDIT)

The Marching Band Guard and Percussion class includes the members of the marching **color guard, drum line, and front ensemble pit percussion**. Auditions are held in the previous Spring semester for positions in the color guard, drum line, and front ensemble pit. Percussion students that don't want to participate in Marching Band should enroll in Concert Band 1. Marching band tech members must also be members of the extra-curricular marching program, which includes rehearsals and performances outside of the school day. Students will audition and be divided into Concert Band, Symphonic Winds, and Wind Ensemble at the end of the marching season.

### 1st SEMESTER CONCERT BAND 9-10-11-12 (FALL SEMESTER ½ CREDIT)

Concert Band 1 is open to all students who have at least some grade school band experience or have proven competency equal to the beginning band program. Student that don't want to participate in Marching Band should enroll in Concert Band 1. Marching band and Concert Band 1 students will audition and be divided into Concert Band, Symphonic Winds, and Wind Ensemble at the end of the marching season.

### 2nd SEMESTER CONCERT BAND 2 9-10-11-12 (SPRING SEMESTER ½ CREDIT)

The concert band is open to all students who have at least some grade school band experience or have gone through the beginning band program at the high school. **Freshmen students should enroll** in this second semester class prior to auditions. The types of music selected and studied will be challenging and varied based upon the instrumentation and skills of the group. The director will assign students to chairs. Some audition may be required. Private instruction is recommended for all students. Regular outside of class performances will be a part of class requirements.

### SYMPHONIC WINDS 9-10-11-12 (SPRING SEMESTER ½ CREDIT)

Membership in this band is by audition and/or director's recommendation. **Students in grades 10-12 should enroll** in this course prior to auditions. Those accepted have the ability to play more difficult literature, including all styles from classical to pops. The directors will assign students to this ensemble by audition after they have met the requirements, within the parameters of available chairs. Private instruction is encouraged and expected of all members. Regular outside of class performances will be a part of course requirements.

### WIND ENSEMBLE 9-10-11-12 (SPRING SEMESTER ½ CREDIT)

Membership in this band is by audition and/or director's recommendation. Those accepted have the ability to play the highest level of literature, including collegiate and professional level works. The directors will assign students to this ensemble by audition after they have met the requirements, within the parameters of available chairs. Standard wind ensemble instrumentation will be the limit. Private instruction is encouraged and expected of all members. Regular outside of class performances will be a part of course requirements.

### INDEPENDENT STUDY BAND 9-10-11-12 (1/2 CREDIT)

Independent Study Band is primarily designed for current band members who cannot fit either the Concert or Symphonic band hours into their schedules. Emphasis will be on learning the current concert pieces as well as additional lessons on music theory and technique. In special circumstances a new band member may be enrolled in Independent Study to learn the basic techniques required in the Concert/Symphonic Band. This course is only available through special consent of the counselors and directors.

### JAZZ BAND 9-10-11-12 (EXTRA-CURRICULAR – NOT REQUIRED – NON CREDIT)

Auditions for jazz ensemble will be held each year. This group explores the American Art Form of Jazz through Big Band and Combo ensembles, stressing individual exploration of improvisation techniques and development of a wide variety of literature styles. The group rehearses before or after school on a regular schedule.

### MUSIC THEORY 9-10-11-12 (1/2 CREDIT)

Prerequisite: Students must have music ensemble experience, and be able to read standard music notation. Students study the notation and the basic elements of music. These fundamentals of music theory help students comprehend the structure and design of music, and how it has developed and evolved throughout history. Minimum of 480 EWR SAT score **OR** 18 ACT score **OR** required Accuplacer Reading (90 or above)/Writing (4 or above) score.

***This is an Early College-MHS class with Fundamentals of Music 136 at Illinois Central College (three credit hours).***

### EXTRA-CURRICULAR MARCHING BAND 9-10-11-12 (EXTRA-CURRICULAR-NON CREDIT)

Auditions for the Extra-Curricular Marching Band will be held each Spring Semester. The Extra-Curricular Marching Band performs at all home football games, local parades, and field show competitions throughout the fall. Members of this extra-curricular ensemble are required to be enrolled in the Marching Band Class during the Fall Semester.

#### SMALL ENSEMBLES 9-10-11-12 (EXTRA-CURRICULAR– NON CREDIT)

Various small ensembles (besides those required for contest) will be offered throughout the year depending upon student interest, time, and staff availability. Brass, percussion, woodwind, electronic, and other types will be developed as interest and need develop.

**Students involved in Orchestra and Chorus may be admitted to extracurricular band activities with the director's permission.**

#### **MORTON HIGH SCHOOL ORCHESTRA PROGRAM**

##### CONCERT ORCHESTRA 9-10 (1 CREDIT)

Prerequisite: two years of previous training is required

The purpose of the class is to create an atmosphere of musical and personal growth through the commitment to high standards. Emphasis is on the development of critical intonation, technique, theory, efficient rehearsals, and listening skills. Private lessons are highly encouraged. Students are required to attend all outside of class performances.

##### CHAMBER ORCHESTRA 11-12 (1 CREDIT)

Prerequisite: Advanced technical skills are required

The purpose of the class is to create an atmosphere of musical and personal growth through the commitment to high standards. Emphasis is on the development of critical intonation, technique, theory, efficient rehearsals, and listening skills. Private lessons are highly encouraged. Students are required to attend all outside of class performances.

##### PRELUDE 9-10-11-12 (EXTRA-CURRICULAR – NON CREDIT)

Prelude is a small string ensemble that rehearses outside of the orchestra class time. The purpose of Prelude is to provide dedicated orchestra students the opportunity to perform more challenging literature for concerts and community events. This group is open to orchestra students by audition only.

##### INDEPENDENT STUDY ORCHESTRA 9-10-11-12 (1 CREDIT)

Independent Study Orchestra is primarily designed for current orchestra members who cannot fit either the Concert or Chamber Orchestra hours into their schedules. Emphasis will be on learning the current concert pieces as well as additional lessons on music theory and string technique. In special circumstances a new orchestra member may be enrolled in Independent Study to learn the basic string techniques required in the Concert/Chamber Orchestras. This course is only available through special consent of the counselors and directors.

#### **MORTON HIGH SCHOOL CHORAL PROGRAM**

Choir is offered to all students by audition or consent of the Administration. Students are assigned to different ensembles according to vocal ability, music reading skills, and experience. Attendance at all performances is required. Auditions take place at the end of each semester.

Extra-curricular performing groups, such as Chorale, Madrigals, etc. are also offered. These ensembles meet outside of the school day and membership is by audition only. No credit toward graduation is earned.

##### CHAMBER CHOIR 9-10-11-12 (1 CREDIT)

This class is for more experienced male and female singers. A higher level of vocal training, sight singing, music theory, and music history, as well as choral literature of all styles and periods are studied. The Chamber Choir performs at least four public concerts per year.

##### TREBLE CHOIR 9-10-11-12 (1 CREDIT)

This is a class for beginning or inexperienced female singers. Vocal training, sight singing, music theory, and music history, as well as choral literature of all styles and periods are studied. Treble Choir performs at least four public concerts per year.

##### MADRIGAL SINGERS 9-10-11-12 (EXTRA-CURRICULAR – NON CREDIT)

This selected ensemble of 16 to 22 singers concentrates on performance of vocal chamber music culminating in a Madrigal Dinner presented in December. Auditions for this group are held in the beginning of May for the following year. The ensemble meets 2-3 times each week until Winter Break. Madrigals perform for many civic and community groups in the Greater Peoria area throughout the fall semester.

##### CHORALE 9-10-11-12 (EXTRA-CURRICULAR – NON CREDIT)

Chorale offers students the opportunity to explore more contemporary choral music and vocal jazz literature. Some rehearsals take place during the fall semester, although weekly rehearsals are held during the spring semester on Monday evenings. Performances include all regularly scheduled choral concerts during the spring semester as well as community performances outside of school. Auditions for Chorale are held during the final weeks of school prior to summer break.

##### INDEPENDENT STUDY VOCAL MUSIC 10-11-12 (1 CREDIT)

Vocal Independent study is for students who wish to have more individual vocal instruction and wish to learn more about the process of preparing for vocal music events. Students are instructed on vocal technique, music theory, vocal performance, and administrative procedures for the vocal music department. Students will help to prepare for vocal music events throughout the semester as well as prepare their own performance for those events. Participation in Chamber or Treble Choir is first suggested. If the student's schedule does not permit him/her to participate in either choir, then Independent Study is considered.



# Science

## ENVIRONMENTAL CHEMISTRY 9 (1/2 CREDIT)

Prerequisite: Teacher recommendation

Enrollment in this class is an alternative to freshman Standard Biology or Honors Biology. This semester long course is recommended for students that should show a greater interest in the physical sciences rather than life science. This course integrates introductory topics in chemistry with environmental concepts. Students would use the knowledge gained in the chemistry portion of this course to reinforce these environmental concepts. Students will engage in chemistry discussion, research, and laboratory activities. Students will also analyze environmental problems in order to make the connection between the study of chemistry and the important impacts of these environmental issues. Students will complete projects/presentations involving current environmental issues, which is an integral part of this class. We recommend this course should be taken in conjunction with Earth's Physical Properties.

## EARTH'S PHYSICAL PROPERTIES 9 (1/2 CREDIT)

Prerequisite: Teacher recommendation

Enrollment in this class is an alternative to freshman standard or honors biology. These students may show a greater interest in the physical sciences or have been unsuccessful in life science in the past. This course focuses on gaining an understanding of the Earth in terms of physical properties and the dynamic nature of Earth systems. Initially, students will spend time learning the physical nature of Earth through the investigation of Newton's laws of motion, gravity, and energy. These principles will be addressed through the study of Earth's dynamic processes, structure, and material properties. Through the study of the Earth's interior and exterior, the students would be prepared to learn concepts that directly affect the Earth, such as weather patterns, both locally and globally. Students will also focus on basic concepts of thermodynamics in order to better understand these applications. Semester projects would also reflect these concepts while focusing on current issues in Earth Science.

## BIOLOGY – STANDARD 9-10 (1 CREDIT)

Prerequisite: None

Biology – Standard is designed for all students entering the high school science curricular sequence. It is designed to fulfill minimal science requirements for graduation, as well as to accommodate college preparatory students. In addition, the class is designed in such a way as to stimulate an interest in the study of science and biology.

This course covers the basic concepts of biology including the nature of science, ecology, cell anatomy and physiology, genetics, evolution, classification, microbiology, botany, and zoology. As time permits, additional time will be spent on human anatomy and physiology. Laboratory investigations, experiments, standard microscope work, and dissections are basic laboratory requirements for this class.

## BIOLOGY – HONORS 9-10 (1 CREDIT)

Prerequisite: None

A comprehensive study of the living world, this course is designed for the science-oriented students. Areas covered are: 1) the nature of science, 2) ecology, 3) botany, 4) cell anatomy and physiology, 5) cell reproduction, 6) heredity, 7) evolution, 8) microbiology, 9) zoology, and 10) human anatomy and physiology. Included within the course work is an emphasis on the processes of science including; problem solving, experimental design and data analysis as critical elements. Laboratory investigations, experiments, standard microscope work, and dissections using fetal pigs are basic laboratory requirements.

## CHEMISTRY – STANDARD 10-11-12 (1 CREDIT)

Prerequisite: 1 year of freshman level science & Algebra I with a minimum grade of C.

This course uses Chemistry in the Community (ChemCom) materials developed under the sponsorship of the American Chemical Society. It is a two-semester course for students who are college bound but not intending to major in chemistry or engineering. ChemCom is an innovative, interdisciplinary chemistry and society course in which concepts are introduced as essential knowledge for the citizen concerned with understanding and attempting to solve a wide range of local or global issues. ChemCom is designed to use group work in order to improve and develop the decision-making skills of the students. The four units covered in this course are: 1) Supplying Our Water Needs; 2) Conserving Chemical Resources; 3) Petroleum; 4) Nuclear Chemistry in Our World.

## CHEMISTRY – HONORS 10-11-12 (1 CREDIT)

Prerequisite: Biology Standard or Biology Honors and Algebra I with a minimum grade of C.

Honors chemistry is designed for college-bound students with an interest in science. Major areas included are chemical shorthand, the mole concept, atomic structure, the periodic table, chemical bonding, kinetic theory, chemical equilibrium, and acid-base chemistry. Emphasis is placed on theory and problem based learning. It is a laboratory course with lab work comprising approximately 20% of the class time.

Grades: Each quarter, grades will be determined according to the following percentages:

Homework: 20% Labs/Activities: 30% Tests: 50%

## EARTH SCIENCE – GEOLOGY – STANDARD 10-11-12 (1/2 CREDIT)

Prerequisite: Biology Standard or Biology Honors or Environmental Chemistry AND Earth's Physical Properties

This course covers the basic concepts of geology including identification and composition of rocks and minerals, types and formation processes of rocks, natural resources, weathering, maps & (map reading), plate tectonics, and glaciers. The course will involve reading, lecture/discussion, homework assignments, and laboratory work. It is recommended that the student take this course in conjunction with Meteorology and Space Science. **This course is offered only during the first semester.**



EARTH SCIENCE/INTRODUCTION TO GEOLOGY – EARLY COLLEGE/HONORS  
11-12 (1/2 CREDIT)

Prerequisite: Biology Standard or Biology Honors or Environmental Chemistry AND Earth's Physical Properties. Minimum of 480 EWR SAT score **OR** 18 ACT score **OR** required Accuplacer Reading (90 or above)/Writing (4 or above) score.

Introduction to Geology is designed for college-bound students with an interest in science. This course is a survey of geology which includes the study of earth materials, natural resources, geologic time, and the processes that shape our planet such as earthquakes, volcanic activity, weathering, rivers, glaciers, and more. Local and regional field trips are required. Introduction to Geology is designed for college-bound students with an interest in science. The textbook used for this course is a college level text. This course differs from Earth Science-Standard in that all topics will be covered in more depth; additionally, students will be expected to regularly read information pertaining to the content that is written at a higher reading level. Laboratory exercises are college level and designed to be inquiry based, emphasizing higher-level critical thinking skills. This course is typically offered only during the first semester.

**This is an Early College-MHS class with EASC 116 at Illinois Central College (4 credit hours).**

METEOROLOGY AND SPACE SCIENCE – STANDARD      10-11-12 (1/2 CREDIT)

Prerequisite: Biology Standard or Biology Honors or Environmental Chemistry AND Earth's Physical Properties

This course covers the basic concepts of Astronomy and Meteorology. Topics covered include origins of the universe, objects in the universe, the atmosphere, weather and climate. The course will involve reading, lecture/discussion, homework assignments, and laboratory work. It is recommended that the student take this course in conjunction with Earth Science-Geology. **This course is offered during the second semester.**

INTRODUCTION TO ASTRONOMY-EARLY COLLEGE/HONORS      11-12 (1/2 CREDIT)

Prerequisite: Biology Standard or Biology Honors or Environmental Chemistry AND Earth's Physical Properties. Minimum of 480 EWR SAT score **OR** 18 ACT score **OR** required Accuplacer Reading (90 or above)/Writing (4 or above) score.

Introduction to Astronomy is designed for college-bound students with an interest in science. This course explores the origin and nature of the universe, intergalactic space, and the motion within the celestial sphere. This course consists of three lecture and two laboratory hours per week including optional instruction at the Planetarium and/or Observatory. Introduction to Astronomy is designed for college-bound students with an interest in science. The textbook used for this course is a college level text. This course differs from Space Science-Standard in that all topics will be covered in more depth; additionally, students will be expected to regularly read information pertaining to the content that is written at a higher reading level. Laboratory exercises are college level and designed to be inquiry based, emphasizing higher-level critical thinking skills. This course is typically offered only during the second semester.

**This is an Early College-MHS class with PHYSC 114 at Illinois Central College (4 credit hours).**

BIOLOGICAL SCIENCE APPLICATIONS IN AGRICULTURE (BSAA)      9-10-11-12 (1 CREDIT)

Fall=Plant Science    Spring=Animal Science

This course is designed to reinforce and extend students understanding of science by associating basic scientific principles and concepts with relevant applications in agriculture. Students will examine major phases of plant and animal growth and management in agriculture and the specific biological science concepts that govern management decisions. In the fall, students will study sustainable agriculture practices, hydroponics, plant germination, sensory mechanisms, managing plant growth such as photosynthesis, respiration, translocation, metabolism, and growth regulation. In the spring, students will study growth and development of animals including embryology, artificial insemination, genetics, nutrition, immunity systems and processing of animal products such as preservation of meat. This course is a science credit and is accepted by most universities in Illinois and the University of Wisconsin – Platteville and the NCAA as a lab science credit to meet entrance requirements. The FFA and Agriculture Science Fair is an integral part of this course.

CONCEPTUAL PHYSICS    11-12 (1 CREDIT)

Prerequisite: Algebra I (or equivalent with a minimum grade of C); Chemistry Standard or Honors required

Conceptual Physics studies questions related to matter and energy and utilizes mathematics to predict the behavior of matter and energy. Students will be expected to describe and explain physics principles conceptually through tests, "hands-on" activities, formal laboratory reports and semester projects. Both qualitative and quantitative laboratory experience is provided in order that students can manipulate apparatus, make observations, gather data, process data, and interpret this data to form conclusions. While there are math computations and theoretical aspects, this course focuses primarily on a conceptual understanding of physics.

Major topics to be covered include: fundamental math, measurement, kinematics (the study of motion), forces, energy, waves, sound, light, electricity and magnetism, and thermodynamics. Most of the material will be covered through lecture and laboratory exercises. The course will cover the basic topics of physics from a conceptual and applied approach. Physics is generally considered to be a college preparatory course.

AP PHYSICS 1-HONORS    11-12 (1 CREDIT)

Prerequisite: Algebra II-Honors (concurrent enrollment with teacher approval), Chemistry standard or honors required

AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.

This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry- based investigations that provide students with opportunities to apply the science practices.

**Proficiency on the AP Physics exam is the equivalency of PHYS 120 at ICC.**

### AP PHYSICS 2-HONORS 12 (1 CREDIT)

Prerequisite: Precalculus (concurrent enrolment with teacher approval), AP Physics 1 or Honors Physics

AP Physics 2 is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.

This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

### AP CHEMISTRY – HONORS 12 (1 CREDIT)

Prerequisite: Biology and Chemistry-Honors (combined B average), Math through Algebra II-Standard, Physics is strongly recommended. Minimum of 480 EWR SAT score **OR** 18 ACT score **OR** required Accuplacer Reading (90 or above)/Writing (4 or above) score. Accuplacer College Level Math score of 56 or higher.

Advanced Chemistry starts with an overview of the nature of science, scientific method, and basic review of honors chemistry. Atomic structure is followed by stoichiometric analysis of compounds in chemical reactions. Types of chemical reactions follow with solution stoichiometry. Gases are studied along with thermochemistry and electron configuration. General concepts of bonding follow. The semester ends with a study of the properties of liquids and solids and properties of solutions. Second semester starts with chemical kinetics and equilibrium including acids and bases equilibria. Next there is a discussion of thermodynamics and electrochemistry. The course ends with nuclear chemistry, organic and biochemistry.

***This is an Early College-MHS class with Chemistry 130 at Illinois Central College (4 credit hours). Proficiency on the AP Chemistry exam is the equivalency of CHEM 120 or 130 at ICC.***

### AP BIOLOGY – HONORS 12 (1 CREDIT)

Prerequisite: Biology, Chemistry-Honors or Chemistry-Standard (combined B average), Physics is strongly recommended

Advanced Biology is a course designed for students with a genuine interest in biology, especially those students considering a career in the biological sciences. This course will emphasize the idea of science as a process, with a goal of taking and passing the AP exam to gain college credit. The four Big Ideas as described in the Advanced Placement Curriculum are listed below. These ideas will be the focus of the class. Each Idea will be covered in a variety of ways incorporating a variety of biological disciplines.

Big Idea 1: The process of evolution drives the diversity and unity of life

Big Idea 2: Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis

Big Idea 3: Living systems store, retrieve, transmit, and respond to information essential to life processes

Big Idea 4: Biological systems interact, and these systems and their interactions possess complex properties

**Proficiency on the AP Biology exam is the equivalency of BIOL 160 at ICC.**

### **PROJECT LEAD THE WAY COURSE**

Project Lead The Way (PLTW) is a national non-profit organization established to help schools give students the knowledge they need to excel in high-tech fields. Go to [www.ptlw.org](http://www.ptlw.org) for more information. College credit can be earned after the successful completion of each PLTW course.

### Biotechnical Engineering 10-11-12 (1 CREDIT) PLTW Course

Prerequisite: Standard or Honors Biology and have taken or will be taking Standard or Honors Chemistry

This course is for the student who has aspirations of working in the medical or bio-engineering fields after high school. The major focus of this course is to expose students to the world of biotechnology and the engineering applications found within it. These include, but are not limited to, biomedical engineering, molecular genetics, bioprocess engineering, agricultural/environmental engineering, etc. These applications will be focused on throughout the year by focusing on lessons of genetic engineering, forensics, agricultural engineering, bioinformatics, cardiovascular science, etc. Students will be involved in hands-on activities to strengthen their understanding of biotechnological engineering concepts. To this end, extensive research on the students' parts will be a major requirement of this course. Group projects will also be a major focus area of this course.

# Social Studies

## ELEMENTS OF GEOGRAPHY – STANDARD 9-10-11 (1/2 CREDIT)

Prerequisite: None

This course develops a basis for the study of Geography and the uses of basic geographic concepts. This study will include such topics as maps and map reading, physical geography, economic geography, cultural geography, environmental geography, and urban geography. These topics will give the student a survey approach to the study of geography with an emphasis on the United States.

## AMERICAN PROBLEMS – STANDARD 11-12 (1/2 CREDIT)

Prerequisite: None

This course offers the student a chance to explore and discuss the current social problems facing today's Americans. Among the topics that might be discussed are crime, child abuse, teen problems, drug abuse, and euthanasia. This course allows the student the opportunity to explore and better understand the complexities of social problems he/she may face during his/her adult life.

Emphasis is also placed on current events and upon the development of important life skills such as: critical reading, writing, research, discussion, and critical thinking.

## CIVICS – STANDARD 10-11-12 (1/2 CREDIT)

Prerequisite: None

Civics is a one-semester course that is required for graduation. The purpose of the course is to acquaint the students with local, state, and national government. The Constitution Test (Illinois and U.S. Constitution) is also given in this course, and a passing grade is necessary for graduation requirements. Topics covered are Foundations of the American governmental system, Citizenship and civil rights, The Nature of Our Federal Government, and Government of Illinois.

This course is **not** recommended for freshmen.

## CIVICS – HONORS 10-11-12 (1/2 CREDIT)

Prerequisite: None

Civics is a one-semester course that is required for graduation. Honors Civics is a course designed for the more academically talented student as an alternative to Standard Civics. This course will be different from the traditional offering in the following ways:

The student will be expected to be involved to a greater degree in classroom discussions and student interaction.

Instruction will focus on the higher levels of thinking that requires more analysis, synthesis, and evaluation.

Students will be required to complete an assigned research project involving materials outside the text.

Students will become more familiar with "primary" research materials.

Students will be encouraged to use the school and community as centers of research.

Honors Civics has been designed to challenge students who have shown both an interest and ability in the area of Social Studies.

Honors Civics is particularly recommended for those students who are **college bound** and/or intend to take **American Studies** as juniors. This course is **not** recommended for freshmen.

## SOCIOLOGY – STANDARD 10-11-12 (1/2 CREDIT)

Prerequisite: None

This course is an introductory study of the role of groups in our society. We will examine various groups that play a major part in shaping the personality of the individual. As these groups are discussed, we will examine many of the problems facing our society today. This study will include such topics as alcoholism, crime, alienation, poverty, overcrowding and discrimination. Students will be expected to keep informed about current events and to make presentations to the class on these topics when assigned.

## WORLD GEOGRAPHY – STANDARD 9-10-11-12 (1/2 CREDIT)

Prerequisite: 9<sup>th</sup> graders must have taken Elements of Geography and received a B or higher

World Geography follows a regional study approach to many different areas of the world. Areas that may be studied include North America (not U.S.), Central and South America, Europe, North and sub-Saharan Africa, Southwest Asia and the Middle East, Asia, and Oceania. The course will look to the future based upon the cultural, economic, physical and political developments of the past and present. The course will also place special emphasis on the inter-relationships between people and their natural environments, as well as how cultures in these regions have been shaped through history. This course is recommended for the college-bound student.

Course Content: Includes the possibility of the following regions of the world:

- North America
- Central America and Caribbean
- Middle East and Northern Africa
- Saharan and sub-Saharan Africa
- Eastern Asia and India
- Australia and Oceania

## WORLD HISTORY – STANDARD 9-10-11-12 (1 CREDIT)

Prerequisite: None

This course is taught with the basic recognition that the world's cultures have become increasingly interdependent. Our nation is constantly affected by world affairs, and we need an understanding of the people and forces that have helped to shape our world. This course traces the beginnings of man through the 19<sup>th</sup> Century.

Students will be challenged to question, analyze, evaluate, and draw conclusions about how nations, great and small, have impacted others and have been impacted by others. The instructor will frequently attempt to show how a knowledge of the past can help us understand what is happening today. The course will also often examine controversial issues and challenge the students to examine different points of view before forming their own opinions.

The students will be challenged to read and write critically, participate in class discussion, and develop critical thinking skills. This course is especially recommended for the college-bound student.

Students may elect to take one semester for ½ credit.

## AP WORLD HISTORY-HONORS 11-12 (1 CREDIT)

The purpose of the AP World History course is to develop greater understanding of different cultures and societies and their interactions. The course includes synthesis and comparisons as well as change and continuity of major cultures in Africa, the Americas, Asia, and Europe within five major time periods –8000 BC to 600 AD, 600-1450, 1450-1750, 1750-1914, and 1914 – Present. AP World History is designed as an introductory college level survey course for those students seeking a rigorous program of study. As such, the reading and writing demands are significant and require a highly engaged and motivated student. Students successfully mastering the course material may earn college credit by passing the annually administered AP World History exam; the individual college or university determines how many, if any, credits will be granted for the AP exam score. While students cannot be required to take the AP Exam it is strongly recommended that they plan to do so.

#### AMERICAN STUDIES – HONORS 11 (2 CREDITS)

Prerequisite: None, but Honors English and Honors Civics are recommended

Double period class everyday

1 credit United States History

½ credit American Literature

½ credit Composition

This American Studies course is a one-year elective for juniors that surveys the American experience through the study of related historical and literary concepts and trends. The material is presented in a manner that helps students become aware of the changing values of America. Through renowned works of outstanding American authors,

the student gains a mastery of a sufficient portion of our nation's historical and literary heritage to insure an appreciation of American literature and American history.

The course is open to juniors as an alternative to traditional American history, American literature, and writing elective courses, fulfilling the graduation requirements for American history, American literature, and composition. Participating students receive separate grades for the English and U.S. History portions of the course. Some activities for the American Studies course may include: exploring the influence of art and music; providing

opportunities for small discussion groups and seminars; working on individual projects; reading a variety of novels; writing expository, creative, and position papers. Library reports and a research paper that is properly annotated are also requirements of the course.

A student who withdraws from American Studies at the end of first semester and who is passing the English portion of the class will receive one semester of elective English credit. The student will still need to take a full semester of American Literature as well as a writing class to satisfy graduation requirements. If the student who withdraws is passing U.S. History,

he/she will get credit for the 1st semester of U.S. History, but must still enroll in and pass the 2nd semester.

This course is recommended for college-bound students.

#### ECONOMICS 1 – STANDARD 11-12 (1/2 CREDIT)

Prerequisite: Minimum of 480 EWR SAT score **OR** 18 ACT score **OR** required Accuplacer Reading (90 or above)/Writing (4 or above) score. Minimum of 520 Math SAT score **OR** Algebra 1 grade of a C or higher.

#### ***(This course should not be confused with Consumer Education)***

This course is a study of economic institutions and principles emphasizing Fundamental and Microeconomic Concepts. The purpose is to help students understand the essentially free, competitive, and dynamic American enterprise system. (Students will find that some background in the social sciences and business will make the course more meaningful.)

This course is highly recommended for any student who wishes to pursue a college degree in a social science or a business field.

***This is an Early College-MHS class with Economics III at Illinois Central College (3 semester hours)***

#### ECONOMICS 2 – STANDARD 11-12 (1/2 CREDIT)

Prerequisite: Economics 1 or the instructor's permission

It is strongly recommended that the student interested in Economics 2 register for this course at the same time they register for Economics 1. This will help insure that an Economics 2 course will be offered.

The purpose and objectives for the second semester course will be identical extensions to those cited in Economics 1. However, this course will be a study of economic principles emphasizing Fundamental and Macroeconomics and International Economic Concepts.

This course is especially recommended for the college-bound student.

#### UNITED STATES HISTORY – STANDARD 11-12 (1 CREDIT)

Prerequisite: None

United States History is a yearlong course that explores American historical events in the 20<sup>th</sup> Century and is required for graduation. The student receives a chronological and topical breakdown of America's past and present development—socially, economically, and politically. This breakdown is accomplished by dividing American historical development into eras and associating outstanding personalities and events such as wars, economic disasters, etc. with each era. This information is used, whenever possible, to analyze the effects people and events have had on present and possibly future development of this nation—politically, socially, and economically. The student learns to view American history with a deeper sense of realism and at the same time gains a workable and more applicable knowledge of history. He/she also becomes more aware of the complexities and implications of any social action.

The general approach to the units includes teacher-led discussions, student-oriented discussions, group work, written assignments, and oral and written reports.

#### POLITICAL SCIENCE I – STANDARD 12 (1 CREDIT)

Prerequisite: Civics & U.S. History completed with a B average or permission of the instructor

The full year course is designated Political Science I.

The half year course is designated Comparative Political Systems.

A student enrolled in Comparative Political Systems is NOT eligible to enter Political Science I at the end of the first semester because it is the same as comparative Political Systems.

The first semester of Political Systems I is a study of American Political behavior. The behavioral approach to the study of politics and the knowledge acquired by political scientists who have used the behavioral approach is emphasized. Students study the political process in terms of class, status, role, and decision-making. The relationships among these concepts are stressed so that students learn how to construct and apply conceptual frameworks to the instruction comprise the course.

They are:

Introduction to the Study of Political Behavior

Similarities and Differences in Political Behavior

Elections and Voting Behavior

Throughout these units students are taught basic social science skills—how to hypothesize, link variables, gather data, and test hypotheses. Students learn differences between factual claims and value judgements and how to

deal with the separate characteristics they present. Second semester is the same as Comparative Political Systems.

Although the course is a standard-level course, the nature of the material clearly demands higher level thinking skills and is oriented toward the college bound student. Students in the course will be expected to read and comprehend material at a level above the standard high school text. The general approach to the units of study will include lecture, teacher-led discussion, student-led participation will be expected of each student. This course is especially recommended for the college-bound student.

#### AP COMPARATIVE POLITICAL SYSTEMS – HONORS

12 (1/2 CREDIT)

Prerequisite: Civics & U.S. History, each completed with a B average, or permission from the instructor. Minimum of 480 EWR SAT score **OR** 18 ACT score **OR** required Accuplacer Reading (90 or above)/Writing (4 or above) score.

This course is a one-semester elective, which examines basic concepts, problems, and theories of political science and applies them in the examination of the national political systems of a variety of Industrialized Democracies, Current and Former Communist Countries and Developing Countries.

While the course offers a comparative view of various nations, the stress of the course will be examining the following issues while discussing specific countries:

- the make up various political systems,
- the relationship between both history and culture and political philosophy in various nations,
- the influence of cultural factors such as customs, traditions, and language in the development of societies,
- the roles of various individuals and groups in the different societies and
- the impact of one nation's policies on other nations.

Because this is an honors level course taught to seniors, the nature of the material clearly demands higher-level thinking skills and is oriented toward college bound students. Students in the course will be expected to read and comprehend material at a College level. The general approach to the units of study will include teacher-led discussions, student-led discussions, and both oral and written reports. High quality class participation will be expected of each student.

This course is recommended for the college-bound student, and offers the student the opportunity to earn early college credit through ICC.

***This is an Early College-MHS class with Comparative Political Systems 124 at Illinois Central College (three credit hours). Proficiency on the AP Comparative Government & Politics exam is the equivalency of POLSC 124 at ICC.***

# Early College-ICC Enrollment

MHS has partnered with Illinois Central College to provide a unique opportunity for qualifying seniors to begin earning college credit while completing the credits required to graduate from MHS. Participating students have the potential to earn college credit hours at ICC over the course of two semesters.

## **1. Who is eligible to participate during the 2018-19 school year?**

First priority will be given to seniors who have indicated they are interested in graduating mid-term. We want all of our students to succeed; therefore, qualifying students must meet the following criteria for consideration in the ICC Early College Program:

1. Expressed interest in graduating mid-term during the 2018-19 registration process.
2. Has 3.0 credits or less remaining of required courses at the start of the senior year.
3. Earned an overall GPA equivalent of 3.00 prior to the start of the 2018-19 school year.
4. Has not been suspended from school during their high school career.
5. Has had 7 or fewer absences each semester of junior year.
6. Students who do not meet the above criteria may appeal to the Counseling Office.

## **2. Who should participate in the Early College-ICC program?**

Students who are responsible, attend school regularly without excessive absences, are organized, self-advocate, and are comfortable talking with teachers and staff members should consider participation. These are students who are ready for the college academic experience, are self-disciplined to be in class, study, and want to begin their career as a college student.

## **3. Why should students participate in the Early College-ICC program?**

Students will be dual-enrolled in ICC and MHS. They will receive 0.5 GPA credit toward graduation at MHS for successful completion of each ICC course completed. This gives students the opportunity to graduate from MHS with a high school diploma and up to 6 completed courses at ICC at the same time.

ICC Early College Program participants may complete more than 6 ICC courses while in the program by also completing MHS Early College courses at MHS junior and/or senior year. Possible courses include Expository Writing (ENG 110), Advanced Speech (COMM 110), Introduction to Astronomy (PHYS 114), Earth Science/Intro to Geology (EARTH SCI 114), AP Chemistry Semester 1 (CHEM 130), AP Comparative Political Systems (POLSC 124), Economics 1 (ECON 111), Business Law (BUS 215), and Music Theory (MUSC 136)

Participating students will still be eligible to participate in all IHSA sports as well as MHS clubs and activities. They will get to have the best of both worlds: participation in high school programs and activities AND a smart start into their post-secondary academic career. It will put them ahead toward receiving a college degree while still giving them the supportive academic environment of the high school as they transition toward their college career.

## **4. What will a student's schedule be in the Early College-ICC program?**

Students will be released from MHS for a block period of time in the morning or afternoon. In order to qualify for the ICC Early College Program, students must enroll in a minimum of 2 ICC courses and take a maximum of 3 courses per semester. At least 2 courses must be taken at ICC campus (face-to-face, not online). The release hours from MHS will be determined by the ICC class schedule.

A maximum of 4 clock hours of release time will be available to students participating in the ICC Early College Program. Students must take at least 3 credit bearing courses at MHS each semester.

\*Psychology 110 is offered at MHS 2nd semester, 7am-7:50am MWF. If this course is taken as part of the ICC Early College program, a student must enroll in at least 4 credit bearing courses at MHS since this course meets during zero hour.

## **5. Which classes will students take at ICC?**

Students will work with their ICC advisor in conjunction with their MHS counselor to select courses which best suit their needs. They will not take courses that are already offered for credit at MHS as part of the MHS Early

College Program. These may be taken during the portion of the school day they attend high school classes. In addition, students cannot take a course at ICC unless it was taken at MHS first.

#### **6. How will credits be awarded?**

A student who successfully completes an approved dual credit course may receive credit at both the college and high school level according to the following: 1 credit college course=0.25 MHS credits, 2-4 credit college course=0.5 MHS credits, 5+ credit college course=1.0 MHS credit.

#### **7. How much will tuition in ICC courses cost?**

Students will be responsible for paying the cost of enrollment in ICC courses and the cost of their ICC text-books and fees. The current cost per credit hour is \$140.00.

Fee waivers are no longer granted for students who receive free or reduced lunch. All ICC Early College and MHS Early College participants should complete the 2018-2019 Free Application for Federal Student Aid (fafsa.ed.gov). ICC is part of a federal program allowing high school students to receive federal PELL Grant money to pay for early college program tuition costs. Students who currently receive free or reduced lunch AND those who are above the threshold for free and reduced lunch can qualify for federal PELL Grant funding. Please complete the FAFSA as soon as possible and send the results to ICC (ICC's school code is 006753).

#### **8. What are the requirements for participation in the ICC Early College Program?**

1. Completion of ICC Early College application by deadline (including FERPA release).
2. All credit, GPA, and discipline requirements met.
3. Completion of student AND parent orientation at ICC.
4. Ongoing academic success on monthly ICC academic reporting document sent to MHS counselors.
5. Meeting all ICC requirements for attendance, academic success, and appropriate conduct and behavior.
6. Students are responsible for their own transportation to ICC.

#### **9. Do students have to take PE when in the ICC Early College Program?**

No, they qualify for a PE exemption as a participant in the program.

#### **10. Can students take an online class?**

In order to qualify for the ICC Early College Program, students must enroll in a minimum of 2 ICC courses and take a maximum of 3 courses per semester. At least 2 courses must traditional face-to-face at ICC campus. The third may be an online course.

#### **11. How do I know if my classes will transfer to a four year university?**

To determine whether a course will transfer students can take the following steps. 1) Use ICC's Course-to-Course Equivalencies document (<https://goo.gl/MCA8h8>). 2) Contact ICC's Transfer Assistance Center ([transfercenter@icc.edu](mailto:transfercenter@icc.edu)). 3) Contact the university's Transfer Assistance Center. 4) Create a Transferology account ([www.transferology.com](http://www.transferology.com)) to determine course equivalencies.

\*\* Students may be removed from the ICC Early College Program and returned to a corresponding MHS schedule if they fail to meet the requirements set forth above.